**UNIT 5: MY FUTURE JOB**

**Lesson 1: Activity 1-3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about jobs and someone’s future job;

- use the words *firefighter, reporter,* *gardener* and *writer* and the sentence patterns *What would you like to be in the future?* and *I’d like to be a* \_\_\_\_\_\_\_\_. to ask and answer questions about someone’s future job;

- use *What would you like to be in the future? – I’d like to be a \_\_\_\_.* in a freer context.

- Show their love and interest in a certain job in the future.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up:** Game: **Lucky numbers**

- Explain that students will play this game in three teams. There are six numbers, they have to choose the number and answer the free-time activity behind the number. If the answer is correct, their team can get the point. The number of candies behind the picture will be the points they get.

- Play the game.

- Afterwards, ask pupils to read all the words again.

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

**Step 1:** Ask pupils to look at Pictures **a** and **b,** and identify the characters and other details. Draw pupils’ attention to the thought bubble and let them guess the job that Linh is thinking about.

**Step 2:** Ask pupils to focus on Picture **a**. Play the recording for them to listen to the entire conversation several times.

**Step 3:** 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**.

**Step 4:** Invite a few pairs to stand up, listen and repeat the sentences in the recording. Check their pronunciation, provide corrections and offer feedback where necessary.

**Step 5:** Direct pupils’ attention to the question *What would you like to be in the future?* and the answer *I’d like to be a doctor*. Explain that this is about someone’s future job.

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

**Step 1:** Have pupils point at Picture **a**, listen to the recording and repeat the word *firefighter*. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the words a few times.

**Step 2:** Point at the question pattern *What would you like to be in the future?* Read it aloud and have pupils repeat it several times. Repeat the procedure with the answer pattern *I’d like to be a \_\_\_\_\_\_\_.*

**Step 3:** Point at Picture **a** and have pupils listen and repeat after the recording *What would you like to be in the future? – I’d like to be a firefighter*. Repeat the same procedure with Pictures **b**, **c** and **d**.

**Step 4:** Divide the class into two groups to take turns repeating the question and the answer in Picture **a** until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

**Step 5:** Put pupils in pairs and have pairs practise asking and answering questions using the pictures. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Give corrections and feedback where necessary

**Activity 3: Let’s talk.**

**Step 1:** Direct pupils’ attention to the phrase *Job fair* in the picture. Have them guess the meaning of the phrase. Ask them what jobs they can find in the picture.

**Step 2:** Read the question in the speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and guess what the answer should be. Give an example answer, e.g. *I’d like to be a doctor.* Get pupils to repeat the question and answer several times.

**Step 3:** Have some pairs practise asking and answering questions about the jobs in the picture. Go around the classroom to observe and provide help.

**Step 4:** Invite some pairs to practise asking the question and giving the answer in front of the class. Give corrections and feedback where necessary. Encourage them to talk about the jobs that they know and would like to do in the future.

**Fun corner and wrap-up:**

**Game: Pass the balls (ppt)**

- Give two different colored balls to two pupils, one ball (*ask the question*) and another one (*answer the question*).

- Ask pupils to listen to music and pass the balls.

- Stop music suddenly. Have one pupil ask, the other answers the question.

- Repeat the game several times.

**IV. REGULATION**

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**UNIT 5: MY FUTURE JOB**

**Lesson 1: Activity 4-6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- listen to and understand four communicative contexts in which speakers ask and answer questions about people’s future jobs and number the pictures;

- complete the target sentence patterns about future jobs with the help of picture cues;

- listen to and complete the song *What would you like to be in the future?* and to sing it with the correct pronunciation, rhythm and melody.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

***\* Warm up****:* Quiz

- Ask students to take out a piece of paper.

- Ask pupils to look at the picture, read the quiz and write the answer on the paper in 20 seconds.

- After answering all the quizzes, the teacher asks pupils to exchange the paper with their friends and check the answer.

- Ss take out a piece of paper.

- Read and write the correct answer in order.

1. firefighter 2. writer 3. gardener 4. teacher 5. reporter 6. driver

**-** Use sentence structure “ I’d like to be \_\_\_\_\_\_\_”

**Activity 4: Listen and number.**

**Step 1:** Have pupils look at Activity 4. Ask them *How many pictures are there?* and *What job can you see in each picture?* Ask pupils further questions to elicit information about the people in the pictures, such as *What’s he or she doing?* and *Where is he or she?* Encourage pupils to say, for example, *The man in Picture a is planting some flowers. He’s in*

*a garden. He’s a gardener.* Explain that they will write numbers 1 – 4 next to the pictures

to put them in the correct order.

**Step 2:** Play the recording of the first dialogue. Ask pupils to find the correct picture and write number **1** in the box. Check their answers and give feedback.

**Step 3:** Play the recording of the other dialogues. Ask pupils to work individually, then work in pairs to check each other’s answers. Go around the class and give support if necessary.

**Step 4:** Check the answers as a class. Correct the answers, if necessary.

**Activity 5: Read and complete.**

**Step 1:** Ask pupils to look at the

pictures and identify the jobs that

the characters are doing or thinking about. Ask questions such as *Look at Question 1. What’s the person in the picture doing? Is she planting flowers? Where is she? What’s her job?* Elicit the words *gardener, writer, firefighter* and *reporter* for Questions **1 – 4**.

**Step 2:** Have pupils read the sentence in Question **1**. Ask them what is missing in the sentence, for example, a job. Ask them to complete the gap by finding the information from the picture above the sentence. Give the correct answer (*gardener*).

**Step 3:** Ask pupils to complete the other questions in the same way individually, then to check their answers in pairs. Go around the classroom and give support if necessary. Ask questions to help pupils explain their answers. For example, for Question **3** ask *How*

*do you know the answer is “firefighter”?* – *Because he’s wearing the uniform of a firefighter, and there’s a fire.*

**Step 4:** Ask some pupils to read the sentences and exchanges aloud. Give feedback and

corrections if necessary.

**Activity 6: Listen, copmplete and sing.**

**Step 1:** Tell pupils that they will listen to the song and fill in the gaps in the lyrics and sing the song with the correct pronunciation, rhythm and melody.

**Step 2:** Have pupils read the lyrics and guess the words to fill in the gaps with the help of the picture.

**Step 3:** Have them listen to the song and fill in the gaps. Play the recording of the gapped sentences twice for pupils to fill in if necessary.

**Step 4:** Play the recording and let them listen to and practise singing the song, line by line, until they feel confident. Then have pupils listen to and sing the whole song while clapping their hands.

**Step 5:** Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity.

**Extension:** Encourage pupils to change some of the words for jobs and sing the new version of the song.

**Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

**Fun corner and wrap-up:**

**Game:Spin the wheel (ppt)**

- Divide the class into 2 teams.

- Each team takes turns to choose the number and answer the question.

- Check the answer with the whole class.

- If pupils give the correct answer, they can spin the wheel and get the points.

- The team with more points is the winner.

**IV. REGULATION**

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**UNIT 5: MY FUTURE JOB**

**Lesson 2: Activity 1-3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about why someone would like to have a certain job in the future;

- correctly say and use the phrases *teach children*, *report the news*, *grow flowers* and *write stories* and the sentence patterns *Why would you like to be a \_\_\_\_\_\_ ?* and *Because I’d like to* \_\_\_\_\_\_\_\_. to ask and answer questions about the reasons why someone would like to be a certain job in the future;

- use *Why would you like to be \_\_\_?* *– Because I like to\_\_\_\_.* to ask and answer questions about someone’s future jobs in a freer context.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up:** Guessing game

- Draw pupils’ attention to the screen.

- Explain the rules of the game: Pupils look at the clue and guess jobs (*teacher – policeman-gardener – firefighter – reporter – writer – doctor-cook).*

1st clue: get 3 points

2nd clue: get 2 points

3rd clue: 1 point

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

**Step 1:** Ask pupils to look at Pictures **a** and **b,** and identify the characters in the pictures. Have them say what they can see in the thought bubbles.

**Step 2:** Ask pupils to look at Picture **a**. Play the recording of the exchange for them to listen to.

**Step 3:** 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**.

**Step 4:** Invite a few pairs to the front of the class to listen and repeat the sentences in the recording. Give corrections and feedback where necessary.

**Step 5:** Draw pupils’ attention to the question *Why would you like to be a doctor*? and the answer *Because I’d like to help people.* Explain that they are a question and an answer about why someone would like to be a certain job in the future.

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

**Step 1:** Have pupils point at Picture **a**, listen to the recording and repeat the word *teacher* and the phrase *teach children* several times. Repeat the sameprocedure with Pictures **b**, **c** and **d**. Have the class repeat the words and the phrases.

**Step 2:** Point at the question *Why would you like to be a \_\_\_\_\_\_\_\_ ?* Read it aloud and have pupils repeat it. Follow the same procedure with the answer *Because I’d like to \_\_\_\_\_\_\_\_ .*

**Step 3:** Point at Picture **a** and have pupils listen and repeat after the recording *Why would you like to be a teacher?- Because I’d like to teach children*. Repeat the same procedure with Pictures **b**, **c** and **d**.

**Step 4:** Divide the class into two groups to take turns repeating the questions and the answers for Pictures **a - d** until they feel confident.

**Step 5:** Have pairs of pupils practise asking and answering the questions with the pictures. Invite a few pairs to point at the pictures and say the questions and the answers in front of the class. Check their pronunciation, give corrections and feedback where necessary.

**Activity 3: Let’s talk.**

**Step 1:** Draw pupils’ attention to the pictures and guess the jobs that the characters do. Read the question in the first speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and identify what the answer should be. Do the same with the other pair of speech bubbles.

**Step 2:** Have pairs of pupils practise asking and answering the questions about the reasons why someone would like to be a certain job. Go around the classroom and provide support when necessary.

**Step 3:** Invite a few pairs to practise asking and answering questions in front of the class. Give corrections and feedback where necessary.

**Extension:** Encourage pupils to brainstorm some jobs they know, such as doctor, driver, pilot, policeman and farmer, and say the reasons why they would like to have such jobs, then talk in groups using the sentence patterns.

**Fun corner and wrap-up:**

**Game: Look and say**

- Divide the class into 2 teams: boys and girls.

- Draw pupils’ attention to the questions on the screen.

- In teams, they take turns to look at the picture and answer the questions. Read the question aloud and answer it. If they have the correct ones, they will get the points.

- The team with more points wins the game.

**IV. REGULATION**

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**UNIT 5: MY FUTURE JOB**

**Lesson 2: Activity 4-6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- use listen to and understand two communicative contexts in which speakers ask and answer questions about future jobs and tick the correct pictures;

- complete two conversations with the help of the picture cues;

- revise the target vocabulary items through the game.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website:hoclieu.vn

**III. LEARNING EXPERIENCES**

**Warm up**: Qs-As

- To revise the phrases *teach children*, *report the news*, *grow flowers* and *write stories* and the sentence structures *Why would you like to be a* \_\_\_\_\_\_\_*?* and *Because I’d like to* \_\_\_\_\_\_ *.*

**Activity 4: Listen and tick.**

**Step 1:** Have pupils look at the pictures. Ask them *How many pictures are there?* in each question and *What jobs can you see in each picture?*

**Step 2:** Tell pupils to look at the pictures of Question **1**, and they will hear a conversation between a boy and girl about future jobs. Ask pupils to tick the correct picture that shows the boy’s future job. Play the recording for the first conversation twice.

**Step 3:** Do the same with the second conversation. Ask pupils to tick the correct picture that shows the girl’s future job.

**Step 4:** Ask pupils to work in pairs for their peer-checks. Correct answers and give feedback.

- Assessment tools: Observation; Answer keys

**Activity 5: Read and complete.**

**Step 1:** Ask pupils to look at the pictures and identify the jobs of the characters.

**Step 2:** Have pupils read Conversation **1**. Ask them what is missing from the gap. Have them complete the gap by finding the clues from the context and the picture. Repeat the same procedure with Conversation 2.

**Step 3:** Get pupils to complete the conversations individually, then ask a few pairs to read them aloud. Check their answers, giving corrections and feedback where necessary.

**Step 4:** Ask a few pairs to read the conversations aloud. Give feedback and corrections if necessary.

**Activity 6: Let’s play.**

**Step 1:** Tell pupils that two groups are going to play the game *Job word bank* within three minutes. Have the groups of five stand in two lines in front of the board. Give a piece of chalk to the pupils at the front of the lines. Ask *What would you like to be in the future?* and let them write a word for a job on the board. Encourage the first pupils to give the pieces of chalk to the next one of the line so that they continue to write words for jobs on the board.

**Step 2:** When the time is up, count the jobs that have been written correctly by each group. Reward the group with more correctly written jobs.

**Step 3:** Play the game again with some other groups.**Activity 6: Project.**

**Step 1:** Tell pupils about the goal of the activity. Explain that they have to look at the list of free-time activities and adverbs of frequency they have prepared at home and present their free-time activities to the class.

**Step 2:** Have pupils work in groups. Each pupil looks at their lists and tells the group about their free-time activities.

**Step 3:** Invite a few pupils to look at their lists and tell the class about them, e.g. *I like playing the violin. I usually play it in my free time.* Have the rest of the class applaud if pupils perform well.

**Fun corner and wrap-up:**

**Game: Matching game**

- Use pictures and cards.

E.g.

 *A picture of a teacher – I’d like to teach children.*

 *A picture of a reporter – I’d like to report the news.*

 *A picture of a gardener – I’d like to grow flowers.*

 *A picture of a writer – I’d like to write stories.*

- Have four pupils hold the pictures and stand in the corners of the classroom.

- Give four cards of sentences to four pupils.

- Ask pupils holding cards to find and match their cards with the correct pictures.

- Praise the ones who finish the matching. Then ask the class to look and say the sentences aloud.

**IV. REGULATION**

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**UNIT 5: MY FUTURE JOB**

**Lesson 3: Activity 1-3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- correctly pronounce the two-syllable words with the stress on the first syllable as in ꞌ*teacher* and ꞌ*dentist* in isolation and as in the sentences *My mother’s a* ꞌ*teacher.* and *My father’s a* ꞌ*dentist*.;

- identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words;

- say the chant with the correct pronunciation, word stress and rhythm.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: hoclieu.vn

**III. LEARNING EXPERIENCES**

**Warm – up: Game:** Unscramble the letters

- Tell pupils they are going to look at the letters and unscramble the letters to guess the jobs (doctor, writer, teacher, dentist, firefighter, gardener, reporter).

- Divide the class into two teams.

- Have one pupil from each team play rock, paper, scissors to find the team which plays the game first.

- Have each team look at the given letters.

- If they guess the correct job, they get points for their team. The team with more points is the winner.

- Have pupils look and say the extra jobs shown on the screen.

- Remind pupils about syllables by watching a video clip from YouTube.

- Elicit all the 2 or 3 syllable words have stresses and pupils will learn words that have stresses on the first syllable in this lesson.

**Activity 1: Listen and repeat**

**Step 1:** Have pupils look at the word ꞌ*teacher* with its first syllable marked as stressed, listen to the recording and repeat the word until they feel confident. Correct their pronunciation if necessary.

**Step 2:** Get pupils to point at the sentence *My mother’s a* ꞌ*teacher*., listen to the recording and repeat it several times. Then get a few pupils to listen and repeat the sentence in front of the class.

**Step 3:** Repeat the procedure with the word ꞌ*dentist*, and the sentence *My father’s a* ꞌ*dentist*.

**Step 5:** Give pupils a time limit to practise pronouncing the words, saying the words, and reading the sentences in pairs or groups.

**Activity 2: Circle, listen and check.**

**Step 1:** Have pupils read the three words in each line. Explain that they have to find out the word with different stress patterns from the other two, and circle the odd word.

**Step 2:** Play the recording and have pupils listen and check their answers. Then get pupils to check their answers in pairs or groups. Correct their answers if necessary.

**Step 3:** Invite a few pupils to read the three circled words in front of the class. Give corrections and feedback where necessary.

**Extension:** Invite one or two pupils to stand up and repeat the correct option (odd words).

**Activity 3: Let’s chant.**

**Step 1:** Have pupils scan the first verse of the chant. Draw their attention to the words *teacher* and *future*.

**Step 2:** Play the recording and ask pupils to listen and repeat the first verse, line by line. Show them how to chant and clap their hands

**Step 3:** Play the recording of the entire verse again for pupils to do choral and individual repetition. Give corrections and feedback where necessary.

**Step 4:** Repeat **Steps 1** to **3** for the second verse of the chant. Draw pupils’ attention to the words *dentist* and *future*.

**Extension:** Replace some jobs in the chant with words which have the stress on the first syllable, for example, *doctor, farmer, driver* and *pilot*. Have pupils adjust the last sentence of each verse and practise the new chant.

**Fun corner and wrap-up:**

**-** Chant and do the action

- Tell pupils to close their book, listen to the chant.

- Ask pupils to listen again and clap their hands on the word stress.

- Ask pupils to chant like a robot.

**IV. REGULATION**

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**UNIT 5: MY FUTURE JOB**

**Lesson 3: Activity 4-6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- read and show understanding of a text by answering four questions about Laura’s free-time activities at the weekend;

- complete a letter to a penfriend about someone’s free-time activities at the weekend by writing the target words in the gaps using picture cues;

- present their free-time activities to the class.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website:hoclieu.vn

**III. LEARNING EXPERIENCES**

**Warm up**: Chant

- Spend a few minutes reviewing the chant in Activity 3, Lesson 3, Unit 4.

**Activity 4: Read and circle.**

**Step 1:** Have pupils read the questions carefully. Tell them to read Question **1** and identify the keywords such as *What, Laura, always* and *weekend*. Then they should scan the text for relevant information (*She always plays the violin*).

**Step 2:** Repeat **Step 1** for **Questions 2, 3** and **4**. Explain the type of information they need for each answer. For Question 2, you need a phrase to describe Laura’s activity (*plays volleyball*). For Question 3, you need a phrase that tells you when she does her activity (*on Sundays*). For Question 4, you have to find out who Laura helps with the cooking on Sundays (*her mother*).

**Step 3:** Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.

**Step 4:** Get pupils to swap books with a partner and check the answers before checking

as a class.

**Step 5:** Invite some pairs to take turns asking and answering the questions.

**Extension:** Ask pupils some more questions to check their comprehension of the text.

For example, *Who likes listening to music?* (Laura) *Does she like playing sports and games?*

(Yes, she does.) *What does she help her mother do?* (She helps her mother with the

cooking.)

\* **Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**Activity 5: Let’s write.**

**Step 1:** Ask pupils to read the gapped letter and explain that they need to fill in the gaps with information about the boy in the pictures’ free-time activities. Check comprehension.

**Step 2:** Have pupils complete the first, second and third gaps with names and an activity of their choice from the pictures. Ask them to read the sentences and elicit the names they chose (for Gaps 1 and 2) and the activity they chose (for Gap 3).

**Step 3:** Give pupils time to complete the rest of the letter independently. Go around the classroom and offer help if necessary.

**Step 4:** Get pupils to swap their books with a partner and check each other’s spelling before checking as a class.

**Activity 6: Project.**

**Step 1:** Tell pupils about the goal of the activity. Explain that they have to look at the list of free-time activities and adverbs of frequency they have prepared at home and present their free-time activities to the class.

**Step 2:** Have pupils work in groups. Each pupil looks at their lists and tells the group about their free-time activities.

**Step 3:** Invite a few pupils to look at their lists and tell the class about them, e.g. *I like playing the violin. I usually play it in my free time.* Have the rest of the class applaud if pupils perform well.

**Fun corner and wrap-up:**

**- Game: Who is the best orator?**

- Have pupils work in groups of four.

- Have one pupil from each group tell the others about his/ her future jobs. Ask their friends to check their pronunciation.

- Call on some volunteers to perform in front of the class.

e.g. *Hi, I’m Minh. I’m in Class 5A. I’d like to be a teacher because I want to teach children.*

- Praise pupils if they perform well.

**IV. REGULATION**

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