**WEED:**

*Teaching date:*

**Unit 12: Jobs**

*Period 79-* **Lesson 1 (1, 2, 3)**

**I. Objectives.**

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

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about the job of a family member.

- correctly say and use the words *doctor, driver, teacher, worker, job* and use *What’s his / her job? – He’s / She’s ………..*to ask and answer questions about someone’s job.

- ***Vocabulary:*** doctor, driver, teacher, worker, job

**2. Skills.**

- Listening and speaking.

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

**4. Forming competence:**

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:* Teacher’s guide Pages 150, 151, audio Tracks 12, 13, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 12, notebooks, workbooks, school things.

**IV. Procedures**

|  |  |
| --- | --- |
| **Teacher and students’s activities** | **Contents** |
| **Activity 1.Warm- up:**  *Game:* ***jigsaw puzzle***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  - Divide class into 4 groups: Doreamon, Nobita, Xuka and Xeko.  - Ask Ss look at the pieces of picture.  - Ask Ss go to the board and jigsaw puzzle into the correct picture  -T checks who’s the winner?  - Ask Ss look at the pieces of picture  - Say “Open your book page 12” and look at “*Unit 12, Lesson 1 (1,2,3)”.*  **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 the job of a family member.*  - 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.  - Ss listen and repeat  - T writes the words on the board.  - *Checking: Rub out and remember*  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss. Ask sts to link to activity 3:  **Activity 3** **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to correctly say the words and use What's his / her job? – He’s / She’s …….. to ask and answer questions about someone’s job.*  - T asks Ss look at *picture a , b* and helps Ss know the structure from the dialogue.  -Look at the pictures and get to know the characters in the pictures.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.  *A: What's his / her job?*  *B: He’s/ She’s a doctor.*  - Elicit and check comprehension the name of each character.  - 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. Ss work in pairs to practice  - 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.  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *enhance the correct use of What's his / her job? – He’s / She’s …….. to ask and answer questions about someone's job in a freer context.*  - Hold up the flash cards for *doctor, driver, teacher and worker* to elicit the question and answer about his or her job.  - Have Ss look at the picture. Ss look at the picture and answer.  - Point at the adults in the picture and elicit *mother* and *father* and the questions *What’s his job? and What’s her job?*  - Give Ss time to practise in pairs to ask and answer *What's his / her job? He’s / She’s …….*  - Go around the classroom to offer support.  - Invite some pairs to the front of the class to perform their conversations.  **Activity 5: Consolidation**  -T calls ss to retell the contents of this lesson  - T gets feedback and corrects pronunciation if necessary **Homelink:**  **-** Learn the number by heart  - Prepare the new lesson: *Unit 12, Lesson 1 (4,5,6).* | *Game:* ***jigsaw puzzle***      **1. Listen, point and repeat:**  *+ doctor : bác sĩ (situation)*  *+ job : nghề nghiệp(translation)*  *+ teacher : giáo viên (situation)*  2. **Listen, point and say.**  *+driver : lái xe (situation)*  *+worker : công nhân (situation)*  Structure:  *A: What's his / her job?*  *B: He’s/ She’s ……….*      **3. Let’s talk.**  *A: What's his / her job?*  *B: He’s/ She’s a………..*  - |

**Adjustments (if necessary):**

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*Teaching date:*

**Unit 12: Jobs**

*Period 80-* **Lesson 1 (4, 5, 6)**

**I. Objectives.**

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

**1. Knowledge:**

- Listen to and understand two communicative contexts to ask and answer questions about the jobs of family members and tick the correct pictures.

- Complete the two gapped sentences and two gapped dialogues with the help of the picture cues.

- Sing the song My mother and my father with the correct melody and pronunciation.

- ***Vocabulary:*** Review

2. ***Skills***: speaking, listening, reading and writing.

**3. Attitude/ Quality**:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence**:

Listening: listen and recognize the characters, then repeat

Critical Thinking: self-introducing

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:* Teacher’s guide Pages 152, 153; audio Tracks 14, 15; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 13, notebooks, workbooks, school things.

**IV. Procedures:**

|  |  |
| --- | --- |
| **Teacher and Students ’s activities** | **Contents** |
| **Activity 1. Warm up**  *Game:* ***“Throw the ball”***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  - Divide the class into 2 teams.  - Stick the pictures of activities on the board.  - *T says a word, a pupil from each team has to point/throw the ball to the right picture and says the word three times.*  *+ The one says faster will get points.*  - Encourage pupils take part in the game.  - Give points for pupils.  - Say “Open your book page 13” and look at *“Unit 12, Lesson 1 (4,5,6)”.*  **Activity 2. Listen and tick:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand two communicative contexts to ask and answer questions about the jobs of family members and tick the correct pictures.*  - 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.  **Activity 3.** **Look, complete and read.**  ***\*Aims:*** *Ss will be able**to complete two sentences and two gapped dialogues with the help of the relevant picture cues.*  - Have Ss look at the pictures and identify the jobs in the pictures.  - Have Ss look at the four incomplete sentences and dialogues 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.  **Activity 4. Let’s sing.**  ***\*Aims:*** *Ss will be able to sing the song*  *My mother and my father with the correct pronunciation and melody.*  - Introduce the title and lyrics of the song: “*My mother and my father*” 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.  **Activity 5: Consolidation**  -T calls ss to retell the contents of this lesson  - T gets feedback and corrects pronunciation if necessary.  **Home link.**  **-** Learn the number by heart  - Prepare the new lesson: *Unit 12, Lesson 2 (1,2,3).* | *Game:* ***“Throw the ball”***  **4.Listen and tick:**  *+ Picture 1a: teacher*  *+ Picture 1b: worker*  *+ Picture 2a: doctor*  *+ Picture 2b: driver*      *Key: 1.a 2.b*  5. **Look, complete and read.**    *Key:*  *1. a doctor 2. a teacher*  *3. a worker 4. a driver*  **6. Let’s sing.**  “*My mother and my father*” song. |

**Adjustments (if necessary):**

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*Teaching date:*

**Unit 12: Jobs**

*Period 81-* **Lesson 2 (1, 2, 3)**

**I. Objectives.**

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

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about someone’s job.

- correctly say and use the words *cook, farmer, singer, nurse* related to the topic “Jobs ”

*-*  use *Is he / she …………? and Yes, he / she is. / No, he / she isn’t. t*o ask and answer questions about someone’s job.

- ***Vocabulary:*** cook, farmer, singer, nurse

2. ***Skills***: speaking and listening

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence:**

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:* Teacher’s guide Pages 154, 155; audio Tracks 16,17, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 14, notebooks, workbooks, school things.

**IV. Procedures.**

|  |  |
| --- | --- |
| **Teacher and Students’s activities** | **Contents** |
| **Activity 1. Warm- up:**  *Game:* ***Pass the ball***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  - 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:  *What’s his/ her job?* and *He’s/ She’s……..*  - T gives feedback.  - Say “Open your book page 8” and look at “*Unit 12, Lesson 2 (1,2,3)”.*  **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 someone’s job.*  - Have Ss look at *Pictures a and b* and identify the characters and jobs in the pictures.  - Play the audio twice (sentence by sentence).  - T writes the words on the board. Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - *Checking: Rub out and remember*  - 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.  **Activity 3**. **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to correctly say the words and use Is he / she ………? and Yes, he / she is. / No, he / she isn’t. to ask and answer questions about someone’s job.*  T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.  - T introduces new words and structure for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.  - Have Ss look at the pictures and elicit the names of the places  - Run through all the pictures.  - Run through model sentences.  - Have Ss to practise:  + T say – Ss respond (change role).  + Ss – Ss (change role).  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the pictures and say the questions and answers in front of the class.  - T gives feedbacks.  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to enhance the correct use of Is he / she ……….? – Yes, / No, ………. to ask and answer questions about someone’s job in a freer context.*  - Have Ss look at the pictures and elicit the jobs  *+ What can you see in the picture?*  *+Who are they?*  *+What’s his/ her job?*  - T fills the gaps and writes the sentences on the board.  - Get Ss to repeat the question and the answer several times in pairs.  - Go around the classroom, pointing to Ss and asking  *Is he / she ……….?*  - T asks Ss *use of Is he / she ……….? – Yes, / No, ……….* to ask and answer (groups of four)  - Invite some pairs to stand up to perform their exchanges.  - Give feedbacks  **Activity 5: Consolidation**  - Summary the lesson  **Homelink**  **-** Learn the number by heart  - Prepare the new lesson: *Unit 12, Lesson 2 (4,5,6).* | *Game:* ***Pass the ball***  1. **Listen, point and repeat:**      *+ nurse : y tá (picture)*  2. **Listen, point and say.**  *+ cook : đầu bếp (picture)*  *+ farmer : nông dân (picture)*  *+ singer : ca sĩ (picture)*  A: Is he / she a cook?  B: Yes, he / she is. / No, he / she isn’t  **Structure :**  *Is he / she ……….?*  *– Yes, / No, ………*    **3. Let’s talk.**  *Is he / she ……….?*  *– Yes, / No, ………* |

**Adjustments (if necessary):**

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*Teaching date:*

**Unit 12: Jobs**

*Period 82-* **Lesson 2 (4, 5, 6)**

**I. Objectives.**

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

**1. Knowledge:**

- listen to and understand four communicative. contexts to ask and answer questions about someone's job and number the correct pictures.

- correctly the four gapped dialogues with the help of the picture cues.

- revise the target vocabulary and sentence patterns by playing the game *Clap for ‘yes’*.

- ***Vocabulary:*** Review

**2. Skills:** Speaking, listening and writing

**3. Ability/Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence:**

Listening: listen and recognize a family members’ age

Self-control & independent learning: perform learning tasks

Communication and collaboration: work in pairs or groups

Sociability: talk to each other

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids**:

- *Teacher:* Teacher’s guide Pages 156, 157; audio Tracks 18; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 15, notebooks, workbooks, school things.

**IV. Procedures**

|  |  |
| --- | --- |
| **Teacher and Students’s activities** | **Contents** |
| **Activity 1. Warm up**  *Sing a song:* ***“throw the ball”***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  - Divide the class into 2 teams.  - Stick the pictures of jobs on the board.  + T says a word, a pupil from each team has to point/throw the ball to the right picture and says the word three times.  + The one says faster will get points.  - Encourage Ss to take part in the game.  - Give points for Ss.  - Say “Open your book page 15” and look at *“Unit 12, Lesson 2 (4,5,6)”.*  **Activity 2. Listen and number:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand four communicative contexts to ask and answer questions about someone's job and number the correct pictures.*  - Elicit the names and jobs of the characters in the pictures.  - Point at the pictures respectively to explain the context.  - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording,Ss listens.  + 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.  **Activity 3.** **Look, complete and read.**  ***\*Aims:*** *Ss will be able**to* *complete four gapped dialogues with the help of picture cues.*  - Have Ss look at the pictures and ask identify the jobs in the pictures.  - T models with sentence 1.  + Have Ss look at the sentence.  + Ask them what is missing in the answer (*she is*).  + 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.  **Activity 4. Let’s play.**  ***\*Aims:*** *Ss will be able to* *revise the target vocabulary and sentence patterns by playing the game Clap for ‘yes’.*  - Hold up a flash card for *driver* and ask Ss *Is he a driver?* and elicit the answer *Yes, he is.* Ask Ss to clap their hands and repeat the answer.  -Ask Ss to clap their hands and say *Yes, he / she is.* if the answer is *Yes*.  - Keep holding a flash card for *driver* and ask another question to elicit *No, he isn’t*. Ask Ss to stamp their feet and repeat the answer. Ask Ss to stamp their feet and say *No, he / she isn’t.* if the answer is *No.*  - Repeat the procedure with the other flash cards.  - Invite a few Ss to the front of the class and ask questions.  **Activity 5: Consolidation**  -T calls ss to retell the contents of this lesson  - T gets feedback and corrects pronunciation if necessary.  **Home link.**  - Prepare the new lesson: *Unit 12, Lesson 3 (1,2,3).* | *Sing a song:* ***“throw the ball”***  **4. Listen and number:**      *+ Picture a:*  *a nurse*  *+ Picture b:*  *a cook*  *+ Picture c:*  *a singer*  *+ Picture d:*  *a farmer*  *Key: 1.d 2. b 3. a 4. c*  5. **Look, complete and read.**    *Key: 1. she is 2. he isn't; singer*  *3. Yes, she is 4. No; farmer*  **6. Let’s play.**  **Game Clap for ‘yes’***.* |

**Adjustments (if necessary):**

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*Teaching date:*

**Unit 12: Jobs**

*Period 83-* **Lesson 3 (1, 2, 3)**

**I. Objectives.**

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

**1. Knowledge:**

- correctly repeat the sounds of the letters **er** and **or** in isolation, the words *mother* and *doctor* and the sentences *My mother is a teacher* and *My father is a doctor* with the correct pronunciation and intonation.

- identify the target words *mother* and *doctor* while listening.

- say the chant with the correct rhythm and pronunciation.

- ***Vocabulary:*** Review

**2. Skills:** Speaking and listening

**3. Ability/Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence:**

Listening: listen and repeat, listen and circle

Self-control & independent learning: perform learning tasks

Communication and collaboration: work in pairs or group

Sociability: talk to each other

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids**:

- *Teacher:* Teacher’s guide Pages 157, 158; audio Tracks 19, 20, 21; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 16, notebooks, workbooks, school things.

**IV. Procedures**

|  |  |
| --- | --- |
| **Teacher and Students’s activities** | **Contents** |
| **Activity 1. Warm up**  *Game:* ***Find and circle the words***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  - Divide class into 2 groups  - Ask Ss to find and circle the words that they learnt.  - Which groups find the best correct words is winner.  - Give Ss time to play the game.  **Rows:** *mother*  **Columns***: doctor, farmer, sister, father*  -T checks who’s winner?  - Say “Open your book page 17” and look at “*Unit 12, Lesson 3 (1,2,3)”.*  **Activity 2. Listen and repeat:**  ***\*Aims:*** *Ss will be able**to correctly pronounce the sounds of the letters er and or in isolation, in the words mother and doctor, and in the sentences My mother is a teacher* and *My father is a doctor with correct pronunciation and intonation.*  - T gives instruction to the *er and or in isolation, in the words mother and doctor, and in the sentences My mother is a teacher* and *My father is a doctor.*  - Play the recording for the letter ***er, or.***  - Encourage Ss to point at the letter/ word/ sentence while listening.  - Play the recording again and encourage Ss to listen and repeat.  - Do this several times until Ss feel confident.  - T calls some Ss to practice.  - T gives feedbacks  **Activity 3.** **Listen and circle.**  ***\*Aims:*** *Ss will be able**to identify the target words mother and doctor while listening.*  - Elicit the sentences and explain that they have to listen.  - 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.  - Invite one or two Ss to stand up and read the completed sentences.  **Activity 4. Let’s chant**  ***\*Aims:*** *Ss will be able to say the chant with the correct rhythm and pronunciation.*  - Introduce the title and lyrics of the chant.  - Play the recording for Ss to listen to the whole chant. Ss listen to melody of the chant  + Have them repeat the title and lyrics line by line. Ss listen and chant line by line.  + Ask Ss to attend to the sounds of the letters *er* and *or* and the words *mother* and *doctor.*  - Play the recording all the way through for Ss to listen to pronunciation and melody.  - Play the recording line by line for Ss to listen and repeat  - Play the recording for Ss to chant and clap along.  - Ask Ss to practice chant and clap along in pairs or groups. Ss work in groups (two groups) to chant  - Invite groups to the front of the classroom to perform the chant .Ss perform in front of the class.  -T gives feedback.  **Activity 5: Consolidation**  -T calls ss to retell the contents of this lesson  - T gets feedback and corrects pronunciation if necessary.  **Home link.**  **-** Practice the chant more.  - Prepare the new lesson: *Unit 12, Lesson 3 (4,5,6).*  **Preparation for the project:**  Tell pupils about the project on page 17. Ask them to prepare at home by making a mind map about the jobs of their parents and present it to their friends. | *Game:* ***Find and circle the words***   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **D** | B | K | K | E | P | S | C | **F** | T | | **O** | C | T | H | N | E | H | C | **A** | H | | **C** | L | U | A | A | E | A | O | **T** | I | | **T** | E | L | N | **F** | C | T | **S** | **H** | N | | **O** | A | W | K | **A** | I | O | **I** | **E** | K | | **R** | C | O | O | **R** | C | I | **S** | **R** | B | | S | R | O | E | **M** | C | V | **T** | A | H | | **M** | **O** | **T** | **H** | **E** | **R** | S | **E** | A | Y | | D | T | S | S | **R** | S | O | **R** | S | M | | A | C | E | B | F | A | Z | Y | W |  |   **1. Listen and repeat:**  *er- mother - My mother is a teacher*  *or- doctor - My father is a doctor*  2 **.Listen and circle.**  *+ Number 1:*  *a. My father is a doctor.*  *b. My mother is a teacher.*  *+ Number 2:*  *a. Is your mother a cook?*  *b. Is your father a doctor?*  *Key: 1.b 2.b*  3 **Let’s chant** |

**Adjustments (if necessary):**

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*Teaching date:*

**Unit 12: Jobs**

*Period 84-* **Lesson 3 (4, 5, 6)**

**I. Objectives.**

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

**1. Knowledge:**

- read and complete a table about the jobs of the family members.

- read and complete a paragraph about the pupils’ parents’ jobs.

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

- ***Vocabulary:*** Review

**2. Skills:** Speaking, listening and speaking

**3. Ability/Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence:**

Written Communication: practice writing about family members

Communication and collaboration: work in pairs or groups

Sociability: talk to each other

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids**:

- *Teacher:* Teacher’s guide Pages 159, 160, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 17, notebooks, workbooks, school things.

**IV. Procedures**

|  |  |
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| **Teacher’s activities** | **Students’ activities** |
| **Activity 1. Warm up**  *Game:* ***Guessing***  *\*****Aims:*** *to review the vocabulary and structure about greet and respond to greetings.*  - Divide the class into 4 teams.  - Look at the cards (1-8), there are pictures behind them.  + Let Ss guess the pictures then say aloud the job.  + Who can make it will have points for the team. (Spin the lucky wheel to get the points)  - Encourage Ss to take part in the game and practice speaking English.  - Give points for Ss.  - Say “Open your book page 11” and look at *“Unit 12, Lesson 3 (4, 5, 6)”.*  **Activity 2. Read and complete:**  ***\*Aims:*** *Ss will be able to* *read and complete a table about the jobs of the family members.*  - Tell Ss about the context of the paragraphs: *Minh and Mary introduce their families.*  - Point at the table and elicit the type of information they need to find in the texts.  - Ask Ss attend to the blank in number 1 and find the missing word.  - Write the missing word on the board and get the class to read the completeed sentence together.  - Have Ss work in pairs and complete  - Tell Ss to swap books with a partner, then check answers together as a class.  - Write the correct answers on the board for pupils to correct their answers.  - Invite Ss to read the complete text aloud  -T gives feedbacks.  **Activity 3.** **Let’s write**  ***\*Aims:*** *Ss will be able to read and complete a paragraph about the pupils’ parents’ jobs.*  - Explain to the class the goal of this activity.  - Ask Ss to read each gapped sentence, guess the missing information and complete the sentence with their own personal information.  - Give Ss time to write their answers. Circulate round the class during the activity and offer help where necessary.  - Ask Ss to swap and correct their answers in pairs. Ss swap books and check their answers  - Check the answers as a class.  **Activity 4. Project.**  ***\*Aims:*** *Ss will be able to make a mind map about family members and present it to the class.*  **-** Point at the sample mind map and explain that a Ss is going to introduce the jobs of their parents to their friends.  - Have Ss show the mind map that they have prepared for the project.  -Revise some structures and vocabulary that Ss need for their presentations.  - Give Ss time to practise their presentations by themselves.  - Give Ss time to practise presenting their mind maps within their groups.  - Select a few Ss to present their mind maps to the class if there is enough time. Ss perform in front of the class  - Create a class display of the projects and organise a vote to find the most beautiful ones.  **Activity 5: Consolidation**  -T calls ss to retell the contents of this lesson  - T gets feedback and corrects pronunciation if necessary.  **Home link.**  - Prepare the new lesson: *Unit 13: Lesson 1 (1,2,3).* | *Game:* ***Guessing***  **4. Read and complete:**  *Key: 1. cook 2. pupil*  *3. nurse 4. driver*  5. **Let’s write**  *This is a photo of my family. My mother is……………….*  *My father is………………..*  *I am………………………..*  *Key: Pupils’ answer.*    6. **Project.**    +*Example: Hello, everyone. My name’s Huong. I’m nine years old. This is my family. There are three people in my family. This is my father. He is a worker. That’s my mother. She’s a teacher. And me, I’m a pupil.* |

**Adjustments (if necessary):**

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