**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**

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| **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:**

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| --- | --- |
| **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**

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| --- | --- |
| **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***

|  |  |  |  |  |  |  |  |  |  |
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| **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**

|  |  |
| --- | --- |
| **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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