**Unit 12: JOBS**

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

**I. Objectives:**

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

**1. Knowledge:**

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

–  correctly say the words and use *What does he / she do?* – *He’s / She’s \_\_\_\_\_.* to ask and answer questions about jobs.

–  enhance the correct use of *What does he / she do?* – *He's / She's \_\_\_\_\_.* to ask and answer questions about jobs in a freer context.

- ***Vocabulary:*** famer, policeman, office worker, actor

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

**3. Competences:**

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

- Self-control & independent learning: perform learning tasks.

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**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:**

1. Teacher’s preparation: Projector/ TV

- Speaker

- Website hoclieu.vn

2. Student’s preparation: books, notebooks.

**IV. Procedures:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1.Warm- up:**  Miming game  Ask pupils to think about jobs, name one thing related to the job they choose, ask the rest to say the name of the job their friend describes. If possible, prepare some working tools for a policeman (a hat/ white gloves…), a farmer, an office worker and an actor to make the game more exciting.  **Activity 2. Look, listen and repeat:**  - Have Ss look at Pictures a and b and identify the characters in the pictures.  + Who are they ?  + Where are they ?  - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue.  - Draw pupils’ attention to the question *What does he do?* and the answer *He’s a policeman.* Explain that they are used to ask and answer questions about jobs.  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3** **Listen, point and say.**  - Ask pupils to look at Pictures **a** and **b** and tell what the words and numbers on the places are about (e.g. the street name, the street / road number).  -T elicits the new words:  - T models (3 times).  - T writes the words on the board.  - Checking: Rub out and remember  - T asks Ss look at picture a and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.  - Elicit and check comprehension the name of each character and countries.  - Run through all the pictures.  - Run through model sentences.  - Have Ss to practise:  + T asks the first picture, Ss answer  + Ss asks the second picture, T answers  + Group A asks the third picture, group B  answers  + Group B asks the last picture, group A  - 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 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.**  - Have Ss look at the picture and say the names of the months in the picture.  - Have pupils look at the bubbles to understand how the sentence pattern is used. - Have pupils role-play to practise asking the questions and giving their answers in pairs, using picture cues.  - Invite some pupils to practise asking and answering questions in front of the class.  - Have pupils ask and answer questions about  *What does he / she do?* – *He's / She's*  using the structure learnt.  **Activity 4. *Consolidation***  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **Homework.**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson | **1. Look, listen and repeat:**  **2. Listen, point and say.**  **Vocabulary.**  ( a) famer: nông dân  ( a) policeman: cảnh sát  ( a) office worker: nhân viên văn phòng ( a) actor: diễn viên (nam)  *A: What does he do?*  B: *He’s a policeman.*    *What does he / she do?*  *He’s / She’s\_\_\_\_\_\_\_*    **3. Let’s talk.** |

**V. Adjustments (if necessary):**

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**Unit 11: My home**

**Lesson 1 (4,5,6)**

**I. Objectives:**

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

**1. Knowledge:**

–  listen to and understand four communicative contexts in which pupils ask and answer questions about the jobs of family members.

–  complete four gapped exchanges with the help of picture cues.

– sing the song *My lovely family* with the correct pronunciation, rhythm and melody.

- ***Vocabulary:*** Review

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

**3. Competences:**

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

- Self-control & independent learning: perform listening tasks.

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**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:**

1. Teacher’s preparation: Projector/ TV

- Speaker

- Website hoclieu.vn

2. Student’s preparation: books, notebooks.

**IV. Procedures:**

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| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1. Warm- up:**  Spend a few minutes revising the previous lesson by inviting a few pairs of pupils to come to the front of the class to ask and answer questions about the jobs of the people in Activity 3 on page 12, using *What does he / she do? – He’s / She’s \_\_\_\_\_.* **Activity 2.**  **Listen and tick or cross**  - Draw pupils’ attention to the pictures and elicit the names of the streets or roads, and the house numbers. Remind them to look at the street or road names, the house numbers and tick or cross in the boxes while they listen.  **-** Play the recording all the way through for pupils to listen. Play the recording again for them to do the task by ticking or crossing the correct pictures.  - Play the recording a third time to give pupils another listening opportunity if needed.  - Get pupils to swap books with a partner, then check answers together as a class.  - Write the correct answers on the board.  - Play the recording again for pupils to listen and double-check their answers.  - Play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus.  **Activity 3.**  **Look, complete and read**  - Have pupils look at the pictures and identify the home’s number/ name of street/ road.  - Have Ss look at the four incomplete dialogue. Elicit and model with picture 1  + Ask Ss to read the sentence 1 in chorus.  + Ask Ss what word is missing in the gap. Then have them complete the sentence  -Have Ss work in pairs and complete the sentences 2, 3, 4.  - Ask a few Ss to stand up and read the sentences aloud.  -T gives feedbacks.  **Activity 4. Let’s play.**  - Introduce the title and lyrics of the song: “*My lovely family*”  - Play the recording for Ss to listen to the whole song.  -Ss listen to the song  + Have them repeat the title and lyrics line by line.  - Ss listen and repeat line by line without the action.  + Tell Ss to point at the pictures while singing.  -Ss point to the pictures while singing  - Play the recording all the way through for Ss to listen to pronunciation and melody of the song.  -Ss listen to melody of the song  - Play the recording line by line for Ss to listen, repeat and point to the pictures  - Ss listen and sing line by line.  - Play the recording for Ss to sing and do actions.  - Ss 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  + Ss work in groups (two groups) to sing.  -Ss perform in front of the class.  -T gives feedback.  **Activity 5. *Consolidation***  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **Homework.**  **-** Practice part 5 again.  - Prepare the new lesson | **4. Listen and tick or cross**  *Key:*  **a. x b. ✓ c. ✓ d. x** ✓  ***Audio script: 1.*** *A: What does your mother do?*  *B: She’s a farmer.* ***2.*** *A: What does your father do?*  *B: He’s a policeman.*  ***3.*** *A: Is your mother an office worker?*  *B: Yes, she is.*  ***4.*** *A: What does your father do?*  *B: He’s a farmer.*  5. **Look, complete and read**  **1.** office worker  **2.** an actor  **3.** do; a policeman  **4.** What; She’s a farmer.  **6.** **Let’s sing.**  *My lovely family* |

**V. Adjustments (if necessary):**

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**Week 19 – Grade 4**

**Unit 12: JOBS**

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

**I. Objectives:**

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

**1. Knowledge:**

– understand and correctly repeat the sentences in two communicative contexts 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.

- ***Vocabulary:*** *nursing home, factory, farm*

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

**3. Competences:**

- Self-control and independent learning: perform listening tasks.

- Communication and collaboration: work in pairs or groups.

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**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:**

1. Teacher’s preparation: Projector/ TV

- Speaker

- Website hoclieu.vn

2. Student’s preparation: books, notebooks.

**IV. Procedures:**

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| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1.Warm- up:**  Game: Slap the board (using flashcards) to review words about jobs in the previous lesson  – Get pupils to open their books and look at Unit 12, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.  **Activity 2. Look, listen and repeat:**  - Ask pupils to look at Pictures a and b and identify the characters and predict what they are talking about the place of work of a family member..  - Ask pupils to look at Picture a. Play the recording for them to listen and check the prediction. Play the recording again, sentence by sentence, for pupils to listen and repeat after each character. Correct their pronunciation where necessary. Repeat the same procedure with Picture b.  - Invite a few pairs to the front of the class to listen to and act out the exchanges.  - Draw pupils’ attention to the question What’s the street like? and the answer It’s a busy street. Explain that they are used to ask and answer about what a place is like.  **Activity 3** **Listen, point and say.**  - Ask pupils to look at Pictures a, b, c and d and identify the places in the pictures. Have pupils describe what they can see in each picture.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.  - Play the recording for pupils to listen to and repeat the phrases in chorus and individually until they feel confident. Use the flash cards for a busy street, a quiet village, a noisy road and a big city to practise the phrases.  - Draw pupils’ attention to the speech bubbles and elicit the missing words and phrases in the question and answer by pointing at Picture a.  - Ask Ss to work in pairs.  - T controls and corrects.  - T gives feedbacks  **Activity 4. Let’s talk.**  - Have Ss look at the picture and elicit the question and the answer in context.  - Elicit the missing words in the second speech bubble and write them on the board.  - Get pupils to say the completed sentences.  - Have pupils look at the bubbles to understand how the sentence pattern isused.  - Have pupils role-play to practise asking the questions and giving their answers in pairs, using picture cues.  - Invite a few pupils to stand up, point at each month in the picture and say the sentence aloud.  **Activity 5. *Consolidation***  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **Homework.**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson | **1. Look, listen and repeat:**  **2. Listen, point and say.**  *+ nursing home: viện dưỡng lão*  *+ factory: nhà máy*  *+ farm: cánh đồng*  *A: Where does she work?*  B: *She works at a nursing home.*  *Where does he / she work?*  *– He / She works \_\_\_\_\_.*    3. **Let’s talk.** |

**V. Adjustments (if necessary):**

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**Unit 12: JOBS**

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

**I. Objectives:**

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

**1. Knowledge:**

–  listen to and understand two communicative contexts 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*.

- ***Vocabulary:*** Review

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

**3. Competences:**

- Self-control and independent learning: perform listening tasks.

- Communication and collaboration: work in pairs or groups.

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**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:**

1. Teacher’s preparation: Projector/ TV

- Speaker

- Website hoclieu.vn

2. Student’s preparation: books, notebooks.

**IV. Procedures:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1.Warm- up:**  - Spend a few minutes revising the previous lesson by inviting a few pairs to the front of the class to take turns asking for and answering about the places of work of the people on page 14*.*  – Get pupils to open their books at page 15 and look at Unit 12, Lesson 2, Activity 4.  **Activity 2. Listen and tick:**  - Elicit the month in each picture.  - 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**  - Have pupils look at the pictures and identify the contents in each picture.  - Model the first gapped sentence. Have pupils read the sentence and guess the missing words. Then draw pupils’ attention to the picture and elicit the house number to complete the answer.  **-**  Give pupils a time limit to read the gapped sentences, look at the pictures and fill in the gaps independently. Go around the classroom and give further support to pupils who find it difficult to do the task.  - Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board.  **Activity 3. Let’s play**  - - Invite two groups, each with six pupils, to play the game.  -Tell pupils the goal of the game and how to play it.  + Each group has two minutes to play.  + The teacher holds up a flash card, the first pair looks at the picture, one pupil asks and another pupil replies as quickly as possible.  - Ss listen  +Check with the whole class if the question is correct or not, and ask the group to demonstrate the action.  + The pair who has played goes to the end of the line.  + The second pair moves up and continues with the next flash card.  + For each pair, the group gets three stars, one star for the question, one for the answer and one for the group action.  - Ss listen and play game  - Play the game with other groups in the class. The group with the most stars is the winner.  **Activity 4. *Consolidation***  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **Homework.**  **-** Practice part 5 again.  - Prepare the new lesson | **4. Listen and tick:**    *Key: 1. b 2.b*  5. **Look, complete and read.**  *Key:*  **1.** nurse; work at  **2.** a worker; work; at a factory  6. **Let’s play**  *Guessing game*. |

**V. Adjustments (if necessary):**

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**Unit 12: JOBS**

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

**I. Objectives:**

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

**1. Knowledge:**

– 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.

- ***Vocabulary:*** Review

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

**3. Competences:**

- Self-control and independent learning: perform listening tasks.

- Communication and collaboration: work in pairs or groups.

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**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:**

1. Teacher’s preparation: Projector/ TV

- Speaker

- Website hoclieu.vn

2. Student’s preparation: books, notebooks.

**IV. Procedures:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1.Warm- up:**  - Game: Guess the job (powerpoint)  – Get pupils to open their books at page 10 and look at Unit 12, Lesson 3, Activity 1.Tell them what they will learn in this lesson  **Activity 2. Listen and repeat:**  - Have pupils point at the letter 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* . Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation when necessary.  **-** Invite a few pupils to listen to and repeat the sound, the word and the sentence in front of the class. Praise them when their pronunciation is good.  **-** Repeat Steps 1 and 2 for the letters, the word and the sentence in the second line. Go around the classroom and correct their pronunciation if necessary.  **-** Let pupils work in pairs or groups, pronouncing the sounds, saying the words, and reading the sentences until they feel confident.  **Activity 3.** **Listen and circle.**  - Elicit the sentences and the gap-fill options.  - 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**  - Introduce the title and lyrics of the chant.  - Play the recording for Ss to listen to the whole chant.  + Have them repeat the title and lyrics line by line.  - 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.  - Invite groups to the front of the classroom to perform the chant  -T gives feedback.  **Activity 5. *Consolidation***  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **Homework.**  **-** Practice the chant more.  - Collect three school things  - Prepare the new lesson | **1. Listen and repeat:**  ar *farmer*  *My father is a farmer.* ***ur***  *nurse My mother is a nurse.*  ***2.*****Listen and circle.**  *Key: 1.b 2.c*  **3. Let’s chant.** |

**V. Adjustments (if necessary):**

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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:

**1. Knowledge:**

–  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.

- ***Vocabulary:*** Review

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

**3. Competences:**

- Self-control and independent learning: perform listening tasks.

- Communication and collaboration: work in pairs or groups.

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**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:**

1. Teacher’s preparation: Projector/ TV

- Speaker

- Website hoclieu.vn

2. Student’s preparation: books, notebooks.

**IV. Procedures:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1 .Warm- up: .**  - Sing a song  – Ask pupils to open their books at page 11 and look at Unit 11, Lesson 3, Activity *4.***Actigity 2.**  **Read and circle.**  - Tell pupils the goal of the activity and explain that they should read the text and circle the correct options to complete the gapped sentences. Check comprehension.  - Do Sentence 1 as an example. First, have pupils read Sentence 1 and decide what information they need to find in the text. Then, have them read the text carefully and find the information about the flat where the writer lives to decide if option a or b is correct. Circle the correct option.  - Set a time limit for pupils to do the task independently. Go around the classroom and offer help if necessary.  - Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.  Extension: Invite one or two pupils to read the text in front of the class. Correct their pronunciation where necessary  **Activity 3.** **Let’s write**  - Tell the class the goal of the activity and explain that they should read the gapped text and fill in the gaps with their own information. Explain that the gaps in the text focus on the place pupils live in. Check comprehension.  - Have pupils do the first gapped sentence together as an example. Ask them to read the first sentence and elicit the words (e.g. house, flat). Then have them write it in the gap.  - Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.  - Get pupils to swap their books with a partner, check and read their friend’s writing.  **Activity 4. Project.**  - Tell pupils the goal of the activity. Explain the project again that pupils are introducing their home. Pupils draw a picture of the place (street, road, village, etc.) where they live and prepare how to present it at home.  - Have pupils work in their groups. Each pupil shows his or her picture and talks about it. Go around the classroom and offer help if necessary.  - Invite a few pupils to show the pictures and make a presentation about their beautiful homes. Praise pupils when they do the task well.  **Activity 5. *Consolidation***  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **Homework.**  - Prepare the new lesson | **4.**   **Read and complete.**  1 a nurse  2 at a nursing home  3 a worker  4 at a factory  **5. Let’s write**  *Key: Pupils’ answer*  *Ex:*  *There are four people in my family.My mother is a nurse. She works in a hopital. My father is a worker. He works in a factory. My sister is a student. She works in a school*  **6. Project.**  *Eg:*  *This is a photo of my family. This is my mother. She’s a nurse. She works at a hospital. This is my father. He’s a farmer. He works on a farm.* |