**Period 109**

**UNIT 7 – JOBS**

**Lesson 3.1 (page 98)**

**1. Objectives**

By the end of this lesson, students will be able to ask and answer about what job they think they will do or won’t do in the future.

**1.1. Language knowledge and skills**

**Vocabulary:** *writer, piano player, zookeeper, baker, chef, artist.*

**Sentence patterns:** *Will you be a baker in the future?*

*- Yes, I will. I love baking.*

*- No, I won’t. I don’t like baking.*

**Skills:** Listening, Reading, Writing, and Speaking.

**1.2. Competences**

**Self-control and independent learning:** say what job they think they will do or won’t do in the future.

**Communication and collaboration:** work in pairs/ groups to say what job they think they will do or won’t do in the future.

**Critical thinking and creativity:** learn what job they think they will do or won’t do in the future.

**1.3. Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

**2. Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 5 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 5 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**3. Procedures**

**A. Warm-up** (5 minutes)

**a. Objectives:** To help students review the previous lessons and lead in the new lesson.

**b. Content:** Playing the game: “Read and Choose”.

**c. Expected outcomes and assessment.**

- Task completed with excellence:Students can read and choose the correct answers quickly.

- Task completed: Students can read and choose the correct answers.

- Task uncompleted: Students cannot read and choose the correct answers.

**d. Organization**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the game “Read and Choose”.**   * Divide the class into 2-4 teams. * Have students look at the pictures, read, and choose the correct answers. * Have the team that gets the correct answer say the sentences or practice asking and answering. * Monitor the class and support students if needed. | * Play in teams. * Look at the pictures, read, and choose the correct answers. * Say the sentences or practice asking and answering. |

**B. Main Lesson**

**1. Vocab Presentation & Practice** (10 minutes)

**a. Objectives:** To help the students recognize and say different jobs.

**b. Contents:** Listening, pointing, and repeating.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can recognize and correctly say different jobs.

- Task completed: Students can recognize and say some different jobs.

- Task uncompleted: Students are unable to recognize and say different jobs.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **A. 1. Listen and point. Repeat.** (CD3 Track 13)   * Arrange the flashcards: *writer, piano player, zookeeper, baker, chef, artist* on the board. * Use DCR on Eduhome to play the audio and point to each flashcard. * Then play the audio again and have them point to the pictures in their Student’s Books. * Play the audio and require them to listen and repeat. * Help them with their pronunciation if necessary. * Have the class work in pairs. One student randomly points to the pictures in their book, and the other one says the words. Then have them swap roles and continue this activity. * Walk around the class and support them if needed. | * Listen and follow their teacher’s instructions. * Point to the pictures in their Student’s Books. * Listen and repeat. * Work with their partner to complete the task. |
| **2. Play *the game Heads up. What’s missing?***   * Divide the class into two teams. * Arrange the flashcards on the board and remove one card when students are not looking. * One student from each team calls out the missing flashcard. | * Work in teams. * Heads down. * Call out the missing flashcard. |

**2. Structure Presentation & Practice** (10 minutes)

**a. Objectives:** To ask and answer about what job they will do and won’t do in the future.

**b. Contents:** Listening and Speaking.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can ask and answer about what job they will do and won’t do in the future correctly and smoothly.

- Task completed: Students can ask and answer about what job they will do and won’t do in the future.

- Task uncompleted: Students fail to ask and answer about what job they will do and won’t do in the future.

**d. Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **B. 1. Listen and practice.** (CD3 Track 14)   * Use DCR to show the useful language and have students look and read the useful language silently. * Explain that we use this to ask and answer about what job we think we will do or won’t do in the future. * Play the audio and have them look at the useful language. * Have students practice the useful language. * Require them to use the vocabulary from Part A. * Go around the class and support them if necessary. | * Look and read the useful language silently. * Listen to their teacher’s explanation. * Listen and look at the useful language again. * Use the new words from Part A when practicing the useful language. |
| **2. Look and write. Practice.**   * Demonstrate the activity using the example. * Have students look and write. * Divide the class into pairs and have them check each other’s work. * Have some students share their answers with the class. * Use DCR to check the answers as a whole class. * Have pairs practice saying the sentences. * Monitor the class and support if needed. | * Carefully look and listen to the teacher demonstrating the activity. * Look and write their answers in their Student’s Books. * Work in pairs and check their partner’s answers. * Check the answers with the teacher and friends. * Practice saying the sentences. |

**3. Production** (5 minutes)

**a. Objectives:** To help them practice asking and answering about what job they will do or won’t do in the future.

**b. Content:** Having students look, ask, and answer.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can ask and answer about what job they will do or won’t do in the future fluently.

- Task completed: Students can ask and answer about what job they will do or won’t do in the future.

- Task uncompleted: Students cannot ask and answer about what job they will do or won’t do in the future.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Look, ask, and answer.**   * Demonstrate the activity by making an example. * Have students look at the picture, ask the question, and answer based on the smiling icon or sad icon. * Have students work in pairs. Have one student ask and the other answer, then swap roles and keep practicing. * Have some pairs practice in front of the class. * Walk around the class and support them if needed. | * Listen to the teacher carefully. * Look at the picture, ask the question, and answer based on the smiling icon or sad icon * Work in pairs. * Practice in front of the class. |

**C. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help students remember and pronounce the vocabulary items.

**b. Contents:** Having students practice with vocabulary and assigning homework in the Workbook.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can quickly draw lines from the pictures to the appropriate words correctly.

- Task completed: Students are able to draw lines from the pictures to the appropriate words.

- Task uncompleted: Students fail to draw lines from the pictures to the appropriate words.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation: Draw lines. (WB, page 66)**   * Have students look at the pictures and say. * Have students draw lines from the pictures to the appropriate words. * Have students work in pairs, and check their partner’s answers. * Check students’ answers as the whole class. | * Look at the pictures and say. * Draw lines. * Check answers in pairs. * Check answers as the whole class. |
| **Homework Assignment**   * Require the students to do exercises on page 66 in the Workbook. * Have them copy new words and structures in their Tiếng Anh 5 i-Learn Smart Start Notebook. * Ask them to prepare Parts C and D, Lesson 3 on page 99 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the new words. * Prepare the new lesson. |

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**Period 110**

**UNIT 7 – JOBS**

**Lesson 3.2 (page 99)**

**1. Objectives**

By the end of this lesson, students can practice pronunciation and talk about what they will and won’t do in the future.

**1.1. Language knowledge and skills**

**Pronunciation:** *sound changes*

**Vocabulary:** *writer, piano player, zookeeper, baker, chef, artist.*

**Sentence patterns:** *Will you be a baker in the future?*

*- Yes, I will. I love baking.*

*- No, I won’t. I don’t like baking.*

**Skills:** Listening, Reading, Writing, and Speaking.

**1.2. Competences**

**Self-control and independent learning:** say what job they think they will do or won’t do in the future.

**Communication and collaboration:** work in pairs/ groups to say what job they think they will do or won’t do in the future.

**Critical thinking and creativity:** learn what job they think they will do or won’t do in the future.

**1.3. Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

**2. Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 5 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 5 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**3. Procedures**

**A. Warm-up** (5 minutes)

**a. Objectives:** To help students review the adverbs and lead in the new lesson.

**b. Content:** Playing the game: “Scramble Words”.

**c. Expected outcomes and assessment.**

- Task completed with excellence:Students can recognize and spell the words quickly and correctly.

- Task completed: Students can recognize and spell the words.

- Task uncompleted: Students cannot recognize and spell the words.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play a game: Scramble words.**   * Divide the class into 2 teams. * Demonstrate the activity by making an example. * Have students look at the letters and figure out what job it is and rearrange the letters to make a correct word. * Have students raise their hands to gain a chance to answer. * Monitor the class and support them if needed. | - Listen to the teacher carefully.   * Play the game, and raise their hands to answer. |

**B.** **Main Lesson**

**1. Presentation** (10 minutes)

**a. Objective:** To help the students recognize the sound change

**b. Contents:** Listening, pointing, and repeating.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can recognize the sound change and say it in the chant correctly.

- Task completed: Students can recognize the sound change and say it in the chant.

- Task uncompleted: Students are unable to recognize the sound change or say it in the chant.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **C. 1. Listen and repeat.** (CD3 Track 15)   * Draw attention to the sound change. * Briefly explain and demonstrate the sound change. * Play audio (using DCR). Have students listen and notice the sound change. * Play audio. Have students listen and repeat. | * Listen and follow their teacher’s instructions. * Listen and notice the sound change. * Listen and repeat. |
| **2. Chant. Turn to page 126.** (CD3 Track 16)   * Write the examples on the board. * Play audio (using DCR). Have students listen to the chant. * Point to the sentence on the board, say the sentence with the sound change and have students listen and repeat. Follow the same procedure with the other sentence. * Play audio. Have students listen and notice the sound change as they hear it in the chant. * Play audio. Have students listen and chant. | * Listen and follow their teacher’s instructions. * Listen, point and say. * Listen and notice the intonation. * Listen and chant. |

**2. Practice** (10 minutes)

**a. Objectives:** To help students identify the people and things in the story and practice listening and choosing the correct answers.

**b. Contents:** Listening, speaking, and writing

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can understand the story and choose the answers correctly.

- Task completed: Students can understand the story and choose the answers.

- Task uncompleted: Students fail to understand the story or choose the answers.

**d. Organization:**

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| --- | --- |
| **D. 1. Describe the comic. Use the new words.** **Listen.** (CD3 Track 17)   * Introduce the situation: " Mr. Brown asks about future jobs…” * Have students look at the story and ask these questions:   • Who can you see? (Mrs. Brown, Mr, Brown, Alfie, Lucy, Ben, Tom))  • Where are they? (at home)  - Play audio and have students look and listen. | * Listen to their teacher’s introduction about the situation. * Look at the story and answer their teacher’s questions. * Listen to the story. |
| **2. Listen and circle.** (CD3 Track 18)   * Play the audio (using DCR) and demonstrate the activity using the example. * Play the audio and have students listen and circle. * Play the audio again and check answers as a whole class. | * Listen and follow their teacher’s demonstration. * Listen to the story and circle. * Listen to the story again and check the answers as a whole class. |
| **3. Role-play.**   * Divide the class into pairs. * Have the students practice saying the sentences. * Have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task. * Practice saying the sentences. * Demonstrate the activity in front of the class. |

**3. Production** (5 minutes)

**a. Objectives:** To help them practice the stories and use their own ideas.

**b. Content:** Having students make their own stories or play games on DHA on Eduhome.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can practice and use their own ideas to make a story naturally.

- Task completed: Students can practice and use their own ideas to make a story.

- Task uncompleted: Students cannot practice and use their own ideas to make a story.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1: Make their own stories.**   * Have the students work in pairs to complete the task. * Ask them to choose one of the stories from *Part 2 – Listen and circle*. as a sample. * Give the students enough time to make their stories using their own ideas. * Walk around the class and support them if necessary. * Invite some pairs to present their stories in front of the class. * Help the students with feedback and correct them if needed. | * Work with their partner to complete the task. * Choose one of the stories from *Part 2 – Listen and circle*. as a sample. * Make their stories using their own ideas. * Present their stories in front of the class. |
| **Option 2: Use DHA on Eduhome.**  Open DHA (Unit 7 – Lesson 3) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find, and Grammar. | * Follow their teacher’s instructions. * Play the game with the whole class. |

**C. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help the students review the lesson by rearranging the sentences to make a meaningful conversation.

**b. Contents:** Having students read and match and assigning homework in the Workbook

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can match the sentences correctly.

- Task completed: Students can match the sentences.

- Task uncompleted: Students fail to match the sentences.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation: Read and match.**   * Have students read the sentences 1-5 and A-E. * Have students match sentences from 1-5 to A-E. * Have students check their answers in pairs. * Check answers as the whole class. * Have pairs take turns saying the sentences. * Monitor and support students if needed. | * Read the sentences. * Match. * Check answers in pairs. * Check answers as the whole class. * Practice saying the sentences. |
| **Homework Assignment**   * Require the students to do exercises on page 67 in the Workbook. * Ask them to prepare Parts E and F, Lesson 3 on page 100 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework and prepare the new lesson. |

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**Period 111**

**UNIT 7 – JOBS**

**Lesson 3.3 (page 100)**

**1. Objectives**

By the end of this lesson, students will be able to ask and answer about what job they think they will do or won’t do in the future.

**1.1. Language knowledge and skills**

**Vocabulary:** *writer, piano player, zookeeper, baker, chef, artist.*

**Sentence patterns:** *Will you be a baker in the future?*

* *Yes, I will. I love baking.*
* *No, I won’t. I don’t like baking.*

**Skills:** Listening, Reading, Writing, and Speaking.

**1.2. Competences**

**Self-control and independent learning:** say what job they think they will do or won’t do in the future.

**Communication and collaboration:** work in pairs/ groups to say what job they think they will do or won’t do in the future.

**Critical thinking and creativity:** learn what job they think they will do or won’t do in the future.

**1.3. Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

**2. Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 5 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 5 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**3. Procedures**

**A. Warm-up** (5 minutes)

**a. Objectives:** To help the students review vocabulary about jobs and lead in the new lesson.

**b. Content:** Playing the game: “What’s hidden?”

**c. Expected outcomes and assessment.**

- Task completed with excellence:Students recognize and say the jobs quickly and correctly.

- Task completed: Students can recognize and say the jobs.

- Task uncompleted: Students fail to recognize and say the jobs.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the “*What’s Hidden?”*  game.**   * Divide students into 2 teams. * Have students look at the screen and explain how to play the game. * Have students take turns to choose a rectangle (*1-red, 2-green, or 3-yellow)* until the picture is revealed. * Show the picture and check the student’s answer. * Have the student repeat the word. * Count the points and decide the winner. | * Play in teams. * Listen to their teacher’s instructions. * Take turns to choose a rectangle and raise your hand to give the answer. * Repeat the word. |

**B. Main Lesson**

**1. Revision** (10 minutes)

**a. Objective:** To help students recognize the sentence pattern and say what job they think they will do or won’t do in the future correctly.

**b. Contents:** Listening and repeating.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can identify the sentence structure and what job they think they will do or won’t do in the future correctly.

- Task completed: Students can identify the sentence structure and say what job they think they will do or won’t do in the future.

- Task uncompleted: Students are unable to talk about say what job they think they will do or won’t do in the future.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Present the sentence pattern.**   * Use DCR on Eduhome to show the class the sentence structure on Part E, page 100 in their Student’s Book. * Give the students enough time to look at the target sentence structure and have them read it silently. * Ask some students to read the sentences. * Control the class and give them help if needed. * Lead in the task. | * Listen and follow their teacher’s instructions. * Look at the target sentence structure on the screen and read it silently. * Read the sentences. |

**2. Practice** (10 minutes)

**a. Objectives:** To practice saying what job they think they will do or won’t do in the future.

**b. Contents:** Pointing, asking, and answering.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can say what job they think they will do or won’t do in the future smoothly and correctly.

- Task completed: Students can say what job they think they will do or won’t do in the future.

- Task uncompleted: Students fail to say what job they think they will do or won’t do in the future.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Point, ask, and answer.**  * Divide the class into two pairs. * Demonstrate the activity using the speech bubbles. * Have student A point and ask, and have Student B answer. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   **2. List other subjects and activities you do in them. Practice again.**  - Have students work in the same pairs.  - Have pairs list other jobs and one thing people like or don’t like about those jobs.  - Have pairs practice the activity again.  - Afterwards, have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task. * Follow their teacher’s instructions. * Present their work in front of the class. * Work in pairs to complete the task. * Follow their teacher’s instructions. * Practice asking and answering about the jobs just listed. * Demonstrate in front of the class. |
| **Extra practice. (optional)**   * Divide the class into two teams. * Show a flashcard to the class then say “yes” or “no” and a related activity or subject. * Have Team A ask the question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows flashcard “writer”  • Teacher: “yes”, “writing”  • Team A: “ Will you be a writer in the future?”  • Team B: “Yes, I will. I love writing.” | * Practice in teams. * Follow their teacher’s instructions. * Make questions and give answers. * Swap roles and repeat. |

**3. Production** (5 minutes)

**a. Objectives:** Students practice asking and answering about what job they think they will do or won’t do in the future.

**b. Content:** Playing the *Chain* game.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can ask and answer about what job they think they will do or won’t do in the future correctly.

- Task completed: Students can ask and answer about what job they think they will do or won’t do in the future.

- Task uncompleted: Students cannot ask and answer about what job they think they will do or won’t do in the future.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **F. Play the *Chain* game.**   * Have students look at the example. * Divide the class into groups. * Have students stand up. * Have student A turn to student B and ask the question, then have student B answer. * Next, have student B turn to student C and ask the question, then have student C answer. * Continue until all students have practiced. * Have some groups demonstrate the activity in front of the class. | * Look at the example. * Work in groups. * Stand up. * Carefully listen to and follow their teacher’s instructions. * Demonstrate the activity in front of the class. |

**C. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help students practice listening skills.

**b. Contents:** Having students listen and put a tick or a cross and assigning homework in the Workbook.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can listen and put a tick or cross correctly.

- Task completed: Students are able to listen and put a tick or a cross.

- Task uncompleted: Students fail to listen and put a tick or a cross.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation: Listen and put a tick or a cross. (WB, page 67)**   * Demonstrate the activity by an example. * Have students look at the pictures, listen, and put a tick or a cross in each picture. * Have students listen again and check their answers in pairs. * Play the audio again and check students’ answers as the whole class. | * Listen to the teacher carefully. * Look, listen, and put a tick or a cross. * Listen again and check answers in pairs. * Listen again and check answers with the teacher and the class. |
| **Homework Assignment**   * Require the students to practice the structure at home. * Ask them to prepare Parts A and B, Lesson 4, Unit 7 on page 101 in the Student’s Book. | * Practice the structure at home. * Prepare the new lesson. |

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**Period 112**

**UNIT 7 – JOBS**

**Culture - lesson 4.1 (page 101)**

**1. Objectives**

By the end of this lesson, students will be able to say what jobs they think will be popular in the future.

**1.1.** **Language knowledge and skills**

**Vocabulary:** *biologist, chemist, vet (veterinarian), engineer, mechanic, astronaut.*

**Sentence patterns:** *What jobs will people do in the future?*

*I think many people will be engineers.*

**Skills:** Listening, Reading, Writing, and Speaking.

**1.2. Competences**

**Self-control and independent learning:** practice reading and perform speaking tasks.

**Communication and collaboration:** work in pairs or groups to talk about jobs that will be popular in the future.

**Critical thinking and creativity:** learn how to talk about jobs that will be popular in the future

**1.3.** **Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

**2. Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 5 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 5 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**3. Procedures**

**A. Warm-up** (5 minutes)

**a. Objectives:** To review the language of the previous unit, generate pupils’ interests, and lead in the new content.

**b. Content:** Playing the game: “**Choose and say**”

**c. Expected outcomes and assessment.**

- Task completed with excellence:Students quickly choose the correct answers and say.

- Task completed: Students can choose the answers and say.

- Task uncompleted: Students fail to choose the answers and say.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play a game: Choose and say**   * Divide the classroom into two teams. * Demonstrate how to play the game.   + Members of each group read and raise their hands to gain the chance to answer.  + Each group takes 1 point for each correct answer.   * Have the group that gets the correct answer say the sentence. | - Listen to the teacher’s explanation.  - Read and raise hands to gain the chance to answer.  - Say the sentence in group. |

**B. Main Lesson**

**1. Vocab Presentation & Practice** (10 minutes)

**a. Objective:** To help the students recognize and use new words.

**b. Contents:** Listening, pointing, and repeating.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can recognize and say new words correctly.

- Task completed: Students can recognize and say new words.

- Task uncompleted: Students are unable to recognize and say new words.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD3 Track 19)  * Arrange the flashcards on the board. * Ask the students to listen and pay their attention. * Use DCR on Eduhome to play the audio and point to each flashcard. * Then play the audio again and have them point to the pictures in their Student’s Books. * Play the audio and require them to listen and repeat. * Help them with their pronunciation if necessary. * Have the class work in pairs. One student randomly points to the pictures in their book, and the other one says the words. Then have them swap roles and continue this activity. * Walk around the class and support them if needed. | * Listen and follow their teacher’s instructions. * Point to the pictures in their Student’s Books. * Listen and repeat. * Work with their partner to complete the task. |
| **2. Play the game**  **Option 1*: “Board race”*.**   * Have students look at the example. * Divide the class into teams and have one student from each team stand a distance from the board. * Stick two flashcards on the board and say one of the new words aloud. * Have the students race to the board, touch that flashcard, and repeat the new word. * The first student to touch the flashcard and say the word correctly gets a point for their team. * Continue with other students. | * Listen to the teacher's instructions. * Listen carefully to the words the teacher says. * Race to the board, touch the correct flashcard and say. |
| **Option 2: “*Listen and choose”***   * Divide the class into 4-6 teams. * Have students look, listen, and raise their hands as fast as they can to gain the chance to answer. * The student getting a correct answer gets one point for their team. * Have that team say the word. | * Look, listen, and raise hands. * Say the word in chorally. |

**2. Structure Presentation & Practice** (10 minutes)

**a. Objectives:** To practice using useful language about the jobs and fill in the blanks.

**b. Contents:** Listening, Reading, Writing and Speaking.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can use useful language to talk about jobs that will be popular in the future and complete the task correctly.

- Task completed: Students can use useful language to talk about jobs that will be popular in the future and complete the task.

- Task uncompleted: Students fail to use useful language to talk about jobs that will be popular in the future and complete the task.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| * **1. Listen and practice.** (CD3 Track 20) * Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently. * Explain that we often use this to talk about jobs that will be popular in the future. * Play the audio and have them listen to the useful language. * Have students practice the useful language. * Require them to use the vocabulary from Part A. * Go around the class and support them if necessary. | * Look and read the useful language silently. * Listen to the teacher’s explanation. * Listen and look at the useful language again. * Practice the useful language. * Use the new words from Part A when practicing the useful language. |
| **2. Look and write. Practice.**   * Demonstrate the activity using the example. * Have the students look and fill in the missing words in the blanks. * Divide the class into pairs and have them check each other’s work. * Use DCR to check the answers as a whole class. * Have pairs practice saying the sentences. * Monitor the class and support if needed. | * Carefully look at the teacher demonstrating the activity. * Look and write in their Student’s Books. * Work in pairs and check their partner’s answers. * Check the answers with the teacher and friends. * Practice saying the sentences with a friend. |

**3. Production** (5 minutes)

**a. Objectives:** To help them remember the vocabulary items and sentence patterns.

**b. Content:** Look and say.

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can talk about jobs that will be popular in the future fluently.

- Task completed: Students can talk about jobs that will be popular in the future.

- Task uncompleted: Students cannot talk about jobs that will be popular in the future.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Look and say.**   * Demonstrate the activity by making an example. * Ask students the question and have them look at the picture then say. * Divide the class into 2 groups, have one group ask and the other group answer, then swap the roles. * Monitor the class and support if needed. | * Carefully listen to and follow their teacher’s instructions. * Practice in groups. |

**C. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help students remember the vocabulary.

**b. Contents:** Unscrambling and writing

**c. Expected outcomes and assessment.**

- Task completed with excellence: Students can write and talk about the jobs that will be popular in the future.

- Task completed: Students are able to write a talk about the jobs that will be popular in the future.

- Task uncompleted: Students fail to write and talk about the jobs that will be popular in the future.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation: *Unscramble and write. (*WB, page 68)**   * Demonstrate the activity by showing an example. * Have students look, unscramble, and write. * Check answers as the whole class. | * Listen carefully to the teacher. * Unscramble and write. * Check answers with the whole class. |
| **Homework Assignment**   * Require the students to do exercises on page 68 in the Workbook. * Have them copy new words and structures in their Tiếng Anh 5 i-Learn Smart Start Notebook. * Ask them to prepare Parts C and D, of Culture Lesson on page 102 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the new words, and prepare the new lesson. |

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