**TRƯỜNG TIỂU HỌC HÒA AN 2**

**Tổ 5**

**KẾ HOẠCH BÀI DẠY**

**MÔN TIẾNG ANH LỚP 5**

**Tuần 9**



Giáo viên: Lê Thị Nhơn

Năm học 2024-2025

*Week 9 Preparing date: November 3rd, 2024*

 *Period 33 Teaching date: November 4th, 2024*

 **Unit 5: My future job**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- correctly pronounce the two-syllable words with the stress on the first syllable as in ꞌteacher and ꞌdentist in isolation and as in the sentences My mother’s a ꞌteacher. and My father’s a ꞌdentist.

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

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

- ***Vocabulary:*** Review

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

**2. Competences:**

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

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

**3. Attitude/ Qualities:**

- Show their interest in their future job.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 85, 86; audio Tracks 52, 53, 54; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 38, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| **Stages/****Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)****2. Presentation (9’)****3.Practice: (17’)****3. Fun corner and wrap- up (4’)** | ***Chatting****\*****Aims:*** *to* *revise the words about jobs.***\*Procedure:**- Place different pictures of free time jobs on the board.- Have Ss say the words related to the pictures.- Tell Ss they are going to ask and answer the question *about someone’s future jobs* in a freer context.- Invite pairs of volunteers to the board. One asks the question, another one answers the question and points to the suitable picture.- Continue until practicing all the vocabulary set. Praise Ss if they perform well.- Say “Open your book page 38” and look at “*Unit 5, Lesson 3 (1,2,3)”.***Activity 1. Listen and repeat:*****\*Aims:*** *Ss will be able to correctly pronounce the two-syllable words with the stress on the first syllable as in ꞌteacher and ꞌdentist in isolation and as in the sentences My mother’s a ꞌteacher. and My father’s a ꞌdentist.***\*Procedure:**- Have Ss point at the words *ꞌteacher and ꞌdentist with the stress on the first syllable, in isolation and in the sentences My mother’s a ꞌteacher. and My father’s a ꞌdentist* - Play the recording for Ss to listen and repeat in chorus and individually until they feel confident.- Let Ss work in pairs or groups, saying the words and reading the sentences.- T invites some Ss to practice.**Activity 2.**  **Circle, listen and check.*****\*Aims:*** *Ss will be able to* *identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words.***\*Procedure:**- Tell Ss circle the word having a different stress from each line. Then listen to the recording to check their answers.- Set a time for Ss to do the task.- Play the recording, once or twice, for Ss to listen and check their answers. - Get Ss to swap books with a partner and check their answers before checking as a class. - Play the recording again for Ss to double-check their answers.- Invite a few Ss to read aloud all the words in the words. *Key: 1. c 2. a 3. a***Activity 3. Let’s chant*****\*Aims:*** *Ss will be able to* *say the chant with the correct pronunciation, word stress and rhythm.***\*Procedure:**- 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.+ Ask Ss to attend to two-syllable words with the stress on the first syllable in the chant, *teacher future* and *dentist.*- 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**Game:**   **Chanting game**- Tell Ss to close their book, listen to the chant - Ask Ss to listen again and clap their hands on the word stress.- Ask Ss to chant like a robot. | - Follow the T’s instructions.-Ss pay attention and say *Ex:* *A: What would you like to be in the future?**B: I’d like to be a…………..*- Ss open their books- - Ss point and pay attention - Ss listen to the recording again and repeat.-Ss work in pairs and practice-Ss say the words and sentences- Ss pay and listen to the teacher’s explanation.- Ss do the task- Ss listen and check their answers (individual)- Ss swap books with a partner and check the answers - Ss listen again and check - Ss stand up and read aloud the words. - Ss look and listen.- Ss listen to the chant- Ss listen and repeat without clap their hands- Ss note the rhythm and pronunciation.-Ss listen to melody of the chant- Ss listen and chant line by line.- Ss chant and clap along.- Ss work in groups (two groups) to chant-Ss perform in front of the class.-Ss listen-Ss listen and clap the hands-Ss chant |

**D. ADJUSTMENTS (if necessary):**

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*Week 9 Preparing date: November 3rd, 2024*

 *Period 34 Teaching date: November 4th, 2024*

 **Unit 5: My future job**

**Lesson 3 (4, 5, 6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- read an email and complete three gapped sentences about future jobs

- complete a gapped letter about people’s future jobs

- conduct a report about the future jobs that the class members would like to do in the future and use it to practise talking in the class during Project time.

- ***Vocabulary:*** Review

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

**2. Competences:**

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

- Self-control and independent learning: perform reading and writing tasks.

**3. Attitude/ Qualities:**

- Show their interests in their future jobs.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 87, 88; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 39, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/****Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)****2.Practice: (8’)****3.Production: (18’)****4. Fun corner and wrap- up (4’)** | *Game:*  ***Pictionary****\*****Aims:*** *to* *revise the new words and structures from previous lessons.***\*Procedure:**- Call a member from each team and give them a clue. - Give a chalkboard or marker for that member to draw a clue so the entire class can see the clue.- If the team member guessed the word, they would get one point. If the other team member guessed the word, they would get the point. - Ss clap their hands on the stress of the word that they guess to get extra points for their team.- Say “Open your book page 39” and look at *“Unit 5, Lesson 3 (4,5,6)”.***Activity 1. 4. Read and circle:*****\*Aims:*** *Ss will be able**to* *read and show understanding of a text by answering four questions about Laura’s free-time activities at the weekend* **\*Procedure:****-**  Set a time limit and ask Ss to read through the email to get a general idea of it. - Tell Ss to read the email again to choose the correct answer- Set a time limit for Ss to do the task independently. - Get Ss to swap books with a partner and check the answers before checking as a class.- Ask a few Ss to read the sentences in front of the class. - Ask Ss to choose key information about Peter and Mary, Have Ss work in pairs and talk about them.**Activity 2.** 5.**Let’s write*****\*Aims:*** *Ss will be able**to* *write an email about future jobs using a gapped paragraph* **\*Procedure:**- Ask Ss to read the rubrics and think about the jobs that they would like to do in the future.- Ask Ss to read the questions and use them as clues to complete the email. - Give Ss enough time to write their emails. (work in groups)- Have some Ss read their completed email aloud. **Activity 3. Project.*****\*Aims:*** *Ss will be able to* *carry out a survey on the jobs that the classmates would like to do in the future and present a report to the class.*- Point at the sample survey and explain that Ss are going to report the results of their surveys about their classmates’ *future jobs* and the reasons *why they would like to do the jobs.* - Give Ss some time to practise their presentations by themselves and within groups. - Select a few Ss to give their presentations in front of the class. **Game:**  **Pass the ball**- 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 answer the question using: *I’d would like to be a teacher in the future.*- T gives feedback. | - Ss listen - Ss listen to the rules-Ss play game- Ss open their books- Ss pay attention to the email and read - Ss look at the incomplete sentences and answer options.- Ss read the text again and circle the correct answers.- Ss swap books and check answers - Ss read the sentences- Ss work in pairs and talk- Ss read the rubrics and think - Ss read the questions and complete the email.- Ss write their emails. - Ss read their completed email aloud -Ss listen to the teacher- Ss work in groups and tell the group about their friend’s future jobs. - Ss talk about their future jons in front of the class.-Ss listen to the teacher-Ss play the game |

**D. ADJUSTMENTS (if necessary):**

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*Week 9 Preparing date: November 3rd, 2024*

 *Period 35, 36 Teaching date: November 7th, 2024*

 **Review 1**

**Parts 1, 2, 3, 4, 5**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- listen to five questions and circle the correct answers a, b or c.

- ask and answer questions using picture cues.

- read and match pairs of target sentence patterns.

- read and complete a gapped table about a boy named Henry.

- read, understand and complete the passage using word cues.

*-* ***Vocabulary:*** Review

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

**2. Competences:**

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

- Self-control and independent learning: perform reading and writing tasks.

**3. Attitude/ Qualities:**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Be honest in the learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 84,85, 86, 87; Track 55; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 40, 41, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/****Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (5’)****2.Practice: (52’)****3.Production: (10’)*****4. Fun corner and wrap- up (3’)*** | *Game:* ***Whispering****\*****Aims:*** *to revise the sentence structures they have learnt.***\*Procedure:**- Divide class into 2 groups.-Ask 5 Ss in each group stand in a straight line. - T says a word or phrase to the first student in this line.- Then, the first student whispers what she/ he hear to the second person in line; the second one whispers what he/ she hears to the third one and so on until the last student in group hears the word or phrase.- The last student says the word or phrase out loud.- The faster group has correct word or phrase is the winner.- Say “Open your book page 40, 41” and look at *Review 1.***Activity 1. Listen and circle a, b or c:*****\*Aims:*** *Ss will be able to* *listen to five questions and circle the correct answers a, b or c.***\*Procedure:**- Draw Ss’ attention to the first set of suggested answers and have ss read the answer options. - Play the recording for Ss to do the task. (three times)- Get Ss to swap books with a partner, then check answers as a class. - Write the correct answers on the board. - Play the recording for S to double-check their answers.- Play the recording, have Ss listen and repeat in chorus. **Activity 2.** **Ask and answer:*****\*Aims:*** *Ss will be able**to ask and answer questions using picture cues.***\*Procedure:**- Get Ss to look at the bubble to identify the activity shown in it - Have Ss look at the picture to answer the question.- Have Ss work in pairs to role-play the four exchanges. - Invite pairs of Ss to stand up and take it in turns to role-play the target exchanges.**Activity 3. Read and match*****\*Aims:*** *Ss will be able to* *read and match pairs of target sentence patterns.***\*Procedure:**- Tell Ss about this activity. Point at sentence 1, elicit the answer and models.- Give Ss work in pairs to do the sentence 2,3,4,5. - Tell Ss to swap their books with their partners, then check answers together as a class. - Write the correct answers on the board for Ss to correct their answers.- Invite some pairs to stand up and read the matched exchanges aloud.**Activity 4. Read and complete*****\*Aims:*** *Ss will be able to* *read and complete a gapped table about a boy named Henry* **\*Procedure:**- Have Ss read the passage about Henry. - Have Ss look at the gapped passage.- Point at the sentence with the first gap and read it as a class. - Elicit the missing word and give feedback. Complete the sentence and get Ss to read the completed sentence in chorus.- Get Ss to swap books with a partner, then check answers as a class. Write the correct answer on the board.- Invite some Ss to stand up and read the completed passage aloud.**Activity 5. Let’s write*****\*Aims:*** *Ss will be able to* *complete a gapped text with the help of picture cues.***\*Procedure:**-Tell the class the goal of this activity: to read the gapped text and fill in the gaps using picture cues. - Write the sentence with the first gap on the board. Read the sentence as a class. When you reach the gap, ask pupils to point at the picture and write (*My name is……).* - Ask Ss complete the other sentences.- Invite a few Ss to read the sentences they have completed aloud in front of the class. ***Game: “Pass the ball”***- Give two different colored balls to two pupils, a blue ball (ask the question) and a white ball (answer the question).- Ask Ss to listen to music and pass the balls.- Stop music suddenly. Have the student with a blue ball make a question. Have the student with a white ball answer the question. - Repeat the game several times. | - Ss listen -Ss play game-Ss praise the winner.- Ss open their books- Ss read the answer options. - Ss listen to the recording and do the task. - Ss swap books with a partner, then check answers as a class.- Ss listen and check their answers again- Ss listen to the recording and repeat -Look at the pictures and say- Ss look at and answer.- Ss work in pairs to role play- Ss role play-Ss look at the sentence 1 and say-Ss work in pairs and match-Ss swap their books and match-Ss check their answer-Ss read aloud-Ss read the passage-Ss look at the passage-Ss point at the first gap and read-Ss complete the missing word-Ss swap their books and check their answer.-Ss read aloud-Ss pay attention-Ss point and answer the first gap-Ss complete the sentences-Ss read aloud.-Ss listen to the teacher-Ss play the game*Ex: A: What’s your favourite food?* *B: It’s chicken*-Ss continute playing the game. |

**D. ADJUSTMENTS (if necessary):**

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