**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:**

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| **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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