Week 21 Preparing date: January 21st 2024

 Period 81 Teaching date: January 30th 2024,

**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 (pictures) to ask and answer questions about someone’s job.

- correctly say the words and use *Is he / she …………? and Yes, he / she is. / No, he / she isn’t. t*o ask and answer questions about someone’s job.

- enhance the correct use of *Is he / she ………? – Yes, / No, ………..*to ask and answer questions about someone’s job in a freer context.

- ***Vocabulary:*** cook, farmer, singer, nurse

- ***Model sentences***:

 *A: Is he / she a cook?*

 *B: Yes, he / she is. / No, he / she isn’t. He’s/ She’s….*

- ***Skills***: speaking and listening

**2. Competences:**

- Critical Thinking: talk about jobs

- Co-operation: ready to help friends in pair work/ group work.

- Oral Communication: speak about someone, ask and answer the questions

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 154, 155; audio Tracks 16,17, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 14, notebooks, workbooks, school things.

**III. PROCEDURES:**

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| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:** **(3’)****2. Presentation****(16’)****3.Practice: (7’)****4.Production: (7’)****5. Homework. (2’)** | *Game:* ***Pass the ball****\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***\*Procedure:**- T gives Ss a ball.- T asks Ss to listen to music and transfer a ball around the class.- When the music stops, Ss who keep a ball have to practice with partner using:  *What’s his/ her job?* and *He’s/ She’s……..*- T gives feedback.- Say “Open your book page 8” and look at “*Unit 12, Lesson 2 (1,2,3)”.***Activity 1. Vocabulary.*****\*Aims:*** *Ss will be able**to know the vocabulary in front of starting the new lesson.* **\*Procedure:**-T elicits the new words*+ cook : đầu bếp (picture)**+ farmer : nông dân (picture)**+ singer : ca sĩ (picture)* *+ nurse : y tá (picture)*- T models *(3 times).*  - T writes the words on the board.- *Checking: Rub out and remember***Activity 2. Listen, point and repeat:*****\*Aims:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) to to ask and answer questions about someone’s job.***\*Procedure:**- Have Ss look at *Pictures a and b* and identify the characters and jobs in the pictures.- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.- Have Ss to practice the diaguage- T invites a few pairs to the front of the class to practice.- T checks pronunciation for ss.**Activity 3**. **Listen, point and say.*****\*Aims:*** *Ss will be able**to correctly say the words and use Is he / she ………? and Yes, he / she is. / No, he / she isn’t. to ask and answer questions about someone’s job.***\*Procedure:****\* *Model sentences:***- T asks Ss look at *picture a*, *b* 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.***\*Drill pictures***- Elicit and check comprehension the name of each character.- Run through all the pictures.- Run through model sentences.+Run through the question sentences+Run through the answer sentences- Have Ss to practise:+ T asks, Ss answer picture a+ Ss ask, T answers picture b+ Group A ask, group B answer picture c+ Group B ask, group A answer picture d- 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.- T gives feedbacks.**Activity 4. Let’s talk.*****\*Aims:*** *Ss will be able to enhance the correct use of Is he / she ……….? – Yes, / No, ………. to ask and answer questions about someone’s job in a freer context.***\*Procedure:**- Have Ss look at the pictures and elicit the jobs *+ What can you see in the picture?**+Who are they?**+What’s his/ her job?*- T fills the gaps and writes the sentences on the board.- T models- T asks Ss *use of Is he / she ……….? – Yes, / No, ……….* to ask and answer (groups of four)- Invite some groups to perform. - Give feedbacks***\*Consolidation******\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.***\*Procedure:**- 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.**-** Learn the number by heart - Prepare the new lesson: *Unit 12, Lesson 2 (4,5,6).* | - Ss listen and keep the ball- Ss listen to music and play the game- Ss open their books-Ss listen and answer- - Ss listen and repeat + Choral repetition *(3 times).* + Individual repetition *(3 ss)*- Ss take note- Ss look, remember and write-Look at the pictures and get to know the characters in the pictures.*+ In picture a:* Bill asks *Is she a worker?* And Linh answers *Yes, she is.**– In picture b:* Bill asks *Is he a doctor?.* And Linh answers *No, he isn’t. He’s a nurse.*-Ss listen and repeat in chorus *(twice)*-Ss work in pairs to practice-Ss practice the diaguage-Ss listen-Ss look at the picture and answer. -Ss listen-Ss listen and repeat-Ss repeat - Ss look, listen and answer*+ Picture a:*  *a cook / yes + Picture b:*  *a farmer / yes* *+ Picture c:*  *a cook / no / a singer* *+ Picture d:*   *a farmer / no / a nurse* -Ss practice in chorus- Ss practice in chorus-Ss work in pairs to practice-Ss listen-Ss point and say-Ss go to the board and rold play.-Ss listen-Ss look at the picture and answer*+*  *farmer, nurse, singer and cook*-Ss note- Ss say the completed sentences.-Ss work in groups-Ss perform in front of the class.-Ss answer the questions- Ss listen-Ss listen and clap their hands-Ss listen and take note |

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

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Week 21 Preparing date: January 21st 2024

 Period 82 Teaching date: January 30th 2024,

**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 four communicative. contexts to ask and answer questions about someone's job and number the correct pictures.

- correctly the four gapped dialogues with the help of the picture cues.

- revise the target vocabulary and sentence patterns by playing the game *Clap for ‘yes’*.

- ***Vocabulary:*** Review

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

**2. Competences:**

- Critical Thinking: talk about someone

- Co-operation: ready to help friends in pair work/ group work.

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

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 156, 157; audio Tracks 18; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 15, notebooks, workbooks, school things.

**III. PROCEDURES:**

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| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:** **(5’)****2.Practice: (27’)****3. Homework. (3’)** | *Sing a song:* ***“throw the ball”****\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***\*Procedure:**- Divide the class into 2 teams. - Stick the pictures of jobs on the board. + T says a word, a pupil from each team has to point/throw the ball to the right picture and says the word three times. + The one says faster will get points.- Encourage Ss to take part in the game.- Give points for Ss. - Say “Open your book page 15” and look at *“Unit 12, Lesson 2 (4,5,6)”.***Activity 1. Listen and number:*****\*Aims:*** *Ss will be able**to* *listen to and understand four communicative contexts to ask and answer questions about someone's job and number the correct pictures.***\*Procedure:**- Elicit the names and jobs of the characters in the pictures.- Point at the pictures respectively to explain the context.- T ask Ss to guess the answers.+ T writes Ss’guessing on the board.- Listen to the tape:+ Play the recording+ 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. *Key: 1.d 2. b 3. a 4. c***Activity 2.** **Look, complete and read.*****\*Aims:*** *Ss will be able**to* *complete four gapped dialogues with the help of picture cues.***\*Procedure:**- Have Ss look at the pictures and ask identify the jobs in the pictures.- T models with sentence 1. + Have Ss look at the sentence. + Ask them what is missing in the answer (*she is*). + Have Ss complete the gap.+ Have Ss read the completed sentence in chorus.-Have Ss work in pairs and complete the sentences 2, 3 and 4.- Invite pairs of pupils to stand up and read aloud the sentences.-T gives feedbacks.*Key: 1. she is 2. he isn't; singer* *3. Yes, she is 4. No; farmer* **Activity 3. Let’s play.*****\*Aims:*** *Ss will be able to* *revise the target vocabulary and sentence patterns by playing the game Clap for ‘yes’.***\*Procedure:**- Hold up a flash card for *driver* and ask Ss *Is he a driver?* and elicit the answer *Yes, he is.* Ask Ss to clap their hands and repeat the answer. -Ask Ss to clap their hands and say *Yes, he / she is.* if the answer is *Yes*. - Keep holding a flash card for *driver* and ask another question to elicit *No, he isn’t*. Ask Ss to stamp their feet and repeat the answer. Ask Ss to stamp their feet and say *No, he / she isn’t.* if the answer is *No.*- Repeat the procedure with the other flash cards. - Invite a few Ss to the front of the class and ask questions.***\*Consolidation******\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.***\*Procedure:**- 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.- Prepare the new lesson: *Unit 12, Lesson 3 (1,2,3).* | - Ss listen and play the game- Ss open their books-Look at the pictures and say:*+ Picture a:*  *a nurse**+ Picture b:*  *a cook**+ Picture c:*  *a singer**+ Picture d:*  *a farmer*-Ss guess the answers- Ss listen to the tape and write number- Ss listen again, write number and swap books with their partners. - Ss check their answers and guessing-Ss listen and repeat.-Ss look at the pictures and say-Ss listen and answer-Ss read and complete-Ss work in pairs-Ss read - Ss listen -Ss play the game- Ss play the game-Ss listen and answer-Ss listen and take note |

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

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Week 21 Preparing date: January 21st 2024

 Period 83 Teaching date: February 1st 2024

**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 **er** and **or** in isolation, the words *mother* and *doctor* and the sentences *My mother is a teacher* and *My father is a doctor* with the correct pronunciation and intonation.

- identify the target words *mother* and *doctor* while listening.

- say the chant with the correct rhythm and pronunciation.

- ***Vocabulary:*** Review

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

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

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

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 157, 158; audio Tracks 19, 20, 21; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 16, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:** **(5’)****2. Presentation****(9’)****3.Practice: (19’)****4. Homework. (2’)** | *Game:* ***Find and circle the words****\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***\*Procedure:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **D** | B | K | K | E | P | S | C | **F** | T |
| **O** | C | T | H | N | E | H | C | **A** | H |
| **C** | L | U | A | A | E | A | O | **T** | I |
| **T** | E | L | N | **F** | C | T | **S** | **H** | N |
| **O** | A | W | K | **A** | I | O | **I** | **E** | K |
| **R** | C | O | O | **R** | C | I | **S** | **R** | B |
| S | R | O | E | **M** | C | V | **T** | A | H |
| **M** | **O** | **T** | **H** | **E** | **R** | S | **E** | A | Y |
| D | T | S | S | **R** | S | O | **R** | S | M |
| A | C | E | B | F | A | Z | Y | W |  |

- Divide class into 2 groups- Ask Ss to find and circle the words that they learnt.- Which groups find the best correct words is winner.- Give Ss time to play the game. **Rows:** *mother***Columns***: doctor, farmer, sister, father*-T checks who’s winner?- Say “Open your book page 17” and look at “*Unit 12, Lesson 3 (1,2,3)”.***Activity 1. Listen and repeat:*****\*Aims:*** *Ss will be able**to correctly pronounce the sounds of the letters er and or in isolation, in the words mother and doctor, and in the sentences My mother is a teacher* and *My father is a doctor with correct pronunciation and intonation.***\*Procedure:**- T gives instruction to the *er and or in isolation, in the words mother and doctor, and in the sentences My mother is a teacher* and *My father is a doctor.* - Play the recording for the letter ***er, or.***- Encourage Ss to point at the letter/ word/ sentence while listening. - Play the recording again and encourage Ss to listen and repeat.- Do this several times until Ss feel confident. - T calls some Ss to practice.- T gives feedbacks.**Activity 2.** **Listen and circle.*****\*Aims:*** *Ss will be able**to identify the target words mother and doctor while listening.***\*Procedure:**- Elicit the sentences and explain that they have to listen.- T ask Ss to guess the answers.+ T writes Ss’guessing on the board.- Listen to the tape:+ Play the recording+ Play the recording again and get Ss to swap books with their partners.+ Play the recording again to check answers together as a class. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.- Play the recording, sentence by sentence, for the class to listen and repeat in chorus. - Invite one or two Ss to stand up and read the completed sentences.*Key: 1.b 2.b***Activity 3. Let’s chant*****\*Aims:*** *Ss will be able to say the chant with the correct rhythm and pronunciation.***\*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 the sounds of the letters *er* and *or* and the words *mother* and *doctor.*- Play the recording all the way through for Ss to listen to pronunciation and melody.- Play the recording line by line for Ss to listen and repeat - Play the recording for Ss to chant and clap along.- Ask Ss to practice chant and clap along in pairs or groups.- Invite groups to the front of the classroom to perform the chant-T gives feedback.***\*Consolidation******\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.***\*Procedure:**- 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.**-** Practice the chant more. - Prepare the new lesson: *Unit 12, Lesson 3 (4,5,6).* | - Ss listen -Ss play game- Ss open their books- Ss recognize the differences about color of letter- - Ss listen - Ss listen and point- Ss listen again and repeat-Ss listen again and repeat-Ss practice-Ss listen-Ss listen and say:*+ Number 1:* *a. My father is a doctor.**b. My mother is a teacher.**+ Number 2:* *a. Is your mother a cook?**b. Is your father a doctor?*-Ss guess the answers- Ss listen to the tape and circle- Ss listen again, circle and swap books with their partners. - Ss check their answers and guessing-Ss listen and repeat.-Ss read the sentences- Ss look and listen.-Ss listen to the chant- Ss listen and repeat line by line without clap their hands-Ss note the sounds, words-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.-Ss answer the questions-Ss listen and clap their hands-Ss listen and take note |

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

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Week 21 Preparing date: January 21st 2024

 Period 84 Teaching date: February 1st 2024

**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 complete a table about the jobs of the family members.

- read and complete a paragraph about the pupils’ parents’ jobs.

- make a mind map about family members and present it to the class.

- ***Vocabulary:*** Review

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

**2. Competences:**

- Critical Thinking: talk about jobs

- Co-operation: ready to help friends in pair work/ group work.

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

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 159, 160, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 17, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:** **(5’)****2.Practice: (8’)****3.Production: (19’)****4. Homework. (3’)** | *Game:* ***Guessing****\*****Aims:*** *to review the vocabulary and structure about greet and respond to greetings.* **\*Procedure:**- Divide the class into 4 teams.- Look at the cards (1-8), there are pictures behind them. + Let Ss guess the pictures then say aloud the job. + Who can make it will have points for the team. (Spin the lucky wheel to get the points)- Encourage Ss to take part in the game and practice speaking English.- Give points for Ss.- Say “Open your book page 11” and look at *“Unit 12, Lesson 3 (4, 5, 6)”.***Activity 1. Read and complete:*****\*Aims:*** *Ss will be able to* *read and complete a table about the jobs of the family members.***\*Procedure:**- Tell Ss about the context of the paragraphs: *Minh and Mary introduce their families.*- Point at the table and elicit the type of information they need to find in the texts.- Ask Ss attend to the blank in number 1 and find the missing word.- Write the missing word on the board and get the class to read the completeed sentence together.- Have Ss work in pairs and complete - Tell Ss to swap books with a partner, then check answers together as a class. - Write the correct answers on the board for pupils to correct their answers.- Invite Ss to read the complete text aloud-T gives feedbacks.*Key: 1. cook 2. pupil* *3. nurse 4. driver* **Activity 2.** **Let’s write*****\*Aims:*** *Ss will be able to read and complete a paragraph about the pupils’ parents’ jobs.***\*Procedure:**- Explain to the class the goal of this activity. - Ask Ss to read each gapped sentence, guess the missing information and complete the sentence with their own personal information. - Give Ss time to write their answers- Ask Ss to swap and correct their answers in pairs. - Check the answers as a class.*Key: Pupils’ answer.***Activity 3. Project.*****\*Aims:*** *Ss will be able to make a mind map about family members and present it to the class.***\*Procedure:****-** Point at the sample mind map and explain that a Ss is going to introduce the jobs of their parents to their friends. - Have Ss show the mind map that they have prepared for the project. -Revise some structures and vocabulary that Ss need for their presentations. +*Example: Hello, everyone. My name’s Huong. I’m nine years old. This is my family. There are three people in my family. This is my father. He is a worker. That’s my mother. She’s a teacher. And me, I’m a pupil.*- Give Ss time to practise their presentations by themselves. - Give Ss time to practise presenting their mind maps within their groups. - Select a few Ss to present their mind maps to the class if there is enough time. - Create a class display of the projects and organise a vote to find the most beautiful ones.***\*Consolidation******\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.***\*Procedure:**- T asks ss to answer the following questions: *+ What have you learnt from the lesson today?* *+What are the core values of the lesson?*- T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.- Prepare the new lesson: *Unit 13: Lesson 1 (1,2,3).* | - Ss listen -Ss play game- Ss open their books-Ss listen- Ss read and answer-Ss read and complete-Ss write the first word-Ss work in pairs-Ss swap books and check-Ss check the correct their answers-Ss read-Ss listen-Ss listen-Ss read and answer-Ss write*This is a photo of my family. My mother is……………….**My father is………………..**I am………………………..*-Ss swap books and check their answers-Ss check-Ss listen-Ss listen and show the mind map-Ss work in groups-Ss show the picture and say.-Ss perform in front of the class.-Ss vote the most beautiful ones-Ss answer the questions-Ss listen and clap their hands-Ss listen and take note |

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

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