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:**

|  |  |  |
| --- | --- | --- |
| **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):**

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..……………………………………………………………………………….……………………………………………………………………...

*---------------------------------------------------------------------*

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:**

|  |  |  |
| --- | --- | --- |
| **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):**

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..……………………………………………………………………………….……………………………………………………………………...

*--------------------------------------------------------*

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):**

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..……………………………………………………………………………….……………………………………………………………………...

*-------------------------------------------------------------*

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):**

………………………………………………………………………………………….…..……………………………………………………………………………...…………

………………………………………………………………………………………….…..……………………………………………………………………………...…………