

UNIT 7: JOBS
Lesson 1.3 (Page 94)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to ask and answer about jobs they want in the future correctly and fluently.
 - + Use Vocabulary: *scientist, pilot, hairdresser, designer, tour guide, business person*
 - + Model sentences: *What would you like to be when you grow up?*
I'd like to be a scientist.

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

- Attitude: Ss will be confident to talk about which jobs they want correctly, focus on the lesson and work hard to complete all the tasks.

2. Teaching – Studying aids:

- Teacher's aids: Lesson plan, Student's Book, Audio, Flashcards, DCR & DHA on Edu Home, Projector/Interactive Whiteboard /TV, P Point slides.
- Students' aids: Student's Book, Workbook, Notebook.

3. Procedures:

Times	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I. Warm up: - Playing the “Scramble words”. * <i>To help the students review about jobs and lead in the new lesson.</i> II. New lesson: 1. Review * <i>To help students recognize the sentence pattern and talk about which jobs they want correctly.</i>	- 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. - Listen and follow their teacher's instructions.	
10 mins	2. Practice (E) * <i>To practice talking about which jobs they want in the future by using the given</i>	- Use DCR on Eduhome to show the class the sentence structure on Part E, page 94 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. 1. Point, ask, and answer. - Have students work in pairs. - Demonstrate the activity using the speech bubbles. - Have Student A point and ask, have Student B answer.	- Listen and follow their teacher's instructions. - Look at the target sentence structure on the screen and read it silently. - Read the sentences.	DCR SB CD
15 mins				SB CD

	<p><i>structure and pictures.</i></p> <p>III. Production: * To help them talk about jobs they want in the future.</p>	<ul style="list-style-type: none"> - Swap roles and repeat. - Afterwards, have some pairs demonstrate the activity in front of the class. <p>2. List other subjects you know.</p> <p>Practice again.</p> <ul style="list-style-type: none"> - Have students work in pairs. - Have them list other jobs they know or help them with some familiar jobs. - Have students practice with the jobs just listed. - Swap roles and repeat. - Afterwards, have some pairs demonstrate the activity in front of the class <p>Play the <i>Chain</i> game. Give true answer.</p> <ul style="list-style-type: none"> - Use DCR on Eduhome to show the examples to the whole class. - Give the students enough time to look at the examples and read them silently. - Divide the class into groups of four. - Have the students stand up. - Have the student A turn to the student B and say a sentence. - Next, have the student B turn to the student C and say a sentence. - Continue until all students have practiced. - Have some groups demonstrate the activity in front of the class. <p>Consolidation: Act and guess</p> <ul style="list-style-type: none"> - Divide the class into 2 teams. - Have one member of each team stand in front of the class. - Give those two students a word then have them act. - Have other students look and raise their hands to guess. - Each team gets one point for each correct answer <p>Homework Assignment</p> <ul style="list-style-type: none"> - Require the students to practice the structure at home. - Ask them to prepare Parts A and B, Lesson 2, Unit 7 on page 95 in the Student's Book. 	<ul style="list-style-type: none"> - Follow their teacher's instructions. - Present their work in front of the class. 	
5 mins			<ul style="list-style-type: none"> - Work in pairs to complete the task. - Follow their teacher's instructions. - Practice with the jobs just listed. - Practice in front of the class. 	Flashcard
5 mins	<p>IV.</p> <p>Consolidation – homelink:</p> <p>* To help students remember the target sentence structure.</p>	<ul style="list-style-type: none"> - Play the game 	<ul style="list-style-type: none"> - Play in teams. - One student from each team stands in front of the class. - Act according to the word. - Look carefully and raise their hands to guess. 	DCR

4. Reflection

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time:

UNIT 7: JOBS
Lesson 2.1 (Page 95)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to talk about what people like doing and which job they will have.
 - + Use Vocabulary: *soccer player, singer, nurse, driver, police officer, actor.*
 - + Model sentences: *Tom likes sports. I think he'll be a soccer player.*
- Skills: Listening, Reading, Writing, and Speaking.
- Attitude: Ss will be confident to talk about what people like doing and which job they will have, focus on the lesson and work hard to complete all the tasks.

2. Teaching – Studying aids:

- Teacher's aids: Lesson plan, Student's Book, Audio, Flashcards, DCR & DHA on Edu Home, Projector/Interactive Whiteboard /TV, P Point slides.
- Students' aids: Student's Book, Workbook, Notebook.

3. Procedures:

Times	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I. Warm up: - Play “Look and Guess” game. * To help students review the jobs and lead in the new lesson. II. New lesson: 1. Vocab Presentation & Practice * To help the students recognize and say some jobs.	<ul style="list-style-type: none">- Divide the class into 2-4 teams.- Have students look at the objects related to a particular job and guess.- Have students raise their hands and give answers.- Have the team that gets the correct answer say the word. 1. Listen and point. Repeat. (CD3 T7) <ul style="list-style-type: none">- Use DCR on Eduhome to show the pictures, 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.	<ul style="list-style-type: none">- Play the game in teams.- Look at the objects and guess.- Raise their hands to answer.- Say the word. <ul style="list-style-type: none">- Listen and follow their teacher's instructions.- Point to the pictures in their Student's Books.- Listen and repeat. <ul style="list-style-type: none">- Work with their partner to complete the task.	
15 mins				SB CD

		<ul style="list-style-type: none"> - Walk around the class and support them if needed <p>2. Play the game Flashcard Peek.</p> <ul style="list-style-type: none"> - Divide the class into two teams. - Have students pay close attention. - Quickly show the picture then hide it. - Have students say the new word aloud. - The first student to say the correct word wins one point for their team. - Have the team that gets a correct answer say that word. <p>1. Listen and practice. (CD3 Track 8)</p> <ul style="list-style-type: none"> - 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 why they like different subjects. - 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. <p>2. Look, write, and match. Practice.</p> <ul style="list-style-type: none"> - Demonstrate the activity using the example. - Have students look, write, and match. - 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. <p>Match two halves</p> <ul style="list-style-type: none"> - Have students read the sentences. - Have them match sentences 1-4 to A-D. - Divide the class into pairs and have them check each other's work. - Check the answers as a whole class. - Call some students to practice saying the sentences. - Monitor the class and support if needed. - Have students listen and find, look and find on DHA, unit 7 - lesson 2. 	<ul style="list-style-type: none"> - Work in teams. - Pay attention. <p>- Say the word as fast as they can.</p> <p>- Look and read the useful language silently.</p> <ul style="list-style-type: none"> - 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. <p>- Carefully look at the teacher demonstrating the activity.</p> <ul style="list-style-type: none"> - Look, write, and circle 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. <p>- Read the sentences.</p> <ul style="list-style-type: none"> - Match. - Work in pairs and check their partner's answers. - Check the answers with the teacher and friends. - Practice saying the sentences <p>- Listen and find, look and find</p>	flashcard
10 mins		<p>2. Structure Presentation & Practice</p> <p>* <i>To present and practice asking and answering what people like doing and which jobs they will have.</i></p> <p>III. Production:</p> <p>* <i>To help them remember the vocabulary and structure to talk about what people like doing and which job they will have.</i></p>	<p>- Listen and look at the useful language again.</p> <ul style="list-style-type: none"> - Use the new words from Part A when practicing the useful language. <p>- Carefully look at the teacher demonstrating the activity.</p> <ul style="list-style-type: none"> - Look, write, and circle 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. 	DCR SB CD
5 mins		<p>Match two halves</p> <ul style="list-style-type: none"> - Have students read the sentences. - Have them match sentences 1-4 to A-D. - Divide the class into pairs and have them check each other's work. - Check the answers as a whole class. - Call some students to practice saying the sentences. - Monitor the class and support if needed. - Have students listen and find, look and find on DHA, unit 7 - lesson 2. 	<p>- Read the sentences.</p> <ul style="list-style-type: none"> - Match. - Work in pairs and check their partner's answers. - Check the answers with the teacher and friends. - Practice saying the sentences <p>- Listen and find, look and find</p>	WB

	<p>IV.Consolidation - homelink: <i>* To help students remember and pronounce the vocabulary items.</i></p>	<ul style="list-style-type: none"> - Require the students to do exercises on page 64 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 2 on page 96 in the Student's Book. 	<ul style="list-style-type: none"> - Follow their teacher's instructions. - Do homework, copy the new words, and prepare the new lesson. 	
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4. **Reflection**

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time:

UNIT 7: JOBS
Lesson 2.2 (Page 96)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to practice intonation, the target language, and the conversation about future jobs.
 - + Use Vocabulary: *soccer player, singer, nurse, driver, police officer, actor.*
 - + Model sentences: *Tom likes sports. I think he'll be a soccer player.*
- Skills: Listening, Reading, Writing, and Speaking.
- Attitude: Ss will be confident to talk about why they like different subjects, focus on the lesson and work hard to complete all the tasks.

2. Teaching – Studying aids:

- Teacher's aids: Lesson plan, Student's Book, Audio, Flashcards, DCR & DHA on Edu Home, Projector/Interactive Whiteboard /TV, P Point slides.
- Students' aids: Student's Book, Workbook, Notebook.

3. Procedures:

Times	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I. Warm up: - Playing What's hidden?" game. * <i>To help students review the activities and lead in the new lesson.</i>	- Divide the class into 4 teams. - Have each team choose the rectangle (1 blue, 2 red, etc.) to reveal what's behind. - Have students raise their hands as soon as they know what's hidden behind. - Have the team that gets a correct answer say it aloud. - Monitor the class and help students if needed.	- Play in teams. - Take turns to choose the rectangle. - Raise their hands to answer. - Say the word.	
15 mins	II. New lesson: 1. Listen and repeat. (CD3 Track 09) * <i>To help the students recognize the word stress and say it in the chant</i> 2. Chant. (CD3 Track 10)	- Draw attention to the word stress: <i>player, singer.</i> - Briefly explain and demonstrate the word stress. - Play audio (using DCR). Have students listen and notice the word stress. - Play audio. Have students listen and repeat - Write the words or put up the flashcards on the board. - Play audio (using DCR). Have students listen to the chant. - Point to a word or picture on the board, say the word with stress and have students listen and repeat. Follow	- Listen and follow their teacher's instructions. - Listen and notice the word stress. - Listen and repeat. - Listen and follow their teacher's instructions. - Listen, point and say.	DCR SB CD SB CD

10 mins	<p>III. Practice: <i>* To help students identify the people and things in the story and practice listening and choosing the correct answers.</i></p>	<p>the same procedure with the other word.</p> <ul style="list-style-type: none"> - Play audio. Have students listen and clap along with the stress as they hear them in the chant. - Play audio. Have students listen and chant <p>1. Describe the comic. Use the new words. Listen. (CD3 Track 11)</p> <ul style="list-style-type: none"> - Introduce the situation: "A class activity is about future jobs..." - Have students look at the story and ask these questions: <ul style="list-style-type: none"> • Who can you see? (Alfie, Tom, Nick, Mai, Teacher) • Where are they? (in a classroom) • What are they talking about? (future jobs) - Play audio and have students look and listen. <p>2. Listen and write. (CD3 Track 12)</p> <ul style="list-style-type: none"> - Play the audio (using DCR) and demonstrate the activity using the example. - Play the audio and have students listen and write. - Play the audio again and check answers as a whole class. <p>3. Role-play.</p> <ul style="list-style-type: none"> - Divide the class into pairs. - Have the students practice saying the sentences. - Have some pairs demonstrate the activity in front of the class. 	<ul style="list-style-type: none"> - Listen and clap. - Listen and chant - Listen <ul style="list-style-type: none"> - Listen to their teacher's introduction about the situation. - Look at the story and answer their teacher's questions. <p>-Listen to the story.</p> <ul style="list-style-type: none"> - Listen and follow their teacher's demonstration. - Listen to the story and write. - Listen to the story again and check the answers as a whole class. <ul style="list-style-type: none"> - Work with their partner to complete the task. - Practice saying the sentences. - Demonstrate the activity in front of the class. <ul style="list-style-type: none"> - Work in groups of five students. - Look at the sample. - Make their stories using their ideas and the sample. <p>-Present their stories in front of the class.</p>	SB CD
5 mins	<p>IV. Production</p> <p><i>* To help them practice the stories and use their own ideas</i></p>	<p>Make their own stories.</p>	<ul style="list-style-type: none"> -Have students work in groups of three students. 	

5 mins	<p>V.</p> <p>Consolidation – homelink:</p> <p><i>* To help students remember the lesson</i></p>	<p>-Ask students to read all new words and model sentences</p> <p>- Ask students to prepare for next lesson</p> <p>- Require the students to do exercises on page 65 in the Workbook.</p>	<p>- Listen to the teacher carefully.</p> <p>- Look at the pictures and make sentences.</p> <p>- Follow their teacher's instructions.</p>	
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4. Reflection

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time:

LESSON PLAN

Subject: English 5

Week: 27- Period: 108

UNIT 7 – JOBS
Lesson 2.3 (page 97)

1. Objectives:

Knowledge: By the end of this lesson, students will be able to ask and answer about what they like and what jobs they will be in the future.

Vocabulary: soccer player, singer, nurse, driver, police officer, actor.

Sentence pattern: Tom likes sports. I think he'll be a soccer player.

Skills: Listening, Writing, Reading and Speaking.

Attitude: Support their friends to complete the learning tasks or play the games.

- Focus on the lesson and work hard to complete all the tasks.

2. Teaching – Studying aids:

- Teacher's aids: Student's Book, Class CDs, Flashcards, DCR & DHA
- Students' aids: Student's Book, Workbook, Notebook.

3. Procedures:

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I. Warm up Play the Matching game. <i>- To help the students review jobs and lead in the new lesson.</i>	<ul style="list-style-type: none"> -Divide the class into two teams. -Have each team take turns in choosing two numbers. (If the two numbers are the same word/picture, the team gets one point. If the two numbers are different, then click on the red circle to hide them again.) -Have the team getting the same word/picture say the word. 	<ul style="list-style-type: none"> - Play in teams. - Choose two numbers and remember them. - Say the word. 	Flashcards
20 mins	III. Practice Practice 1: 10' Present the sentence pattern. <i>- To help students recognize the sentence pattern and fluently talk about what they like and what jobs they will be in the future.</i>	<ul style="list-style-type: none"> - Use DCR on Eduhome to show the class the sentence structure on Part E, page 97 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 support students if needed. - Lead in the new lesson. 	<ul style="list-style-type: none"> - Listen and follow their teacher's instructions. - Look at the target sentence structure on the screen and read it silently. - Read the sentences. 	DCR Student's Book.

	<p>Practice 2: 10'</p> <p>E.Point and say</p> <p>- <i>To practice talking about what they like and what jobs they will be in the future.</i></p>	<ul style="list-style-type: none"> - Divide the class into two pairs. - Demonstrate the activity using the speech bubbles. - Have the student A point and ask, have the student B answer. - Swap roles and repeat. - Afterwards, have some pairs demonstrate the activity in front of the class. 	<ul style="list-style-type: none"> - Work with their partner to complete the task. - Follow their teacher's instructions. - Ask and answer the other student's question. - Present their work in front of the class. 	
10 mins	<p>IV. Production</p> <p>Write what you like doing and what you will be. Ask your friends what they like doing. Guess what your friends will be.</p> <p>- <i>To help them talk about their abilities.</i></p>	<ul style="list-style-type: none"> - Have the students look at the example. - Divide the class into pairs. - Have Student A ask and Student B answer. - Swap roles and repeat. - Afterwards, have some students demonstrate the activity in front of the class. 	<ul style="list-style-type: none"> - Look at the example. - Work in pairs. - Do an action silently. <p>Come to the front of the class.</p>	
5 mins	<p>V. Consolidation</p> <p><i>-To help the students remember the target sentence structures.</i></p>	<p>Play the game “Tic, Tac, Toe”</p> <ul style="list-style-type: none"> -Divide the class into groups of four with two pairs in each group. -Have pairs play rock, paper, scissors to see which pair goes first. -Have the winning pair choose a space, then make the sentence based on the pronouns and words or phrases. -Have the pair mark that space as theirs if they use the useful language correctly. -Have pairs take turns. <p>The pair that gets three spaces in a horizontal, vertical, or diagonal line wins the game.</p>	<ul style="list-style-type: none"> - Work in groups of 4. - Play rock, paper, scissors. - Choose a space and make sentences. <p>- Play the game.</p>	

4. Reflection

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time: