

UNIT 7 – JOBS
Lesson 3.1 (page 98)

1. Objectives:

Knowledge: By the end of this lesson, students will be able to ask and answer about what job they think they will do or won't do in the future.

Vocabulary: writer, piano player, zookeeper, baker, chef, artist.

Sentence patterns: Will you be a baker in the future?

- Yes, I will. I love baking.
- No, I won't. I don't like baking.

Skills: Listening, Reading, Writing, and Speaking.

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

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 Playing the game “Read and choose” <i>* To help students review the previous lessons and lead in the new lesson.</i>	<ul style="list-style-type: none"> - Divide the class into 2-4 teams. - Have students look at the pictures, read, and choose the correct answers. - Have the team that gets the correct answer say the sentences or practice asking and answering. - Monitor the class and support students if needed. 	<ul style="list-style-type: none"> - Play in teams. - Look at the pictures, read, and choose the correct answers. - Say the sentences or practice asking and answering. 	Flashcards
10 mins	II. Presentation <i>* To help the students recognize and say different jobs.</i> A. 1. Listen and point. Repeat. (CD3 Track 13)	<ul style="list-style-type: none"> Arrange the flashcards (writer, piano player, zookeeper, baker, chef, artist) on the board. Ask the students to listen and pay their attention. Use DCR on Eduhome to 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. 	<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. - Work with their partner to complete the task. 	DCR

	2. Play the game Heads up. What's missing?	-Divide the class into two teams. -Arrange the flashcards on the board and remove one card when students are not looking. One student from each team calls out the missing flashcard	- In teams - Heads down.	flashcards
10 mins	III. Practice - <i>To ask and answer about what job they will do and won't do in the future.</i> B. 1. Listen and practice. (CD3 Track 14) 2. Look and write. Practice.	-Use DCR on Eduhome to show the useful language and have the students look and read - Explain that we use this to ask and answer about what job we think we will do or won't do in the future. -Play the audio and have them look -Ask them to work in pairs and practice - Divide the class into pairs and have them check each other's work. -Have some students share their answers with the class. -Use DCR to check the answers as a whole class. -Have pairs practice saying the sentences.	-Look and read the useful language silently. -Listen to their teacher's explanation. -Listen and look at the useful language again. -Work in pairs and practice -Look and write 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 Student's Books. Ss'books
10 mins	IV. Production Look, ask and answer. * <i>To help them practice asking and answering about what job they will do or won't do in the future.</i>	-Demonstrate the activity by making an example. -Have students look at the picture, ask the question, and answer based on the smiling icon or sad icon. -Have students work in pairs. Have one student ask and the other answer, then swap roles and keep practicing. -Have some pairs practice in front of the class.	- Listen to the teacher carefully. - Look at the picture, ask the question, and answer based on the smiling icon or sad icon - Work in pairs. Practice in front of the class.	Flashcards
5 mins	V. Consolidation * <i>Help sts remember and pronounce the vocabulary items.</i>	- Ask the students to focus on the language structures.	- Ask and answer the questions using the target pattern sentence structures.	

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: 28- **Period:** 110

UNIT 7 – JOBS

Lesson 3.2 (page 99)

1. Objectives

- Knowledge: By the end of this lesson, students can practice pronunciation and talk about what they will and won't do in the future.

+ Use Vocabulary: *writer, piano player, zookeeper, baker, chef, artist.*

+ Model Sentences: *Will you be a baker in the future?*

- *Yes, I will. I love baking.*

- *No, I won't. I don't like baking.*

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

- Attitude: Ss focus on the lesson and work hard to complete all the tasks, support their friends to complete the learning tasks or play the games.

2. Teaching aids and materials

● Teacher's aids: Student's Book, Class CDs, Flashcards, DCR & DHA

● Student's aids: Student's Book, Workbook, Notebook.

3. Procedures

Time	Teaching' activities	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I. Warm up Game: Scramble words <i>* To review the vocabulary items about chores and lead in the new lesson</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.	
10 mins	II. Presentation C 1. Listen and repeat. (CD3 Track 15) <i>* To help the students recognize the sound change</i> 2. Chant (CD3 Track 16)	- Draw attention to the sound change. - Briefly explain and demonstrate the sound change. - Play audio (using DCR). Have students listen and notice the sound change. Play audio. Have students listen and repeat. - Play the audio (using DCR). - Write the examples on the board. - Play audio (using DCR). Have students listen to the chant. - Point to the sentence on the board, say the sentence with the sound	- The whole class - Listen to the audio. - Listen and notice the word stress first. Listen to the audio again and repeat the word stress. - Listen and follow their teacher's instructions. - Listen, point and say.	Student's book DCR on Eduhome CD DCR on Eduhome

		<p>change and have students listen and repeat. Follow the same procedure with the other sentence.</p> <p>-Play audio. Have students listen and notice the sound change as they hear it in the chant.</p>	<p>- Listen and notice the intonation.</p> <p>Listen and chant.</p>	
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>D.1. Describe the comic. Use the new words. Listen. (CD3 Track 17)</p> <p>2. Listen and circle. (CD3 Track 18)</p> <p>3. Role- play</p>	<ul style="list-style-type: none"> - Introduce the situation: " Mr. Brown asks about future jobs..." - Have students look at the story and ask these questions: <ul style="list-style-type: none"> • Who can you see? (Mrs. Brown, Mr, Brown, Alfie, Lucy, Ben, Tom)) • Where are they? (at home) - Play audio and have students look and listen. - Play the audio (using DCR) and demonstrate the activity using the example. - Play the audio and have students listen and circle. - Play the audio again and check answers as a whole class. - Divide the class into pairs. - Have the students practice saying the sentences. <p>Have some pairs demonstrate the activity in front of the class.</p>	<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. -Listen to the story. -Listen and follow their teacher's demonstration. -Listen to the story and circle. -Listen to the story again and check the answers as a whole class. -Work with their partner to complete the task. -Practice saying the sentences. 	Student's book CD DCR on Eduhome Student's book
5 mins	<p>IV. Production Make their own stories. <i>* To help them practice the stories and use their own ideas.</i></p>	<ul style="list-style-type: none"> -Have students work in pairs. -Ask them to choose one of the stories from <i>Part 2 – Listen and circle.</i> as a sample. -Invite some pairs to present their stories in front of the class. 	<ul style="list-style-type: none"> -Work in pairs -Present their stories in front of the class. 	Student's book
5 mins	<p>V. Consolidation – Homelink <i>* To help Ss review the lesson by rearranging the sentences to make a meaningful conversation.</i></p>	<ul style="list-style-type: none"> - Have students read the sentences 1-5 and A-E. - Have students match sentences from 1-5 to A-E. - Have students check their answers in pairs. - Check answers as the whole class. - Have pairs take turns saying the sentences. 	<ul style="list-style-type: none"> - Read the sentences. - Match. - Check answers in pairs. - Check answers as the whole class. - Practice saying the sentences. 	Student's book Notebook Workbook

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 3.3 (page 100)

1. Objectives

- **Knowledge:** By the end of this lesson, students will be able to ask and answer about what job they think they will do or won't do in the future.
 - + Use Vocabulary: *writer, piano player, zookeeper, baker, chef, artist.*
 - + Model Sentences: *Will you be a baker in the future?*
 - *Yes, I will. I love baking.*
 - *No, I won't. I don't like baking.*

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

- **Attitude:** Ss focus on the lesson and work hard to complete all the tasks, support their friends to complete the learning tasks or play the games.

2. Teaching aids and materials

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

3. Procedures

Time	Teaching' activities	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I. Warm up Play the “What's Hidden?” game. <i>* To help the students review vocabulary about jobs and lead in the new lesson.</i>	-Divide students into 2 teams. -Have students look at the screen and explain how to play the game. -Have students take turns to choose a rectangle (1-red, 2-green, or 3-yellow) until the picture is revealed. -Show the picture and check the student's answer. -Have the student repeat the word. -Count the points and decide the winner.	- Play in teams. - Listen to their teacher's instructions. - Take turns to choose a rectangle and raise your hand to give the answer. -Repeat the word.	Pictures
10 mins	II. Presentation Present the sentence pattern. <i>* To help students recognize the sentence pattern and say what job they think they will do or won't do in the future correctly.</i>	-Use DCR on Eduhome to show to the class the sentence structures on Part E, page 100 in their Student's Book. -Ask two students to read the question and answer first. Lead in the new lesson.	- Listen and follow their teacher's instructions. - Look at the target sentence structure on the screen and read it silently. -Read the sentences.	DCR on Eduhome Student's book
10 mins	III. Practice E 1. Point, ask and answer	- Divide the class into two pairs. -Demonstrate the activity using the speech bubbles.	-Pair work	Student's book

	<p><i>*To practice saying what job they think they will do or won't do in the future.</i></p> <p>2. List other subjects and activities you do in them. Practice again.</p>	<ul style="list-style-type: none"> -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. - Have students work in the same pairs. - Have pairs list other jobs and one thing people like or don't like about those jobs. - Have pairs practice the activity again. - Afterwards, have some pairs demonstrate the activity in front of the class. 	<ul style="list-style-type: none"> -Ask and answer the other student's question. -Present their work in front of the class. - Work in pairs to complete the task. - Follow their teacher's instructions. - Practice asking and answering about the jobs just listed. - Demonstrate in front of the class. 	
5 mins	<p>IV. Production</p> <p>F. Play the Chain game. Give true answers.</p> <p><i>* Students practice asking and answering about what job they think they will do or won't do in the future.</i></p>	<ul style="list-style-type: none"> - Have students look at the example. - Divide the class into groups. - Have students stand up. - Have student A turn to student B and ask the question, then have student B answer. 	<ul style="list-style-type: none"> - Look at the example. - Work in groups. - Stand up. - Carefully listen to and follow their teacher's instructions. 	
5 mins	<p>V. Consolidation – Homelink</p> <p><i>* To help students practice listening skills.</i></p>	<ul style="list-style-type: none"> - Demonstrate the activity by an example. -Have students look at the pictures, listen, and put a tick or a cross in each picture. -Have students listen again and check their answers in pairs. -Play the audio again and check students' answers as the whole class. 	<ul style="list-style-type: none"> -Listen to the teacher carefully. -Look, listen, and put a tick or a cross. -Listen again and check answers in pairs. -Listen again and check answers with the teacher and the class. 	

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: 28- **Period:** 112

UNIT 7 – JOBS

Culture - lesson 4.1 (page 101)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to say what jobs they think will be popular in the future.
- + Use Vocabulary: *biologist, chemist, vet (veterinarian), engineer, mechanic, astronaut.*
- + Model sentences: *What jobs will people do in the future?*
I think many people will be engineers.

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

- Attitude: play fair, appreciate kindness, diligence, and honesty, 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 a game: Choose and say <i>*To review the language of the previous unit, generate pupils' interests, and lead in the new content.</i>	<ul style="list-style-type: none"> - Divide the classroom into two teams. - Demonstrate how to play the game. + Members of each group read and raise their hands to gain the chance to answer. + Each group takes 1 point for each correct answer. <p>Have the group that gets the correct answer say the sentence.</p>	<ul style="list-style-type: none"> - Listen to the teacher's explanation. - Read and raise hands to gain the chance to answer. - Say the sentence in group. 	Flashcards
10 mins	II. Presentation: 1. Listen and point. Repeat. (CD3 Track 19) <i>* To help the students recognize and use new words.</i> 2. Listen and practice. (CD3 Track 20)	<ul style="list-style-type: none"> - Arrange the flashcards on the board. - Ask the students to listen and pay their attention. - Play the audio and point to each flashcard, require them to listen and repeat. - Have the class work in pairs. - Show and explain that we often use this to talk about jobs that will be popular in the future. - Play the audio and have them listen to the useful language. 	<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. - Listen to the teacher's explanation. - Listen and look at the useful language again. 	SB Flashcards Audio Student's book

		<ul style="list-style-type: none"> - Have students practice the useful language. 	<ul style="list-style-type: none"> - Practice 	Audio
10 mins	<p><u>III. Practice:</u> Look and write. Practice. *To practice using useful language about the jobs and fill in the blanks</p> <p><u>IV. Production:</u> Working with their partners *To help them remember the vocabulary items and sentence patterns.</p> <p><u>V. Consolidation – home-link:</u> *To help students remember the vocabulary.</p>	<ul style="list-style-type: none"> - Have the students look and fill in the missing words in the blanks. - Divide the class into pairs and have them check each other's work. - Have pairs practice saying the sentences. - Ask students the question and have them look at the picture then say. - Divide the class into 2 groups, have one group ask and the other group answer, then swap the roles. - Ask them to do WB p68 and prepare Parts C and D, of Culture Lesson on page 102 in the Student's Book. 	<ul style="list-style-type: none"> - Look and write in their Student's Books. - Work in pairs - Check the answers - Carefully listen to and follow their teacher's instructions. - Practice in groups. - Do page 68 and check with whole class. - Prepare the new lesson 	DCR Student's book
5 mins				Workbook
5 mins				

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: