

## LESSON PLAN

Subject: English 5

Week: 28 - Period: 109

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

	<b>2. Play the game Heads up. What's missing?</b>	-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	<b>III. Practice</b> - To ask and answer about what job they will do and won't do in the future. <b>B. 1. Listen and practice.</b> (CD3 Track 14)  <b>2. Look and write. Practice.</b>	-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	<b>IV. Production Look, ask and answer.</b> <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	<b>V. Consolidation</b> <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	<b>I. Warm up</b> <b>Game: Scramble words</b> <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	<b>II. Presentation</b> <b>C 1. Listen and repeat.</b> (CD3 Track 15) <i>* To help the students recognize the sound change</i>  <b>2. Chant</b> (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

		change and have students listen and repeat. Follow the same procedure with the other sentence. -Play audio. Have students listen and notice the sound change as they hear it in the chant.	- Listen and notice the intonation. Listen and chant.	
<b>10 mins</b>	<b>III. Practice</b> <i>* To help students identify the people and things in the story and practice listening and choosing the correct answers.</i> <b>D.1. Describe the comic. Use the new words. Listen.</b> (CD3 Track 17) <b>2. Listen and circle.</b> (CD3 Track 18)  <b>3.Role- play</b>	- Introduce the situation: " Mr. Brown asks about future jobs..." - Have students look at the story and ask these questions: • 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. Have some pairs demonstrate the activity in front of the class.	-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
<b>5 mins</b>	<b>IV.Production</b> <b>Make their own stories.</b> <i>* To help them practice the stories and use their own ideas.</i>	-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.	-Work in pairs  -Present their stories in front of the class.	Student's book
<b>5 mins</b>	<b>V. Consolidation – Homelink</b> <i>* To help Ss review the lesson by rearranging the sentences to make a meaningful conversation.</i>	- 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.	- 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:

**LESSON PLAN**  
**Subject: English 5**  
**Week: 28- Period: 111**

**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	
<b>5 mins</b>	<b>I. Warm up</b> <b>Play the “What’s Hidden?” game.</b> <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
<b>10 mins</b>	<b>II. Presentation</b> <b>Present the sentence pattern.</b> <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
<b>10 mins</b>	<b>III. Practice</b> <b>E 1. Point, ask and answer</b>	- 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><b>2. List other subjects and activities you do in them. Practice again.</b></p>	<p>-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.</p> <ul style="list-style-type: none"> <li>- Have students work in the same pairs.</li> <li>- Have pairs list other jobs and one thing people like or don't like about those jobs.</li> <li>- Have pairs practice the activity again.</li> <li>- Afterwards, have some pairs demonstrate the activity in front of the class.</li> </ul>	<p>-Ask and answer the other student's question. -Present their work in front of the class.</p> <ul style="list-style-type: none"> <li>- Work in pairs to complete the task.</li> <li>- Follow their teacher's instructions.</li> <li>- Practice asking and answering about the jobs just listed.</li> <li>- Demonstrate in front of the class.</li> </ul>	
<b>5 mins</b>	<p><b>IV.Production</b> <b>F. Play the Chain game. Give true answers.</b> <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"> <li>- Have students look at the example.</li> <li>- Divide the class into groups.</li> <li>- Have students stand up.</li> <li>- Have student A turn to student B and ask the question, then have student B answer.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the example.</li> <li>- Work in groups.</li> <li>- Stand up.</li> <li>- Carefully listen to and follow their teacher's instructions.</li> </ul>	
<b>5 mins</b>	<p><b>V. Consolidation – Homelink</b> <i>* To help students practice listening skills.</i></p>	<p>- 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.</p>	<p>-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.</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:

## 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	<b>I. Warm-up:</b> <b>Play a game:</b> <b>Choose and say</b> <i>*To review the language of the previous unit, generate pupils' interests, and lead in the new content.</i>	- 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. Have the group that gets the correct answer say the sentence.	- Listen to the teacher's explanation. - Read and raise hands to gain the chance to answer. - Say the sentence in group.	Flashcards
10 mins	<b>II. Presentation:</b> <b>1. Listen and point. Repeat.</b> (CD3 Track 19) <i>* To help the students recognize and use new words.</i>  <b>2. Listen and practice.</b> (CD3 Track 20)	- 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.	- 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

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