**WEEK 20- Period: 77**

*Date of planning: 07/01*

*Date of teaching: 4a1, 4a2(09/01); 4a3, 4a4(10/01); 4a5(11/01)*

**UNIT 12: WHAT DOES YOUR FATHER DO?**

**Lesson 1- Part 1,2**

**I. Objectives:**

By the end of the lesson Ps will be able to ask and answer question about someone’s job.

**II. Language focus:**

**-** Vocabulary: teacher, nurse, student, farmer, nurse, uncle, driver, factory worker.

- Structures: **Where does your father do? - He’s a farmer.**

**III. Resources:**

**-** Teacher’s: Posters, flashcards, puppets, CD player and projector

**-** Students’: Book, notebook

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s work*** | ***Students’ activities*** |
| **1. Warm up.**  Play “*jumbled letters*” game | - Whole class  - Individual |
| **2. Look, listen and repeat.**  - Tell Ps that they are going to learn to ask and answer questions about someone’s job.  - Ask Ps to identify the characters in 4 pictures on page 12 and ask:  *+ Who are they?*  *+ Where are they?*  *+* And *What are they talking about?*  - Open the tape and have the Ps listen the sound of the words.  - Play the recording a few times for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking | - Whole class  - Individual  - Whole class |
| **3. Point and say**  - Tell Ps that they are going to practice asking and answering questions about someone’s job.  + Teacher read first as a model and ask the Ps to repeat  + Have the Ps repeat in groups and individuals  - Instruct how to ask and answer questions about someone’s job.  - T practices as a model and ask Ps to practice in choral, groups and pairs. Correct Ps’ error pronunciation | - Whole class   * Individuals, * Pair work |
| **\* Work in pairs. Ask your partners about the jobs of their family members.**  **-** Tell Ps that they are going to ask and answer questions about time, using *What does your + member + do? - He’s/ She’s a + name of job.*  - Ask Ps to work in pairs.  - Have Ps write the answer on the board.  - Have the whole class to read aloud the answers on the board. Correct the pronunciation. | - Individuals  - Pair work  - Groups |
| ***4. Homelink:***  -Learn by heart the new words and model sentence.  -Be ready for lesson 1: 3,4,5 | Individual |

**WEEK 20- Period: 78**

*Date of planning: 07/01*

*Date of teaching: 4a1, 4a2(09/01); 4a3, 4a4(10/01); 4a5(12/01)*

**UNIT 12: WHAT DOES YOUR FATHER DO?**

**Lesson 1 (3-4-5)**

**I. Objectives:**

By the end of the lesson Ss will be able to listen to the CD then do the tasks.

**II. Language focus:**

* Vocabulary and structures: Review
* Skill: listening

**III. Resources:**

**-** Teacher’s: Pictures, recording, posters, puppets...

**-** Students’: Book, notebook

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s work*** | ***Students’ activities*** |
| **1. Warm up.**  Have Ss play the game: Slap the board.  mother  brother  uncle  father  grandfather  aunt  sister | Individual |
| **2. Listen and tick.**  - Introduce the activity and ask Ps what jobs are shown in the pictures. Point to each character and ask *What does he/ she do?* Tell Ps that they are going to listen to an interview between Nam and Quan about Quan’s family and tick the correct boxes.  - Open the tape and have Ps listen the sound of the words  - Turn on the tape 2 times and ask Ps to listen and tick.  - Ask some questions to ensure pupils’ comprehension of the listening text.  - Answers:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Father | √ |  |  |  | | Mother |  |  | √ |  | | Brother |  |  |  |  | | Sister |  |  |  | √ | | - Whole class  - Individuals  - Pairs |
| **3. Look and write.**  - Introduce the activity and ask Ps to identify the jobs shown in the pictures.  - Ask Ps to look at the sentences and identify the missing words. Go around and offer help.  - Get them to swap their answers before checking as a class.  - Ask Ps to read the answers aloud to the class. The others listen and give comments.  - Have the whole class read the sentences chorally to reinforce their pronunciation.  Answers***: 1.family***  ***2.farmer***  ***3.is a nurse***  ***4.is a driver***  ***5.is a factory worker***  ***6.a pupil*** | - Whole class  - Pairs  - Individuals |
| **4. Let’s sing.**  - Tell Ps that they are going to sing the song “*My family”.*  *-* Have Ps read each line of the lyrics. Check comprehension.  - Open the tape and have the Ps listen the sound of the words.  - Play the tape again for Ps to do choral and individual repetition of the song by line.  - Ask Ps to sing in choral  - Have Ps practice singing in groups.  - Have class sing the song again to reinforce their pronunciation. | - Whole class  - Groups  Individuals |
| ***5. Homelink:***  -Learn by heart the new words and model sentence.  -Be ready for lesson 2 | - Whole class  Individuals |

**WEEK 20- Period: 79**

*Date of planning: 07/01*

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**UNIT 12: WHAT DOES YOUR FATHER DO?**

**Lesson 2 (1-2-3)**

**I. Objectives:**

**-** By the end of the lesson, Ps will be able to ask and answer questions about places to work.

**II. Language focus:**

**-** Vocabulary: *doctor, work, hospital, well done, worker, factory, great, field, correct, clerk, office.*

- Structures: **Where does (a doctor) work?** - **(A doctor) works in a hospital**.

**III. Resources:**

**-** Teacher’s: Pictures, recording, posters...

**-** Students’: Book, notebook

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s work*** | ***Students’ activities*** |
| ***1. Warm up.***  Sing the song “*My family*” | - Individuals |
| ***2. Look, listen and repeat***  -Tell pupils that they are going to learn to ask and answer questions about places to work.  -Ask pupils to look at the pictures to identity the context in  which the language is used. Focus all the picture and ask:  *+ Who are they?*  *+ Where are they?*  *+* And *What are they talking about?*  -Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition. Pointing to the characters speaking.  -Play the recording again for pupils to listen and repeat | - Whole class  - pairs  - Individuals |
| ***3. Point and say***  -Tell pupils that they are going to practise asking and answering questions about places of work  -Have them look at the bubbles to understand how to ask and answer questions about where people work.  -Ask pupils to look at the four pictures to identify where they work.  -Point to the first picture and model the task with one pupil, using the sentences In the bubbles and the phrase under the picture. (T-P). Ask pupils to say the question and answer chorally and individually. Repeat the same procedure with the rest of the pictures.  -Ask pupils to practise in pairs, one asking the question and the other giving the answer, using the prompts in the bubbles and the pictures.  -Select some pairs to demonstrate the task in front of the class. | - Whole class  - Individuals  - Pairs |
| ***4. Let’s talk.***  -Tell pupils that they are going to revise what they have learnt in Lesson 1 and Lesson 2.  -Have them work in pairs: one pupil asks the questions and the other gives the answers. Then they change the roles.  *What does your father do?*  *He’s a teacher.*  *Where does he work?*  *He’s work in a school.*  -Call on a few pairs to act out the dialogue in front of the class. Correct the pronunciation, if necessary. | Individuals  Pairs  Groups |
| ***5. Homelink:***  -Learn by heart the new words and model sentence.  -Be ready for lesson 2: 4,5,6 | Individuals |

**WEEK 20- Period: 80**

*Date of planning: 07/01*

*Date of teaching: 4a1, 4a2, 4a3, 4a4,4a5 (13/01)*

**UNIT 12: WHAT DOES YOUR FATHER DO?**

**Lesson 2 (4-5-6)**

**I. Objectives:**

By the end of the lesson Ss will be able to listen to the CD and number the pictures. Look at the pictures and write about the pictures.

**II. Language focus:**

* Vocabulary: Review
* Structures: Review
* Skills: reading, writing and listening skills

**III. Resources:**

**-** Teacher’s: Pictures, recording, posters, puppets...

**-** Students’: Book, notebook

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s work*** | ***Students’ activities*** |
| ***1. Warm up.***  -Spend a few minutes revising the previous lesson by asking some pupils to go to the front of the class and talk about place of work of someone. | - Whole class  - individuals |
| ***2. Listen and number***  - Introduce the activity to the class. Give Ps a few seconds to look at 4 pictures on page 15. Check comprehension by eliciting pupil’s answers to questions such as: *What can you see? What does she/ he do? What’s her/ his job? Where does she/ he work?*  - Open the tape and listen the sound of the words  - Turn on the tape 2 times and ask Ps to listen and number the pictures.  - Ask some questions to ensure Ps’ comprehension of the listening text.  Answer keys: ***1.c 2.a 3.b 4.b*** | - Whole class  - Individual  - Pair work |
| ***3.* *Look and write*.**  - Introduce the activity to the class. Give Ps a few seconds to look at 2 pictures on page 15. Then check comprehension by asking: *What’s her job? Where does she work? What’s his job? Where does he work?*  *-* Ask Ps to do the task (fill the suitable words in the blanks)  - Have Ps trade the answers in pairs for correction  - Call on some Ps to report their answers. Others listen and comment.  - Have the whole class read each sentence in chorus to reinforce their pronunciation  Answers*:* ***1.a nurse/ in a hospital 2.a farmer/ in a field*** | * Whole class   - Individual,  - Pair work |
| ***4. Let’s play.***- Prepare cards with jobs and the workplaces for the jobs. Remind pupil how to play *Pelmanism*: in pairs, Ps take turns turning over a pair of cards. If the cards show a job and a workplace that match, the player scores a point and continues to turn over another pair of cards. If they do not match, the other player has a turn. The player who gets the most points will be the winner.  - Call on one pairs to act out the game in front of the class.  - Give comments. | - Whole class  - Group work |
| ***5. Homelink:***  -Learn by heart the new words and model sentence.  -Be ready for lesson 3 | Individuals |