**Week: 25** Date of planning: 03/03/2024

**Period: 97**  Date of teaching: 05/03/2024

**UNIT 15: WHAT WOULD YOU LIKE TO BE IN THE FUTURE?**

Lesson 1 (1, 2, 3)

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Ask and answer about what someone would like to be in the future.Pupils can ask and answer questions about what the other speaker would like to be in the future

- Sentence Patterns: What would you like to be in the future?  – I’d like to be a / an …

- Vocabulary: pilot, doctor, architect, writer

**2. Skills.**

- Listening and speaking.

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Believe in yourself and go for your dream.

- Love themselves.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Using language to talk about what someone would like to be in the future.

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (25’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Retell the story: *The fox and the crow*  - Get pupils to talk about their future job  *Task 1. Look, listen and repeat (9’)*  - Ask pupils to look at the picture and answer the questions  *?Who are they ?*  *?What are they doing?*  - Ask pupils to look at the book  - Play the recording for pupils listen to the tape  - Play the recording again and ask them to repeat a few times.  - Ask pupils to practice in pairs.  - Go round and check pupils can repeat and understand the dialogue.  - Check some pairs. Ask pupils to give comments.  - Give comments.  *Task 2. Point and say (8’)*  - Tell the class that they are going to practice asking and answering  questions about their future jobs, using:  *What would you like to be in the future?*  *I’d like to be a/an …….*  - Introduce new words: *writer, architect*  - Say aloud for pupils to repeat.  - Ask pupils to write down the new words and the structure in their notebook.  - Ask pupils to work in pairs, then point at the pictures to ask and answer using the pattern.  - Call some pairs to practice in front of the class  - Give feedback and correct mistakes of pronunciation.  *Task 3. Let`s talk (7’)*  - Tell the class that they are going to practice further by asking and answering questions about future jobs.  - Get pupils to work in groups of four to ask each other’s future jobs. Remind them to use the pattern in their books  - Set a time limit for the class to practice  - Call some groups to practice in front of the class.  - Give feedback.  - Summary the lesson  - Tell pupils to read the part 1 again.  - Do exercises in workbook, learn by heart the new words and the pattern. | - Retell the story  - Talk about the future job  - Look at the pictures and give the answers  - Listen carefully  - Listen and repeat  - Practice in pairs  - Give comments.  - Listen carefully.  - Repeat.  - Write down.  - Work in pairs.  - Practice in front of the class  - Work in groups  - Some groups practice in front of the class. Others listen and check.  - Listen and remember.  - Take note. |

**Comment:**

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**Week: 25** Date of planning: 03/03/2024

**Period: 98**  Date of teaching: 05/03/2024

**UNIT 15: WHAT’S WOULD YOU LIKE TO BE IN THE FUTURE?**

Lesson 1 (4, 5, 6)

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Ask and answer about what someone would like to be in the future.

- Listen and tick the correct pictures.

- Read and fill the gapped exchanges, using the pictures.

- Sing the song: What would you like to be in the future?

- Sentence Patterns: Revision

- Vocabulary: The song lyrics

**2. Skills.**

- Listening and speaking.

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Believe in yourself and go for your dream.

- Love themselves.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Using language to talk about what someone would like to be in the future.

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (25’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Review the structure: *What would you like to be in the future?* 🡪*I’d like to be a/ an....* by getting two pairs to act out the exchange in front of the class.  *Task 1. Listen and tick (9’(*  **-** Ask pupils to look at the pictures in their book, identify the characters in the picture and guess what they are saying.  **-** Tell pupils that they are going to listen to the recording and tick the correct pictures.  - Play the recording the second time.  - Ask pupils to listen again and do the task.  - Ask pupils to give answers  - Play the recording again for pupils to listen and check  - Give correct answers.  Key: 1.b 2. a 3. c  *Task 2. Look and write(8’)*  **-** Tell the class that they are going to answer questions about future jobs.  - Give time for pupils to do the task in pairs. Go around and offer help, if necessary.  - Ask pupils to give answers  - Ask other pupils to give feedback.  - Give correct answers.  - Key:  *1. like to be a teacher*  *2. like to be a doctor.*  *3. like to be architects*  *Task 3. Let’s sing (7’)*  *-* Tell them that they are going to sing the: *What would you like to be in the future?* song.  - Play the recording all the way through for pupils to get familiarized with the pronunciation, the stress, the rhythm and the intonation of the song.  - Play the recording again, pausing after each line for pupils to repeat.  - Play the recording once more for pupils to repeat the whole song.  - Then have them practice in groups: one sings the questions and other sings the answers.  - Call on some groups to sing the song in front of the class. The rest of the class clap their hands at rhythms.  - Summary the lesson  - Have pupils practice singing the song at home. | - Do actions  - Look at the pictures.  - Listen  **-** Listen again and complete.  **-** Give the answers.  **-** Listen and check    - Work in pairs  - Give answers  - Listen to the T's instruction.  - Listen  - Listen and repeat.  - Listen and repeat once more.  - Work in groups  - Sing and clap the hands at rhythms.  - Listen and remember.  - Take note |

**Comment:**

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**Week: 25** Date of planning: 03/03/2024

**Period: 99**  Date of teaching: 8/03/2024

**UNIT 15: WHAT WOULD YOU LIKE TO BE IN THE FUTURE?**

Lesson 2 (1, 2, 3)

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Ask for and give reasons for having a future job.

- Sentence Patterns: Why would you like to be \_\_\_?   − Because I’d like to \_\_\_.

- Vocabulary: a nurse, look after patients / a writer, write stories for children / a pilot, ﬂy a plane / an architect, design buildings

**2. Skills.**

- Listening, speaking and reading.

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Believe in yourself and go for your dream.

- Love themselves.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Using language to talk about what someone would like to be in the future.

**II. Methods**: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | ***Student’s activities*** |
| **A. Warm up**  (5’)  **B. New lesson**  (25’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Get the class to sing the song: *What would you like to be in the future?*  *Task 1. Look, listen and repeat (9’)*  - Introduce picture and ask some questions about the situations in the picture:  *+ Who are they in the picture?*  *+ What does Linda want to know?*  *+What would Mai/ Tony want to be in the future?*  - Ask pupils to look at their book and listen to the tape  - Play the recording for pupils to listen  - Play the recording again and ask them to repeat a few times.  - Ask pupils to practice in pairs.  - Go around and check pupils can repeat and understand the dialogue.  - Check some pairs.  - Ask others to give comments.  - Give comments.  *Task 2. Point and say(8’)*  - Tell pupils that they are going to practice asking for and giving reasons, using the pattern:  *Why would you like to be ...? Because I’d like to ..*  - Ask pupils to look at the pictures and teach the vocabulary: *patient, building, design….*  - Say aloud the word for pupils to repeat.  - Call some pupils to repeat the words.  - Ask pupils to write down the vocabulary and the structure in their notebook.  - Ask pupils to work in pairs, then point at the pictures to ask and answer using the pattern.  - Call some pairs to practice in front of the class  - Give feedback and correct mistakes of pronunciation  *Task 3. Let’s talk(7’)*  - Tell the class that they are going to practice further by asking and answering questions about the reasons of jobs.  - Get pupils to work in pairs to ask and answer.  - Remind them to use the questions and answers in their books  - Set a time limit for the class to practice  - Go around the class and offer help, if necessary.  - Call some pairs to practice in front of the class.  - Give feedback.  - Summary the lesson: ask some of pupils to tell the class what they would like to be in the future and give their reasons  - Tell pupils to read the part 1 again.  - Do exercises in workbook, learn by heart the new words and the pattern. | - Sing a song.  - Look, listen and answer the questions.  - Listen to the recording.  - Listen and repeat.  - Work in pairs.  - Practice in front of class.  - Give comments  - Look at picture  - Listen and repeat  **-** Write down  - Work in pairs  - Practice in front of class  - Work in pairs.  - Practice in front of the class  - Answer  - Take note |

**Comment:**

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**Week: 25** Date of planning: 03/03/2024

**Period: 100**  Date of teaching: 8/03/2024

**UNIT 15: WHAT WOULD YOU LIKE TO BE IN THE FUTURE?**

Lesson 2 (4, 5, 6)

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Ask and answer about what someone would like to be in the future.

- Listen and circle the letters showing the correct words completing sentences.

- Read and fill a gapped conversation, using the words provided.

- Play the game: Pelmanism.

- Patterns: Revision

- Vocabulary: Revision

**2. Skills.**

- Listening, writing and reading.

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Believe in yourself and go for your dream.

- Love themselves.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Using language to talk about what someone would like to be in the future.

**II. Methods**: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | ***Student’s activities*** |
| **A. Warm up**  (5’)  **B. New lesson**  (25’)  **C. Production**  (3’)  **D. Homework**  (2’) | **-** Play a game: *Pass the secret***.** Using questions and answers they have learnt in Lesson 1, 2  *Task 1. Listen and circle a, b or c (8’)*  **-** Tell pupils that they are going to listen to the recording and circle a, b or c  - Play the recording for pupils to listen  - Ask pupils to listen again and do the task  - Ask pupils to give answers  - Play the recording again for pupils to listen and check  - Give correct answers  \* Key: *1.c 2. a 3. b 4. c*  *Task 2. Read and complete (9’)*  **-** Tell the class that they are going to read the text and fill the gapped sentences.  - Have them read the dialogue. Give the meanings of unfamiliar words if necessary.  - Set a time limit for pupils to do the task independently  - Ask pupils to read aloud their answers.  - Ask other pupils to give feedback.  - Give the correct answers.  \* Key:*1. nurse 2. look after 3. hospital 4. do 5. write*  *Task 3. Let’s play (7’)*  - Tell the class that they are going to play game: Pelmanism.  - Ask pupils to play in small group with two sets of cards about jobs and places.  - Each player takes turns to select two cards and turns them over.  + If the cards show the job and the relevant workplace, that player wins the pair and goes on to turn over another pair of cards.  + If the cards do not match, the player should turn them face down again and the next player has a turn.  - The game ends when all the cards are gone.  - The winner is the player with the most cards.  - Summary the lesson  - Have pupils prepare new lesson at home | - Play a game  - Listen to the recording the first time.  **-** Listen again and circle  **-** Give the answers.  **-** Listen and check    - Do the task  - Read aloud  - Other pupils give feedback  **-** Play game  - Listen and remember. |

**Comment:**

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**Week: 26** Date of planning: 03/03/2024

**Period: 101**  Date of teaching: 12/03/2024

**UNIT 15: WHAT WOULD YOU LIKE TO BE IN THE FUTURE?**

Lesson 3 (1, 2, 3)

**I. Objectives:**

- By the end of the lesson, students will be able to:

**1. Knowledge:**

- Say the sentences with the correct intonation.

 + What would you like to be in the future? https://lh6.googleusercontent.com/WGnQq-2Rmp39qSRIbqtsHoar60qFMqDm9UKxlg-RYB6CWAMO7ih3PlELlNBALOh6CC9gimMA_bIbyqZh1xF9a6mSMP384AG_Ska9OfqbR_xj3ZUtGvcBaDA2yZq8mkuQ9NMceMI

+ I’d like to be a nurse. https://lh6.googleusercontent.com/WGnQq-2Rmp39qSRIbqtsHoar60qFMqDm9UKxlg-RYB6CWAMO7ih3PlELlNBALOh6CC9gimMA_bIbyqZh1xF9a6mSMP384AG_Ska9OfqbR_xj3ZUtGvcBaDA2yZq8mkuQ9NMceMI

+ Why would you like to be a nurse? https://lh6.googleusercontent.com/WGnQq-2Rmp39qSRIbqtsHoar60qFMqDm9UKxlg-RYB6CWAMO7ih3PlELlNBALOh6CC9gimMA_bIbyqZh1xF9a6mSMP384AG_Ska9OfqbR_xj3ZUtGvcBaDA2yZq8mkuQ9NMceMI

+ Because I want to look after patients. https://lh6.googleusercontent.com/WGnQq-2Rmp39qSRIbqtsHoar60qFMqDm9UKxlg-RYB6CWAMO7ih3PlELlNBALOh6CC9gimMA_bIbyqZh1xF9a6mSMP384AG_Ska9OfqbR_xj3ZUtGvcBaDA2yZq8mkuQ9NMceMI

- Listen and mark the sentence intonation (https://lh6.googleusercontent.com/WGnQq-2Rmp39qSRIbqtsHoar60qFMqDm9UKxlg-RYB6CWAMO7ih3PlELlNBALOh6CC9gimMA_bIbyqZh1xF9a6mSMP384AG_Ska9OfqbR_xj3ZUtGvcBaDA2yZq8mkuQ9NMceMI). Then say the sentences aloud.

- Say the chant What would you like to be in the future?

- Sentence Patterns: Revision

**-** Vocabulary**:** Revision

**2. Skills.**

- Listening and speaking.

**3. Attitudes.**

- Have concentration, listen carefully, express idea during lesson

- Confident in communicating with classmates

- Ss know about what someone would like to be in the future.

**4. Competences:**

- Co-operation love schools about past holidays

- Self-study ability, ability to operate, live responsibly.

- Using language to talk about what someone would like to be in the future.

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: - Pictures, book, workbook, CD, stereo.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | ***Student’s activities*** |
| **A. Warm up**  (5’)  **B. New lesson**  (25’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Play the game: Pelmanism  *Task 1. Listen and repeat (9’)*  **-** Tell the class that they are going to practice saying question and answer with falling intonation.  - Ask pupils to look at the book and listen  - Play the recording for pupils to listen again and repeat.  - Play it again to do choral repetition until they feel confident.  - Ask pupils to say the questions and answers in pairs.  - Call some pairs to practice in front of class. Other’s pupils to give comments.  - Give comments.  - Correct mistakes of pronunciation.  *Task 2. Listen and mark the sentences intonation. Then say the sentence aloud*  **-** Tell pupils that they are going to listen to the recording and mark the intonation with arrows.  - Play the recording for pupils to listen  - Ask pupils to listen again and do the task  - Play the recording again for pupils to listen and check. Ask the class to read the sentences aloud.  *Task 3. Let’s chant (8’)*  *-* Tell class that they are going to say the chant: *What would you like to be in the future?*  - Play the recording all the way through for pupils to listen and follow in their books.  - Play the recording again, pausing after each line for pupils to repeat.  - Play the recording once more for pupils to repeat the whole chant.  - Put the class into three groups to practice chanting: one chants the questions and the other chants the answers  - Get them to practice chanting and doing actions in groups  - Invite three groups to say the chant and do actions  - Give feedback.  - Ask the class to listen again and chant  - Summary the lesson  - Tell pupils to practice chanting again at home. | - Play game  - Answer the questions  - Listen to the recording  - Listen and do the task.  - Practice in front of class  - Give comments  - Look at the book and listen  - Listen and check, then read the sentences aloud.  - Listen and follow in the book  - Listen and repeat  - Chant in groups  - Chant and do the actions  - Listen again and chant  - Listen and remember  - Take note |

**Comment:**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**Week: 26** Date of planning: 03/03/2024

**Period: 102**  Date of teaching: 14/03/2024

**UNIT 15: WHAT WOULD YOU LIKE TO BE IN THE FUTUREUNIT 15: WHAT WOULD YOU LIKE TO BE IN THE FUTURE?**

Lesson 3 (4, 5, 6)

**I. Objectives:**

- By the end of the lesson, students will be able to:

**1. Knowledge:**

- Pronounce correctly the intonation in the sentences.

- Read the paragraph, and tick the sentences T (True) or F (False).

- Write about what they would like to be and do in the future, using the writing frame.

- Make a poster about what they would like to be in the future, and tell the class about it.

- Colour the stars showing their English competences.

**2. Skills.**

- Listening, writing, reading and speaking.

**3. Attitudes.**

- Have concentration, listen carefully, express idea during lesson

- Confident in communicating with classmates

- Ss know about what someone would like to be in the future.

**4. Competences:**

- Co-operation love schools about past holidays

- Self-study ability, ability to operate, live responsibly.

- Using language to talk about what someone would like to be in the future.

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: - Pictures, book, workbook, CD, stereo.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (25’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Have the class say the chant : *What would you like to be in the future?*  *Task 1. Read and tick True(T) or false(F) (9’)*  **-** Tell pupils that they are going to read about David’s future job and tick True (T) or False (F).  - Get them to read the text and underlined the new words or new phrases  - Explain the meaning of new words or new phrases  - Ask pupils to read the text again and do the task  - Set a time limit for pupils to do the task.  - Go around the class and offer help, if necessary.  - Ask pupils to compare their answers before checking as a class  - Call some pupils to write their answers on the board.  - Give feedback and correct mistakes  \* Key: *1. T 2. T 3.F 4.T 5.T*  *Task 2. Write about what would you like to be and do in the future. (8’)*  **-** Tell pupils that they are going to write about what they would like to be and do in the future.  - Have them work in pairs or groups to discuss their ideas.  - Give them time to do the task independently.  - Go around offering help, if necessary.  - Ask some pupils to read aloud their writing  - Give feedback  *Task 3. Project (6’)*  “Draw what you would like to be in the future and tell the class about it”  *-* Tell class that they are going to do a drawing a poster about what would you like to be in the future and tell class about it.  - Set a time limit for them to do the task in groups of three.  - Invite some groups to present their drawings to the class and talk about them.  - Give feedback  *Task 4. Colour the stars (1’)*  - Have the class read the statements and check their comprehension  - Give the time to colour the star and invite a few pupils to read the statement aloud  - Give further support to pupils who find it difficult to achieve certain objectives.  - Summary the lesson  - Tell pupils to draw their houses and describe them by writing a short passage. | - Chant  - Answer the questions  - Listen to teacher`s explanation  - Do the task  - Compare the answers  - Write the answers on the board.  - Work in groups  - Do the task  - Read aloud  - Draw the jobs  - Present in front of class.  - Colour the stars  - Take note |

**Comment:**

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