**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:**

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

**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:**

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

**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:**

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

**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:**

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

**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? 

 + I’d like to be a nurse. 

+ Why would you like to be a nurse? 

+ Because I want to look after patients. 

- Listen and mark the sentence intonation (). 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:**

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