**Week 25 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**  (30’)  **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*  - 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*  - 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, thenpoint 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*  - 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. |

**Week25 UNIT 15: WHAT 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**  (30’)  **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*  **-** 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*  **-** 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*  *-* 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 |

**Week 25 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**  (30’)  **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*  - 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*  - 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, thenpoint 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*  - 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 |

**Week 25 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**  (30’)  **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*  **-** 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*  **-** 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*  - 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. |