**UNIT 5: MY FUTURE JOB**

**Lesson 3 – Period 5**

**I. OBJECTIVES**

By the end of this lesson, pupils will be able to:

**1. Knowledge and skills**

- Correctly pronounce the two-syllable words with the stress on the first syllable as in ꞌ*teacher* and ꞌ*dentist* in isolation and as in the sentences *My mother’s a* ꞌ*teacher.* and *My father’s a* ꞌ*dentist*.;

- Identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words;

- Say the chant with the correct pronunciation, word stress and rhythm.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and listening tasks.

**3. Attributes**

- Show their interest in their future job.

**II. MATERIALS**

- Pupil’s book: Page 38

- Audio tracks 52, 53, 54

- Teacher’s guide: Pages 85, 86

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 5)

- Computer, projector, …

**III. PROCEDURES**

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** |
| **Warm-up and review:** 5 minutes | | |
| a. Objectives | - To revise the words about jobs. | |
| b. Content | **Game: Unscramble the letters**  Letters (doctor, writer, teacher, dentist, firefighter, gardener, reporter) | |
| c. Outcomes | - Pupils can remember and correctly say the words about jobs. | |
| d. Procedure | - Tell pupils they are going to look at the letters and unscramble the letters to guess the job.  - Divide the class into two teams.  - Have one pupil from each team play rock, paper, scissors to find the team which plays the game first.  - Have each team look at the given letters.  - If they guess the correct job, they get points for their team. The team with more points is the winner.  - Have pupils look and say the extra jobs shown on the screen.  - Remind pupils about syllables by watching a video clip from YouTube.  - Elicit all the 2 or 3 syllable words have stresses and pupils will learn words that have stresses on the first syllable in this lesson. | - Listen to the teacher’s instructions.  - Work in two teams.  - Play rock, paper, scissors to find the team which plays the game first.  - Look at the letters and guess the words. |
| e. Assessment | - Performance products: Pupils’ answers and pronunciation  - Assessment tools: Observation; Pictures & Answers | |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.** 5 minutes | | |
| a. Objectives | - To correctly pronounce the two-syllable words with the stress on the first syllable as in ꞌ*teacher* and ꞌ*dentist* in isolation and as in the sentences *My mother’s a* ꞌ*teacher.* and *My father’s a* ꞌ*dentist*. | |
| b. Content | – The word ꞌ*teacher* and the sentence *My mother’s a* ꞌ*teacher.*  – The word ꞌ*dentist* and the sentence *My father’s a* ꞌ*dentist.* | |
| c. Outcomes | - Pupils can correctly pronounce the two-syllable words with the stress on the first syllable as in ꞌ*teacher* and ꞌ*dentist* in isolation and as in the sentences *My mother’s a* ꞌ*teacher.* and *My father’s a* ꞌ*dentist*. | |
| d. Procedure | **Step 1:** Have pupils look at the word ꞌ*teacher* with its first syllable marked as stressed, listen to the recording and repeat the word until they feel confident. Correct their pronunciation if necessary.  **Step 2:** Get pupils to point at the sentence *My mother’s a* ꞌ*teacher*., listen to the recording and repeat it several times. Then get a few pupils to listen and repeat the sentence in front of the class.  **Step 3:** Repeat the procedure with the word ꞌ*dentist*, and the sentence *My father’s a* ꞌ*dentist*.  **Step 5:** Give pupils a time limit to practise pronouncing the words, saying the words, and reading the sentences in pairs or groups. | - Pupils point to the word and sentence while listening. Pupils listen to the teacher’s explanation.  - Pupils listen to the recording again and repeat.  - Pupils follow the teacher’s instructions.  - Pupils work in pairs or groups to say the words and read the sentences. Pupils listen to the recording and say the language in front of the class. |
| e. Assessment | - Performance products: Pupils’ pronunciation  - Assessment tools: Observation; Questions & Answers | |
| **PRACTICE**  **Activity 2. Circle, listen and check.** 10 minutes | | |
| a. Objectives | - To identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words. | |
| b. Content | Three sets of two-syllable words, each set contains one word with the stress on the second syllable  **Audio script:**  1. a. teacher b. artist c. address  2. a. dentist b. arrive c. because  3. a. farmer b. prefer c. enjoy  **Key:** *1. c 2. a 3. a* | |
| c. Outcomes | - Pupils can identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words | |
| d. Procedure | **Step 1:** Have pupils read the three words in each line. Explain that they have to find out the word with different stress patterns from the other two, and circle the odd word.  **Step 2:** Play the recording and have pupils listen and check their answers. Then get pupils to check their answers in pairs or groups. Correct their answers if necessary.  **Step 3:** Invite a few pupils to read the three circled words in front of the class. Give corrections and feedback where necessary.  **Extension:** Invite one or two pupils to stand up and repeat the correct option (odd words). | - Pupils pay attention to the three sets or two-syllable words. Pupils listen to the teacher’s explanation.  - Pupils look at three words in the first line, read them aloud and circle the odd word. Then pupils listen to the recording and check their answers.  - Pupils swap books with a partner, then check the answers as a class.  - Pupils read the three circled words in front of the class.  - Pupils stand up and repeat the correct option (odd words). |
| e. Assessment | - Performance products: Pupils’ answers  - Assessment tools: Observation; Answer keys; Peer correction | |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 minutes | | |
| a. Objectives | - To say the chant with the correct pronunciation, word stress and rhythm. | |
| b. Content | The lyrics and recording of the chant | |
| c. Outcomes | - Pupils can say the chant with the correct pronunciation, word stress and rhythm. | |
| d. Procedure | **Step 1:** Have pupils scan the first verse of the chant. Draw their attention to the words *teacher* and *future*.  **Step 2:** Play the recording and ask pupils to listen and repeat the first verse, line by line. Show them how to chant and clap their hands  **Step 3:** Play the recording of the entire verse again for pupils to do choral and individual repetition. Give corrections and feedback where necessary.  **Step 4:** Repeat **Steps 1** to **3** for the second verse of the chant. Draw pupils’ attention to the words *dentist* and *future*.  **Extension:** Replace some jobs in the chant with words which have the stress on the first syllable, for example, *doctor, farmer, driver* and *pilot*. Have pupils adjust the last sentence of each verse and practise the new chant. | - Pupils scan the first verse of the chant. Pupils pay attention to the words *teacher* and *future*.  - Pupils listen to the recording and repeat the first verse, line by line.  - Pupils listen to the recording of the entire verse again to do choral and individual repetition.  - Pupils repeat **Steps 1** to **3** for the second verse of the chant.  - Pupils replace some jobs in the chant with words which have the stress on the first syllable. Pupils adjust the last sentence of each verse and practise the new chant. |
| e. Assessment | - Performance products: Pupils’ interaction and performance  - Assessment tools: Observation; Questions & Answers | |
| **Fun corner and wrap-up:** 7 minutes | | |
|  | **Game: Pictionary**  - Call a member from each team and give them a clue.  - Give a chalkboard or marker for that member to draw a clue so the entire class can see the clue.  - If the team member guessed the word, they would get one point. If the other team member guessed the word, they would get the point.  - Pupils clap their hands on the stress of the word that they guess to get extra points for their team. | |