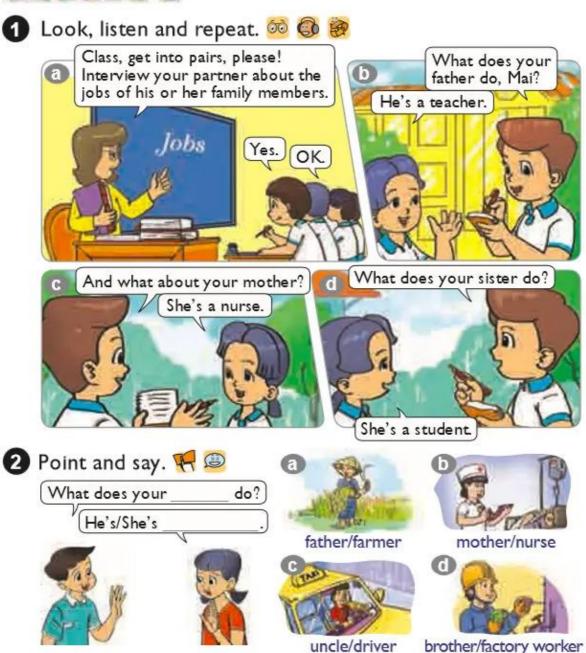
Unit 12 What does your father do?

Lesson 1



Work in pairs. Ask your partners about the jobs of their family members.

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic Jobs.
- · ask and answer questions about someone's job, using What does your ... do? He/She's a ...
- ask and answer questions about places of work, using Where does he/she work?
 He/She works in ...
- pronounce the sound of the letters le and ea in the words fleld, plece and teacher, reading respectively.

Warm-up: Introduce the lesson by writing the title of the unit on the board and check comprehension. Have pupils repeat the title twice. Then write the word *Jobs* on the board and ask pupils *What do I do? What's my job?* Prompt pupils to say *You're a teacher*.

1. Look, listen and repeat.

- · Give a few minutes for pupils to look at the four pictures and read the story.
- Ask a few questions to check comprehension: Who's in Picture a? What are they doing? Do you
 know the word "interview"? Who's interviewing whom in Picture b? What does Mai's father do?
 What does her mother do? What does her sister do? (The pupils are having an English class with
 Miss Hien. Nam and Mai are having an interview about jobs. Nam is interviewing Mai. Mai's
 father is a teacher. Her mother is a nurse. And her sister is a student.)
- 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.
- If time allows, call out three pupils to act out the story.

Language notes:

- We use What does he/she do? or What's his/her job? to ask about jobs or occupations.
- An interview is a meeting in which someone asks another person questions about themselves.

Point and say.

- Tell the class that they are going to ask and answer questions about someone's job, using
 What does your ... do? He's/She's a + (name of job). Use the pictures to teach the words farmer,
 nurse, driver and factory worker. Check pupils' understanding.
- Have pupils work in pairs to practise asking and answering the question, using the speech bubbles and the words under the pictures. Go around and offer help, if necessary.
- · Call a few pairs to act out the dialogue.

Work in pairs. Ask your partners about the jobs of their family members.

- Remind pupils to use the questions What does your father/mother/brother/sister do? and What's his/her job?
- Set a time limit for the activity and ask pupils to write notes for their interviews for a class report later.
- Invite a few pupils to report their interviews.



	2 8	1	N.
Father			
Mother			
Brother			
Sister			

4 Look and write. 🚳 🦻



1. This is a photo of



2. My grandpa is a



3. My grandma ____



4. My father _____



5. My mother____



6. I am _____

5 Let's sing. 🎉

My family



This is a picture of my family.

This is my grandpa. He's a driver.

This is my grandma. She's a factory worker.

This is my father. He's a farmer.

This is my mother. She's a nurse.

And this is me. I am a pupil.

Warm-up: Spend a few minutes revising the previous lesson by asking *What do I do? What's my job?* Then invite a few pairs to act out the roles of *Nam* and *Mai* in the story in Activity 1.

Listen and tick.

- Introduce the activity and ask pupils what jobs are shown in the pictures. Point to each
 character and ask What does he/she do? (From left to right: a factory worker, a farmer, a teacher
 and a nurse). Tell pupils that they are going to listen to an interview between Nam and Quan
 about Quan's family and tick the correct boxes.
- Play the recording three times: once for pupils to listen all the way through, then for them to
 do the task and finally for them to check their answers.

Key:

Father	V		0
Mother		1	
Brother			
Sister			V

Audio script

Nam: What does your mother do, Quan?

Ouan: She's a teacher.

Nam: How about your father? What does he do?

Quan: He's a factory worker.

Nam: Do you have a brother?

Quan: No, I don't. But I have a sister.

Nam: What does she do? Quan: She's a nurse.

Nam: OK. Thanks for your time, Quan.

Quan: You're welcome.

4. Look and write.

- Introduce the activity and ask pupils to identify the jobs shown in the pictures.
- Give them a few seconds to look at the sentences and identify the missing words. Set a time limit for pupils to fill the gaps.
- Get pupils to swap their answers before checking as a class.
- Invite six pupils to read the complete sentences aloud.

Key: 1 family 2 farmer 3 is a nurse
4 is a driver 5 is a factory worker 6 a pupil

5. Let's sing.

- Tell pupils that they are going to sing the song My family.
- Teach the song, following the procedure in Teaching the unit components in Introduction. Have
 pupils read the lyrics and identify the jobs of each family member. Ask them questions such
 as What does the grandpa do? What does the grandma do? What's the father's job? What's the
 mother's job? What does the songwriter do? (Explain the word songwriter).
- Play the recording. When pupils are familiar with the tune, ask them to sing the song, clapping hands. If time allows, ask them to suggest other jobs for the people and sing the new version of the song.

Lesson 2



- 3 Let's talk.
 - What does your father/mother/grandpa/grandma/brother/sister do?
 - Where does he/she work?

Warm-up: Spend a few minutes revising the previous lesson by having the class sing the song *My family*. Then invite a few pairs to ask and answer questions about the jobs of their parents.

Look, listen and repeat.

- Tell the class that they are going to find out about a game played by Nam and Mai. Give them
 a few seconds to look at the pictures and read the text before playing the recording for them
 to repeat.
- Check their comprehension by asking: What is the name of the game Mai and Nam are playing?
 Where does the doctor in the picture work? How about the worker? And the farmer? Where does
 he/she work? (Mai and Nam are playing a game of jobs. The doctor works in a hospital. The
 worker works in a factory. The farmer works in a field.) Explain the words well done and great.
- Play the recording more than once, if necessary, for pupils to listen and repeat the language.
 Do choral and individual repetition, pointing to the characters speaking.
- If time allows, ask pairs of pupils to act out the story.

Point and say.

- Tell pupils that they are going to ask and answer about where someone works, using Where
 does a ... work? A ... works in + (place of work). Check comprehension. Explain the different
 forms of the verb work in the guestion and the answer (work and works).
- Use the pictures to teach the words hospital, field, factory and office. Have pupils repeat the
 phrases in a hospital/field/factory and in an office twice.
- · Get pupils to work in pairs. Go around to monitor and offer help, if necessary.
- Call a few pairs to act out the exchanges.

Language note: Clerk is pronounced /kla:k/.

3. Let's talk.

- Introduce the activity by saying Now you're going to interview your partners about the jobs
 of their family members. Don't forget to write down their answers to report your interview to
 the class later. Check comprehension. Then get pupils to work in pairs and interview each
 other. Remind them to use facts about their families.
- Write the following expressions on the board for pupils to practise speaking before they
 report their interviews: Hi, my name's ... This is the report of my interview with ... His grandpa/
 grandma/father/mother/brother/sister/is He/She works in ... Thank you for listening.
- · Call a few pairs to report their interviews to the class.

4 Listen and number. 🚳 🎇















O

5 Look and write. 🚳 🦹





1. This is Ann's mother.

She is .

She works

2. This is Ann's father.

He is _____

He works







Warm-up: Spend a few minutes revising the previous lesson by inviting a few pupils to report their interviews in Activity 3.

Listen and number.

- · Introduce the activity and give a few seconds for pupils to look at the pictures. Check comprehension by eliciting pupils' answers to questions such as: What can you see? What does she/he do? What's her/his job? Where does she/he work?
- Play the recording more than once, if necessary, for pupils to listen and number the pictures. Ask them to focus on the jobs of the people.
- Get them to swap their answers before you check as a class.
- If time allows, invite one or two pupils to select a picture and describe it.

Key: a 2 b4 c 1 d 3

Audio script

- A: Can you talk about your parents' jobs and where they work?
- B: Yes, OK. My father is a farmer. He works in a field.
- A: How about your mother?
- B: She's a nurse. She works in a hospital.
- A: Thanks for your answers.
- B: You're welcome.
- A: Now, what about you? What does your father do?
- C: He's a doctor. He works in a hospital.
- A: How about your mother?
- C: She's a teacher. She works in a primary school.
- A: Thanks for your answers.
- C: You're welcome.

Look and write.

- Introduce the activity to the class. Give pupils a few seconds to look at the pictures and read the text. Then check comprehension by asking: What's her job? Where does she work? What's his job? Where does he work?
- Set a time limit and go around to monitor and offer help, if necessary.
- Check answers as a class and call one or two pupils to read aloud the completed text.

Key: 1 a doctor/a nurse, in a hospital 2 a farmer, in a field

Let's play.

- Prepare cards with jobs and the workplaces for the jobs. Remind pupils how to play Pelmanism: in pairs, pupils 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.
- To make the game more challenging, you may ask pupils to make sentences with the words on the cards they have. Award an extra point for every grammatically correct sentence.



1 Listen and repeat. 🚳 🤴

ie field My grandpa works in a field.

piece I want a piece of chocolate.

ea teacher My mother is a teacher.

reading She's reading a book now.

1. a. field b. piece

2. a. teaching b. reading

3 Let's chant.



Jobs and places of work

What does your father do? He's a farmer.
Where does he work? In a field.
What does your mother do? She's a teacher.

Where does she work? In a school.

What does your sister do? She's a worker.

Where does she work? In a factory.

What does your brother do? He's a clerk.

Where does he work? In an office.











Warm-up: Spend a few minutes revising the previous lesson by inviting one or two pairs of pupils to act out the story in Lesson 2, Activity 1.

Listen and repeat.

- Tell the class that they are going to practise saying the sound of the letters *ie* and *ea* in the
 words *field* and *teacher* respectively.
- First, put the letters *le* and *ea* on the board. Play the recording and ask pupils to repeat a
 few times. Then put the words *field* and *teacher* on the board, play the recording and ask
 pupils to repeat a few times. After that, write the four sentences on the board. Check pupils'
 understanding of the vocabulary. Teach the word *piece*. Play the recording a few times and let
 pupils say the sentences, paying attention to the target sound.
- Do choral repetition of the sound, words and sentences.
- Check pronunciation as a class.

Listen and circle. Then say sentences with the circled words.

- Tell pupils that they are going to listen to two sentences and circle the correct words.
- · Give them a few seconds to read the words in silence.
- Play the recording once or twice for pupils to circle the words. Remind them to focus on the
 words with the sound *le/ea* while listening. Check as a class. Then give pupils time to make
 sentences with the circled words.
- Call a few pupils to read aloud their sentences and correct their pronunciation, if necessary.

Key: 1b 2b

Audio script

- 1. Where's my piece of chocolate?
- 2. Miss Hien is reading a dictation.

Let's chant.

- Introduce the chant and ask pupils to do a matching exercise before listening to the chant (You're going to chant about jobs and places to work. Now look at the pictures and draw lines to match each person with his/her job and the place where he/she works.)
- Check answers as a class. Then have pupils repeat each line twice.
- Divide the class into two groups: one group chants the questions and the other chants the answers. Swap their roles after the first round.
- Ask pupils to think of some actions for the jobs and say the chant again, doing actions.

4	Read	and	comp	ete.



Report

This is the report of my interview with Phong. His father is a teacher. He works in Le Hong Phong Primary School. His mother is a nurse. She works in Thanh Nhan Hospital. Phong has a brother but he doesn't have a sister. His brother is a worker in a car factory. And as you know, Phong is a pupil in Class 4A. Thank you for reading.

	Job	Place of work
Father		
Mother		
Brother		

6				jobs	of your	family	members	and	where
	they w	ork.	D						

	There are	people in my family
	My mother	
Photo of my family	My brother/sister	
	And I am	

0	Pro	ioct	
U	FIO	ect	200

Interview two classmates about their parents' jobs. Tell the class about them.

Interviewee's name:

	Job	Place of work
Father		
Mother		

	Job	Place of work
Father		
Mother		

Interviewee's name:

Warm-up: Spend a few minutes revising the previous lesson by having the class say the chant Jobs and places to work. Divide the class into two groups to chant the questions and the answers respectively. Then swap their roles.

4. Read and complete.

- Introduce the activity by saying: You're going to read about an interview between Mai and Phong. Give a few minutes for pupils to read the text. Check comprehension by asking: Who's the interviewer? Who is she interviewing? What does Phong's father do? Where does he work? What's his mother's Job? Where does she work? Does he have a sister? What does his brother do? Where does he work?
- Set a time limit for pupils to read the text and complete the table. Go around and offer help,
 if necessary.
- Get them to swap and correct their answers before checking as a class.
- Call a pair to ask and answer the questions about Phong's family if time is available.

	Job	Place of work
Father	teacher	Le Hong Phong Primary School
Mother	nurse	Thanh Nhan Hospital
Brother	worker	car factory

5. Write about the jobs of your family members and where they work.

- Introduce the activity by saying: Now it's time for you to write about the jobs of your family members and where they work. Tell pupils to stick a photo of their family next to the paragraph, or draw simple stick figures.
- Set a time limit for them to do the task. When time is up, get pupils to swap and correct their writing.
- If time allows, ask a few pupils to read aloud their writing, while the others should listen and
 try to remember what they say. Then ask the class questions (e.g. How many people are there
 in Lan's family? What does her father do?)

Key: Pupils' own answers

Project

- Tell the class about the project and how to carry it out by saying: In this project, you're going to
 interview two classmates about their parents' jobs and the places where they work. Complete the
 tables when you interview your classmates.
- Prepare the interview questions with the class and write them on the board for pupils to practise.
- Give a time limit for pupils to do their interviews. Then invite a few pupils to report their interviews to the class.
- Teach pupils how to report their interviews.

Example:

Hi. My name's ... My first interview is with ... His/Her father/mother is ... He/She works in ... My second interview is with ... His/Her father/mother is ... He/She works in ... And that's the end of my report. Thanks for listening.

Key: Pupils' own answers