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| |  |  | | --- | --- | | **School: Tran Phu high school** | **Week: 7**  **Date: 16/10/24** | | **Class: 12a6** | **Period: 17** | |  |
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**UNIT 3: WORLD OF WORK**

**Lesson 3.1: Vocabulary and Reading (Pages 26 & 27)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge / skills**

- learn and use vocabulary for different jobs.

- practice reading for specific information.

- talk about important skills and characteristics for different jobs.

- improve reading skills.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

- gain insight into characteristics needed for certain jobs.

- give opinions about jobs.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, DCR– Phần mềm tương tác trực quan, DHA – Ứng dụng trò chơi tương tác, projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Fill in the blanks with the correct new words.  - the characteristics from the new words and any other characteristics  - Read the article and write the correct heading for each section. | - Ss’ answers.  - Ss’ answers/presentation.  - Ss’ answers. | - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm-up: 5 mins**

a. Objectives: to introduce the topic.

b. Content: Let’s talk.

c. Expected outcomes: Ss can talk about characteristics that people in different jobs need.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Let’s talk:** Look at the title of the unit and the picture. What skills are these people using?  What jobs do you think these skills are most important for?    - Ask Ss to work in pairs, look at the title and the picture and answer the questions (using the DCR/ PPTs slides).  - Ask some pairs to give their answers.  - Give feedback. | - Work in pairs, reading the title, looking at the picture and answering the questions.  **Suggested Answers**   * First picture: creativity, painting. They're important for designers, and artists. * Second picture: speaking, listening, communication. They're important for teachers, and sales assistants. * Third picture: planning, organization. They're important for assistants, teachers, and managers. |

**B. New Lesson: 35 mins**

**1. Vocabulary – 15 mins**

a. Objectives: To improve Ss’ vocabulary for characteristics that people in different jobs

b. Content: tasks a, b and c.

c. Expected outcomes: Ss can talk about characteristics that people in different jobs need.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read the words and definitions, then fill in the blanks.** **Listen and repeat.**  - Ask Ss to work in pairs, read the definitions and fill in the blanks.  - Check Ss’ answers around the class.  - Ask Ss to listen and repeat. | - Work with a partner and fill in the blanks.  - Listen and repeat.  ***Answer Keys:***  ***1****. confident* ***2****. receptionist* ***3****. architect*  ***4****. adaptable* ***5****. patient*  ***6****. accountant* ***7****. organized* |
| **Task b:** **Add the characteristics from the new words and any other characteristics you know to the box.**  - Demonstrate the activity.  - Have students add the characteristics from the new words and any other characteristics that they know to the box.  - Divide the class into pairs and have them check their answers with their partners.  **Task c: In pairs: Use the new words to talk about characteristics that people in different jobs need.**   * Have pairs talk about characteristics that people in different jobs need. * Have some students share their ideas with the class. | *Suggested* answers:  organized, adaptable, patient, confident, enthusiastic, positive, hardworking, honest     * Work with their partners, sharing and comparing the ideas |

**2. Pre & While-Reading – 15 mins**

a. Objectives: To help Ss read for details.

b. Content: tasks a, b, and c.

c. Expected outcomes: Ss can identify the main idea or theme of each sectionand acquire knowledge of the qualities needed for a certain job.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read the article and write the correct heading for each section. Choose the correct answer.**  - Ask Ss to read the questions and give possible answers.  - Ask Ss to read the article and write the correct heading for each section.  - Call on some Ss to give answers and provide explanations for the answers.  - Check Ss’ answers. | - ***Expected answers***:  *Multitasking, Stress Management, Leadership and Teamwork Skills, Problem-solving skills*  - Read the article, underline the lines for evidence, and write the correct headings.  ***Answer keys***  *1. Multitasking*  *2. Stress Management*  *3. Leadership and Teamwork*  *Skills*  *4. Problem-solving Skills* |
| **Task b:** **Now, read and answer the questions.**    - Ask Ss to read the phrases and underline the key words.  - Get Ss to scan the text for key words.  - Ask Ss to find the correct answers using the key words.  - Set the time limit; observe the class.  - Check Ss’ answers (using the DCR). | - Read the phrases and underline the key words.  - Scan the text for the key words.  - Find the answers using the key words.  ***Answer Keys***  *1. C*  *2. making decisions and doing math*  *3. C*  *4. Because they must know about building regulations and what they are allowed to build.*  *5. B* |
| **Task c:** **Listen and read.**  - Play audio. Have students listen and read.  - Call on 4 Ss to read the 4 sections aloud and correct their pronunciation if necessary. | -Listen and read along. |

**3. Post-Reading – 5 mins**

a. Objectives: to help Ss to use the language and information in real situations.

b. Content: task d

c. Expected outcomes: Ss can talk about their trip experiences.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task d: In pairs: Answer the questions: Which job sounds more interesting to you? Why?**  - Ask Ss to work in pairs, talking about the jobs they want to have.  - Have students discuss the questions.  - Elicit answers from some students.  - Monitor the class and help them if necessary.  - Ask some Ss to share their thoughts | - Work in pairs to answer the questions.  - Present the ideas |

**C. Consolidation and homework assignments – 5 mins**

- Vocabulary: *accountant, receptionist, architect, organized, adaptable, patient, confident*

- Do *Vocabulary & Reading* exercises in the workbook on pages 14 & 15.

- Prepare the next lesson: Lesson 3.2 – Grammar, pages 27 & 28.

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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