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| |  |  | | --- | --- | | **School: Tran Phu high school** | **Week: 8**  **Date: 23/10/24** | | **Class: 12a6** | **Period: 21** | |  |
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**UNIT 3: WORLD OF WORK**

**Lesson 2.1: Vocabulary and Listening (Pages 30 & 31)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- learn and use job vocabulary.

- practice listening for the main idea and specific information.

- learn and practice functional English

- improve listening skills.

**1.2. Competences**

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

**1.3. Attributes**

- express your feeling during different experiences

**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 phrases.  - Talk about reasons for choosing a job.  - Listen and fill in the blanks | - 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 express how they feel during different situations.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Let’s talk: In pairs: Look at the pictures. What jobs are these people doing? Which job would you like to do most? Why?**    - Divide the class into pairs.  - Have Ss look at the picture and discuss the questions (using the DCR/ PPTs slides).  - Call on some pairs for their answers.  - Give feedback. | - Work in pairs.  - Look at the picture and answer the questions.  ***- Ss’s own answers***  ***- Suggested Answer Keys***  *Jobs: singer/musician, firefighter, architect/designer, builder, photographer/wildlife photographer*  *I'd like to be a photographer because I like traveling an*  *taking photos.* |

**B. New Lesson: 35 mins**

**1. Vocabulary – 15 mins**

a. Objectives: To help Ss learn and use jobs vocabulary

b. Content: tasks a, b, c, and WB p.16 – task a

c. Expected outcomes: Ss can put the job's vocabulary into practice.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read the sentences and match the underlined words with the definitions.**  **Listen and repeat. Listen and repeat.**  - Show how to do the activity with an example.  - Students read the sentences and match underlined words with definitions.  - Pair up students to check answers.  - Play audio for students to listen and repeat. | - Work with a partner to match the words up with the definitions.  - ***Answer keys***:  1. d  2. c  3. e  4. а  5. b  6. f  - Listen and repeat. |
| **Extra practice – WB – P.16: Task a:** Read the clues. Complete the crossword.  - Have Ss read the hints that help solve the crossword puzzle.  - Check Ss’ answers around the class | ***-*** *Complete the crossword.*  ***Answer Keys:***  *1. electrician*  *2. counselor*  *3. surgeon*  *4. lawyer*  *5. mechanic*  *6. software designer* |
| **Task b:** **Add more jobs you know to the box.**  - Show how to do the activity with an example.  - Have students add more jobs they know to the box.  - Pair up students to check answers. | ***Suggested answers:***  *police officer, firefighter, teacher, engineer, accountant, cashier* |
| **Task c: In pairs: Use the new words to talk about which jobs sound most interesting to you and explain why.**  - Have pairs take turns telling each other which jobs they think sound the most interesting and why.  - Have some students share their ideas with the class. | -Work with their partner and share ideas. |

**2. Pre & While-Listening – 12 mins**

a. Objectives: To help Ss listen for the main idea and specific information.

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

c. Expected outcomes: Ss can listen for the main idea and specific information,and understand what feelings the girl mentions.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **You will hear two students talking about jobs in the future. What's one reason someone would want to be a lawyer or a software developer?**   * Pair up students. * Have pairs read the question. * Have pairs write down one idea why the two students would want each job. * Invite pairs to present the ideas to the class. | **-** Discuss in pairs  ***Answer Keys:*** *Ss’ own ideas* |
| **Task b:** **Now, listen and match the person with the job they prefer. Did they mention any of your reasons?**  - Have Ss read the question.  - Play audio. Have students listen and match the person with the job they prefer.  - Check Ss’ answers (using the DCR). | - Read the question and the words.  - Listen for the key words.  ***Answer Keys***  *Matthew – software developer*  *Sandra – lawyer* |
| **Task c:** **Listen again and circle the correct answer.**  - Have students read the questions.  - Play audio. Have students listen and circle the correct answer.  - Check Ss’ answers (using the DCR). | -Listen and choose the correct options.  ***Answer Keys:***  *1. B 2.A 3. C 4. C 5.A* |

**3. Post-Listening – 8 mins**

a. Objectives: to help Ss to use the language in the Conversation Skill box.

b. Content: tasks d, e, and f

c. Expected outcomes: Ss can practice using the phrases in the Conversation Skill box in a real situation

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task d: Read the Conversation Skill box, then listen and repeat**  - Have Ss read the Conversation Skill box. - Clarify the use of the conversation skill. - Play audio. Have Ss listen and repeat. | *-* Listen and repeat phrases in the Conversation box. |
| **Task e: Now, listen to the conversation again and tick the phrase(s) or sentence(s) you hear.**  - Play audio. Have students listen and tick the phrase(s) or sentence(s) they hear.  - Check answers as a whole class. | - Listen for the phrase(s) or sentence(s) they hear.  ***Answer Key:***  *What’s the next (job)?* |
| **Task f: In pairs: Are you more similar to Matthew or Sandra? How are you similar? How are you different?**  **-** Divide the class into pairs.  - Have Ss discuss the questions.  - Elicit answers from Ss. |  |

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

**-** Vocabulary: *electrician, counselor, surgeon, lawyer, mechanic, software designer*

- Do Vocabulary & Listening exercises in the workbook on page 16.

- Prepare the next lesson: Lesson 2.2 – Grammar, pages 31 & 32.

**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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