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| |  |  | | --- | --- | | **School: Tran Phu high school** | **Week: 9**  **Date: 30/10/24** | | **Class: 12a6** | **Period: 24** | |  |
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**UNIT 3: WORLD OF WORK**

**Lesson 3.1: Listening and Reading (Pages 34 & 35)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- practice listening and reading for gist and specific information

**1.2. Competences**

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

**1.3. Attributes**

- talk about the jobs of family members

**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** |
| - Listen and match  - Listen and circle *True* or *False*  - Read and match | - Ss’ answers.  - Ss’ answers.  - 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 their opinion about inspiring people.

d. Organization

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| **Teacher’s activities** | **Ss’ activities** |
| **Let’s talk: Look at the pictures. What jobs are shown? What are some good and bad things about these jobs?**    **A person handing a card to a person at a reception  Description automatically generated**  - Ask Ss to work in pairs, look at the picture and discuss the questions (using the DCR/ PPTs slides).  - Call some pairs to give their answers.  - Give feedback. | - Work in pairs, look at the picture and answer the questions.  ***Suggested answers:***  ***Picture 1:*** *Call center operator*   * *Good things: develop communication and problem-solving skills, foster teamwork, flexible work hours* * *Bad things: deal with irate or highly demanding customers, repetitive tasks, high stress levels*   ***Picture 2:***  ***Sale assistant:***   * *Good things: be able to work flexible hours, develop communication, time management and multi-tasking skills* * *Bad things: have to work shifts, experience high-stress levels, low wages*   ***Picture 3****: receptionist*  *-Good things: get to meet people of different cultures, be able to develop communication skills, etc.,*  *- Bad things: irregular work hours, repetitive tasks, dealing with difficult guests, etc.,* |

**B. New Lesson: 35 mins**

**1. Listening – 15 mins**

a. Objectives: to help Ss understand what people want to do in the future.

b. Content: tasks a, b, and c

c. Expected outcomes: Ss can understand and talk about the jobs of family members.

d. Organization

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| **Teacher’s activities** | **Ss’ activities** |
| **Task a:** **Listen to David and Cassie talking about what they want to**  **do in the future. Which things do they talk about? (CD1, Track 45)**  - Instruct Ss to read the question.  - Play the audio for Ss to listen and mark the topics David and Cassie discuss.  - Review the answers together with the whole class. | - Listen to the audio and tick.  ***Answer Keys:***  *working a nine-to-five job*  *having their own business* |
| **Task b:** **Now, listen and fill in the blanks with no more than three words. (CD1, Track 45)**   * Ask students to read the sentences. * Play the audio for students to listen and fill in the blanks. * Review the answers together with the whole class. | ***Answer Keys:***  *1. budget*  *2. a receptionist*  *3. start and finish*  *4. skills quickly*  *5. repair* |
| **Task c: In pairs: What do you think about Cassie and David's ideas?**   * Pair up the class. * Instruct SS to discuss the question. * Elicit answers from Ss. | -Work with their partner, and discuss the question |

**2. Reading – 20 mins**

a. Objectives: To help Ss practice reading for gist and specific information.

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

c. Expected outcomes: Ss can read for the main idea and specific information,about a biography

d. Organization:

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| **Teacher’s activities** | **Ss’ activities** |
| **Task a:** **Read Hannah's essay about her mom's job. What does Hannah think about nine-to-five jobs?**   * Get Ss to read the questions and options. * Instruct Ss to read the essay and select the correct answer. * Review the answers together with the whole class. * Check Ss’ answer. | ***Answer Keys:*** *2* |
| **Task b:** **Match the bold words in the text with their definitions.**   * Ask Ss to read the definitions. * Instruct Ss to match the definitions with the bold words in the essay. * Have Ss verify their answers with a partner. * Review answers collectively with the whole class. | - Read the definitions and match  ***Answer Keys***  *1. outing*  *2. flexible*  *3. position*  *4. work-life balance*  *5. salary*  *6. perk* |
| **Task c:** **Now, read and answer the questions.**  - Get Ss to read the questions.  - Instruct Ss to reread the essay and circle the correct answers.  - Have Ss compare their answers with a partner.  - Review and confirm answers together with the whole class. | ***Answer Keys:***  *1. B 2.A 3. C 4. A 5.A* |
| **Task d:** **Listen and read**  - Have Ss listen and repeat |  |
| **Task e:** **In pairs: Would you like to work a nine-to-five job? Why (not)?**  - Pair up the class.  - Instruct Ss to discuss the questions with their partner.  - Elicit answers from Ss. |  |

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

**-** Practice listening and reading for gist and specific information

- Do Listening & Reading exercises in the workbook on page 18.

- Prepare the next lesson: Lesson 3.2 – Speaking & Writing, pages 35 & 36

**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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