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| |  |  | | --- | --- | | **School: Tran Phu high school** | **Week: 9**  **Date: 1/11/24** | | **Class: 12a6** | **Period: 25** | |  |
|  |  |

**UNIT 3: WORLD OF WORK**

**Lesson 3.2: Writing and Speaking (Pages 35 & 36)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- practice outlining an argumentative essay (writing skills)

- practice talking about aspects of jobs

- practice writing an advantage-and-disadvantage essay

**1.2. Competences**

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

**1.3. Attributes**

- talk about someone’s background

**2. Teaching aids and materials**

**- Teacher’s aids:** Ss’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.

**- Sss’ aids:** Ss’s book, Workbook, Notebook.

**3. Assessment Evidence**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Complete tables  - Ask and answer questions  - Write an essay | - Ss’ answers.  - Ss’ answers.  - Ss’ answers | - Observation.  - Observation.  - Observation. |

**4. Procedures**

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

a. Objectives: to review the previous lesson.

b. Content: Let’s talk.

c. Expected outcomes: Ss can review what they have learnt.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Sss’ activities** |
| **Mini-game:**  - Organize a mini-game for Ss to review the previous lesson. |  |

**B. New Lesson: 35 mins**

**1. Writing – 10 mins**

a. Objectives: To help Ss how to outline an advantage and disadvantage essay.

b. Content: tasks a, and b

c. Expected outcomes: Ss can write an advantage and disadvantage essay in a provided format.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read about writing advantages and disadvantages essays, then read Hannah's essay again. How many advantages and disadvantages are mentioned in each paragraph?**  - Have Ss read the *Writing Skill* and the essay again, then answer the question.  - Have Ss check their answers with a partner.  - Elicit answers from Ss. | - Read and circle  ***Answer Keys:***  *three* |
| **Task b:** **Now, read the sentences and write I for the introduction, A for advantages, D for disadvantages, and C for the conclusion.**  - Have Ss read the sentences  - have Ss compare the answers with partners.  - Review answers together as a class. | - Do the exercise  ***Answer Keys:***  *1. A 2. I 3.D 4. C* |

**2. Speaking – 15 mins**

a. Objectives: To help Ss talk about the life of inspiring people.

b. Content: tasks a, and b

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

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Think of your family members and the jobs that they do. In pairs: Ask and answer questions about the advantages and disadvantages of the jobs. Use the ideas in the box to help you.**   * Model the activity by engaging in practice with a student. * Prompt Sss to consider individuals within their families and their respective occupations. * Organize the class into pairs for discussion. * Encourage Sss to articulate the advantages and disadvantages of various professions, either referencing suggested points or offering their own insights. * Select several pairs to showcase their discussions in front of the class. |  |
| **Task b: Choose one job and fill out the table with at least two advantages and two disadvantages. Write whether you think the advantages or disadvantages are greater.**  - Instruct Ss to select one job.  - Have Ss fill out the table with a minimum of two advantages and two disadvantages related to the chosen job.  - Encourage Ss to express their opinion on whether they believe the advantages or disadvantages outweigh each other.  - Invite some Ss to present their ideas to the class. | - Complete the information in the table. |

**3. Useful Language – 10 mins**

a. Objectives: To help Ss write ﻿advantage and disadvantage essays

b. Content: tasks a, and b.

c. Expected outcomes: Ss can write about ﻿the advantages and disadvantages of a job of a family member.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Sss’ activities** |
| **Task a:** **Read Hannah's essay again and tick the phrase(s) that were used in the essay.**   * Have Sss read the phrases in the box. * Have Sss read the essay again and tick the phrase(s) used. * Review the answers a class. | ***Answer Keys:***  ***1.***   * *On the other hand,* * *In contrast, In contrast to ...*   *2.*  *One (advantage) is that ...*  *3.*  *In addition,*  *4.*  *pro, benefit, good thing* |
| **Task b:** ﻿**Fill in the blanks in Task a with the purpose of the phrases.**  - Ask Sss to read the purposes.  - Instruct Sss to complete the blanks in *Task a* with the appropriate purposes.  - Review and discuss the answers together as a class. | ***Answer keys:***  *1. Introducing contrasting ideas*  *2. Introducing advantages and disadvantages 3. Adding additional points*  *4. Synonyms for advantage and disadvantage* |

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

**-** Practice writing an advantage and disadvantage essay about the job of a family member.

- Do Writing exercises in the workbook on page 19

- Prepare the next lesson: Unit 4 Lesson 1.1 – Vocabulary and Listening, pages 37 & 38

**5. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

b. What I learned from this lesson today:

…………………………………………………………………………………………

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

…………………………………………………………………………………………