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| |  |  | | --- | --- | | **School: Tran Phu high school** | **Week: 12**  **Date: 18/11/24** | | **Class: 12a6** | **Period: 32** | |  |
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**UNIT 4: GRADUATION AND CHOOSING A CAREER**

**Lesson 1.1: Vocabulary and Listening (Pages 39 & 40)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- learn and use vocabulary for activities for college students.

- practice listening for specific information.

- talk about the importance of different college opportunities.

- improve listening skills.

**1.2. Competences**

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

**1.3. Attributes**

- give opinions about study experiences.

- talk about what universities should offer.

**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.  - Talk about yourself and your routine.  - Listen to the discussion and fill in the note | - 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 activities at the college that might help them succeed and get good jobs based on the title and the picture.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1: Mind map**  - Divide the class into groups  - Talk about the activities of college students  - Check the answer and give feedback  - Give more information  **Option 2:**  **Let’s talk: Look at the pictures. What are these people doing? What else can people do at university to help them succeed and get good jobs?**    - Ask Ss to work in pairs, look at the pictures and answer the questions (using the DCR/ PPTs slides).  - Call some pairs to give their answers.  - Give feedback. | - Work in groups and discuss  ***Answer keys:***  *engaging in community service; working part-time jobs; participating sports teams; doing research; working with people; learning to work by themselves…..*  - Work in pairs, look at pictures and answer the questions.  ***Answer Keys***  *- doing research/ experiments; studying; working in teams; meeting people.*  *- go to lectures; do assignments; do exercise; cook and clean; learn to work by themselves.*  **Ss’ own answers** |

**B. New Lesson: 35 mins**

**1. Vocabulary – 15 mins**

a. Objectives: To help Ss improve their vocabulary about phrasal verbs.

b. Content: tasks a, b and c.

c. Expected outcomes: Ss can learn some new vocabulary to show the activities of college students

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 give some examples  - Fill in the blanks to complete the sentences  - Check Ss’ answers around the class.  - Ask Ss to listen and repeat. | - Work with a partner  - Read the definitions and give examples  - Fill in the blanks and check the answer with their partner.  - Listen and repeat.  ***Answer Keys:***  *1. figure out 2. carry out 3. fill out 4. put on 5. deal with 6. help out*  *7. catch up on 8. get together* |
| **Task b:** **Use the words in the boxes to make a phrase, then say what they mean. Add any other phrases like these that you know to the box**  - Demonstrate the activity.  - Divide the class into pairs.  - Have Ss match the words to make phrases, then say what they mean.  - Have Ss write other phrases that they know in the box, and share the opinions with the others.  - Check answers as a whole class.  **Task c: In pairs: Use the new words to talk about yourself and your routine.**  - Ask Ss to work with their partner,  - Demonstrate the activity and ask Ss to read the example.  - Have pairs talk about themselves and their routines using the new words.  - Check Ss’ answers around the class.  - Pick some Ss to talk about their story. | **-** Work with their partner.  ***Answer Keys:***  *- hang out: spend time in a place (usually with someone)*  *- clean up: make yourself or something clean, usually by washing. - look after: take care of someone/ something.*  ***Answer Keys:***  *wake up; work out; carry on with; make up*  -Work with their partner, and share their routines. |

**2. Pre & While-Listening – 15 mins**

a. Objectives: To help Ss listen for details.

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

c. Expected outcomes: Ss can listen for specific informationand discuss what they think universities should offer.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **You will hear two students discussing what they think universities should offer. For each question below, write your prediction on the line.**  - Divide the class into pairs  - Ask pairs to read the task underline the key words and give possible answers.  - Have Ss read the questions in the box and give a prediction for each question.  - Have some pairs share their ideas with the class.  - Check the answer around the class. | - Read the task, and underline the key words.  - Ss give the answer  **Suggested answers:**  ***-*** *doing the experiments/ researches.*  *- meeting people*  *- working in teams* |
| **Task b:** **Now, listen and circle the students who give more ideas about what universities should offer.** Mary/ Peter  - Ask Ss to read the task and underline the key words.  - Get Ss to listen to the text.  - Ask Ss to give the correct answer.  - Check Ss’ answers (using the DCR). | - Read the task and underline the key words.  - Listen and circle the name.  - Correct the answers.  ***Answer Keys: Peter*** |
| **Task c:** **Listen again and answer the questions. Write your answers on the answer line. How many answers did you guess correctly?**    - Play the CD and ask Ss to listen and write the phrases or words they hear.  - Check answers as a whole class. | - Listen and write the answer.  - Correct the answer.  **Answer keys:**  **1. a list of important things universities should offer.**  **2. research**  **3. performances, cultural fairs, job fairs.**  **4. really difficult and stressful**  **5. a counselor or teacher.** |

**3. Post-Listening – 5 mins**

a. Objectives: to help Ss to use the language and communicate in the real situation.

b. Content: task d, e, and f

c. Expected outcomes: Ss can use useful expressions to make conversation.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task d: Read the conversation Skill box, then listen and repeat.**  - Ask Ss to work in pairs,  - Have Ss read the sentences in the Conversation Skill box  - Clarify the use of the conversation skill.  - Play audio. Have students listen and repeat. | - Work in pairs to answer the questions.  - Share their stories. |
| **Task e: Now, listen to the conversation again and circle the phrase(s) you hear.**  **-** Play audio. Have students listen and circle the phrase(s) in the conversation skill box.  - Check the answer as a whole class. | - Listen to the conversation again and circle the phrase(s) they hear.  **Answer key:**  **Well, thanks, (Mary). I’m going to….** |

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

**-** Vocabulary: *figure out, carry out, fill out, put on, deal with, help out, catch up on, get together*

- Do *Vocabulary & Listening* in the workbook on page 20.

- Prepare the next lesson: Lesson 1.2 – Grammar, pages 40 & 41.

**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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