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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 out3. fill out 4. put on5. 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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