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| |  |  | | --- | --- | | **School: Tran Phu high school** | **Week: 13**  **Date: 25/11/24** | | **Class: 12a6** | **Period: 35** | |  |
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**UNIT 4: GRADUATION AND CHOOSING A CAREER**

**Lesson 2.1: Vocabulary and Reading (Pages 43 & 44)**

**1. Objectives**

By the end of this lesson, students will be able to give advice on different careers.

**1.1. Language knowledge/ skills**

- learn and use words related to different careers.

- practice reading for the specific information.

- learn how to write an email.

- improve reading skills.

**1.2. Competences**

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

**1.3. Attributes**

- express your opinions about different careers.

**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** |
| - Match the bold words with the correct definitions.  - Talk about the careers or future careers of your family and friends.  - Read and answer the questions | - 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 what they should do when choosing a job.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Let’s talk: Look at the pictures. What are some positive and negative things you can see about these jobs? What are some things people look for or avoid when choosing a job?**    - 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.  ***Answer Keys***  *- Positive: making money, working doing something you love.*  *- Negative: Getting hurt, being dangerous, being stressed or bored.*  *- Look for: working with others, interesting or exciting jobs.*  *- Avoid: boring office and dangerous jobs.*  **Ss’ own answers** |

**B. New Lesson: 35 mins**

**1. Vocabulary – 15 mins**

a. Objectives: To help Ss learn and use the words or phrases to talk about the job.

b. Content: tasks a, b, c, and WB p.22 – task a, b

c. Expected outcomes: Ss can learn and use the words or phrases to talk about the job.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read the sentences and match the words with the definitions. Listen and repeat.**  - Ask Ss to work in pairs, read the bold words and definitions, and then match the words with the definitions.  - Check Ss’ answers around the class.  - Ask Ss to listen and repeat. | - Work with a partner and match the words with the definitions.  - Listen and repeat.  ***Answer Keys:***  *1. D; 2. A; 3. B; 4. C; 5. E; 6. H; 7. G; 8. F* |
| **Extra practice – WB – P.22:**  **Task a: Read and match to make sentences.**  - Ask Ss to read the phrases and match them to make sentences.  - Check Ss’ answers around the class  **Task b: Fill in the blanks with the words from Task a.**  - Ask Ss to read the sentences and fill in the words from task a to complete the sentences.  - Check Ss’ answers around the class | ***Answer Keys:***  *1. C; 2. F; 3. E; 4. A; 5. B; 6. G; 7. H; 8. D*  - Read the sentences and fill in the words to complete the sentences.  ***Answer Keys:***  *1. Entrepreneur; 2. Influencer ; 3. Editor; 4. Beautician; 5. Interior designer; 6. Instructor; 7. Banker; 8. Physical therapist* |
| **Task b:** **Write down where the people with the jobs above work. Add any other jobs and workplaces you know to the box.**  - Demonstrate the activity.  - Have Ss write down where the people with the jobs in Task a work.  - Ask Ss to write other jobs and workplaces they know in the box.  - Have Ss share their ideas and check the answers with their partners  - Check Ss’ answers around the class. | - Work with their partners  ***Suggested answers:***  *1. banker - bank 2. instructor – classroom*  *3. beautician – spa*  *4. editor – office*  *5. entrepreneur – office / home*  *6. influence – home*  *7. physical therapist – clinic*  *8. interior designer – office / home* |
| **Task c: In pairs: Use the new words to talk about the careers or future careers of your family and friends.**  - Ask Ss to work in pairs.  - Have Ss talk about the careers or future careers of their family and friends using the new words.  - Check Ss’ answers around the class.  - Pick some Ss to share their ideas with the class. | -Work with their partner, and share their ideas. |

**2. Pre & While-Reading – 12 mins**

a. Objectives: To help Ss read for specific information.

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

c. Expected outcomes: Ss can read for specific information,and understand how to give advice.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read the email from Lizzy to Jess and choose the subject line of Jess's original email**.  - Ask students to read the question and possible answers.  - Have students read the email and choose the correct answer.  - Pick some Ss to share their ideas and show the evidence to justify their answer.  - Check the answer as a whole class | **-** Read the email and choose the correct answer  ***Answer Keys: 2*** |
| **Task b:** **Now, read and answer the questions**.    - Ask Ss to read the question  - Have students read the email again and answer the questions.  - Have students check their answers with a partner.  - Check answers as a whole class. | - Read the question and the choices  **-** Choose the correct answers  ***Answer Keys***  *1. Canada*  *2. B*  *3. A*  *4. creative – artistic – hard-working*  *5. B* |
| **Task c:** **Listen and read.**  **-** Play audio. Have Ss listen and read. | -Listen and read |
| **Extra practice – WB – P.22&23**  **Task a. Read Betty’s email. What was it mostly about?**  - Divide the class into pairs  - Have Ss read the question  - Ask Ss to read the email and choose the correct answer.  - Check answers as a whole class  **Task b. Now, read and circle *True, False, or Doesn't say*.**  - Divide the class into pairs  - Have Ss read the sentences  - Ask Ss to read the email and decide if they are ***True, False or Doesn’t say***.  - Check answers as a whole class | - Work in pairs.  - Read and choose the correct answer.  ***Answer Keys: 2***  - Work in pairs.  - Read and decide if they are ***True, False or Doesn’t say***.  ***Answer Keys:***  ***1. True***  ***2. True***  ***3. Doesn’t say***  ***4. False***  ***5. False*** |

**3. Post-Reading – 8 mins**

a. Objectives: to help Ss to give opinions about each career and choose the career they would prefer to have.

b. Content: tasks d

c. Expected outcomes: Ss can practice giving opinions about each career and choose the career they would prefer to have

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task d: In pairs: What other positives and negatives can you think of for each career? Which career would you prefer to have? Why?**  - Divide the class into pairs.  - Have Ss discuss the questions.  - Elicit answers from some students. | - Work in pairs  - Discuss the questions |

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

**-** Vocabulary: *editor; banker; instructor; beautician; entrepreneur; interior designer; physical therapist; influencer.*

- Do Vocabulary & Reading exercises in the workbook on pages 22&23.

- Prepare the next lesson: Lesson 2.2 – Grammar, pages 44 & 45.

**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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