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| |  |  | | --- | --- | | **School: Tran Phu high school** | **Week: 13**  **Date: 27/11/24** | | **Class: 12a6** | **Period: 36** | |  |
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**UNIT 4: GRADUATION AND CHOOSING A CAREER**

**Lesson 2.2: Grammar (Pages 44 & 45)**

**1. Objectives**

By the end of this lesson, students will be able to use the modal verb “Could” in conditional sentences.

**1.1. Language knowledge/ skills**

- practice and use modal verbs “Could” correctly.

**1.2. Competences**

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

**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** |
| - Read about could, and then fill in the blank.  - Undẻlined the two words that should switch positions.  - Write sentences using the prompts and could with the use stated in brackets. | - Ss’ answers.  - Ss’ answers.  - Ss’ answers/presentation. | - Observation.  - Observation.  - Observation. |

**4. Procedures**

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

a. Objectives: to review the previous lesson.

b. Content: Game.

c. Expected outcomes: Ss can review vocabularies in the previous lesson through mini-games.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Game: Guessing pictures**  - Ask Ss to work in groups  - Give groups some pictures of jobs and ask them to describe the jobs  - Tell Ss of each group to describe the pictures and the other groups guess the jobs  - Have Ss to raise hands to give the answer  - Give feedback. | - Work in groups, and follow the game’s instruction |

**B. New Lesson: 35 mins**

**1. Presentation – 10 mins**

a. Objectives: to help Ss understand the usage of the Modal verb Could.

b. Content: tasks a, and b.

c. Expected outcomes: Ss can understand how to use the grammar point

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read about *could,* then fill in the blank**  - Have Ss look at the grammar explanation boxes.  - Ask Ss to look at the examples.  - Have Ss explain and read the rules.  - Have Ss look at the picture.  - Have Ss fill in the blanks.  - Check Ss’ answers around the class. | * Do as guided.   ***Answer Keys:***  *could make* |
| **Task b:** **Listen and check. Listen again and repeat.**  - Have Ss listen and check their answers.  - Have Ss listen and repeat. |  |

**2. Practice – 15 mins**

a. Objectives: to help Ss understand the usage of *could*.

b. Content: tasks c, d, and WB – p.23 – tasks a, and b.

c. Expected outcomes: Ss can understand and apply the modal verbs *could* to the exercises.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task c:** **Underline the two words that should switch positions**  - Have Ss read the sentences  - Ask Ss underline the words that should switch positions  - Pick some Ss to give the answers  - Check Ss’ answers. | - Read and underline the words that should switch positions  ***Answer Keys:***  *1. could, I*  *2. work, could*  *3. could, might*  *4. You, could*  *5. Could, we*  *6. good, get* |
| **Extra practice – WB p.23 – task a: Unscramble the sentences.**  - Explain the task to students.  - Have Ss arrange the words or phrases to make meaningful sentences.  - Pick some Ss to give the answer  - Check Ss’ answers. | - Arrange the words or phrases to make meaningful sentences.  ***Answer Keys:***  *1. Could I be a nurse in the future? 2. I think you could work as part of a team. 3. If you work really hard, you could probably be a banker. 4. When I was younger, I could study for hours and hours. 5. We could get together in the library after school if you’d like.*  *6. Could you help me figure out what university I should go to in the future?* |
| **Extra practice – WB p.23 – task b:** **Write sentences using the prompts and *could* with the given use*.***  - Explain the task to students  - Have Ss write sentences using the prompts and modal verb *could*  - Check Ss’ answers. | ***Answer Keys***  *1. Could I borrow a pencil or a ruler, please?*  *2. If you work hard, you could definitely become a great doctor.*  *3. I could not run fast enough to be an athlete.*  *4. We could meet at the park before going to the job fair.*  *5. She could really enjoy being a driving instructor.* |
| **Task d:** **Write sentences using the prompts and could with the use stated in brackets.**  - Explain the task to students  - Have Ss write sentences using the prompts and modal verb *could*  - Check Ss’ answers | ***Answer Keys***  *1. Could I be a good banker?*  *2. Could you help me with my homework?*  *3. If she works hard, she could be an editor. 4. I couldn't get good grades when I was a child.*  *5. She could get a tutor to improve her grades.*  *6. The people you work with could be nice.* |

**3. Production – 10 mins**

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

b. Content: task e

c. Expected outcomes: Ss can use *Adverbial clauses of manner (like, as if, as though)*

correctly.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task e: In pairs: Use the jobs and prompts below to talk about careers you and your classmate could have in the future and why**.  - Divide the class into pairs.  - Have students discuss careers they could have in the future.  - Monitor the class and help them if necessary.  - Have some pairs demonstrate the activity in front of the class.  - Ask some Ss to share their activities. | - Work in pairs to talk about their activities.  ***Suggested answers:***  *1. I think you could be an interior designer because you're really stylish.*  *2. I think you could be a banker because you're good at math.*  *3. I think you could be a physical therapist because you love helping people.*  *4. I think you could be a fitness instructor because you know a lot about health.*  *5. I think you could be an editor because you're a great writer.*  *6. I think you could be an influencer because you're very popular and cool.* |

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

**-** Grammar Point: Modal verbs Could

- Do Grammar exercises in the workbook on page 23.

- Prepare the next lesson: Lesson 2.3 – Pronunciation & Speaking, pages 45 & 46.

**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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