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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………………….** |

**UNIT 8: Jobs in the future**

**Lesson 1.1: Vocabulary and Listening (Pages 74 & 75)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- Learn and use vocabulary related to jobs in the future.

- Practice listening for specific information.

- Practice functional English – Showing thanks.

**1.2. Competences**

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

**1.3. Attributes**

- cultivate a heightened curiosity for diverse learning methodologies.

**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 the words and definitions, then fill in the blanks. | - Ss’ answers. | - Observation/feedback. |
| - Listen and repeat. | - Ss’ answers. | - Observation/feedback. |
| - Talk about which jobs you think are interesting and why. | - Ss’ answers. | - Observation/feedback. |
| - Listen to a teacher and a student talking about future jobs and choose the correct answers | - Ss’ answers. | - Observation/feedback. |
| - Listen and answer the questions. | - Ss’ answers. | - Observation/feedback |
| - Read the Conversation Skill box, then listen and repeat. | - Ss’ answers. | - Observation/feedback. |
| - Listen to the conversation again and number the phrases in the correct order. | - Ss’ answers. | - Observation/feedback. |

**4. Procedures**

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

a. Objectives: to introduce the topic.

b. Content: Let’s talk.

c. Expected outcomes: Ss can talk about skills they need to be good at to get the jobs in the picture.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Let’s talk: Look at the title of the unit and the picture.** **Answer these questions:**  ***1. What jobs can you see?***  ***2. Which skills do you need to be good at to get these jobs?*** |  |
| - Ask Ss to work in pairs, look at the title and the picture, and answer the questions (using the DCR/ PPTs slides). | - Work in pairs, look at the title and the picture and answer the questions. |
| - Call some pairs to give their answers. | - Read the answers out loud. |
| - Give feedback. | - Share/exchange the answers with the class. |
|  | ***Suggested answers***  ***1. What jobs can you see?***  *I can see a dentist, a construction worker and a reporter.*  ***2. Which skills do you need to be good at to get these jobs?***   * *To be a dentist, you need skills in dental care, precision, communication, and patience.* * *To be a construction worker, you need skills in physical strength, teamwork, problem-solving, and safety awareness.* * *To be a reporter, you need skills in writing, research, interviewing, and communication.* |

**B. New Lesson (35’)**

**1. Pre-listening (Vocabulary - 15’)**

a. Objectives: To help Ss improve their collocations/ new words related to jobs in the future.

b. Content: tasks a and b.

c. Expected outcomes: Ss can learn some new collocations/ new words related to jobs in the future.

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.**  **CD2-Track 25** |  |
| - Demonstrate the activity using the example. | -Watch the demonstration. |
| - Ask Ss to read the words and definitions, then fill in the blanks. | - Read the words and definitions, then fill in the blanks. |
| - Divide the class into pairs and ask Ss to compare the answers with a partner. | - Work in pairs to check their answers with their partners. |
| - Check Ss’ answers around the class. | - Listen to feedback. |
| - Play audio. Ask Ss to listen and repeat. | - Listen and repeat. |
| **CD2-Track 25**  **SCRIPT**  1. M: psychologist  2. M: skincare specialist  3. M: mechanic  4. M: tutor  5. M: research  6. M: apprenticeship  7. M: plumber | ***Answer Keys:***  *1. psychologist*  *2. skincare specialist*  *3. mechanic*  *4. tutor*  *5. research*  *6. apprenticeship*  *7. plumber* |
| **Task b: In pairs: Use the new words to talk about which jobs you think are interesting and why.** |  |
| - Explain and model the activity. | - Listen to the instructions. |
| - Ask Ss to work in pairs, sharing their ideas about family or people they know | - Work in pairs, sharing the ideas. |
| - Check Ss’ answers around the class. | - Listen to feedback. |
| -Pick some Ss to share their ideas. | - Share the ideas with the whole class. |
| *New words:*  1. psychologist  2. skincare specialist  3. mechanic  4. tutor  5. research  6. apprenticeship  7. plumber | ***Suggested answers:***   1. *Being a* ***psychologist*** *would be great. I think helping people feel better would be great.* 2. *Being a* ***skincare specialist*** *would be interesting. I love making my face and skin look nice.* 3. *Being a* ***mechanic*** *would be interesting. I like fixing cars and making them run well.* 4. *I think I'd find being a* ***tutor*** *interesting. I like helping people understand things better.* 5. *Doing* ***research*** *would be interesting. I like finding out new things and learning more.* 6. *Doing an* ***apprenticeship*** *would be interesting. I can learn a job by working with someone skilled.* 7. *Being a* ***plumber*** *would be interesting. I enjoy solving problems and fixing things in houses.* |
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**2. While - listening (Listening- 15’)**

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

b. Content: Tasks a, b, c and d.

c. Expected outcomes: Ss can listen for specific information**.**

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a: Listen to a teacher and a student talking about future jobs. What job does the teacher imply would be a better choice for the student?**  **CD2- Track 26**  **1. a psychologist**  **2. a mechanic**  **3. both jobs equally** |  |
| - Ask Ss to read the questions and underline the key words | - Read the questions and underline the key words. |
| - Play audio. Ask students to listen and circle the correct answer. | - listen and circle the correct answer. |
| - Ask Ss to compare the answer with a partner and show the evidence to justify the answer. | - Compare the answer with a partner and show the evidence to justify the answer. |
| - Check the answers. | -Correct the answers. |
|  | ***Answer Key:***  *2. a mechanic*  ***Evidence****:*  *W: You could also start researching mental illnesses. There's a lot to learn.*  *B: That's a really good idea. Thanks. How about being a mechanic?*  *W:* ***If you want to be a mechanic, you should find a good apprenticeship. I think you'll find that quite easy.***  *B: Yeah, OK.* |
| **Task b: Now, listen and answer the questions.**  **CD2- Track 26** |  |
| - Ask Ss to read the questions, and underline the key words. | - Read the questions, and underline the key words. |
| - Demonstrate the activity using the example. | - Watch the demonstration. |
| - Play audio. Have students listen and fill in the blanks. | - listen and fill in the blanks. |
| - Ask Ss to compare the answer with a partner and show the evidence to justify the answer. | - Compare the answer with a partner and show the evidence to justify the answer. |
| - Check the answers. | - Correct the answers. |
| **CD2- Track 26- SCRIPT**  *W: Hello, Paul.*  *B: Hi, Miss White. Thanks for helping me. I appreciate it.*  *W: You're welcome. So, what jobs are you interested in?*  *B: I think a psychologist and maybe a mechanic. I love cars and motorbikes, and mental health is interesting.*  *W: OK. Do you know what you need to do to get those jobs?*  *B: No, not really.*  *W: Well, if you want to be a psychologist, you should start to study harder.*  *B: I see.*  *W: You have to get really good grades. I think it will be difficult.*  *B: Yeah, I know that. Is there anything I can do?*  *W: Well, if you want to get better grades, you should get a tutor. And you can't keep staying up all night playing video games.*  *B: I know. I know.*  *W: You could also start researching mental illnesses. There's a lot to learn.*  *B: That's a really good idea. Thanks. How about being a mechanic?*  *W: If you want to be a mechanic, you should find a good apprenticeship. I think you'll find that quite easy.*  *B: Yeah, OK.*  *W: You could also go to car shows and meet other mechanics. You could learn a lot about cars and motorbikes there.*  *B: OK.*  *W: You should also start researching apprenticeships and the different tools you might use.*  *B: Great. Thank you so much, Miss White.* | ***Answer key:***  *1. He loves cars and motorbikes.*  *2. start to study harder*  *3. get a tutor*  *4. a good apprenticeship*  *5. apprenticeships and the different tools he might use* |
| **ANSWERS** | **EVIDENCE** |
| 1. Why does Paul want to be a mechanic?  **- He loves cars and motorbikes.** | W: Hello, Paul.  B: Hi, Miss White. Thanks for helping me. I appreciate it.  W: You're welcome. So, what jobs are you interested in?  B: I think a psychologist and **maybe a mechanic. I love cars and motorbikes**, and mental health is interesting. |
| 2. What should Paul do if he wants to be a psychologist?  **- start to study harder** | W: OK. Do you know what you need to do to get those jobs?  B: No, not really.  W: Well, **if you want to be a psychologist, you should start to study harder.**  B: I see. |
| 3. What does the teacher suggest Paul do to improve his grades?  **- get a tutor** | W: You have to get really good grades. I think it will be difficult.  B: Yeah, I know that. Is there anything I can do?  W: Well, **if you want to get better grades, you should get a tutor**. And you can't keep staying up all night playing video games.  B: I know. I know. |
| 4. What should Paul find if he wants to be a mechanic?  **- a good apprenticeship** | W: You could also start researching mental illnesses. There's a lot to learn.  B: That's a really good idea. Thanks. How about being a mechanic?  W: **If you want to be a mechanic, you should find a good apprenticeship**. I think you'll find that quite easy.  B: Yeah, OK. |
| 5. What should he start researching about?  **- apprenticeships and the different tools he might use** | W: You could also go to car shows and meet other mechanics. You could learn a lot about cars and motorbikes there.  B: OK.  W: **You should also start researching apprenticeships and the different tools you might use.**  B: Great. Thank you so much, Miss White. |

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| **Teacher’s activities** | **Students’ activities** |
| **Task c. Read the Conversation Skill box, then listen and repeat.**  **CD2- Track 27** |  |
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| - Have students read the Conversation Skill box. | - Read the Conversation Skill box |
| - Clarify the use of the conversation skill. | - Listen to instructions. |
| - Play audio. Have students listen and repeat.  **CD2-Track 27- SCRIPT**  M: Thanks for helping me.  M: I appreciate it.  M: Thank you so much**.** | - Listen and repeat. |
| **Task d. Now, listen to the conversation again and number the phrases in the correct order.** |  |
| **CD2- Track 26** |  |
| -Play audio. Have students listen and number the phrases in the correct order. | - Listen and number the phrases in the correct order. |
| - Check answers as a whole class. | - Correct answers. |
|  | **Answer key:**  *1. Thanks for helping me.*  *2. I appreciate it.*  *3. Thank you so much.*  ***Evidence:***  *W: Hello, Paul.*  *B: Hi, Miss White.* ***Thanks for helping me.******I appreciate it.***  *……*  *W: You should also start researching apprenticeships and the different tools you might use.*  *B: Great.* ***Thank you so much,*** *Miss White.* |

**3. Post - listening (5’)**

a. Objectives: To help Ss practice talking about jobs they think they would be better at.

b. Content: Tasks e

c. Expected outcomes: Ss can talk about jobs they think they would be better at.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task e: In pairs: Which job do you think you would be better at? Which sounds more interesting? Why?** |  |
| - Divide the class into pairs. | - Work in pairs. |
| - Ask Ss to discuss the questions. | - Discuss the questions. |
| - Check Ss’ answers and give feedback. | - Listen to feedback. |
|  | ***Suggested answer:***  *-* *I think I would be better at being a mechanic because I love cars and motorbikes. Being a mechanic sounds more interesting because I enjoy fixing things and working with my hands.* |

**C. Consolidation and homework assignments (5’)**

**- Speaking:** Ask and answer the question below with your partner :

***What resources are you using to learn about your future job?***

**Suggested answers:**

*I am using books and online courses to learn about my future job.*

**- Vocabulary:**

*1. plumber (n)*

*2. mechanic (n)*

*3. psychologist (n)*

*4. skincare specialist (n)*

*5. tutor (n)*

*6. apprenticeship (n)*

*7. research (v)*

**HOMEWORK:**

* Learn vocabulary related to jobs in the future.
* Make sentences using vocabularies in SB.
* Prepare for the next lesson (Grammar - pages 75 & 76 - SB).
* Play the consolidation games on www.eduhome.com.vn

**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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