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

**UNIT 8: Jobs in the future**

**Lesson 3.1: Reading (Page 82)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- learn vocabulary related to jobs in the future.

- practice reading for main ideas and specific information.

**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 article and choose the best title | - Ss’ answers. | - Observation/feedback. |
| - Read and choose the correct answers. | - Ss’ answers. | - Observation/feedback. |
| - Listen and read. | - Ss’ answers. | - Observation/feedback. |
| - Talk about the most important job in the article. | - 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 what things robots will do in the future.

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 is the robot doing?**  **2. What things do you think robots will do in the future?**  **3. What won't they be able to do?** |  |
| - 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 is the robot doing?***  *The robot is fixing the car.*  ***2. What things do you think robots will do in the future?***  *I think in the future, robots might do many tasks like cleaning, cooking, and helping with daily chores.*  ***3. What won't they be able to do?***  *I think they won’t be able to think creatively or feel emotions like humans do.* |

**B. New Lesson (35’)**

**1. Pre-reading (Vocabulary - 10’)**

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

b. Content: new words from the text

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

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task: In pairs: Use the new words to talk about jobs in the future.** |  |
| - Ask Ss to look at the new words on the slides. | - Look at the new words on the slides. |
| - Explain and model the activity. | - Listen to the instructions. |
| - Ask Ss to work in pairs, sharing their ideas about childhood memories | - 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. faraway (adj)  2. highlight (v)  3. manual (adj)  4. planet (n)  5. surgery (n)  6. vaccine (n) | *Suggested answers:*   1. *Some jobs in the future might involve traveling to* ***faraway*** *places, like exploring new planets.* 2. *Robots could* ***highlight*** *important information for doctors during surgeries.* 3. ***Manual*** *jobs, like assembling products, might be done by robots in the future.* 4. *Scientists might study distant* ***planets*** *for potential job opportunities.* 5. *Surgeons might use advanced technology to perform* ***surgery*** *more accurately.* 6. *Developing a* ***vaccine*** *for new diseases could become an essential job in the future* |

**2. While - reading (Reading- 20)**

a. Objectives: To help Ss practice reading for main ideas and specific information.

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

c. Expected outcomes: Ss can read for reading for main ideas and specific information.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a: Read the article. What is the best title?**  **1. Future of Work: Three New Jobs You Need to Know**  **2. Top Jobs of the Future** |  |
| - Ask Ss to read the questions and underline the key words | - Read the questions and underline the key words. |
| - Ask Ss to read the text and choose the correct answer. | - Read the text, underline the evidence, 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. Top Jobs of the Future*  ***Evidence****:*  *The most popular jobs around the world may not always be so popular. Some jobs will become very important in the future, while others may disappear all together. Here are* ***three jobs that I think will be very popular in the future.*** |
| **Task b: Now, read and choose the correct answers.** |  |
| - Ask Ss to read the questions and underline the key words | - Read the questions and underline the key words. |
| -Ask students to read the article again and choose the correct answers. | - Read the article again and choose the correct answers. |
| - Ask Ss to check the answers with a partner. | - Compare the answer with a partner and show the evidence to justify the answer. |
| - Check Ss’ answers | -Correct the answers. |
|  | ***Answer Keys***  *1. B*  *2. D*  *3. A*  *4. C*  *5. B* |

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| **ANSWERS** | **EVIDENCE** |
| **1. What will astronauts explore?**  A. the moon  **B. Mars**  C. space  D. the sun | One job that will become more popular is being an astronaut. I think we will want to travel to and explore faraway planets someday, in particular **Mars**. For this reason, we will need more astronauts. |
| **2. Which of the following can you infer from paragraph 3?**  A. Scientists aren't very important now.  B. We have cured most of the illnesses now.  C. Medicines now won't be useful.  **D. There will be new illnesses in the future.** | Another job that I believe will become more important is being a scientist. In my opinion, we will need new kinds of medicines and vaccines to protect people from **new illnesses** |
| **3. The word *this* in paragraph 3 refers to** \_\_\_\_.  **A. the need for medicines**  B. old vaccines  C. a medical scientist  D. a new illness | In my opinion, we will need new kinds of medicines and vaccines to protect people from **new illnesses**. Because of **this**, being a scientist, mainly a medical scientist, will become more popular. |
| **4. Where will people spend a lot of time in the future?**  A. in university  B. on Mars  **C. in virtual reality**  D. in meetings | Virtual reality designers will also be a popular job. I believe we will spend a lot more time **in virtual reality.** We will do lots of things in it, especially practicing surgery, doing experiments, and having meetings. As a result, we will need more people to design these virtual spaces. |
| **5. According to paragraph 5, what should young people do?**  A. become astronauts, scientists, or virtual reality designers  **B. think about the jobs we'll need in the future**  C. change jobs when we need people to do different things  D. choose their future careers now | The world is changing, and so are **the jobs we need people to do**. Young people should think about this when they plan their future careers. |

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| **Teacher’s activities** | **Students’ activities** |
| **Task c: Listen and read.**  **CD2- Track 36** |  |
| - Play the CD and ask Ss to listen and read along. | - Listen and read along. |
| - Pick two students to read the reading passage and correct their pronunciation if necessary. | - Practice reading the passage. |

**3. Post-reading (5’)**

a. Objectives: To help Ss practice talking about the most important job in the article.

b. Content: Tasks d

c. Expected outcomes: Ss can talk about the most important job in the article.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task d: In pairs: Which do you think is the most important job in the article? 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:**  *The most important job in the article is a scientist. The author believes new medicines and vaccines will be needed to protect people from future illnesses, making scientists, especially medical scientists, crucial.* |

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

**- Speaking:** Ask and answer the question below with your partner about jobs in the future

***How will robots assist in healthcare jobs in the future?***

**Suggested answers:**

*I think robots will assist in healthcare by performing surgeries, automating routine tasks, and providing support in patient care.*

**- Vocabulary:**

*1. faraway (adj) 2. highlight (v) 3. manual (adj) 4. planet (n) 5. surgery (n) 6. vaccine (n)*

**HOMEWORK:**

* Learn vocabulary related to jobs in the future.
* Make sentences using vocabulary in SB.
* Prepare for the next lesson (Speaking & Writing - Page 83 - 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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