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

**UNIT 8: Jobs in the future**

**Lesson: Review 1 -** **Listening, Reading & Vocabulary (Pages 111 & 112)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- Review the target language learned in the unit

- Practice test-taking skills (Listening, Reading & Vocabulary)

**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** |
| - Listen and choose the correct answer | - Ss’ answers. | - Observation/feedback. |
| - Read and circle True or False | - Ss’ answers. | - Observation/feedback. |
| - Circle the correct words. | - Ss’ answers. | - Observation/feedback. |
| - Share the ideas with the class. | - Ss’ answers. | - Observation/feedback |

**4. Procedures**

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

a. Objectives: To review the vocabularies related to jobs

b. Content: Review the vocabularies

c. Expected outcomes: Ss can review the vocabularies related to jobs

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| ***Competition time:*** |  |
| - Ask Ss to form groups of 5. | - Work in groups. |
| - Give Ss instructions and one example. | - Follow the instructions. |
| - Ask Ss to match the words with the correct definitions in 5 minutes. The team(s) with the most correct answers win (s). | - Match the words with the definitions in a team/group. |
| - Give feedback. | - Listen to feedback. |
| **Match the words with the definitions**   |  |  | | --- | --- | | **Words** | **Definitions** | | 1. plumber | a. a person who fixes vehicles | | 2. psychologist | b. a person trained in the medical treatment of animals | | 3. mechanic | c. a person who installs and fixes toilets, showers, etc | | 4. skincare specialist | d. a person who studies the human  mind, feelings, and behavior | | 5. veterinarian | e. a person who helps keep your skin healthy | | ***Suggested answers***   |  |  | | --- | --- | | **Words** | **Definitions** | | 1. plumber | c. a person who installs and fixes toilets, showers, etc. | | 2. psychologist | d. a person who studies the human  mind, feelings, and behavior | | 3. mechanic | a. a person who fixes vehicles | | 4. skincare specialist | e. a person who helps keep your skin healthy | | 5. veterinarian | b. a person trained in the medical treatment of animals | |

**B. New Lesson (35’)**

**1. Listening skill (15’)**

a. Objectives: Review the target language learned in the unit

b. Content: Listening

c. Expected outcomes: Ss can practice test-taking skills.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **SB - p. 111. You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).**  **CD2 track 44** |  |
| - Ask Ss to read the questions. | - Read the questions. |
| - Ask Ss to underline the key words | - 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 answers with a partner. | - Compare the answers with a partner and show the evidence to justify the answer. |
| - Check the answers as a whole class. | - Correct the answers |
| **SCRIPT**  ***CD2 track 44***  Narrator: You will hear five short conversations. You will hear each conversation twice. There is one question  for each conversation. For each question, choose the correct answer (A, B, or C). Here is an example: You will hear two friends talking about future jobs. What job does the boy want?  **Mia**: What job do you want? Skincare specialist? Ethan: I like helping people...but, no.  **Mia**: A psychologist?  **Ethan**: No, I like fixing things...  **Mia**: A mechanic!  **Ethan**: Correct!  **Narrator**: The answer is "mechanic", so there is a tick in Box A.  Now, we are ready to start. Look at question one.  1. **Narrator**: You will hear two friends talking about how to  find the right job. What is their conclusion?  **Paul**: I don't know what job I want, Mark. How can I find  out?  **Mark**: You need to do some research, then you'll know  what job is right for you.  **Paul**: Good idea!  **Narrator**: Now, listen again.  2. **Narrator**: You will hear a student asking a teacher about  an apprenticeship. How long is a part-time  apprenticeship?  **James**: Mr. Roberts, how long is a plumber apprenticeship?  **Mr. Roberts**: A full-time apprenticeship takes two years.  **James**: I want to do a part-time one. Is it four years?  **Mr. Roberts**: Actually, it takes five years.  **Narrator**: Now, listen again.  3. **Narrator**: You will hear a father talking to his son. Which job does the son think is the most difficult?  **Father**: Do you still want to be an astronaut?  **Son**: No. It's too difficult.  **Father**: And a doctor?  **Son**: That's even harder!  **Father**: What about a vet? That's hard, too. Son: Not for me. I love animals.  **Narrator**: Now, listen again.  4. **Narrator**: You will hear two parents talking about one of their daughters. What does she need?  **Lisa**: My daughter wants to be a psychologist, but her grades aren't great.  **Sarah**: Well, to study at a good university, she'll need good grades.  **Lisa**: You're right. I think I'll find her a tutor.  **Narrator**: Now, listen again.  5. **Narrator**: You will hear a teacher talking to a student about jobs. What advice does the teacher give?  **Mrs. Bentley**: What do you want to be, Kevin?  **Kevin**: I want to be a psychologist.  **Mrs. Bentley:** You need to get better grades. You could get a tutor or do extra work after school.  **Narrator:** Now, listen again. | ***Answer Key***  *0. A*  *1. C*  *2. C*  *3. B*  *4. A*  *5. B* |
| ***Answer Key*** | ***Evidence*** |
| **0. You will hear two friends talking about future jobs. What job does the boy want?**  **A. mechanic**  B. skincare specialist  C. psychologist | **Mia**: What job do you want? Skincare specialist? Ethan: I like helping people...but, no.  **Mia**: A psychologist?  **Ethan**: No, I like fixing things...  **Mia**: **A mechanic!**  **Ethan**: Correct!  **Narrator**: The answer is "mechanic", so there is a tick in Box A. |
| **1. You will hear two friends talking about how to find the right job. What is their conclusion?**  A. choose any job  B. ask parents  **C. need to do research** | 1. **Narrator**: You will hear two friends talking about how to find the right job. What is their conclusion?  **Paul**: I don't know what job I want, Mark. How can I find out?  **Mark**: **You need to do some research**, then you'll know what job is right for you.  **Paul**: Good idea! |
| **2. You will hear a student asking a teacher about an apprenticeship. How long is a part-time** **apprenticeship?**  A. two years  B. four years  **C. five years** | 2. **Narrator**: You will hear a student asking a teacher about an apprenticeship. How long is a part-time apprenticeship?  **James**: Mr. Roberts, how long is a plumber apprenticeship?  **Mr. Roberts**: A full-time apprenticeship takes two years.  **James**: I want to do a part-time one. Is it four years?  **Mr. Roberts**: Actually, **it takes five years.** |
| **3. You will hear a father talking to his son.**  Which job does the son think is the most difficult?  A. astronaut  **B. doctor**  C. veterinarian | 3. **Narrator**: You will hear a father talking to his son. Which job does the son think is the most difficult?  **Father**: Do you still want to be an astronaut?  **Son**: No. It's too difficult.  **Father**: And **a doctor?**  **Son**: **That's even harder!**  **Father**: What about a vet? That's hard, too. **Son**: Not for me. I love animals. |
| **4. You will hear two parents talking about one of their daughters. What does she need?**  **A. a tutor**  B. a psychologist  C. a university | 4. **Narrator**: You will hear two parents talking about one of their daughters. What does she need?  **Lisa**: My daughter wants to be a psychologist, but her grades aren't great.  **Sarah**: Well, to study at a good university, she'll need good grades.  **Lisa**: You're right. I think **I'll find her a tutor.** |
| **5. You will hear a teacher talking to a student about jobs. What advice does the teacher give?**  A. get a part-time job  B. do extra work after school  C. get a job as a tutor | 5. **Narrator**: You will hear a teacher talking to a student about jobs. What advice does the teacher give?  **Mrs. Bentley**: What do you want to be, Kevin?  **Kevin**: I want to be a psychologist.  **Mrs. Bentley:** You need to get better grades. You could get a tutor or **do extra work after school.** |

**2. Reading skill (15’)**

a. Objectives: Review the target language learned in the unit

b. Content: Reading

c. Expected outcomes: Ss can practice test-taking skills.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **SB - p. 111. Read and circle True or False.** |  |
| - Ask Ss to read the questions and underline the key words | - Read the questions and underline the key words. |
| - Ask Ss to read the passage again and choose the correct answer. | - Read the passage, underline the evidence, and circle the correct answer. |
| - Ask Ss to compare the answers with a partner. | - Compare the answers with a partner and show the evidence to justify the answer. |
| - Check the answers | - Correct the answers |
|  | ***Answer Key***  **0. True 1. True 2. False**  **3. False 4. True 5. True** |
| ***Answer Key*** | ***Evidence*** |
| 0. many young people don't know what job they want in the future.  **True** | You shouldn't worry if you **don't know what job you want to have.** **Most young people feel the same way.** |
| 1. people need jobs to take care of their families and to buy things.  **True** | However, **we have to get a job if we want to have enough money to buy things and support a family.** |
| 2. making money is more important than being happy at work.  **False** | • Personality – **Being happy in your job is very important.** If you know what you like (or don't like), you can understand which jobs are right for you. **Don't choose a job just because of the money.** |
| 3. people need to learn how to work on a team and by themselves.  **False** | • Working style – **You might enjoy working on a large team or alone.** If you know the way you like to work, it could help you decide which type of job will suit you. |
| 4. understanding where you work best will help you choose the correct job for yourself.  **True** | • Working environment – Maybe you work best in an office, or maybe outside. **If you have an understanding of where you work best, you can expect to find jobs with the right working environment for you.** |
| 5. there are online tests that help give you an idea of the type of jobs you should do in the future.  **True** | Career test – **If you like the idea of someone giving you career advice, you could always take an online career test.** These tests are free, convenient, and widely available. When you complete the test, a report tells you the most suitable jobs for you. |

**3. Vocabulary (5’)**

a. Objectives: Review the target language learned in the unit

b. Content: Vocabulary

c. Expected outcomes: Ss can practice test-taking skills.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **SB - p.112: Circle the correct answers.** |  |
| - Ask Ss to read the sentences | - Read the sentences. |
| - Ask Ss to choose the correct answers | - Circle the correct answers. |
| - Ask Ss to compare the answers with a partner. | - Compare the answers with a partner and show the evidence to justify the answer. |
| - Check the answers | - Correct the answers |
|  | ***Answer Key***  **1. A 2.D 3. B 4. A 5. B 6. C 7. A 8. D** |

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

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

***How does understanding your personality help in choosing the right job?***

**Suggested answers:** *I think knowing my personality can help me pick a job that suits me, making work more enjoyable and successful.*

* Review the target language learned in the unit.
* Practice test-taking skills.
* Prepare for the next lesson (Review 2 - Pages 112 & 113 - SB).
* Play the consolidation games on [www.eduhome.com.vn](http://www.eduhome.com.vn/)

**5. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

b. What I learned from this lesson today:

…………………………………………………………………………………………

c. What I should improve for this lesson next time:

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