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

**UNIT 8: Jobs in the future**

**Lesson: Review 2 - Grammar, Pronunciation, In the Real World,   
Conversation, Speaking & Writing (Pages 112 & 113)**

**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 (Grammar, Pronunciation, In the Real World, Conversation, Speaking & Writing)

**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**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Rearrange the groups of words in the correct order to make complete sentences | **-** Ss’ answers. | - Observation/feedback. |
| - Circle the word that differs from the other three in the position of primary stress | - Ss’ answers. | - Observation/feedback. |
| - Circle the word that has the underlined part pronounced differently from the others. | - Ss’ answers. | - Observation/feedback. |
| - Look at the signs. Choose the best answers. | - Ss’ answers. | - Observation/feedback. |
| - Choose the correct answer. | - Ss’ answers. | - Observation/feedback |
| - Discuss what jobs you want to have in the future and take turns giving advice about how to get these jobs. | - Ss’ answers. | - Observation/feedback |
| - Write about the things you want and expect to experience from media and entertainment companies in the future. | - Ss’ answers. | - Observation/feedback |

**4. Procedures**

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

a. Objectives: To review the grammar points “verbs + to-infinitives”

b. Content: review the grammar points

c. Expected outcomes: Ss can review the grammar points “verbs + to-infinitives”

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| ***Warm-up activities:***  - Divide Ss into groups. | - Work in groups. |
| - Give Ss instructions and one example. |  |
| - Ask students to make six sentences using these verbs with “to infinitives” in 5 minutes.  The team(s) with the most correct mistakes win(s).  *1. aim*  *2. expect*  *3. decide*  *4. hope*  *5. plan*  *6. want* | - Work in groups and create a short story |
| - Call some groups to read their stories | - Read their stories |
| - Give feedback. | - Listen to some answers. |
|  | ***Suggested answers***  ***Example:*** Jack **aimed to climb** the highest mountain in his country.  1. Lily **aimed to** **finish** her novel by the end of the month.  2. She **expected to** **face** many distractions but remained determined.  3. After considering her schedule, she **decided to write** every morning.  4. She **hoped to complete** a chapter each day.  5. To stay focused, she **planned to minimize** social activities.  6. Ultimately, she **wanted to see** her book published. |

**B. New Lesson (35’)**

**1. Grammar (5’)**

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

b. Content: Grammar

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

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Rearrange the groups of words in the correct order to make complete sentences.** |  |
| -Demonstrate the activity using the example. | - Listen to the instructions. |
| - Ask students to unscramble the sentences. | - Complete the task. |
| - Have pairs check each other's work. | - Compare the answers with a partner. |
| - Pick some Ss to read the sentence(s) out loud. | - Read the sentences out loud. |
| - Check and correct Ss’ answers. | - Correct the answers |
|  | ***Answers***  *1. I expect to see more personalized content in the future.*  *2. If you want to be a doctor, you could get a tutor.*  *3. People will want to see more beautiful virtual worlds.*  *4. Producers will want to know what their audience likes the most.*  *5. If you want to be a skincare specialist, you could take a course.*  *6. You should design something new every week if you want to be a fashion designer.*  *7. More people will want to attend virtual events.*  *8. You should find a good apprenticeship if you want to be a plumber or a mechanic.* |

**2. Pronunciation (5’)**

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

b. Content: Pronunciation

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

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a. Circle the word that differs from the other three in the position of primary stress in each of the following questions.** |  |
| - Ask Ss to notice the pronunciation feature. | - Notice the pronunciation feature |
| - Ask Ss to circle the correct answer | - 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 |
|  | ***Answer Key***   1. *A* 2. *D* |
| **Task b. Circle the word that has the underlined part pronounced differently from the others.** |  |
| - Ask Ss to notice the pronunciation feature. | - Notice the pronunciation feature. |
| - Ask Ss to circle the correct answer. | - 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. |
|  | ***Answer Key***  *1. C*  *2. B* |

**Evidence:**

**Task a:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.A. mechanic** | **B. media** | **C. virtual** | **D. specialist** |
| /məˈkænɪk/ | /ˈmiːdiə/ | /ˈvɜːrtʃuəl/ | /ˈspeʃəlɪst/ |
| **2.A. plumber** | **B. tutor** | **C. podcast** | **D. demand** |
| /ˈplʌmər/ | /ˈtuːtər/ | /ˈpɑːdkæst/ | /dɪˈmænd/ |

**Task b:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1. A. media** | **B. field** | **C. demand** | **D. meetings** |
| /ˈmiːdiə/ | /fiːld/ | /dɪˈmænd/ | /ˈmiːtɪŋ/ |
| **2. A. producer** | **B. podcast** | **C. personalized** | **D. innovation** |
| /prəˈduːsər/ | /ˈpɑːdkæst/ | /ˈpɜːrsənəlaɪzd/ | /ˌɪnəˈveɪʃn/ |

**3. In the Real World (5’)**

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

b. Content: In the Real World

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

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Look at the signs. Choose the best answers.** |  |
| - Ask Ss to read the questions. | - Read the questions. |
| - Ask Ss to underline the key words | - Underline the key words |
| - Ask students to read and circle the correct answer. | - Read 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 |
|  | ***Answer Key***  *1. C*  *2. B* |
| ***Answer key*** | ***Evidence*** |
| **1. How can the website help you?**  A. find a university  B. meet other people looking for apprenticeships  **C. find an apprenticeship**  D. fill out application forms | *Want to be a plumber? A builder? A mechanic?*  *Don't know how to find a good apprenticeship?*  *Go to www.wefindapprenticeships.com and complete the simple form.* ***We'll help you find the right people to teach you the skills you need to get your dream job****.* |
| **2. What can you do at the fair?**  A. learn about what audiences want to see **B. find jobs in media**  C. listen to podcasts about the media  D. learn about Fargate | *Media Career Fair*  *Join us in Fargate Town Hall to* ***learn about current media career opportunities as well as how media might change.*** *Meet experts and hear about what people should expect from the future of media and how to prepare for a career in it.* |

**4. Conversation (5’)**

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

b. Content: Conversation

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

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Choose the correct answer (A, B, C, or D).** |  |
| - Ask Ss to read the questions. | - Read the questions. |
| - Ask Ss to underline the key words | - Underline the key words |
| - Ask students to read and circle the correct answer. | - Read 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 |
|  | ***Answer Key***  *1. B*  *2. B*  *3. C*  *4. A* |

**5. Speaking (5’)**

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

b. Content: Speaking

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

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **In pairs: Discuss what jobs you want to have in the future. Take turns giving advice about how to get these jobs.** |  |
| - Ask Ss to work in pairs. | - Work in pairs. |
| - Ask Ss to discuss what jobs you want to have in the future | - Practice speaking |
| - Ask Ss to take turns giving advice about how to get these jobs. | - Take turns giving advice about how to get these jobs. |
| -Have some students demonstrate the activity in front of the class. | - Watch the demonstration. |
| -Monitor the class and help them if necessary. | - Work in pairs to share the ideas. |
| - Ask some Ss to share their ideas. | - Share the ideas with the class. |
|  | ***Suggested Answers***  ***1.*** *A: I want to be a chef.*  *B: If you want to be a chef, you should learn to cook a variety of dishes.*  *A: What can I do?*  *B: You could take cooking classes if you want to learn to cook different dishes.*  *A: Thanks.*  ***2.*** *A: I want to be a flight attendant.*  *B: If you want to be a flight attendant, you should improve your communication skills.*  *A: What can I do?*  *B: You could take language and communication courses if you want to enhance your skills.*  *A: Thanks.* |

**6. Writing (10’)**

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

b. Content: Writing

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

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Write about the things you want and expect to experience from media and entertainment companies in the future. Write 100 to 120 words.** |  |
| - Ask Ss to brainstorm the ideas in pairs. | - Brainstorm the ideas in pairs. |
| - Ask Ss to make an outline and make notes. | - Make an outline and make notes. |
| - Give feedback. | - Listen to feedback. |
| - Ask Ss to use their notes to write about the things they want and expect to experience from media and entertainment companies in the future. | - Practice writing. |
| - Ask Ss to count the number of words | - Count the number of words |
| - Ask Ss to check the paragraph | - Check the paragraph |
| -Choose some students’ paragraphs and correct them in front of the class | - Listen to feedback. |
|  | ***Sample answer:***  *I hope entertainment and media will be very different in the future. I expect to see more personalized content because I don't want to just watch the same things as everyone else. I also expect to see more virtual reality media. I expect to be able to watch and learn about the world in a virtual reality world. I also expect to play more games and meet with friends in this world. I really want to be able to listen to more podcasts about things I'm interested in, too. I want to listen to podcasts about the natural world and different interesting cultures around the world.*  *106 words* |

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

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

***How do you prepare for future jobs?***

**Suggested answers:** *I can prepare for the future job by staying updated on industry trends, acquiring relevant skills, networking, and being adaptable to change.*

* Review the target language learned in the unit.
* Practice test-taking skills.
* Prepare for the next lesson (Revision for the final test).
* 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:

…………………………………………………………………………………………