

Date of planning: 09 / 02 / 2025

PERIOD 64:

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Lesson 2: Language

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Use the lexical items related to the topic *education after leaving school*;
- Recognise and practise intonation in Wh- and Yes/ No questions;
- Review the use of *Perfect gerunds and. Perfect participle clauses*.

2. Core competence

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Understand about education after leaving school;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 7, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Perfect gerunds

The perfect gerund (*having done*) always refers to a time before that of the verb in the main clause. It is used to emphasise that the action was completed in the past.

It can be used as:

- the subject of a sentence.

Example: *Having studied science subjects made it easy for me to choose a university degree.*

- an object after some verbs, e.g. admit, deny, forget, mention, regret, and remember or after prepositions.

Example: *My friend didn't remember having lent me his English textbook.*

My cousin often talked about having studied for five years at a top university.

Perfect participle clauses

The perfect participle has the same form as the perfect gerund, e.g. *having asked, having studied*.

We can use perfect participle clauses to:

- describe an action that happened before the action in the main clause.

Example: *Having finished their course, they started looking for jobs.*

- talk about the reason for the action in the main clause.

Example: *Not having read the book, he can't give us his opinion.*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on intonation;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watch a video about intonation in wh- and yes/no questions.

c. Expected outcomes:

- Students can listen and find out the rules for intonation in wh- and yes/no questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video</p> <ul style="list-style-type: none"> - Teacher plays the video and asks Ss to pay attention to the intonation rules in the video - Ss watch the video and note down the rules. - Teacher calls some Ss to share and confirm the answers. - Teacher leads in the new lesson. 	<p>Link: https://www.youtube.com/watch?v=Wmo0ifHlp-8</p>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 1: PRONUNCIATION (10 mins)

a. Objectives:

- To help Ss recognise and practise intonation in wh- and yes/no questions.
- To help Ss practise intonation in wh- and yes/no questions.









b. Content:

- **Task 1:** Listen and repeat. Pay attention to the falling or rising intonation in each of the following questions. (p.77)
- **Task 2:** Listen and mark the intonation in these questions, using (rising intonation) or (falling intonation). Then practise saying them in pairs. (p.77)

c. Expected outcomes:

- Students can practise intonation in wh- and yes/no questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the falling or rising intonation in each of the following questions. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to listen to the recording. Have them pay attention to the rising or falling intonation in the given sentences. - Teacher asks Ss to work in pairs and take turns to read the sentences with correct intonation. - Teacher checks the answers as a class. - Teacher has Ss read the explanation in the <i>Remember!</i> box Ask questions to check understanding of the use of rising and falling intonation in Wh- and Yes/No questions. 	<p>Audio script:</p> <ol style="list-style-type: none"> 1. Did anyone go?  2. Would you like to share some of it with the class?  3. What are your plans for the future?  4. When does the course start? 
Task 2: Listen and mark the intonation in these questions, using (rising intonation) or (falling intonation). Then practise saying them in pairs. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to listen to the Wh- and Yes/No questions and mark the correct intonation pattern (rising or falling) at the end of each question. - Teacher plays the recording several times, if necessary, pause after each sentence for Ss to repeat. - Teacher checks answers as a class. - Teacher puts Ss into pairs and have them practise saying these questions. Walk round the class, praising pairs for good effort and using the appropriate intonation pattern. <p>Extension: In stronger classes, put Ss into groups and have each group write three Wh-questions and three Yes/No questions. Invite each group to read out their questions in front of the class. Have the other groups say</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Do you want to go to university?  2. Have you talked with your parents about your plans?  3. How much does it cost to study at university?  4. What's your favourite subject at school? 

if they use the appropriate intonation.	
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: VOCABULARY (12 mins)

a. Objectives:

- To introduce words / phrases related to education after leaving school.
- To help Ss practise the words in meaningful contexts.

b. Content:

- **Task 1:** Match the words and phrases with their meanings. (p.78)
- **Task 2.** Complete the sentences using the correct forms of the words and phrases in 1. (p.78)

c. Expected outcomes:

- Students understand the meaning of words, memorise them and are able to use them in meaningful context.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Match the words and phrases with their meanings. (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the definitions of the phrases first and checks understanding. - Teacher has Ss match each word with the definition right next to it. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. C 2. D 3. A 4. E 5. B
Task 2. Complete the sentences using the correct forms of the words and phrases in 1. (6 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary. - Teacher checks answers as a class. Have Ss call out the word they have used in each sentence first. - Teacher confirms the correct answers. Ask Ss to explain the meaning of each word using the definitions in Activity 1. - Teacher asks some Ss to read the complete sentences. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. higher education 2. qualifications 3. school-leavers 4. vocational education 5. graduation

<p>Extension: In stronger classes, have Ss play a game individually or in pairs. Each student or pair writes a short meaningful text in which all four phrases have been used. Give a time limit of three minutes and have each student or pair read out their texts. The other Ss give a mark out of 10. Have Ss add up their marks. The winner is the student or pair with the highest score.</p>	<p>Suggested answer:</p> <p><i>Every year, thousands of <u>school-leavers</u> finish secondary education. Most of them choose to continue their study in either <u>higher education institutions</u> or <u>vocational education institutions</u>. These students believe that with the right <u>qualifications</u> from these institutions, they will have a better chance of getting good jobs after <u>graduation</u>.</i></p>
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e. Assessment

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: GRAMMAR (15 mins)

a. Objectives:

- To help Ss recognise the difference between Modal verbs: must, have to, and should.
- To help Ss practise Modal verbs: must, have to, and should.

b. Content:

- **Task 1.** Find and correct the mistakes in the following sentences. (p.78)
- **Task 2.** Rewrite these sentences using perfect participle clauses. (p.79)
- **Task 3.** Work in pairs. Make sentences, using perfect gerunds and perfect participle clauses. (p.79)

c. Expected outcomes:

- Students know how to use the past simple or the present perfect and can apply it to give a short talk on the given topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Find and correct the mistakes in the following sentences. (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to look at the Remember! box and read the rules for using perfect gerunds. Check understanding by asking, e.g. <i>Which verbs are often followed by a perfect gerund? (admit, deny, forget, and remember); Can a perfect gerund be used as a subject / an object? (Yes); What are the similarities between gerunds and perfect gerunds?(They both can be used as subjects and objects); What are the differences between gerunds and perfect gerunds? (Their forms; perfect gerunds refer to the actions that were completed in the past)</i> - Teacher tells Ss to work in pairs or individually to complete 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. I forgot <u>have</u> discussed this topic with you. → <i>having</i> 2. <u>Had</u> won many maths competitions helped me to win a place at university. → <i>Having</i> 3. Nam regretted not having <u>choose</u> a more interesting course at university.

<p>the activity.</p> <ul style="list-style-type: none"> - Teacher checks answers as a class. - Extension: Write more sentences with mistakes in using perfect gerunds on the board and have Ss correct them in pairs, e.g. <i>The thief denied stolen the expensive watch (denied having stolen); I remember saw this advertisement (remember having seen)</i> 	<p>→ chosen</p> <p>4. He was proud of <u>had</u> won the first place at the Biology Olympiad. → having</p>
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Task 2. Rewrite these sentences using perfect participle clauses. (6 mins)

<ul style="list-style-type: none"> - Teacher has Ss read the Remember box and ask questions to check Ss' understanding of the form and uses of perfect participle clauses. - Teacher asks Ss to read each sentence carefully and decide how they can complete another sentence with a participle clause that still has the same meaning as the given one. - Teacher has Ss work in pairs to write the sentences. - Teacher checks answers as a class. Invite individual Ss to write the sentences on the board. <p>Extension: Have Ss work in pairs. Ask Ss to study these sentences again. One student says the original sentence. The other students, without looking at the book, says the new sentence. The student who says the original sentence should keep the book open to check if the partner says the correct sentence.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Having listened to an introduction about the course 2. Having studied the available courses carefully 3. Not having studied enough 4. Having answered the job interview questions
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Task 3. Work in pairs. Make sentences, using perfect gerunds and perfect participle clauses. (4 mins)

<ul style="list-style-type: none"> - Teacher lets Ss work in pairs. - Teacher asks Ss to make sentences using perfect gerunds and perfect participle clauses. - Teacher encourages Ss to apply the vocabulary they have learnt in the lesson. 	<p>Example:</p> <p><i>Having completed the project gave us a feeling of satisfaction.</i></p> <p><i>Having finished school, I can apply to university.</i></p>
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e. Assessment

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

b. Homework

- Do exercises on workbook.
- Prepare for Lesson 3. Reading.

Date of planning: 09 / 02 / 2025

PERIOD 65:

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Lesson 3: Reading – Options for school-leavers

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Develop reading skills for general ideas and for specific information about options for school-leavers.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;
- Actively join in class activities.

3. Personal qualities

- Acknowledge and understand options for school-leavers;
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 7, Reading
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. opportunity (n)	/,ɒp.ə'tʃu:.nə.ti/	an occasion or situation that makes it possible to do something that you want to do or have to do, or the possibility of doing something	cơ hội
2. independently (adv)	/,ɪn.dɪ'pen.dənt.li/	without being influenced or controlled in any way by other people, events, or things	một cách độc lập
3. hands-on (adj)	/,hænd'zɒn/	someone with a hands-on way of doing things becomes closely involved in mana	thực tế

		ging and organizing things and in making decisions	
4. salary (n)	/'sæl.ər.i/	a fixed amount of money agreed every year as pay for an employee, usually paid directly into his or her bank account every month	lương tháng

Assumption

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To activate Ss' background knowledge about the topic and get Ss involved in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:



- Answer the questions

c. Expected outcomes:

- Students can talk about the options after leaving school.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Answer the questions <ul style="list-style-type: none"> - Teacher asks Ss look at the pictures of a university student and a vocational school student. Have them to work in pairs and discuss which of the two options is more common in the 	

<p>area they live in.</p> <ul style="list-style-type: none"> - Teacher encourages Ss to think of other options. - Teacher invites some pairs to share their answers with the class. 	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>A vocational school student</p> </div> <div style="text-align: center;">  <p>A university student</p> </div> </div> <p>Questions:</p> <ol style="list-style-type: none"> 1. Which of the two options for school-leavers is more common in your town? 2. Can you think of other options? <p><i>Students' answers</i></p>
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e. Assessment

- Teacher observes the groups, collect their answers and give feedback.

2. ACTIVITY 1: PRE-READING (6 mins)

a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Lead students in the reading passage;
- Pre-teach vocabulary related to the content of the reading passage.

c. Expected outcomes:

- Students can use key language more appropriately before they read.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these four words will appear in the reading text and asks students to open their textbook to discover further. 	<p>Word list:</p> <ol style="list-style-type: none"> 1. <i>opportunity (n)</i> 2. <i>independently (adv)</i> 3. <i>hands-on (adj)</i> 4. <i>salary (n)</i>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary on their notebooks.

3. ACTIVITY 2: WHILE-READING (20 mins)

a. Objectives:

- To help Ss practise guessing the meaning of words from context;
- To develop reading skills for general information;
- To develop reading skills for specific information.

b. Content:

- Task 2. Read the article. Match the highlighted words with their meanings. (p.80)
- Task 3. Read the article again. Match the headings (1–3) with the paragraphs (A–B). There is one extra heading. (p.80)
- Task 4. Read the article again and complete each gap with ONE word. (p.80)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Read the article. Match the highlighted words with their meanings. (6 mins)	
<p>- Teacher has Ss read the text, paying attention to the context of each highlighted word, and looking for clues that they can use to guess the meaning, e.g. the first word "<i>formal</i>" in this context is used as an adjective to describe the 'learning' to get 'an academic degree'. Among the given options, option 'e' (<i>received in a school, college, or university, with lessons, exams, etc.</i>) is the best match for this word.</p> <p>- Teacher tells Ss to work in groups to discuss the clues and compare answers.</p> <p>- Teacher checks answers as a class.</p> <p>Extension: Choose other words from the text and write them on different pieces of paper. Give a word to each student, have them check its meaning in a dictionary and write a short definition on another piece of paper. Collect all definitions and place them face up on a table. Have Ss swap their words, come to the table and find the definition of their new word.</p>	<p><i>Answer key:</i></p> <p>1. e 2. c 3. a 4. b 5. d</p>
Task 3. Read the article again. Match the headings (1–3) with the paragraphs (A–B). There is one extra heading. (7 mins)	
<p>- Teacher elicits strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions.</p> <p>- Teacher tells SS that they will have to choose the</p>	<p><i>Answer key:</i></p> <p>1. c 2. a</p>

<p>correct heading for each paragraph. In weaker classes, read through the three options first and check understanding.</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in pairs to compare their answers. - Teacher checks answers as a class. In stronger classes, ask Ss to explain their choices. 	
Task 4. Read the article again and complete each gap with ONE word. (7 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss that the information in the table is a summary of the main points of the two body paragraphs. - Teacher has Ss read the points in the table and predict the words they will need to complete the gaps. - Teacher reminds Ss of the maximum number of words they can use in each gap. - Teacher asks Ss to scan the text and choose the correct words or phrases to complete each gap. - Teacher has Ss compare answers in pairs or groups. - Teacher checks answers as a class. - Teacher invites some Ss to give evidence from the text for each of the answer, e.g. 1. <i>formal</i> (from the first sentence of the second paragraph.) 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>formal</i> 2. <i>degree</i> 3. <i>trade</i> 4. <i>apprenticeship</i> 5. <i>shorter</i>

e. Assessment

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-READING (11 mins)

a. Objectives:

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Discussion: *Which of the two options will be appropriate for you after leaving school? Why?*

c. Expected outcomes:

- Students can use the language and ideas from the unit to reflect on their own opinions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5. Discussion</p> <ul style="list-style-type: none">- Teacher asks Ss to read the questions and choose their option. In weaker classes, ask Ss to write down the reasons for their option.- Teacher has Ss work in pairs to discuss their options- Teacher encourages Ss to explain why they think this is the option for them. Walk round the class and offer help with any words or expressions Ss may not know. Invite some pairs of Ss to share their ideas with the whole class.- Teacher asks other students to listen and give comments.- Teacher gives feedback and give marks to Ss' performance.	<p>Suggested answers:</p> <p><i>A: Which option will be appropriate for you after leaving school, B?</i></p> <p><i>B: Well, I'm very interested in chemistry and want to become a teacher of chemistry. That's why I think I choose to study chemistry at a university. And what's your plan, A?</i></p> <p><i>A: I've always wanted to become a chef in a famous restaurant. I think cooking courses at a vocational school will be appropriate for me.</i></p>

e. Assessment

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

b. Homework

- Do exercises on workbook.
- Prepare for the next lesson – Speaking.

Date of planning: 09 / 02 / 2025

PERIOD 66:

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Lesson 4: Speaking – Vocational training vs. academic study

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Talk about the benefits of vocational training and academic study ;
- Know how to end a conversation or discussion.

2. Competences

- Gain some language expressions to talk about the benefits of vocational training and academic study;

- Talk about the benefits of vocational training and academic study;
- Be collaborative and supportive in pair work and teamwork;

- Develop presentation skills;

3. Personal qualities

- Acknowledge and be able to talk about the benefits of vocational training and academic study;

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 7, Speaking
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none">- Provide vocabulary and useful language before assigning tasks.- Encourage students to work in groups so that they can help each other.- Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (7 mins)

a. Objectives:

- To stir up the atmosphere and activate students' previous knowledge on vocational training and academic study;

- To set the context for the speaking part;

b. Content:

- Students complete the table using suggested and their own ideas.

c. Expected outcomes:

- Students can complete the table using suggested and their own ideas.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS					
<p>Task 1: Brainstorming</p> <ul style="list-style-type: none"> - Teacher asks Ss to look at the table giving some of the benefits of vocational and higher education. - Teacher has Ss work in pairs to complete them with the suggested ideas and add their own ideas. - Teacher checks comprehension and explain any phrases Ss may find hard, e.g. <i>low cost, critical thinking skills, duration of study.</i> 	<p><i>Suggested answers:</i></p> <table border="1" data-bbox="831 633 1487 1016"> <thead> <tr> <th data-bbox="831 633 1161 712"><i>Benefits of vocational training</i></th> <th data-bbox="1161 633 1487 712"><i>Benefits of academic study</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="831 712 1161 1016"> <ul style="list-style-type: none"> • <i>cost less</i> • <i>provide shorter duration of study</i> • <i>develop practical skills</i> • <i>get familiar with work earlier</i> • ... </td> <td data-bbox="1161 712 1487 1016"> <ul style="list-style-type: none"> • <i>can earn more</i> • <i>develop critical thinking skills</i> • <i>develop research skills</i> • <i>opportunities for further studies</i> • ... </td> </tr> </tbody> </table>		<i>Benefits of vocational training</i>	<i>Benefits of academic study</i>	<ul style="list-style-type: none"> • <i>cost less</i> • <i>provide shorter duration of study</i> • <i>develop practical skills</i> • <i>get familiar with work earlier</i> • ... 	<ul style="list-style-type: none"> • <i>can earn more</i> • <i>develop critical thinking skills</i> • <i>develop research skills</i> • <i>opportunities for further studies</i> • ...
<i>Benefits of vocational training</i>	<i>Benefits of academic study</i>					
<ul style="list-style-type: none"> • <i>cost less</i> • <i>provide shorter duration of study</i> • <i>develop practical skills</i> • <i>get familiar with work earlier</i> • ... 	<ul style="list-style-type: none"> • <i>can earn more</i> • <i>develop critical thinking skills</i> • <i>develop research skills</i> • <i>opportunities for further studies</i> • ... 					

e. Assessment

- Teacher observes the students' performance, collect their answers and give feedback.

2. ACTIVITY 1: PRE-SPEAKING (8 mins)

a. Objectives:

- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Introducing tips to end a conversation or discussion;
- Complete and practice the model conversation.

c. Expected outcomes:

- Students can use key language more appropriately when they speak;
- Students have an overview on how to talk about the benefits of vocational training.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS	
<p>Task 2: Complete the conversation with the sentences in the box. Then practise it in pairs.</p> <ul style="list-style-type: none"> - Teacher asks Ss to read the first part of the conversation. Have Ss make predictions about what the speakers will talk about next, e.g. the third benefit, summary of the benefits. 	<p><i>Answer key:</i></p> <p><i>1. D 2. A 3. B 4. C</i></p> <p>.....</p> <p><i>Nam: Now, let's think about one more benefit.</i></p>	

<ul style="list-style-type: none"> - Teacher puts Ss into pairs to discuss and decide on the order of the speakers' lines in the word box to complete the conversation. - Teacher tells Ss to read the useful expressions in the Tips box and ask if the speakers have used any of them to end their conversation. - Teacher checks answers as a class. <p>Tips to start a conversation or discussion:</p> <ul style="list-style-type: none"> - Teacher tells Ss to read the Remember box and pay attention to the tips, examples and useful phrases. - Teacher asks Ss to give more examples. 	<p><i>Lan: It's the cost. Vocational training is much cheaper than university education.</i></p> <p><i>Nam: I couldn't agree more. So, we've decided on the three main benefits: more practical, shorter and cheaper.</i></p> <p><i>Lan: Great! We're now ready to report to the class.</i></p> <p>Tips to end a conversation or discussion:</p> <p><i>We can end a conversation or discussion by:</i></p> <ul style="list-style-type: none"> • summarising it, e.g. <i>We've decided .../ We've agreed to .../ We've covered everything/ all points.</i> • concluding it, e.g. <i>Bye./ Great, we're now ready for .../ That's all we have today./ It was a very useful discussion/meeting.</i>
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e. Assessment

- Teacher checks students' answers and gives feedback.

3. ACTIVITY 2: WHILE-SPEAKING (15 mins)

a. Objectives:

- To help Ss practise structures to end a conversation or discussion;
- To give Ss an opportunity to practice talking about the benefits of academic study;
- To provide Ss with some benefits of academic study.

b. Content:

- Task 3. Work in pairs. Talk about the benefits of academic study. Use the ideas in 1, the model in 2, and the tips above to help you. (p.81)

c. Expected outcomes:

- Students know how to talk about the benefits of academic study and use structures to end a conversation or discussion.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 3. Work in pairs. Talk about the benefits of academic study. Use the ideas in 1, the model in 2, and the tips above to help you. (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher explains the task and focus Ss' attention on the useful phrases to end a conversation or discussion. Ask Ss to look at the conversation and the Tips box in activity 2 again to see how these phrases are used. - Teacher has Ss list the benefits of academic study from Activity 1: <i>develop critical thinking skills, develop research skills, give opportunities for further studies, can earn more.</i> 	<p>Suggested answer:</p> <p><i>A: Now, let's decide on the three main benefits of academic study. First, I think it will help students develop <u>critical thinking skills</u>.</i></p> <p><i>B: I agree. Students can also their</i></p>

<ul style="list-style-type: none"> - Teacher has Ss work in their pairs from 2 and make their conversation. Give a time limit of 8-10 minutes. Walk round the class to monitor Ss' preparation and make sure that shy Ss also have the opportunity to contribute, e.g. <i>ask Ss to look at the list and put them in the order of importance.</i> - In weaker classes, ask Ss to look at the model conversation in Activity 2, underline the benefits of vocational training, then they can replace with the benefits of academic study. T can also write some prompts on the board, e.g. <i>Now</i> - Teacher invites some pairs of Ss to role-play their conversations in front of the whole class. When Ss finish their conversation, give further comments and correction if necessary. Praise for good effort, clear pronunciation and natural interaction. 	<p><i>develop <u>research skills</u>.</i></p> <p><i>A: That's right. These skills are very important for university students.</i></p> <p><i>B: So, what do you think is the third benefit?</i></p> <p><i>A: I think it's the <u>opportunities for further studies</u>. University students get more opportunities to continue their studies after graduation.</i></p> <p><i>B: I can't agree more. So, we've decided on the three main benefits: developing critical thinking skills, developing research skills, and having more opportunities for further studies.</i></p> <p><i>A: Great! We're now ready to report to the class.</i></p>
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e. Assessment

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-SPEAKING (12 mins)

a. Objectives:

- To check students' understanding about the language use in ending a conversation or discussion;
- To help some students enhance discussing and presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Task 4. Work in groups. Discuss what kind of students/learners each option will be more suitable for. Give reasons for your decision. Report to the whole class. (p.81)

c. Expected outcomes:

- Students can use the language and ideas from the unit and develop their own ideas.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4. Work in groups. Discuss what kind of students/learners each option will be more suitable for. Give reasons for your decision. Report to the whole class.	
- Teacher asks Ss to form groups and have a group discussion	Suggested summary of the discussion:

<p>about what kind of students or learners each option will be more suitable for.</p> <ul style="list-style-type: none"> - For a weaker class, T can provide a sample plan as follows: <ul style="list-style-type: none"> + group members take turns expressing their opinion about which option is suitable for which students + groups decide on the most common opinion + groups prepare an outline of their summary and decide how to present it - Teacher tells groups to choose a group leader whose role is to keep the discussion going and ensure that everyone has a chance to speak. Remind members that they need to listen without interrupting their classmates, wait for their turn to speak, and contribute ideas. - Teacher walks around to offer help Ss, if necessary, and encourage quiet group members to get involved. - Teacher invites some groups to report the summary of their discussion and answer any questions from the rest of the class. - Teacher encourages the rest of the class to follow their friends' performance and compare with their own ideas. - Teacher gives feedback and give marks to Ss' performance. 	<p><i>In our group, we all think that each education option has its own benefits. Academic study is suitable for those who want formal education and training. And vocational training is suitable for those who want to do some specific jobs.</i></p>
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e. Assessment

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

b. Homework

- Do exercises on workbook.
- Prepare for the next lesson – Listening.