**Date of preparation: 23/3/2025**

**Date of teaching: 29/3/2025**

**Period: 84**

**UNIT 9: CAREER PATHS**

**Lesson 1: Getting started – Q&A with a career adviser**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about the topic *Career paths.*

- Gain vocabulary related to career.

- Get to know the language aspects: Three-word phrasal verbs.

**2. Competences**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Personal qualities**

- Be ready for their future career.

- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Unit 9, Getting started

- Computer connected to the Internet, Projector / TV, *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (5 mins): Game

**a. Objectives:**

- Stir up the atmosphere and activate students’ knowledge on the topic.

- Set the context for the listening and reading part.

- Enhance students’ skills of cooperating with teammates.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Game: Guessing jobs**  **\*T’s activities**  - Divide the class into two teams.  - Prepare the pictures of 8 people who are doing their work  - Give instructions for the game:  + One student from each group comes and sees a picture. Students use their own words to describe the person’s job so that their teammates can say the name of the job  + If the answer is correct, the team gets one point.  + If the answer is incorrect, the chance to answer is transferred to the other team.  + The team having more points is the winner of the game.  **-** Observe and give feedback.  **\* Ss’ activities**  - Work in groups.  - Look at the picture that the teacher shows them and tell the jobs of these people. | 8 pictures about people’s jobs.          ***Suggested answers:***  1. Cook 2. Pilot 3. Architect  4. Teacher 5. Doctor 6. Shipper  7. Worker 8. Singer |

**2. PRESENTATION**

**ACTIVITY 1:** Vocabulary pre-teaching (5 mins)

**a. Objectives:**

- Provide students with new words related to the topic.

- Help students be well-prepared for the listening and reading tasks.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **\* T’s activities**  **Vocabulary**  - Introduce the vocabulary.  - Explain the meaning of the new vocabulary by pictures.  - Check students’ understanding with the “Rub out and remember” technique.  - Reveal that these five words will appear in the reading text and asks students to open their textbook to discover further.  - Check students’ pronunciation and give feedback.  - Observe students’ writing of vocabulary in their notebooks.  **\* Ss’activities**  - Listen to the teacher’s explanation and guess the words.  - Write down the new words in their notebook. | **New words:**  1. automate (v)  2. adapt (v)  3. pursue (v)  4. applicant (n) |

**3. PRACTICE**

**ACTIVITY 2: task 1-4** (22 mins)

**a. Objectives:**

- Help students get to know the topic.

- Introduce words and phrases related to career paths.

- Help students identify three-word phrasal verbs.

- Check students’ comprehension of the conversation.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read.** (6 mins)  **\*T’s activities**  - Set the context for the listening and reading.  - Focus students’ attention on the title, heading, the picture and the conversation, and ask some questions.  - Check if students understand the meaning of the phrase career adviser. Have students explain it, e.g. a person who gives advice about careers.  - Play the recording twice for students to listen and read silently along. Have students underline words and phrases related to career while they are listening and reading.  - Put students in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.  - Ask three students to have a role play and read the conversation aloud.  **\* Ss’ activities**  - Look at heading, the picture, conversation and answer the questions.  - Listen to the recording.  - Underline words/phrases related to career  - Compare the words and phrases with their partners.  - Read the conversation aloud. | ***Questions:***  1. Who are the speakers?  2. What do you think they are talking about?  3. Can you name some of the jobs in the photo?  ***Suggested answers:***  1. Mr Kien, a career adviser with Nam and Mai  2. They are talking about future job opportunities  3. shipper, doctor, gardener, cook, engineer, architect, cleaner……. |
| **Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F).** (5 mins)  **\*T’s activities**  - Ask students to read the conversation again and read each statement carefully. Ask them to identify and underline the key words and important information in the statements first. Then have them look at the conversation again and locate the part that contains the information for each statement. Ask them to decide whether each of the statements is true (T) or false (F).  - Have students share their answers with the partner  - Check answers as a class. Encourage students to explain where in the conversation they can decide the statements is true (T) or false (F).  **\* Ss’ activities**  - Work independently to do the activity.  - Compare the answers in pairs. | ***Suggested answers:***  1. F  2. T  3. F  4. T |
| **Task 3: Find words and phrases in Task 1 with the following meanings.** (6 mins)  **\*T’s activities**  - Have students look at the first letters of the words. Explain that these words are related to life stories and events and they are all in the conversation in Activity 1.  - Ask students to read the definitions and find the words so that the words on the right match the definitions on the left, and they should start with the letters given.  - Have students compare and share their answers with the class.  - Check answers as a class.  - Write the correct answers on the board.  **\* Ss’ activities**  - Read the conversation again and work independently to do the activity.  - Share and check the answers. | ***Suggested answers:***  1. pursue  2. automated  3. in demand  4. soft skills  5. adapt |
| **Task 4: Complete the sentences using phrasal verbs from the conversation in Task 1.** (5 mins)  **\*T’s activities**  - Have students read the text individually. Encourage them to try to complete it with an appropriate verb phrase without referring to the conversation. Then ask them to find the answers in the conversation.  - Check answers as a class. First ask the class to call out the phrasal verbs, then call on individual students to read the complete sentences.  - Tell students that they will learn other three-word verbs in the next lesson.  **\* Ss’ activities**  - Work individually to complete the sentences  - Share and check the answers. | ***Suggested answers:***  1. keep up with  2. look down on  3. come up with |

**4. PRODUCTION**

**ACTIVITY 3:** Speaking (10 mins)

**a. Objectives:**

- Help students practise talking about career paths.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Work in pairs. Student A thinks of a career and tries to explain it to student B without telling the career’s name. Student B guesses the job.**  **Extra question: Do you think your career can be replaced by AI in the future?**  **\* T’s activities**  - Ask students to work in pairs.  - Elicit some careers and their characters.  - Tell students to look at the vocabulary list and Task 1 again to find ideas.  - When they know exactly what to do, ask them to work in pairs to answer the question. Teacher may go around to observe and offer help if necessary.  - Invite some pairs to perform in front of the class.  **\* Ss’ activities**  - Work in pairs to follow the teacher’s instruction.  - Practice in pairs.  - Perform in front of the class. | ***Students’ own creativity*** |

**5. CONSOLIDATION (3ms)**

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Prepare for the next lesson

**Period: 85**

**UNIT 9: CAREER PATHS**

**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 *career paths.*

- Use three-word phrasal verbs correctly.

- Use sentence stress appropriately to speak with a natural rhythm.

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be ready for their future career.

- Actively join in class activities

**II. MATERIALS**

- Grade 12 textbook, Unit 9, Language

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

Activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary, and its pronunciation.

**b. Procedure**:

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Game: Hide and seek**  **\* T’s activities**  - Divide students into 4 groups and models how to play this game.  - Observe and give feedback.  - The group with the most correct answers will be the winner.  **\* Students’ activities**  - Find the correct answer of job descriptions.  - Work in groups to do the activity. | Mini game: Hide and seek  ***Suggested answers:***  1. B  2. C  3. A  4. D  5. B  6. D  7. C |

**2. PRESENTATION**

**ACTIVITY 1: PRONUNCIATION** (10 mins)

**a. Objectives:**

- Help Ss recognise sentence stress and practise speaking sentences with natural rhythm.

- Help Ss practise saying sentences with correct stress and natural rhythm.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm.** (4 mins) |  |
| **\* T’s activities**  - Have Ss look at the **Remember!** box to revise sentence stress and rhythm. Have them revise the types of words that are often stressed in sentences: nouns, verbs, adjectives, and adverbs.  - Play the recording for Ss to listen and repeat. Ask Ss to pay attention to the sentence stress and natural rhythm.  - Have Ss work in pairs to say these sentences with the correct sentence stress and natural rhythm.  **\* Students’ activities**  - Read the **Remember!** Box.  - Listen to the recording and check the sentence stress.  - Listen again and repeat the sentences. | ***Audio scripts***  1. It **depends** on the **industry** and the **field** of **work** that you are **interested** in.  2. There are many **jobs** that **don’t require** a **university degree.**  3. These **soft skills** will **help** you **adapt** to **changes** and **come up** with **solutions** to **challenging problems**. |
| **Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm.** (6 mins) |  |
| **\* T’s activities**  - Put Ss into pairs and have them practise saying these sentences. Walk round the class, praising pairs for good effort and saying the sentences with correct sentence stress and natural rhythm.  - Ask Ss to listen to the sentences and underline the stressed words.  - Play the recording several times, if necessary, pause after each sentence for Ss to repeat  **-** Observe and give feedback.  - Listen again and repeat the sentences.  - Check answers as a class.  **\* Students’ activities**  - Listen to the recording and check the stressed words. | ***Suggested answers:***  1.I’d **like** to **apply** for the **position** of **Assistant Teacher.**  2.We’ve **received** a lot of **application letters***.*  3.We’ve **chosen** the **best applicants** to **interview.**  **4. Successful applicants** will **start** **work** in the **new office**. |

**3. ACTIVITY 2: VOCABULARY** (11 mins)

**a. Objectives:**

- Introduce words and phrases related to future employment.

- Help Ss practise using the phrases in Activity 1 in meaningful contexts.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Match the words/phrase (1–5) with the phrases (a–e) to make phrases with the meanings below.** (6 mins) |  |
| **\* T’s activities**  - Tell Ss that the meaning of each phrase is attached to the second part of the phrase.  - Ask Ss to read the definitions of the phrases.  - Have Ss match the first and the second parts of the phrases individually. Make sure the phrases match their meanings.  - Have Ss compare their answers in pairs.  - Check answers as a class. Call on one student to read a phrase aloud and another student to read its definition.  **Students’ activities**  - Read the words and do the matching.  - Work in pairs and check answers. | **Suggested answers:**  1. C  2. D  3. A  4. E  5. B |
| **Task 2: Complete the sentences using the correct forms of the phrases in Task 1.** (5 mins) |  |
| **\* T’s activities**  - Have Ss work in pairs. Tell them to read the sentences and decide which phrase in Task 1 can be used to complete each of the sentences. Explain that they can use the context clues to decide on the word or phrase needed, e.g. in sentence 1, the phrase ‘left her current job in order to’, give us the hint about some personal plan. Among the given phrases, ‘pursue … passion for’ is best suited.  - Check answers as a class. Have individual Ss call out the phrase they have used in each sentence.  - Confirm the correct answers. Ask Ss to explain why they have chosen the phrase for each sentence using context clues, e.g. In the second sentence, the phrases ‘earned some money’ and ‘from my previous part-time jobs’ give us a hint that the phrase ‘gain work experience’ is the answer.  - Observes and gives feedback.  **\* Students’ activities**  - Ask individual Ss to read the complete sentences.  - Work in pairs and practice reading the sentences. | ***Suggested answers:***  1. pursue her passion for  2. gained work experience  3. have an outgoing personality  4. develop soft skills  5. deal with stressful situations |

**4. ACTIVITY 3: GRAMMAR** (16 mins)

**a. Objectives:**

- Help Ss recognise and practise perfect gerunds.

- Help with further practise three-word phrasal verbs in making true sentences about the career path of someone that they know.

**b. Procedure**.

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Match the verbs in 1– with the adverbs (a–d) and the prepositions in a-d to make complete sentences.** (8 mins) |  |
| **\* T’s activities**  - Ask Ss to look at the **Remember!** box and read the notes about three-word phrasal verbs. Check understanding by asking, e.g. *Can we guess the meaning of all three-word phrasal verbs from their parts?* (No, only some three-word phrasal verbs have an obvious meaning that we can guess from the parts. Many three-word phrasal verbs have idiomatic meanings); *Where does an object of a three-word phrasal verb come from?* (Immediately after the preposition)  - Tell Ss to work in pairs or individually to complete the activity.  - Check answers as a class.  - Have Ss read out loud each of the complete sentence.  **\* Students’ activities**  - Work and check in pairs.  - Practice reading the sentences. | ***Suggested answers:***  1. d - C (get through to)  2. a - D (keep up with)  3. b – A (looking forward to)  4. c – B (cut down on) |
| **Task 2: Work in pairs. make true sentences about the career path of someone you know, using three-word phrasal verbs.** (8 mins) |  |
| **\* T’s activities**  - Have Ss read the instructions and example, and make sure they all understand the context and what they have to do.  - Put Ss in pairs and have them tell each other their sentences.  - Invite some Ss to say their sentences to the class. Praise the Ss with good sentences.  - Check students’ pronunciation and give feedback.  **\* Students’ activities**  - Work and check in pairs.  - Practice reading the sentences. | ***Suggested answers:***  Students’ own performance |

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

**Period: 86**

**UNIT 9: CAREER PATHS**

**Lesson 3: Reading- Future Career Choices**

**I. OBJECTIVES**

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

**1. Knowledge**

Read for main ideas and understand the structure in an article about things to consider when choosing careers.

**2. Competences**

- Develop communication skills.

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be ready for their future career.

- Actively join in class activities.

**II. MATERIALS**

- Grade 12 textbook, Unit 9, Reading

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (5 mins): **Game: Feed the monkey**

**a. Objectives:**

- Stir up the atmosphere and activate students’ knowledge on the careers.

- Set the context for the reading part.

- Enhance students’ skills of cooperating with teammates.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **\* T’s activities**  **Game: Feed the monkey**  - Divide the class into 2 teams.  - Prepare the pictures of 7 jobs.  - Give instructions for the game:  + Each team picks a picture to choose the question.  + The team look at the description and guess the job.  + Each correct answer is 1 point for the team.  - Observe and give feedback  **\* Ss’ activities**  - Work in groups to play the game.  - Raise their hands to answer. | ***­­***          ***Suggested answers:***   1. Astronaut 2. librarian 3. voice actor 4. journalist 5. house husband 6. butcher 7. designer |

**2. ACTIVITY 1: PRE-READING** (10 mins)

**a. Objectives:**

- Get students learn vocabulary related to the topic.

- Activate prior knowledge about the topic and get students involved in the lesson.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Work in pairs. Discuss the questions.** (5 mins) | |
| **\* T’s activities**  - Ask students to look at the illustrated picture of a young girl thinking about different careers. Encourage students to name the careers they see in the bubbles (doctor, chef, ….).  - Put students in pairs and have them discuss the questions.  - Invite some pairs to share their answers with the class.  - Check students’ understanding with follow-up questions.  **\* Ss’ activities**  Pay attention to the teacher and may jot down some notes during the presentation. | ***Suggested answers:***  My plan is to become an English teacher after finishing high school. I need to improve my English skills and have a teaching certificate. How about you? |
| **Vocabulary pre-teaching** (5 mins) | |
| **\* T’s activities**  - Introduce the vocabulary.  - Explain the meaning of the new vocabulary by pictures.  - Check students’ understanding with the “Rub out and remember” technique.  - Reveal that these five words will appear in the reading text and ask students to open their textbook to discover further.  **\* Ss’ activities**  - Listen to the teacher’s explanation and repeat the words. | **Vocabulary:**  1. passionate (adj)  2. specialty (n)  3. take into account (phr)  4. obsolete (adj)  5. barista (n) |

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

**a. Objectives: Task 2+ Task 3 + Task 4**

- Help students practise the skill of guessing the meaning of words from context.

- Develop reading skills for general information.

- Develop reading skills to recognise the organisation of ideas.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Read the article. Circle the words or phrases with the closest meaning to the highlighted words or phrase.** (5 mins) | |
| **\* T’s activities**  - Have students 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 ’passionate’ in this context is used as an adjective to describe a feeling about ‘working with people.’. Among the two given options, option ‘A’ (having strong feelings of enthusiasm for something) is the best match for this word.  - Tell students to work in groups to discuss the clues and compare answers.  - Check answers as a class.  **\* Ss’ activities**  - Listen to the instructions first, then do the exercise in a group.  - Check answers and take note. | ***Suggested answers:***  1. A  2. B  3. B  4. B  5. B |
| **Task 3: Read the article again. match each section (a–C) with a heading (1–4). There is ONE extra heading.** (7 mins) | |
| **\* T’s activities**  - Elicit strategies students 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.  - Tell students that they will have to choose the correct heading for each paragraph. In lower classes, read through the four options first and check understanding. Tell students that there is one extra heading.  - Ask students to work in pairs to compare their answers.  - Check answers as a class. In higher classes, ask students to explain their choices.  - Correct students as a whole class.  **\* Ss’ activities**  - Listen to the instructions first, then do the exercise in pairs.  - Check answers and take note. | ***Suggested answers:***  Paragraph A: 3  Paragraph B: 4  Paragraph C: 1 |
| **Task 4: Read the article again and choose the correct answer A, B, or C.** (8 mins) | |
| **\* T’s activities**  - Tell students that in this type of exercise, they will practice recognising why or how the information in the text is organised.  - Have students read the questions and the options provided.  - Ask students to tell whether they can answer any of these questions.  - Ask students to read the text and choose their answers.  - Have students compare answers in pairs or groups.  - Check answers as a class.  - Invite some students to give evidence from the text for each of the answer.  - Correct students as a whole class.  **\* Ss’ activities**  - Listen to the instructions first, then do the exercise in pairs.  - Check answers and take note. | ***Suggested answers:***  1. C  2. A  3. B  4. C |

**4. ACTIVITY 3: POST-READING** (8 mins)

**a. Objectives:**

Help students personalise the language and ideas in the reading.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Work in pairs. Discuss the following questions.**  **What kind of job do you prefer: a job that requires formal education or a job that does not? Why?** | |
| **\* T’s activities**  - Ask students to read the questions and think about which option will work for them. Encourage students to write down the reasons for their choice.  - Have students work in pairs to discuss their chosen options.  - Encourage students to explain why they think this is the option for them. Walk round the class and offer help with any words or expressions students may not know. Invite some pairs of students to share their ideas with the whole class. Praise for interesting ideas and fluent delivery.  - Check students’ talks and give feedback.  **\* Ss’ activities**  Practise asking and answering about the reason why they want to live in Ha Noi in the past or at present. | ***Suggested answers:***  I prefer a job that requires formal education because I believe that the formal education will provide me with not only the technical knowledge but also soft skills that help me get better prepared for the world of work. |

**5. CONSOLIDATION** (2 mins)

**a. Wrap-up**

Ask students to talk about what they have learnt in the lesson.

**b. Homework**

Students do exercises in the workbook and prepare the new lesson: Speaking

**Period: 87**

**UNIT 9: CAREER PATHS**

**Lesson 4: Speaking - Discussion on different careers.**

**I. OBJECTIVES**

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

**1. Knowledge**

Discuss the similarities and differences of different careers, and then report to the class.

**2. Competences**

- Develop communication skills.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Personal qualities**

Be ready for their future career.

**II. MATERIALS**

- Grade 12 textbook, Unit 9, Speaking

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

**1. WARM - UP** (5 mins)

**a. Objectives:**

Stir up the atmosphere in the classroom and lead in the lesson.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Quiz**  **\*Teacher’s activities**  - Show the students a video about what to do during a job interview  - Show the questions with multiple choices.  **\* Students’ activities**  - Watch a video about what to do during a job interview.  - Look at the questions and work in groups.  - Work in 4 groups. Each group raises their hands to take turns and answer the questions.  - Raise hands to answer.  - The team with the highest points is the winner. | ***Link:*** *https://www.youtube.com/watch?v=ep-w4mzXMa0&t=3s*  ***Suggested answers:***  1. 15 minutes early  2. Professional and conservative  3. Politely ask for clarification  4. Be prepared to negotiate based on research  5. Turn it off  6. Thank the interviewer and express interest  7. All of the above  8. 2-3 sentences |

**2. PRE - SPEAKING** (10 mins)

**a. Objectives:**

- Get students to learn vocabulary related to the topic.

- Introduce more ideas for the speaking tasks and get Students involved in the lesson.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching** (4 mins) | |
| **\* Teacher’s activities**  - Introduce the vocabulary.  - Explain the meaning of the new vocabulary with different techniques (pictures, actions, synonyms …)  - Check students’ understanding with the “Rub out and remember” technique.  - Ask students to take notes in their notebooks.  **\* Students’ activities**  - Listen to the teacher’s explanation and repeat the words.  - Write the words in their notebooks. | **New words:**  1. apprenticeship  2. diploma  3. architecture  4. combine  5. natural sites |
| **Task 1: Work in pairs. Use the given ideas to complete the information about the job of tour guide.** (6 mins) | |
| **\* Teacher’s activities**  - Ask students to look at the photo and guess the job, i.e. a tour guide. Elicit what they know about it, e.g. *Tour guides show tourists*  *around museums and historic sites, travel with them to landmarks and organise trips.*  - Have students read through the table and phrases in the box, and check understanding.  - If necessary, explain any phrases students may find difficult to understand, e.g. *learn on the job, self-employed,* or *replaced by robots.*  - Have students work in pairs to complete the table.  - In higher level classes, encourage students to add other information about the job of a tour guide, e.g. *Personality and interests: friendly and caring, outgoing, very organised and punctual.*  - Invite several pairs to share their completed tables.  **\* Students’activities**  - Look at the photo and guess the job.  - Work in pairs to complete the table.  - Share their completed tables. | ***Suggested answers:***  1. C  2. D  3. A  4. B |

**3. WHILE - SPEAKING** (25 mins)

**a. Objectives:**

- Help students personalise the topic.

- Give students an opportunity to discuss similarities and differences between jobs, and present their discussions to the class.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Work in groups. Choose one of these jobs. Discuss and complete information about the job you choose.** | |
| **\* Teacher’s activities**  - Put students in groups and explain the task. Have two students read the example. Remind students of the communication strategies and language they can use when having a discussion. If necessary, ask them to refer to Appendix 1 of their books.  - Have groups choose one of the jobs, discuss and complete the table. Walk around the class and offer help.  - In weaker classes, brainstorm some information about each job as a class and write some prompts on the board.  - Ask groups of students to share their completed tables with the class.  **\* Students’ activities**  - Work in groups, choose one job and complete the table.  - Share their completed tables with the class. | ***Suggested answers:***  In the table below |
| **Task 3: Work in groups. Compare the job in task 1 with your chosen job in task 2. Discuss the similarities and differences and decide which job you prefer and why. Report your group's answers to the class.** (7 mins) | |
| **\* Teacher’s activities**  - Explain the task and check understanding.  - Elicit some useful language for talking about similarities and differences, e.g. *both … and …,*  *however, unlike, in the same way, compared to, in contrast.*  - Have students work in their groups. Give them five minutes for discussion and five minutes for summarising their discussion and preparing a short summary of the similarities and differences, and which job each group member prefers. Make sure they take notes.  - Invite some groups of students to share their answers with the class.  **\* Students’activities**  - Work in groups and discuss to prepare a short summary of the similarities and differences.  - Share their answers with the class. | ***Suggested answers:***  Our group discussed the jobs of a tour guide and a doctor. Although they are very different jobs, we found some similarities between the two. Both tour guides and doctors must be kind and patient. They must also be able to deal with stressful situations. Soft skills such as communication, decision-making, time management and teamwork skills are important for both professions.  However, the technical skills required for a tour guide and a doctor are very different. For example, tour guides must have knowledge of the local area, and cultural, historical and natural sites and events, and knowledge of languages. Doctors need medical knowledge to assess patients and treat them. It is a lot easier to become a tour guide as you don’t need formal education or training at university. However, to qualify as a doctor, you must not only go to medical school, but also complete another 10 years of on-the-job training.  While tour guides have limited job opportunities and many are out of work in the low season,  doctors are in high demand. The job of a doctor will never become automated or obsolete, but tour guides might be replaced by robots in the future.  ………  Two people in our group prefer the job of a tour guide because they enjoy learning about the  history, art and culture of places and countries. They find the job of a tour guide more interesting  and less challenging than the job of a doctor. They believe they’ll have a better life-work balance. The other two people in our group prefer the job of a doctor. They think the job of a tour guide is only in demand in the high season and doesn’t pay well. On the other hand, doctors have varied job opportunities and rewarding careers. |

**Suggested answers:**

To become a doctor, you need to consider:

|  |  |
| --- | --- |
| **Personality and interests:** | - Be very kind and care for patients  - Have a passion for helping people  - Be interested in health, causes of diseases, and medical science |
| **Skills and knowledge:** | - Good communication, decision-making, time management and teamwork skills  - Technical skills and medical knowledge to assess patient’s condition, prescribe medication, offer treatments, etc. |
| **Education and training:** | - Study at medical school to get a medical degree  - Complete general medical training where you combine work experience with on-the-job training usually at a hospital  - Complete specialty training in a specialist area of medicine or in general practice |
| **Employment opportunities:** | - Many varied opportunities and different career options  - There will always be demand for doctors  - May have a poor work-life balance |

**4. POST - SPEAKING** (5 mins)

**a. Wrap-up**

Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Prepare for the next lesson.

**Period: 88**

**UNIT 9: CAREER PATHS**

**Lesson 5: Listening - Preparation for employment.**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about the preparation for employment;

- Listen for main ideas and specific information in a conversation about a career in teaching.

**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**

- Be ready for their future career.

**II. MATERIALS**

- Grade 12 textbook, Unit 9, Listening

- Computer connected to the Internet, Projector / TV, *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (Quiz - 5 mins):

**a. Objectives:**

- Stir up the atmosphere and activate students’ knowledge on the topic;

- Set the context for the listening part;

- Give Ss an opportunity to have an overview about the topic and be prepared for the listening part.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Quiz – How to succeed in your new job**  **\*T’s activities**  - Show the video about the way to succeed in a job.  - Give instructions for the activity:  + Questions are shown one by one, the whole class competes to answer the questions.  + After the game, Ss with the highest point is the winner.  - Correct students (if needed).  - Lead in the lesson  **\*Ss’ activities**  - Follow the teacher's instructions and do the task individually. | ***Link:*** https://www.youtube.com/watch?v=WgR6mUSsEig  ***Suggested answers:***  1. Getting bullied  2. Casualties  3. Think and do the task step-by-step. Learn from others’ advice when you can’t try anymore.  4. What does everyone think of me?  5. All of the above. |

**2. PRE-LISTENING** (Task 1 - 8 mins)

**a. Objectives:**

- Provide Ss with words and phrases to help Ss understand the listening;

- Activate Ss’ prior knowledge about job interviews and the teaching career;

- Get Ss actively involved in the lesson.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **\* Vocabulary pre-teaching** | |
| **\*T’s activities**  - Introduce the vocabulary by:  + providing the synonym or antonym of the words.  + providing the definition of the words.  **\*Ss’ activities**  **-** Listen, speak and write new words. | **\* Vocabulary**  1. reliable (adj) : đáng tin  2. rapidly (v): nhanh chóng  3. go up (phr.v): tăng  4. medical facilities (n.phr) : cơ sở y tế |
| **Task 1: Choose the correct meanings of the underlined words.** | |
| **\*T’s activities**  - Tell Ss that in this lesson, they will listen to a recording in which preparation for employment is discussed. The recording contains several words and phrases that could be new to Ss.  - Ask Ss to read the sentences containing key vocabulary items from the listening. Tell students to study the context clues carefully, then read the given options for each underlined word and try to choose the correct one.  - Have Ss check their answers in pairs.  - Confirm the correct answers as a class.  - Correct the students as a whole class.  **\*Ss’ activities**  **-** Listen to instructions and find the answers.  - Pair up to check their answers and then check with the class. | ***Suggested answers:***  1. A  2. B  3. A  4. B |

**3. ACTIVITY 2: WHILE-LISTENING** (19 mins)

**a. Objectives:**

- Help Ss practice listening for the main idea and specific information.

- Provide Ss some basic information about a career in teaching.

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Listen to a conversation between Mai Chi and her teacher, Ms. Hoa. Put the information in the order you hear it.** (9 mins) | |
| **\*T’s activities**  - Ask Ss to read the instructions. Check Ss’ understanding of the context and its aim by asking questions such as, *Who will be having a conversation?* (Mai Chi and her teacher, Ms Hoa); *How many things will be discussed in the conversation?* (Five: Education and Qualifications, Skills, Interests and hobbies, Work experience, and Reference).  - Have Ss read the options carefully and check if they understand all the vocabulary.  - Play the recording and have Ss listen and choose the correct option.  - Ask Ss to compare their answers in pairs / groups.  - Check answers as a class.  **\*Ss’ activities**  - Listen to the instructions and do the task individually.  - Check the answers in pairs and with the whole class. | ***Suggested answers:***  1. Work experience  2. Skills  3. Interests and hobbies |
| **Task 3: Listen to the conversation again and choose the correct answer A, B, or C.** (10 mins) | |
| **\*T’s activities**  - Have Ss read through the five questions and their options, then check if they understand all the vocabulary.  - Tell Ss that they may not listen to the exact phrases or words that they see in the options, so Ss need to be prepared to listen to the paraphrased information.  - Play the recording. Ask Ss to listen, take notes, then choose the answer.  - Have Ss compare their answers.  - Check answers as a class and confirm the correct ones. Play the recording again and pause when necessary to show Ss the evidence for each choice.  **\*Ss’ activities**  **-** Listen to the recording again, take notes, then choose the answer.  - Check the answers. | ***Suggested answers:***  1. A  2. B  3. C  4. A  5. B |

**4. ACTIVITY 3: POST-LISTENING** (10 mins)

**a. Objectives:**

- Allow Ss to use the language and ideas from the listening to express preferences and opinions.

- Check Ss understanding and memory the information in the recording

- Provide Ss an opportunity to collaborate and practice speaking skills

**b. Procedure**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4. Work in groups. Discuss the following questions. (p.55)** | |
| **\*T’s activities**  - Ask Ss to recap what Mai Chi and her teacher talked about, e.g. Mai wants to become a science  teacher, and asks her teacher about the education and qualifications needed for the job. They also talk about important work experience, the skills needed, and references.  - Put Ss into groups to discuss the questions. Walk round the class and offer help if necessary.  - In weaker classes, brainstorm some of the benefits and disadvantages of being a teacher and write them on the board as prompts.  - Invite Ss from different groups to share their answers with the class.  **\*Ss’ activities**  - Recap the conversation heard in the previous tasks.  - Work in groups and discuss the questions.  - Share the answers in front of the class. | ***Suggested answers:***  I would like to become a teacher in the future for several reasons. First, I have a passion for maths  and want to instil this enthusiasm in students. Second, teaching is not just a job, but a true vocation.  as teachers get job satisfaction unmatched by other professions. In addition, teachers have a very  clear career path to follow. There is also always a need for good teachers, so the profession is  expected to grow. Finally, teachers have flexible work schedules and time off for holidays and summer breaks, which allows them to spend more time with friends and family.  I would not like to become a teacher in the future for several reasons. First, teaching is very  challenging as many students are not motivated to learn or complete their work. Second, teachers have a heavy workload and often work in the evening and at weekends to grade assignments or plan lessons. In addition to dealing with difficult students, teachers may need to deal with difficult parents who may object to their teaching methods or how they handle their children. Finally, teachers have to teach the same materials over and over again, and may get tired and bored after a few years. |

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

Ss summarise the main points of the lesson.

**b. Homework**

- Ss do exercises in the workbook

- Ss prepare for the next lesson.

**Period: 89**

**UNIT 9: CAREER PATHS**

**Lesson 6: Writing - Writing your CV**

**I. OBJECTIVES**

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

**1. Knowledge**

- Understand the structures of a CV for a job application.

- Apply structures to write a CV for a job application.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in the class activities

**3. Personal qualities**

- Be ready for their future career.

- Be responsible for their future career.

- Able to work effectively with others and contribute to team goals.

**II. MATERIALS**

- Grade 12 textbook, Unit 9, Writing

- Computer connected to the Internet, Projector / TV, *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (Quiz - 5 mins)

**a. Objectives:**

- Create an active atmosphere in the class before the lesson.

- Give Ss an overview about curriculum vitae.

- Lead into the new lesson.

**b. Procedure:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Quiz**  **\*T’s activities**  **-** Show the questions one by one, the whole class competes to answer the questions.  - After each question, pause for a moment to ask Ss to raise their hands to answer.  - Lead in the lesson.  - Observe and give feedback.  **\*Ss’ activities**  - Listen to the instructions and do the task individually. | ***Suggested answers:***  1. Curriculum Vitae  2. Social media passwords  3. To provide a brief summary of skills and goals  4. Organize information with clear headings and bullet points  5. Education  6. To showcase specific skills and experiences relevant to the job  7. Limit to the last 10-15 years |

**2. ACTIVITY 1: PRE-WRITING** (Task 1 - 10 mins)

**a. Objectives:**

- Familiarise Ss with the format and language of a CV.

- Give Ss background knowledge of a CV format and language.

**b. Procedure:**

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| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Work in pairs. Look at the following job advert and the CV of a student applying for the job. Match the headings in the box to the correct sections.** (10 mins) | |
| **\*T’s activities**  - Ask Ss to look at the advertisement and read the information about the job being advertised. Check understanding, e.g. *What job is being advertised?* (teaching assistant); *What are the applicants expected to have/be?* (have a passion for teaching children, are good communicators, are interested in organizing learning activities).  - Focus Ss’ attention on the requirement of the activity: complete the CV with the given phrases.  - Tell Ss to look at the remember box to get to know the important sections of a CV.  - Let Ss look at the modal CV and read it carefully. Focus Ss’ attention on the gaps and the information under each gap.  - Put Ss in pairs and have them work together to complete the CV with the given phrases.  - Walk around the class and offer help if necessary.  - Check answers as a class.  **\* Ss’ activities**  - Look at the advertisement and read the information about the job.  - Work in pairs to complete the CV.  - Check the answers. | ***Suggested answers:***  A. 2  B. 3  C. 4  D. 1 |

**3. ACTIVITY 2: WHILE-WRITING** (Task 2- 25 mins)

**a. Objectives:**

- Help Ss practise writing their own CV to apply for the advertised job.

- Write their own CV to apply for a job.

**b. Procedure:**

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| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: ﻿** **Look at the job advert in Task 1 again. Imagine that you also want to apply for the job. Write your own CV.** (8 mins) | |
| **\*T’s activities**  - Tell Ss that they also want to apply for the job advertised in Task 1, and they need to write their own CV in order to apply for the job.  - Set a time limit for Ss to write their CV in class. Walk round the class to provide help.  - If time allows, encourage Ss to swap their CV with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners’ suggestions before they produce a final draft.  - For lower-level Ss, go through a model CV and have Ss underline words and phrases that they can replace with their own details and ideas.  - For higher-level Ss, have Ss work individually, swap their drafts with a partner and comment on each other’s structure, vocabulary and grammar  - Collect Ss’ CVs and give face-to-face feedback in private or provide some written feedback in the next lesson.  - Give corrections and feedback.  **\* Ss’ activities**  - Write their own CV using the modal CV to help.  - Swap their CV with their partner. | ***Suggested answers below.***  **CURRICULUM VITAE**  **Personal details**  Name: Anh Thu Tran  Phone: 122346765  Email: anhthu@webmail.com  **Personal statement**  Enthusiastic and responsible senior secondary school student, currently studying towards a school graduation diploma. Passionate about education, with strong leadership and communication skills. Eager to learn new skills, gain work experience, and pursue my passion for teaching and learning.  **Education**  Hung Vuong Senior Secondary School 20XX-present  Ba Dinh Junior Secondary School 20XX-20XX  Subjects and predicted grades: English – 9.5, Maths – 9.5, Literature – 8.0  Awards: Student of the Year Award, Ha Noi Outstanding Student Award  Extracurricular activities: Founding member of the school English speaking club, planning club meetings and organising events  **Work experience**  Volunteer teaching assistant: ABC English Centre: 20XX-present  – Help teachers check students’ attendance and homework  – Organise learning activities and games  **Skills**  Fluent English: IELTS score 6.5  Strong teamwork skills  Excellent communication skills  **Hobbies and interests**  Reading English comic books  **References**  Available upon request |

**4. ACTIVITY 3: POST-WRITING (**12 mins)

**a. Objectives:**

- Evaluate others’ work with a cross-check

- Improve Ss’ own pieces of writing.

**b. Procedure:**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** | |
| **Cross-checking** | | |
| **\*T’s activities**  **-** Havethe pairs swap and gives feedback on each other’s writing. Teacher shows a writing rubric to help Ss do the peer review.  - Choose one piece of writing and gives feedback on it as a model.  - Choose some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss.  - Choose some typical errors and corrects as a whole class without nominating the Ss’ names.  **\* Ss’ activities**  - Do the task as required.  - Swap their piece of writing with their partners and give peer review.  - After peer review, give the writing back to the owner and discuss how to improve it. | | ***Writing rubric***  1. Organisation: …/10  2. Legibility: …/10  3. Ideas: …/10  4. Word choice: …/10  5. Grammar usage and mechanics: …/10  TOTAL: …/50 |

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up:**

- Summarise the main points of the lesson.

**b. Homework:**

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

**Period: 90**

**UNIT 9: CAREER PATHS**

**Lesson 7: Communication and Culture/ CLIL**

**I. OBJECTIVES**

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

**1. Knowledge**

- Ask for and give clarifications;

- Understand in-demand careers for the future.

**2. Competences**

- Develop communication skills and creativity;

- Develop presentation skills;

- Be collaborative and supportive in pair work and teamwork;

- Actively join in class activities.

**3. Personal qualities**

- Be ready for their future career;

- Develop an understanding of various career options;

- Enhance their ability to make informed career decisions based on their interests, strengths, and market demand.

**II. MATERIALS**

- Grade 12 textbook, Unit 9, Communication and CLIL

- Computer connected to the Internet, Projector / TV, *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (5 mins)\

**a. Objectives:**

- Stir up the atmosphere and activate Ss’ knowledge of the topic.

- Enhance Ss’ skills of cooperating with teammates.

**b. Procedure**

|  |  |
| --- | --- |
| **TEACHER’S AND SS’ ACTIVITIES** | **CONTENTS** |
| **1 Video watching**  **\*T’s activities:**  - Show a short video about “How to find the right career?”.  - Divide the class into four teams, watch video and note down to answer the questions.  - Check the answer and corrects it if it's necessary.  - Lead in the new lesson by asking some questions.  **\*Ss’ activities:**  - Ss watch the video and answer the questions.  - Look at the questions and raise their hands to answer. | ***Link to watch video :***  <https://www.youtube.com/watch?v=zhpcgpqWc1Q&t=1s>  ***Suggested answer :***  1. To identify your passions and interests  2. Both play a role in finding a fulfilling career  3. It helps align your career with your strengths and preferences  4. It helps align your career with your strengths and preferences  5. Salary, job title, or working for a cause |

**2. ACTIVITY 1: EVERYDAY ENGLISH** (20 mins)

**a. Objectives:**

- Provide a model conversation in which speakers ask for and give clarification.

- Review expressions for asking for and giving clarification.

- Help Ss practice asking for and giving clarifications.

**b. Procedure:**

**PRE - SPEAKING:** (7 mins)

**Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs.**

**a. Objectives:**

- Introduce more ideas for the main speaking task and get Ss involved in the lesson;

- Activate prior knowledge about the topic and get Ss involved in the lesson;

**b. Procedure:**

|  |  |
| --- | --- |
| **TEACHER’S AND SS’ ACTIVITIES** | **CONTENTS** |
| **\*T’s activities:**  - Ask Ss to read through the incomplete conversations. Give them some time to skim through the conversations  - Check comprehension by asking questions, e.g. *Who are the speakers?* (A: Mr Kien and Mai; B: Mark and Mai); *What are they talking about?* (A: asking for and giving clarification about the job application process; B: asking for and giving clarification about the References section in a CV)  - Play the recording once in higher- level classes and twice in lower – level classes.  - Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers.  - Put Ss into pairs and have them practice the conversation.  **\*Ss’ activities:**  - Listen to the recording.  - Complete the conversation with words in the box.  - Practise the conversation in pairs. | ***Suggested answers:***  1. C  2. B  3. A  4. D |
| **Useful expressions** (4 mins) | |
| **\*T’s activities:**  - Give Ss a list of expressions which are mixed. Ss have to classify them into 2 groups:  + Ask for clarification  + Give clarification  - Ask Ss to classify the expressions into 2 groups.  - Check as a class.  - Asks if Ss can add some more expressions.  **\*Ss’ activities:**  Work in groups to do the task. | ***Suggested answers:***  ***Asking for clarification***  - I’m not sure I understand….  - Can you clarify…. For me?  - Could you be more specific?  - What do you mean by….?  - Sorry, I’m confused about …. Could you explain that again?  - Could you say it in another way?  - Could you rephrase that?  - When you say…. Do you mean….?  - Can you give me an example?  ***Giving clarification***  - In other words, ….  - Let me clarify that.  - To put it another way….  - What I mean is….  - I’d like to explain that ….  - What I mean is….  - To put it differently,  - Sorry, let me explain…. |
| **WHILE –SPEAKING:** (6 mins)  **Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the tips and expressions below to help you. (3 mins)**  **a. Objectives:**  - Provide a model conversation in which speakers express concern.  - Help Ss enhance their presentation skills.  **b. Procedure:** | |
| **\*T’s activities:**  - Tell Ss that the words they used to fill in the gaps in Activity 1 are used to ask for and give clarification.  - Ask Ss to read the useful expressions and check their understanding.  - Put Ss in pairs and explain the task: to role-play conversations like those in 1 but based on the two situations. Each student in the pair should choose a role. Make sure that each student has a chance to both ask for and give clarification.  - Give Ss a few minutes to plan their conversations before they role-play it, (e.g. decide on the roles (a grade 12 student/a career adviser; a new teaching assistant/an experienced teaching assistant), have them write down some prompts to help them. Encourage them to swap roles.  - Walk round the class and provide help when necessary.  - Ask some pairs to role-play their conversations in front of the whole class.  - Praise for good effort, clear pronunciation and fluent delivery.  **\*Ss’ activities:**  - Make plan for the role-play  - Practice the role-play, based on the two situations.  - Swap the role and continue practising.  - Perform in front of class. | ***Suggested answers:***  1.  B: So, if you want to figure out what career path to follow, you need to evaluate your options.  A: Excuse me, I’m not sure I understand what you mean by ‘evaluating’. Can you clarify this for me?  B: Well, what I mean is you need to look at the pros and cons of each option and consider all the challenges.  A: Oh, I see. Thank you very much.  B: You’re welcome.  2.  A: As a new teaching assistant, your duty is to help teachers with classroom management.  B: Sorry, what do you mean by ‘classroom management’? Could you be more specific?  A: Well, to put it another way, classroom management is keeping students organised, focused, orderly, attentive and on task during a class.  B: Yeah, I understand it now. Thank you. |

**POST – SPEAKING: Interview:** (3 mins)

**a. Objectives:**

- Give Ss an opportunity to understand about making small talks

- Improve Ss’ presentation skills.

**b. Procedure:**

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| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **\* T’s activities**  - Ask Ss to form groups, summarize the activities they discussed, and present their summaries to the class.  - Ask some pairs to make an interview about jobs and career paths.  - Remind Ss to use the ideas already given in the previous activities. In more advanced-level classes, encourage students to elaborate on their responses.  - Call on some groups to summarize their ideas to the class.  - Give feedback and correction if any.  **\* Students’ activities**  - Work in groups to follow teacher’s instructions.  - Perform in front of the class. | Summarize the ideas and present the activities for making small talk to the class.  *Ss’ own creativity* |

**3. ACTIVITY 2: CULTURE/ CLIL** (17 mins)

**a. Objectives:**

- Introduce words / phrases related to the topic;

- Help Ss learn about some in-demand careers in the future.

- Help Ss relate what they have learnt in the reading text to their own context.

**b. Procedure:**

**PRE – READING: VOCABULARY** ( 4 mins)

**a. Objectives:**

Give Ss an opportunity to know some new words.

**b. Procedure**

|  |  |
| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **\* Teacher’s activities**  - Guide the students to know some new words in the text.  - Guide Ss hot to read all words or phrases  **\* Students’ activities**  - Find out some new words  - Copy new words | **Suggested answer:**  Recruiter: ( n) Nhà tuyển dụng  In-demand ( n) theo yêu cầu, có nhu cầu  Data handling: xử lý dữ liệu  Data detective ( n) người phân tích, điều tra dữ liệu  Illegally: bất hợp pháp |

**WHILE – READING:** (10 mins)

**a. Objectives:**

- Help students practise the skill of guessing the meaning of words from context.

- Develop reading skills for general information.

- Develop reading skills to recognise the organisation of ideas.

**b. Procedure:**

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| --- | --- |
| **TEACHER’S AND SS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Read the text and answer the questions** | |
| **\*T’s activities:**  - Ask Ss some questions to find out what they already know about future jobs, e.g. *What jobs do you think will be popular in the future?* *Why do you think these jobs will be in demand?*  - Ask Ss what they want to know about the topic, e.g. *What types of companies or businesses will need these jobs? Is there any available training for these jobs at present?* Write these questions on the board and tell Ss to answer them later.  - Tell Ss that they are going to read the text ‘In-demand careers for the future’ and answer the questions.  -Walk round the class and offer help, explaining unfamiliar words or answering questions.  - Check answers as a class.  - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.  **\*SS’ activities:**  - Ss read the text and answer the questions.  - Ss check the answers with the whole class. | ***Suggested answer:***  1. data protection jobs  2. content creators  3. software developers and other coding careers |

**POST – READING: (** 3 mins)

**Task 2: Work in pairs. Discuss the following questions**

**a. Objectives:**

- Help students personalise the language and ideas in the reading.

- Help Ss discuss the topic further.

**b. Procedure:**

|  |  |
| --- | --- |
| **\*T’s activities:**  - Ask Ss to work in pairs to discuss the two questions.  - In lower- level class, ask questions to brainstorm ideas as a class.  - Encourage Ss to think about the most interesting job and give the explanation for their answers.  - Ask Ss to name other popular jobs in the future.  - Invite some groups to present a summary of their answers to the class.  - Praise for good effort, clear pronunciation, fluent delivery and interesting ideas.  **\*Ss’ activities:**  - Work in pairs to discuss the question.  - Share their ideas in front of class. | ***Suggested answer:***  We think that the job of a content creator is the most interesting because content creators can work in different types of businesses and connect with different people.  We think traditional jobs such as doctors and teachers will still be very popular in the future. Robots will help with repetitive tasks such as writing reports, but they will never replace doctors and teachers. Teachers will be in demand in the future as more people choose to continue their  education, there is a growing emphasis on lifelong learning and the population is growing. An ageing population also means an increased demand for doctors. |

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

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

**b. Homework**

- Ss do exercises in the workbook.

- Ss prepare for Lesson 8 – Looking back and project.

**Period: 91**

**UNIT 9: CAREER PATHS**

**Lesson 8: Looking back and project**

**I. OBJECTIVES**

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

**1. Knowledge**

- Review the vocabulary and grammar of Unit 9;

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Competences**

- Develop communication skills and creativity;

- Develop presentation skills;

- Develop critical thinking skills;

- Be collaborative and supportive in pair work and team work;

- Actively join in class activities.

**3. Personal qualities**

- Be more creative when doing the project;

- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Unit 9, Looking back and project;

- Computer connected to the Internet, projector / TV/ pictures and cards, *hoclieu.vn.*

**III. PROCEDURES**

**1. WARM-UP** (5 mins) **Game: Guessing jobs**

**a. Objectives:**

- Stir up the atmosphere and activate students’ knowledge on the topic;

- Enhance students’ skills of cooperating with teammates.

**b. Procedure:**

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| **TEACHER’S AND SS’ ACTIVITIES** | **CONTENTS** |
| **Game: Guessing jobs (PPT slides)**  **\*T’s activities**  - Divide the class into two teams.  -Prepare the pictures of some people who are doing their work.  - Give instructions for the game:  + Teacher shows the pictures one by one  + Students look at the pictures and raise their hands to give the answer and tell the name of the jobs.  + If the answer is correct, the team gets one point.  + If the answer is incorrect, the chance to answer is passed to the other team.  + The team having more points is the winner of the game.  **-** Observe and give feedback.  **\* Ss’ activities**  - Work in groups.  - Look at the pictures that the teacher shows them and try to guess the job.  - Give the answers. | **C:\Users\Administrator\Desktop\phi công.jfif**            ***Suggested answers:***  *1. farmer*  *2. pilot*  *3. firefighter (s)*  *4. chef / cook*  *5. policeman/ policewoman* |

**2. ACTIVITY 1: LOOKING BACK** (12 mins)

**a. Objectives:**

- Help Ss review sentence stress.

- Help Ss review words and phrases that they have learnt in this unit.

- Help Ss review the use of three-word phrasal verbs.

**b. Procedure:**

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| **TEACHER’S AND SS’ ACTIVITIES** | **CONTENTS** |
| **Pronunciation: Underline the stressed words in the following sentences. Listen and check. Then practise saying the sentences with a natural rhythm.** (4 mins)  **\*T’s activities:**  -Ask Ss to read the sentences to get a broad understanding.  - Have them guess and underline the stressed words in the sentences in pairs.  - Ask Ss to listen to the recording and pay attention to the stressed word.  - Ask Ss to compare their answers in pairs, then present their answers.  - Ask Ss to listen to the recording again.  - Confirm the correct answers.  - Have Ss practise saying the sentences in pairs.  - Praise for correct use of sentence stress and natural rhythm.  **\* Ss’ activities:**  - Read through the sentences to get a broad understanding.  - Guess and underline the stressed words in the sentences in pairs.  - Listen to the recording and pay attention to the stressed words.  - Compare their answers in pairs and give their answers.  - Practise saying the sentences in pairs. | ***Suggested answers:***  1. I **saw** a **new job advert** on the **school notice board**.  2. They’re **seeking** a **volunteer** for their **new project**.  3. The **heritage site wants** to **hire** a **tour guide** with the **work experience**.  4. My **brother doesn’t want** to **apply** for a **job** that **requires** **working** with **people**. |
| **Vocabulary: Complete the text. Use the correct words and phrases in the box.** (4 mins)  **\*T’s activities:**  - Have Ss read the text, and the words and phrases in the box. Tell Ss that the words and phrases have been taught and used throughout the unit.  - Tell Ss to study the context clues carefully and decide on the correct words or phrases to fill in these gaps.  - Allow Ss to share answers in pairs/ groups.  - Check answers as a class by asking individual Ss to read the text.  - Write the correct answers on the board.  **\* Ss’ activities:**  - Read the text and work in pairs to complete the text.  - Compare their answers in pairs / groups.  - Give their answers by reading the text. | ***Suggested answers:***  1. soft skills  2. automated  3. pursue  4. passion  5. outgoing personality |
| **Grammar: Choose the correct answer A, B, C, or D.** (4 mins)  **\*T’s activities:**  - Ask Ss to read the incomplete sentences and check understanding. Then explain that they will need to choose the correct adverb or preposition of a three-word phrasal verb to complete each of the sentence.  - Remind Ss to study the context carefully and decide which option is the correct one.  - Have Ss work individually first. Then ask them to compare their answers in pairs / groups.  - Check answers as a class by asking individual Ss to read a sentence each. If necessary, write each phrase verb on the board and check if Ss know its meaning.  **\* Ss’ activities:**  - Read the incomplete sentences, choose the correct answer A, B, C or D.  - Compare their answers in pairs / groups.  - Present their answers by reading sentences. | ***Suggested answers:***  1. A  2. B  3. C  4. D |

**3. ACTIVITY 2: PROJECT** (26 mins)

**a. Objectives:**

- Provide an opportunity for Ss to develop their research and collaboration skills and to practise giving a presentation/ report.

**b. Procedure:**

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| **T’S ACTIVITIES AND SS’ ACTIVITIES** | **CONTENTS** |
| **Work in groups. Ask questions to collect information from 8–10 classmates about their career plans. Report your survey results to the class.**  **\* T’s activities:**  - Aks Ss to prepare for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation/report about school-leavers’ career choices.  - Have Ss work in their groups. Give them a few minutes to prepare for the presentation/report.  - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates’ presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.  - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.  - Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.  - Give praise and feedback after each presentation. Teacher can also give Ss marks for their presentation as part of their continuous assessment.  **\* Ss’ activities:**  - Work in their groups in a few minutes.  - Tick appropriate items while studying the leaflet or listening to the presentation and write comments if they have any.  - The presenters should complete their self-assessment checklist after completing their presentation.  - Present their ideas in front of the class.  - Listen and write down their feedback and comments to complete the evaluation sheet. | ***Students’ presentations*** |

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare for Unit 10.