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| **April 20th 2025** | Teacher in charge: Tran Le Vi  Group: Social science |

**UNIT 12: CAREER CHOICES**

**Period 94: Lesson 1:GETTING STARTED**

**What will you do in the future?**

Subject: English - Class: 9A1, 9A2, 9A3

Allotted time: one period

**I. OBJECTIVES:**

**\* By the end of this unit, students will be able to:**

**1. Knowledge:**

- Use the words, phrases related to *Jobs.*

- Gain vocabulary to talk about *Future Jobs.*

**2. Competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3 Quality / Behavior:**

- Develop awareness of *self-study.*

- Be concerned to *Future Jobs.*

**II. TEACHING AIDS AND MATERIALS:**

1. Teaching aids: a TV, a laptop computer, pictures, cards, extra boards, Portable multi-function audio device , a loudspeaker, a projector, real objects.

2. Materials: textbooks, workbooks, lesson plan, the teacher’s book, reference books, hoclieu.vn

**III. PROCEDURE:**

**1. ACTIVITY 1: WARM UP & INTRODUCTION ( 5ms)**

**a. Aims:**

To activate students’ knowledge on the topic of the unit: Future Jobs

- To lead into the lesson

**b. Content:** Game: Who is faster?

**c. Outcome:** **-** Students can have some ideas about Future Jobs..

**d. Organisation :**  Teacher’s instructions ….

**Game: Who is faster?**

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| --- | --- | --- | --- |
| IT ENGINEER | banker | police | file-637952314112410625 |
| Người bác sĩ tận tâm với nghề chữa bệnh cứu người |  | D:\Softwares\Offices\phi-cong-1.jpg |  |

- Teacher divides class into 4 groups.

- Teacher asks them to look at the pictures for 5 seconds and write the follow jobs in their board.

- Teacher tells that if the group finish, let’s hang their answer on the board.

- Teacher corrects their answers.

- The team which can name more correct jobs will be the winner

- Teacher asks students*: which job(s) do you think will still be popular in the future?*

- Teacher asks students to guess the topic of the unit/ lesson

- Teacher tells students that they are now ninth-graders, and it’s time they started thinking about their future career.

- Teacher shows on the screen: *Enter an upper secondary school; go to a vocational college; go to work* and asks Ss which path they would choose.

- Introduce the new Unit “Career Choice.” Write the unit title on the board. Ask Ss to open their books and start the lesson.

**Possible answer :**

*IT engineer, banker, police, teacher, doctor, hairdresser, pilot, mechanic….*

**e. Assessment**

Teacher’s feedback.

**2. ACTIVITY 2: KNOWLEGDE FORMATION ACTIVITIES/ PRESENTATION/ NEW LESSON ( 8ms)**

**a. Aims:** To prepare vocabulary for students to understand the conversation.

**b. Content:** Pre-teach vocabulary related to the content of the dialogue

**c. Outcome:** Students know how to use the target vocabulary.

**d. Organisation :** Teacher’s instructions..

**Vocabulary pre-teaching**

- Teacher explains the meaning of the new vocabulary by pictures.

- Teacher reveals that the words according to the pictures will appear in the reading text and asks students to open their textbook to find these words.

- Teacher introduces the vocabulary.

- Teacher checks students’ understanding with the “Rub out and remember” technique.

***New words:***

+ career (n) /kəˈrɪə/:The series of jobs that a person has in a particular area of work, usually involving more responsibility as time passes. sự nghiệp

+ orientation (n) /ˌɔːriənˈteɪʃn/ training or preparation for a new job or activity. sự định hướng

+ vocational (adj) /vəʊˈkeɪʃənl/ providing knowledge and skills that prepare you for a particular job. thuộc về nghề nghiệp, hướng nghiệp

+ garment worker (n) /ˈɡɑːmənt ˈwɜːkə/ a person whose occupation is making and altering garments. công nhân may

+ bartender (n) /ˈbɑːtendə/ someone who makes and serves drink in a bar: thợ pha chế đồ uống có cồn

+ theoretical (adj) /θɪəˈret.ɪ.kəl/ based on the ideas that relate to a subject, not the practical uses of that subject. (thuộc) lý thuyết

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|  |  | What's the Difference Between an Apprenticeship and Vocational Training? |  NCC |  |  |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 3: PRACTICE ACTIVITIES (22ms)**

**Exercise 1: (5ms)**

**a. Aim:** - To set the context for the introductory conversation

- To introduce the topic of the unit

**b. Content:** Listen and read.

**c. Outcome:** Ss identify the target vocabulary and understand general about career.

**d. Organisation :** Teacher’s instructions.…..



Teacher points to the pictures on page 124.and tells Ss that the girls and the boys are thinking about their career.

- Teacher asks Ss: who can provide the girl with advice.?

- Teacher Introduces the two characters: Mi and Nick. Teacher asks Ss to scan the dialogue quickly to find out what they did yesterday.

- Teacher asks Ss if they have attended any career orientation session at their school or somewhere else and what happened.

- Teacher tells Ss that Mi and Nick will talk about different choices grade nine students have for their future.

- Teacher plays the recording twice for Ss to listen and read along. Teacher has Ss underline the words that are related to the unit’s topic while they are listening and reading.

- Teacher invites some pairs of Ss to read the conversation aloud.

***Suggested answers:***

1/ parents, teachers at their school, brothers/ sisters, friends, consultants, teachers at vocational schools, etc.

2/ Mi attended a career orientation session and Nick did his project.

**e. Assessment**

- Teacher corrects for students as a whole class.

**Exercise 2: (7ms)**

**a. Aims:-** To help Ss further understand the conversation

**b. Content:** Read the conversation again and answer the questions.

**c. Outcome:** SS know more about the topic of the lesson

**d. Organisation :** Teacher’s instructions …

**Read the conversation again and answer the questions.**

1. Where did the guest speakers come from?

2. According to Nick’s teacher, who should apply for vocational courses?

3**.** What did Mi’s cousin do after finishing grade 9?

4. What quality does a fashion designer need to have?

5. What do we need to know to make a good career choice?

- Teacher tells Ss to read the conversation again and work independently to find the answers.

- Teacher has Ss compare the answers in pairs before checking with the whole class.

- Teacher checks the answers as a class and gives feedback.

- Teacher’s observation and feedback.

***Suggested answers:***

1. vocational colleges

2. students who don’t like academic subjects

3. learnt bartending

4. a good sense of style

5. our passions and abilities

**e. Assessment**

**-** Teacher corrects answers for the students as a whole class.

**Exercise 3: (5ms)**

a. Aims: To introduce some common jobs

**b. Content:** Match the words and phrases in the conversation with their pictures.

**c. Outcome:** Ss can know more common jobs

**d.Organisation :** Teacher’s instructions ….

**Match the words and phrases in the conversation with their pictures.**

*1. bartender 2. fashion designer 3. garment worker*

*4. hairdresser 5. mechanic*

   

* Teacher asks Ss to name the jobs they can see in each picture (a-e). With a less strong class, T allows them to name the jobs in Vietnamese and then tells them the name of the jobs in English.
* Ss work individually to to match the jobs (1-5) with the appropriate pictures

- Ss compare their answers with a partner.

- Teacher checks answers as a class. T confirms the correct answers.

- T has Ss say the jobs aloud. T corrects their pronunciation if needed.

***Answer key:***

***1b 2.c 3.a 4.e 5.d***

**e. Assessment**

**-** Teacher corrects answers for the students as a whole class.

**Exercise 4: (5ms)**

**a. Aims:** To introduce some words and phrases related to the topic career choices

**b. Content:** **c**hoose the correct answer A, B, C, or Dto complete each sentence

**c. Outcome:** Ss can know more new words, phrases

**d. Organisation :** Teacher’s instructions ….

**Choose the correct answer A, B, C, or D to complete each sentence**

*1****.*** *Subjects like maths, physics, English, and literature are called \_\_\_\_\_\_ subjects.*

*A. theoretical B. art C. academic D. physical*

*2.**She earns a \_\_\_\_\_\_ by selling home-made foods.*

*A. life B. salary C. money D. living*

*3.* *He went to college to get \_\_\_\_\_\_ training in business management.*

*A. life-long B. informal C. formal D. online*

*4. Finding a \_\_\_\_\_\_ job in big cities is rather difficult.*

*A. teacher B. teaching C. taught D. teach*

*5. Career \_\_\_\_\_\_ programmes are useful because they help students make good decisions about their future jobs.*

*A. orientation B. pressure C. tradition D. income*

*-* Teacher tells Ss to work in pairs and complete Activity 4. Teacher sets a time limit for them.

- Teacher asks some pairs to share their answers and provide explanations. Check and confirm the answers.

- Teacher tells Ss to find the following phrases in the dialogue: *academic subjects, earn a living, formal training, career orientation, teaching job*. Check their- Tell Ss to work in pairs and complete Activity 4. Set a time limit for them.

- Teacher asks some pairs to share their answers and provide explanations. Check and confirm the answers.

- Teacher tells Ss to find the following phrases in the dialogue: *academic subjects, earn a living, formal training, career orientation, teaching job*. T checks their comprehension to make sure they understand these phrases.

- For a stronger class, T has Ss work in groups to make sentences with these phrases.

***Suggested answers:***

1C 2D 3C 4B 5A

**e. Assessment**

- Teacher corrects answers for the students as a whole class

**4. ACTIVITY 4: APPICATION/ PRODUCTION/ FURTHER PRACTICE ( 8ms)**

**Exercise 5:**

**a. Aim:** to get Ss to guess the jobs based on given features.

**b. Content: GAME: Guess My Job.**.

**c. Outcome:** Ss can describe and guess about the jobs.

**d. Organisation :** Teacher’s instructions

**Work in two groups. Take turns to explain and guess the jobs the teacher shares. The group with more correct answers wins**

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**E.g: Group members:** This person works in a garage. He repairs cars or motorbike.

**Student A:** Amechanic.

- Teacher has Ss work in two big groups A and B.

- Teacher asks each group to send a person to the board.

- Teacher shows the picture or the name of a job. The group explains the job to their member.

- The person who can guess the job correctly and most quickly gains a point for their group.

- Teacher has Ss play as many rounds of the game as you can manage. Finally, T counts the points and announces the winner. Teacher has the class read aloud the jobs.

**e. Assessment**

**-** Teacher checks answers and gives feedback.

**\*WRAP-UP & HOMEWORK (2ms)**

- Asks one or two Ss to tell the class what they have learnt.

* identify the topic of the unit
* use lexical items related to career choices
* identify the language features that are covered in the unit

Asks Ss to say aloud some words and phrases they remember from the lesson.

**\* HOMEWORK**

- Read again the conversation on page 124.

- Learn new words, phrases by heart.

- Prepare for the next lesson: Unit 12 Career Choices, Lesson 2: A closer look 1.

**- Start preparing for the Project of the unit 12.**

Teacher asks Ss to open their book p.133, look at the picture and say what the topic of the project is (*Your future Jobs*). They will design a poster and present it at the end of this Unit.

- Explain the project requirements: In groups, Ss choose two jobs that their members want to do in the future. They compare the jobs. Then, they prepare a poster presentation to explain the similarities and differences between the two jobs. Their poster should include pictures, drawings and/or photos to illustrate the features of the jobs. The poster should be well-organised so that readers see key points on it.

- Guide them to use the given criteria to compare the features of the two jobs. Tell them that they should provide as detailed information as possible. For example, they can explain why a specific personal quality is needed to do the job. Tell them to include the following information:

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| --- |
| * What are the jobs? |
| * What types of training does each job require? |
| * What skills and personal qualities do they need to do the jobs well? |
| * Which job will be more popular in the future? |

* - If they find it difficult to come up with ideas for future jobs, show them some photos or videos about jobs.
* Put Ss into groups and have them choose their group leader. Have them discuss and decide on their product. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.
* Help Ss set a deadline for each task and support them throughout the process.
* In each of the next lessons, spend a few minutes checking Ss’ progress, helping them with topic-related vocabulary, e.g. *types of training (formal/ informal/ on-the-job training, university/ vocational training); skills (mechanical, teaching, operating, cooking, designing, coding, etc.; hand-eye coordination, communication, problem-solving, time management, etc.); personal qualities (hardworking, creative, patient, etcc.)* and*/*or functional language they need , e.g. language of comparing and contrasting (both… and…; … but…; However,…).Also, help them to solve any other problems that may arise with their projects.