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| ***Date of planning***: 27/04/2025  ***Date of teaching*:** 29/04/2025  **WEEK: 34** | **UNIT 12 : CAREER CHOICES**  **Period 100 Lesson 7 : LOOKING BACK & PROJECT** |

**I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following items:**

**1. Knowledge:**

- Review the vocabulary and grammar of Unit 12; Practice doing exercises.

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

***+ Integrated skills:*** *Listening, speaking, reading, writing.*

**\* Vocabulary:**

- Use the words and phrases related to jobs; *career choice;*

- Say statements used as questions with correct intonation;

**\* Grammar:**

- Use adverbial clauses of concession, result, and reason: *Although/ Though; Because/ since; so/ such…..that ;***2. Competence:**

**-** To activate students’ knowledge on the topic of the unit.

- Develop communication skills and cultural awareness.

- Be co- operative and supportive in pair work and teamwork.

**3. Personal qualities:**

- Actively participate in class activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 9 text book; Projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet.

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  *\* Content:* **Brainstorming**  - To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes:*  *-* Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **+ Brainstorming**  - Teacher divides the board, and divides the class into teams.  - Members of each team take turns and write as many vocabulary in Unit 12 as possible in 2 minutes.  - The group having more correct answers is the winner. | **+ Greeting ; T\_Ss.**  . **Brainstorming**  ***\* Suggested answers:***  IT engineer, vocational, assemble worker, … |
| **ACTIVITY 1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **I.** **VOCABULARY**  **\* Objectives:**  + To help Ss revise the vocabulary items they have learnt in the unit.  + To help Ss use the vocabulary items they have learnt in the unit in a text  *\* Content:*  - Task 1: Put the words and phrases in the appropriate column.  - Task 2: Complete the sentences, using words/phrases from the box.  *\* Expected outcomes:*  - Students can use the knowledge they have learnt in this unit to complete the tasks successfully.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1**: Put the words and phrases in the appropriate column.** | |
| - Have Ss do this activity individually then compare their answers with their partners.  - Ask for Ss’ answers or ask one student to write his/her answer on the board.  - Confirm the correct answers. Encourage them to add more words/phrases to the table. | **- T\_Ss**  \****Answer key:***   |  |  |  | | --- | --- | --- | | **Jobs** | **Job features** | **Job skills** | | surgeon  assembly worker  software engineer | demanding  repetitive  well-paid | hand-eye coordination  designing  teamwork | |
| TASK 2 **: Complete the sentences, using words/phrases from the box.** | |
| - Have Ss read the passage and complete the blanks with given words.  - Ask them to share their answers with a classmate.  - Invite some Ss to write the answers on the board. Confirm the correct answers. | **- T\_Ss**  **\* *Answer key:***   1. sewing 2. job   3. creative 4. rewarding 5. career |
| **ACTIVITY 2: GRAMMAR** | |
| **\* Objectives:**  **+ To have Ss write sentences with correct use of adverbial clauses of concession, result, and reason.**  + **To have Ss revise adverbial clauses of concession, result, and reason in a text.**  *\* Content:*  - Task 3: Combine each pair of sentences into one, using the given word in the brackets.  - Task 4: Fill in each gap in the text with a conjunction from the box.  *\* Expected outcomes:*  - Recall the uses of the grammar that they have learnt in this unit (adverb clauses of concession, result and reason.)  *\* Organasation:* Teacher’s instructions. | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 3**: Combine each pair of sentences into one, using the given word in the brackets** | |
| - Review the form, meaning and use of adverb clauses of concession, result and reason.  - Have Ss do this Activity individually. Then, invite one or two Ss to write their sentences on the board. Confirm the correct answers | **- T\_ Ss**  \****Answer key:***  1. She accepted the job though the salary was low.  2. My sister is such a shy girl that she can’t be an MC.  3. He came back to his village because life in the city was too demanding.  4. Her back was so painful that she had to stop working in the factory.  5. Clara’s mom insisted that she go to university although she didn’t like academic subjects. |
| TASK 4**: Fill in each gap in the text with a conjunction from the box.** | |
| - Have Ss read the text and complete the blanks with given words and then compare their answers with a friend.  - Invite some Ss to read their answers aloud. Confirm the answer keys. | **- T\_ Ss.**  **\* *Answer key:***  1 such 2. Since 3 so  4. because 5. Although |
| **ACTIVITY 3 : PROJECT ( 8’-12’)** | |
| **\* Objectives:**  **- To provide Ss a chance to develop their research and collaboration skills and to practice giving an oral presentation.**  *\* Content:*Poster presentation  **+** Ss to work in groups to do the project. *Ss’ presentations.*  *\* Expected outcomes: Ss’ presentations.*  *\* Organization:* | |
| **Teacher’s and Student’s activities** | **Content** |
| **\***As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation of survey results.  - Have Ss work in their groups. Give them a few minutes to prepare for the presentation. - Give Ss checklists 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 checklists after completing their presentation.  - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.  **-** Invite the assigned groups to give their presentations. Encourage the rest of the class to ask questions at the end.  - Give praise and give feedback after each presentation. T can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment.  **\*** T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK),Ss to present their report to the class.  ++ Ss display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class.  **\*\* FEEDBACK FORM FOR SURVEY**.(See teacher’s book) | |

**4. WRAP-UP & HOME WORK (2’)**

\* Ask one or two Ss to tell the class what they have learnt.

- Summarise the main points of the lesson.

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: **Unit : REVIEW 4**

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| **Date of planning**:27/04/2025  **Date of teaching:** 29/04/2025  **WEEK:34** | **Period 101 : REVIEW 4 (UNIT 10-11-12)**  **Lesson 1: LANGUAGE / Pronunciation- Vocabulary-Grammar** |

**I. OBJECTIVES: By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in Units 10, 11, 12**

- Ask Ss what they have learnt in terms of language and skills.

- Summarise their answers in notes and write them in a top corner of the board. Briefly revise some important / difficult points before starting with the review.

**1. Knowledge:** - Ss will have revised the language they have learnt and the skills they have practised in Unit **10, 11, 12.**

**a) Vocabulary:**

- use the words and phrases related to planet Earth, habitats, and flora and fauna;  
- use the words and phrases about electronic devices; stress on all words in sentences correctly;  
- use the words and phrases related to jobs;

**b) Grammar :**

- use non-defining relative clauses;  
- use the verb suggest/advise/recommend + V-ing / a clause with should;  
+ use adverbial clauses of concession, result, and reason; express hope and respond;

**c) Writing**

- write a summary.  
- write a passage about the current and future capabilities of one's favourite electronic device.  
- write an email about their future favourite job.

**2. Competence:** Develop communication skills a

- Develop communication skills and creativity.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities

**3. Qualities :**

- Have the good attitude to working in groups, pair work, cooperative learning.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 8 text book, laptop, projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (5’)** | |
| **\* Objectives:**  **- To create an active atmosphere in the class before the lesson.**  **- To lead into the new lesson.**  *\* Content:* **Game:**  - Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  *\* Expected Outcomes:* Having a chance to speak English.  *\* Organisation* **:** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Revision on the old lessons/ Chatting**  **1/ Whisper:**  - Ask Ss to name what they have learnt in terms of topic and language in Units 10,11, 12.  - Write their answers in a corner of the board. Leave them there and tick the objective off when the class finish with them.  **2/ Prepare some pictures** of the words appearing in Units 10- 12.  + Have Ss play Kim's game: Quickly show the pictures to Ss, cover them up and get Ss to call out the words.  + Tell Ss that in Review 4, they will review the vocabulary, grammar, pronunciation, and four  skills that they have learnt in Units 10-12.  + Ask Ss to open their books and start the lesson. | **+ Greeting**  ***+ Suggested answer:***  ***Vocabulary:***  words related to planet earth, electronic devices, career choices.  ***Pronunciation:***  - Stress in all words in a sentence  - The tone in statement questions.  ***Grammar:***  - The use of relative clauses  - Reporting verbs  - Types of adverb clauses. |
| **2. PRESENTATION/ NEW LESSON (25’)** | |
| **A. LANGUAGE**  **ACTIVITY 1: Pronunciation**  **\* Objectives:**  - To help Ss revise rhythm in sentences, stress on all words in sentences, and the intonation in statement questions.  + To help Ss revise vocabulary in sentences.  + To help Ss revise forms of words and practise with word formation.  *\* Content:*  - Task 1: **Listen and repeat.**  - Task 2: **Fill in each blank with the correct form of the given word.** .  - Task 3: **Fill in each blank with the correct form of the given word.**  *\* Expected outcomes:* Students can identify stress patterns of the given words and repeat the sentences correctly. Ss are able to recall the vocabulary items and their form.  *\* Organisation :*Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Listen and repeat.** | |
| - Ask Ss to read aloud the sentences in 1b.  - Tell Ss that they are going to listen to the recording. Ask them to pay attention to the sentence stress in sentence 1 and the tone in sentences 2 and 3.  - Play the recording again and ask Ss to repeat in chorus and then in pairs. | **- T\_ Ss**  **Audio script - Track 78:**  **1.** Don't panic!  **2**. He is doing a study on environmental protection.  **3.** Jupiter is the largest planet in the solar system.  **4**. A: I want to travel to the Amazon.  B: You want to travel to the Amazon?  **5.** A: Jane went to the job fair this morning.  B: She went to the job fair this morning? |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 2: **Choose the correct answer A, B, or C.** | |
| - Ask Ss to do the exercise individually.  - Elicit the answers from Ss. Ask them about the clues that help them decide the answers.  - Check answers as a whole class. Confirm the correct answers. | \* ***Answer key:***  **1.** A  **2.** B  **3.** C  **4.** A  **5.** D |
| TASK 3 : **Fill in each blank with the correct form of the given word.** | |
| - Have Ss identify the part of speech of the word to fill in each blank.  - Tell Ss to do the exercise individually, then exchange their answers with a peer.  - Invite two Ss to go to the board and write their answers.  - Confirm the correct answers. Point out any spelling issues. | **- T\_ Ss**  **\* *Answer key:***  **1**. surgeon  **2**. loss  **3**. ecological  **4**. privacy  **5**. repetitive |
| **ACTIVITY 3:** **Grammar**  **\* Objectives:**  **+ To help Ss identify the wrong use of relative clauses, some reporting verbs, and some types of adverbial clauses and correct them.**  + **To help Ss apply the language focus in Units 10 - 12 to write correct sentences.**  *\* Content:*  TASK 4 : **Which of the underlined parts in each question is incorrect? Find and correct it**  **c. Expected outcomes:**  *\* Expected outcomes:* - Ss can use what they have just revised to do the exercises well.  *\* Organisation :* | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 4 : **Which of the underlined parts in each question is incorrect? Find and correct it** | |
| + Elicit from Ss the grammar structures that  they have learnt in Units 10-12.  - Write the structures on the board.  - Tell Ss to read sentence 1 carefully, paying attention to the underlined words.  + Ask the whole class to identify the mistake in sentence 1 and suggest how to correct it. Confirm their answer.  - Tell Ss that they will do the same for the other sentences. Set a time limit for them to do the task individually.  + Check answers as a whole class.  + Explain or ask a student to explain the answers. | + T- Ss ; Ss  \* ***Answer key:***  **1**. B (such → so)  **2**. C (not carrying → shouldn’t carry/ not carry)  **3**. A (which → who)  **4**. A (so → such)  **5**. B (that → which) |
| **3. FURTHER PRACTICE (10’)** | |
| TASK 5 : **Rewrite each sentence. Use the given word in brackets.** | |
| + Go over the grammar structures that have been written on the board in the previous activity with Ss.  + Ask Ss to work in pairs. Set a time limit (3-5 minutes) for Ss to complete the exercise.  - Invite two Ss to write their sentences on the board.  - Check the sentences with the whole class.  - Confirm the correct answers.  + For a stronger class, have Ss do a board race to write the sentences on the board. Then check and compliment them on their correct sentences.  **+ Do more exercises if have time.** | + T- Ss ; Ss  ***\* Answer key:***  **1.** Her cousin suggested (that) she (should) buy that music player. / Her cousin suggested buying that music player.  **2**.I can't be a good surgeon because I don't have good eye-hand coordination.  **3.** Since the smartboard was out of order, Ms Hoa couldn't present her interactive lessons.  **4.** The Taronga Zoo, which is located in Sydney, is home to over 4,000 animals.  **5.** The boy was so lazy that he ordered his home robot to do homework for him. |
| **4. WRAP-UP & HOME WORK (2’)**  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important grammar points.  + Words / phrases . Vocabulary; The grammar points.  **\* HOME WORK**  - Finish all the exercises  - Do more exercises in workbook.  **==========================** | |

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| **Date of planning**:27/04/2025  **Date of teaching:** 02/05/2025  **WEEK:35** | **Period 102 : REVIEW 4 (UNIT 10-11-12)**  **Lesson 2 : SKILLS / Reading- Speaking- Listening - Writing** |

**I. OBJECTIVES: By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in Units 10, 11, 12**

- Ask Ss what they have learnt in terms of language and skills.

- Reading for general and specific information about invasive species;

- Talking about future job;

- Listening for specific information about electronic devices;

- Writing an email about an organisation;

**1. Knowledge:** - Ss will have revised the language they have learnt and the skills they have practised in Unit **10, 11, 12.**

**a) Vocabulary:**

- use the words and phrases related to planet Earth, habitats, and flora and fauna;  
- use the words and phrases about electronic devices; stress on all words in sentences correctly;  
- use the words and phrases related to jobs;

**b) Grammar :**

- use non-defining relative clauses;  
- use the verb suggest/advise/recommend + V-ing / a clause with should;  
+ use adverbial clauses of concession, result, and reason; express hope and respond;

**c) Writing**

- write a summary.  
- write a passage about the current and future capabilities of one's favourite electronic device.  
- write an email about their future favourite job.

**2. Competence:** Develop communication skills a

- Develop communication skills and creativity.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities

**3. Qualities :**

- Have the good attitude to working in groups, pair work, cooperative learning.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 8 text book, laptop, projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (5’)** | | |
| **\* Objectives: Introduction**  - By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 7 – 9.  - Ss revise what they have learnt so far in terms of language and skills. Summarise their answers and add some more information if necessary.  *\* Content:*  **+** Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  *\* Expected outcomes:*  *+* Having a chance to speak English.  *\* Organisation :*Teacher’s instructions…. | | |
| **Teacher’s & Student’s activities** | | **Content** |
| **+ Greeting**  **+ Keywords game:**  **-** Teacher shows a set of pictures silver carp and Water hyacinth and asks students their Vietnamese names.  - Then ask them to find the key word for the pictures.  - Students raise hands to answer.  - Teacher and students discuss the answers.  - Teacher checks the answers as a class.  - Lead into the reading text. | | **+ Greeting; T\_ Ss**  **+ Students’ answers** |
| **2. PRESENTATION/ NEW LESSON (25’)** | | |
| **ACTIVITY 1: Reading**  **\* Objectives:**  + To help Ss practise reading for main ideas and reading for specific information.  *\* Content*:  - Task 1: Read the article. Choose the best option A, B, C, or D.  *\* Expected outcomes:*  - Students can understand the text to and do the tasks successfully.  *\* Organisation :* Teacher’s instructions…... | | |
| **Teacher’s & Student’s activities** | | **Content** |
| TASK 1**. Read the article. Choose the best option A, B, C, or D.** | | |
| + Show a picture of water hyacinth (or paste the picture on PowerPoint slide and show to Ss). Ask them if they know the name of this flower in Vietnamese and in English. With a stronger class, show Ss some pictures of invasive species (golden apple snail, red ear slider turtle, silver carp, and water hyacinth) and encourage them to guess why these species are harmful.  + Tell Ss that the reading will be about invasive species. Ask Ss to find the definition of invasive species in the article. Explain the definition to them in Vietnamese if needed.  - Ask Ss to read paragraph 1 and predict the main content of the article based on what they have read. Then, tell them to skim paragraphs 2 and 3 and underline the species being mentioned many times in each paragraph (silver carp and water hyacinth).  + Elicit the main idea of the article.  - Check and confirm the correct answers with the whole class. Elicit from Ss the clue(s) that helps them to complete the task…(*next column*) | **+ T- Ss ; Ss**  **\* *Answer key:***  **1**. B  **2**. C  **3**. A  **4**. D  **5**. A  \*\* Have Ss read questions 1 to 5 and underline the keywords in each question. Based on the keywords, ask them in which paragraph they can find the answer to each question (Question 1: whole article; question 2: paragraph 2; questions 3 & 4: paragraph 3; question 5: paragraph 4).  Tell Ss to do the reading task individually. Set a time limit for them to complete the task. Then tell them to work in pairs to compare their answers.  + Check and confirm the correct answers with the whole class. Elicit from Ss the clue(s) that help(s) them complete the task. | |
| **ACTIVITY 2: Speaking**  **\* Objectives:**  + To help Ss practise talking about a popular job in the future  *\* Content:*  - Task 2: Work in groups. Imagine a job that may be popular in the future. Discuss the answers to the questions about the job and report them to the class.  *\* Expected outcomes :*Students are able to use the learnt structures and vocabulary to talk about the given topic.  *\* Organisation :*Teacher’s instructions…... | | |
| TASK 2: **Work in groups. Imagine a job that may be popular in the future. Discuss the answers to the questions about the job and report them to the class.** | | |
| + Have Ss name some jobs they know. Write them on the board.  + Pick one of these jobs and draw a mind map with it. Elicit from Ss details about the job to fill in the mind map (types of training, skills needed, personal qualities needed).  + Ask Ss to work in groups. They choose a job that they think will be popular in the future and prepare a short talk about it, using the guiding questions in the textbook. With a less strong class, allow them to use the mind map on the board when talking.  + Invite one or two groups to speak in front the class. Listen and provide comments. Ask other groups to comment, too. | | **+ T – Ss ; Ss**  ***\* Suggested answer:***  *We think that computer software engineer will be a popular job in the future. It is because people are using computers for many daily tasks, such as office work, entertainment, and shopping, and they need updated applications and software to do these tasks effectively. The job of a computer software engineer requires college or university training. To do the job well, you need many skills, for example computer programming and coding skills, and problem-solving skills. In addition, you should be patient, hardworking and careful.* |
| **ACTIVITY 3: Listening**  **\* Objectives:**  + To help Ss practise listening for specific information.  *\* Content:*  - Task 3: Listen to a conversation between Trang and Tom. Fill in each blank with no more than TWO words.  *\* Expected outcomes:*  + Students can listen for specific information and fill in the blanks.  *\* Organisation :* | | |
| **Teacher’s & Student’s activities** | | **Content** |
| TASK 3: **Listen to a conversation between Trang and Tom. Fill in each blank with no more than TWO words.** | | |
| + Tell Ss that they are listening to a conversation.  + Ask Ss to read sentences 1 -5 and guess what the conversation is about. Confirm the answer  Have Ss underline the keywords in each sentence and make predictions about the words that fit each blank. Remind them that they can fill in each blank with no more than two words.  Play the recording twice for Ss to listen and complete the task.  Invite a student to write their answers on the board. Check and confirm the correct answers. Play the recording again where needed. | | **- T – Ss**  ***\* Answer key:***  **1.** electronic devices  **2.** pet robot  **3.** ocean view  **4.** music player  **5.** elegant  **\* Audio script- Track 79.** *(Teacher’s book)* |
| **ACTIVITY 4:**  **Writing**  **\* Objectives:**  + To help Ss practise writing an email based on given information.  *\* Content:*  Task 5: Write an email (100 – 120 words) to your friend telling him / her about an organisation which protects the ocean. You can use the ideas below.  *\* Expected outcomes:*  - Ss can write a paragraph using suggested questions as cues.  *\* Organisation :* | | |
| **Teacher’s & Student’s activities** | | **Content** |
| TASK 4 **: Write an email (100 – 120 words) to your friend telling him / her about an organisation which protects the ocean. You can use the ideas below….** | | |
| + Tell Ss that they are going to write an email to a friend and tell him / her about an organisation called Save the Oceans. Point to the given information and ask them to read through it.  + Put Ss into groups of three. In their groups, they write an email of about 100 - 120 words, using the given information. They don't have to include all information.  + When they finish, call a group to read aloud their email. Give comments. Alternatively, give one or two groups a big-sized sheet of paper and tell them to write their email on it. When they finish, stick the paper on the board and provide feedback to the group's writing. | | **- T\_ Ss**  ***\* Suggested answer:***  Dear Peter,  It’s nice,to hear from you again. I've read an article about Save the Oceans. Let me tell you about it.  The ocean habitats are very important because they produce half of the earth's oxygen and create homes for plants and animals. However, there is serious habitat loss due to overfishing and pollution. Save the Oceans is helping oceans in many ways. It promotes smart fishing. It also encourages people to use fewer plastic bags. Besides, it organises campaigns to clean up the beach and the sea.  I admire the actions of Save the Oceans. Hope that I can join them in the future.  Do you know other organisations which help the oceans?  Write to me soon.  Cheers, |
| **4. WRAP-UP & HOME WORK (2’)**  \* Teacher asks students to talk about what they have learnt in the lesson .  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important elements:  \* **HOME WORK**  - Finish the writing. Copy into the notebooks.  - Do more exercises in workbook.  + To prepare for the test .  **===========================** | | |

**PHT TTCM GV**