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| ***Date of planning***:26/04/2025  ***Date of teaching*:** 29/04/2025  **WEEK: 33** | **Period 97: CAREER CHOICES**  **Lesson 4 : COMMUNICATION** |

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

**1. Knowledge:**

- To introduce Everyday English.

- Expressing hope and responding.

+ Talk about Jobs

**\* Vocabulary:**

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

- Say statements used as questions with correct intonation;

**\* Grammar:**

- Use adverbial clauses of **concession, result, and reason:**

**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:*  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**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  **\* Future Job**  - Ask some Ss about the job they want to do in the future. When Ss answer, say to them “I hope you will…”  - Tell Ss that in this lesson, they will learn to express hope and respond to it, and they will talk about their future jobs, too.  - Lead into the lesson. Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | **+ Greeting**  **- T\_Ss.**  *\* Talk about future job.* |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **ACTIVITY 1: EVERYDAY ENGLISH**  **Expressing hope and responding**  **\* Objectives:**  -  **To introduce ways of expressing hope and responding;**  **+ To help Ss practise expressing hope and responding.**  *\* Content:*  - Task 1: Listen and read the conversations. Pay attention to the highlighted parts.  - Task 2: Work in pairs. Make similar conversations with the following situations.  *\* Expected outcomes :*  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 1 : **Listen and read the conversations. Pay attention to the highlighted parts.** | |
| **\*** T elicits the dialogues.  Tell Ss to open their book on page 124. Point to the exchange between Mi and Nick  *Nick: Yeah. My art teacher says I have such a good sense of style that I should get formal training in fashion design after high school.*  *Mi:* ***Hope*** *you’ll achieve your dream.*  - Tell them that this is one way to express hope.  - Tell Ss to look at the conversations between Minh and Duong, and the student and the staff on page 128. Elicit from them other ways to express hope and how to respond to the expression.  - Play the recording for Ss to listen and read the conversations. Ask Ss to pay attention to the highlighted language.  - Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class. | **- T\_Ss**   |  | | --- | |  |   ***\* Audio script:***  **1.**  **Minh:** I’ve filled in the registration form. Hopefully, I’ll be a member of the Science club.  **Duong:** I hope so, too.  **2.**  **Student**: Here’s my teacher’s reference letter. I hope I’ll get the job.  **Staff**: Thank you. Good luck.  **\* Structures:**  *Hopefully,…………..*  *I hope…………*  *I hope so, too*  *Thank you.* |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 2 : **Work in pairs. Make similar conversations with the following situations.** | |
| - Ask Ss to work in pairs to make similar dialogues, using the language they have learnt.  - Move around to observe and provide help. Call on some pairs to perform in front of the class. Comment on their performance  **Transition from Everyday English to What’s your future job?**  - Write a common job in the centre of a mind map (e.g. *teacher)*.  - Ask Ss to list some characteristics of a teacher (e.g. *patient, persuasive*). Also ask them what skills are necessary for a good teacher (e.g. *teaching and explaining concepts, persuading others, managing time, etc.)* and what kind of training they may need (e.g. *formal training at a teacher college or university).* Write their ideas on the mind map.  - Tell Ss that in the next part, they will read Khang and An’s descriptions of a job they want to do. | **- T\_Ss**  ***Suggested dialogues:***  **1.** **A:** I’ve just taken part in a design competition. Hopefully, I’ll get a good result.  **B:** I hope so, too.  **2. Teacher:** Here’s the invitation to the teacher-parent conference. I hope your parents will come.  **Student:** Thank you. I hope they will too.  ***\* Questions:***  - List some characteristics of……….  - What skills are necessary for ……………  - What kind of training they may need? |
| **ACTIVITY 2 : What’s your future job?**  **\* Objectives:**  **+ To provide Ss with descriptions of some jobs;**  **- To give Ss an example of the structure for their talk.**  **+ To have Ss explain why they match the person to the job in 3.**  *\* Content:*  - Task 3: Work in pairs. Read about the jobs that Khang and An want to do. Then complete the summary table.  - Task 4: Work in pairs. Look at the jobs below. Which job might be appropriate for ach person in 3? Explain your choice.  *\* Expected outcomes:*  - Students can describe the job they like or know well.  *\* Organisation :* | |
| TASK 3 : **Work in pairs. Read about the jobs that Khang and An want to do. Then complete the summary table** | |
| **Teacher’s and Student’s activities** | **Content** |
| - Tell Ss that now they will read Khang and An’s descriptions of their favourite future job. Challenge Ss to read in one minute, then close their books and try to recall as much  information as possible. Write what they say on the board.  - Tell them to open the book and read the descriptions again and check if they remember the details correctly.  - Ask Ss to circle the words/ phrases about the skills, the kind of training, and the personal qualities in the text.  - Have Ss work in pairs, read the text and fill in the table that follows.  - Invite some pairs to give their answers. Confirm the correct answers. | **- T\_ Ss**  ***Key:***   1. medical 2. calm   3. hands-on 4. maths skill  5. helpful |
| TASK 4 : **Work in pairs. Look at the jobs below. Which job might be appropriate for ach person in 3? Explain your choice** | |
| - Tell Ss to work in pairs. They look at four jobs and decide which one is appropriate for which person in Activity 3.  - Ask them to explain their choice to their partner.  - Monitor and comment on each pair’s explanation.  - Invite a pair to give their choices and explanation in front of class. | **- T\_ Ss.**  **\* Example:**  “*I think Khang wants to be a surgeon because he says that he’ll study at a medical university. He also says he’ll lead a surgical team. A nurse will not lead this team”; “I think An’ll be a cashier because she says that she’ll use a scanner and calculator, which are common at supermarkets and stores. She also says she needs basic math skills, and she must be patient to customers. A mechanic will not need to use scanner or calculator.”*  ***\* Key:***  **Khang** – surgeon  **An** – cashier |
| **3. PRODUCTION ( 8’)** | |
| **\* Objectives: To provide Ss with a chance to describe a job they like or know well.**  *\* Content:*  - Task 5: Work in groups. Think about the job that you like or know well. Discuss the type of training, skill(s), and personal qualities which are necessary for it. Now present your group’s ideas and have the class guess the job you are describing.  *\* Expected outcomes:* Students can describe the job they like or know well.  *\* Organisation :* | |
| **Teacher’s and Student’s activities** | **Content** |
| TASK 5 : **Work in groups. Think about the job that you like or know well. Discuss the type of training, skill(s), and personal qualities which are necessary for it. Now present your group’s ideas and have the class guess the job you are describing.** | |
| - Remind Ss that to describe a job, they can mention three aspects: *the type of training, skill(s), and personal qualities which are necessary to do the job*. Elicit or provide them some more words for each aspect if needed.  - Have Ss work individually. Tell them to make note of a job that they like or know well. They need to note the type of training, skill(s), and personal qualities which are necessary to do the job. If time is limited or the class is not a strong one, give each student one of the jobs in Getting Started and A closer look 1, and have them make note about that job.  - Divide Ss into groups of four or five. Ss use their notes to describe the jobs to other members and let them guess.  - Ask some Ss to give their talk in front of the class and the class guesses the job they are describing.  - Comment on Ss’ talks. | **\* Suggested answer**  This job requires informal training. You can take a short course to learn the basic skills. In order to do the job well, you need to have skilful hands and a creative mind. You need to know the characteristics and meaning of different flowers. You should be patient and helpful to the customers.  **The job: Florist.** |
| EXTRA ACTIVITY  + Write some common jobs on the board and ask Ss to choose one to write on a piece of paper.  - Put Ss in groups. Tell them to swap their pieces of paper among the group members. They are not allowed to see the job on the paper.  - Tell Ss to show their papers to the other members and ask Yes/No questions about the job.  *E.g. Do I need to have skillful hands and a creative mind? Do I work with patients?*  + Based on their friends' answers, they guess the job they are holding. | |

**4. WRAP-UP & HOME WORK (2’)**

- Ask Ss to summarise what they have learnt in the lesson.

- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the

objectives they have learnt.

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: Lesson 2: SKILLS\_1.

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| ***Date of planning: 26/04/2025***  ***Date of teaching*:29/04/2025**  **WEEK: 33** | **Period 98: CAREER CHOICES**  **Lesson 5 : SKILLS 1/ Reading and speaking** |

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

**1. Knowledge:**

- Read for main idea and specific information in an article about the future world of work.

- Talk about the job they want to do in the future.

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

**\* Vocabulary:**

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

- Say statements used as questions with correct intonation;

**\* Grammar:**

- Use adverbial clauses of **concession, result, and reason:**

**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.

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**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:*  - 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**  ***\** Brainstorm**  - Write *nail artist*, *ticket seller*, and *online teacher* on the board.  - Ask Ss which of these jobs have been known for a long time, and which one(s) has recently become popular. Encourage them to talk about what leads to the popularity of the new job. Challenge them to list other jobs that have recently been created *(software engineer, internet security engineer, smartphone technician, etc.).*  *-* Tell Ss that they are going to read and talk about how the world of work is changing.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | **+ Greeting ; T\_Ss.**  ***\** Brainstorm**  **Words:**  *nail artist*, *ticket seller*, and *online teacher*  **Questions:**  - Which of these jobs have been known for a long time?  - Which one(s) has recently become popular?  - What leads to the popularity of the new job? |
| **ACTIVITY 1: PRESENTATION/ NEW LESSON ( 12’- 15’)** | | |
| **A. READING**  **\* Pre-reading**  **\* Objectives:**  + To activate Ss' knowledge of the topic of the reading text.  *\* Content:*  - Task 1: Look at the jobs below and answer the questions.  *\* Expected outcomes*: Students improve their reading skills  *\* Organisation* **:** Teacher’s instructions. | | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 1: **Look at the jobs below and answer the questions.** | | |
| **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.) IF HAVE  - Have Ss quickly answer the questions. Then check as a class.  - Ask Ss to guess why jobs like nail artists and online teachers are becoming more and more popular.  - Alternatively, write “a school teacher” and “an online teacher” on the board. Ask Ss to compare these jobs in terms of the skills that each teacher will need *(e.g. computer skills, IT skill such as using video conference apps and other tools to create games online, teaching skills such as how to keep Ss’ attention during lessons, etc.)*.  - Tell them that besides there are many changes that are happening in the world of work and they will read about some in the article. | **- T\_Ss**  **\* Question:**  - Why jobs like nail artist and online teachers are becoming more and more popular?  - Compare “School teacher” and “Online teacher” in terms of the skills that each teacher will need.  ***Answer key:***  **1.** Ticket seller **2.** Nail artists  **3.** Online teacher |
| **\* WHILE READING** | | |
| **\* Objectives:**  + To help Ss develop the skill of reading for main ideas.  + **To help Ss develop the skill of reading for details.**  *\* Content:*  - Task 2: Read the article and do the tasks that follow.  - Task 3: Read the article again and tick (√) T (True) or F (False).  *\* Expected outcomes*: - Students improve their reading skills  *\* Organisation :* | | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 2: **Read the article and do the tasks that follow.** | | |
| **a.**  - Have Ss look at the gaps 1-2-3 in the text. Elicit from them that the sentence which fits each gap must be the topic sentence of the paragraph.  - Tell Ss to read Sentences A-C and underline the key information.  - Ask Ss to think of vocabulary and/or ideas that may relate to each key information. For example, the information “kinds of job” can be illustrated in the reading text by a list of different jobs.  - Ask Ss to complete the matching Activity in **a.**  - Check answer as a class  - Encourage explanation from Ss.  **b.**  - Ask Ss to read the first and the final paragraphs.  - Tell them to decide the best title for the article based on what they have read and the topic sentences that they have matched in **a.** | **- T\_Ss**  **\* *Key information:***  *(way people do their jobs; types of training; kinds of job)*.  ***A. Answer key:***  *a.*  1 – C 2 – A 3 – B  ***B. Answer key:***  **b. A** |
| TASK 3: **Read the article again and tick (√) T (True) or F (False).** | | |
| - Ask Ss what type of reading Activity they are doing and what skill is needed.  - Elicit/Briefly tell them the steps: Read the questions, underline the key words in each question, locate the key words in the text and find the information to answer the question. Ask Ss to repeat the steps if necessary.  - Ask Ss to do the Activity individually and then check their answers in pairs.  - Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers. | **- T\_ Ss**  \* ***Answer key:***  **1.** F **2**. F  **3.** T **4**. T **5.** F |
| **TRANSITION FROM READING TO SPEAKING**  - To connect the reading and the speaking parts, draw a table and ask Ss to fill in the table with information from the reading text.   |  |  |  | | --- | --- | --- | | List of jobs | Skills | Types of training | |  |  |  |   ***Suggested Answer: TEACHER’S BOOK*** | | |
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| **ACTIVITY 2 : SPEAKING**  **\* Objectives:**  **+ To give Ss controlled speaking practice about the job they want to do in the future.**  **- To give Ss free speaking practice about the job they want to do in the future.**  *\* Content:*  - Task 4: Complete the conversation with the sentences from the box. Then practise it with a partner.  - Task 5: Work in pairs to make similar conversation about the job you want to do in the future. Then report your conversation to the class.  *\* Expected outcomes*: **-** Students can talk about their future job.  *\* Organisation :* | | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 4: **Complete the conversation with the sentences from the box. Then practise it with a partner.** | | |
| - Ask Ss to work in pairs and complete the conversation**.**  - Check answers as a class. Have one or two pairs read aloud the conversation.  - Analyse the organization of the model conversation by eliciting a mind map from Ss with the following points: *name of job, reasons to do it, skills needed, job expectations.* | **- T\_ Ss.**  ***Answer Key:***  **1.** C **2.** D **3**. B  **4**. A  + Mind map:  - Name: reason  - Job Skills  - expectation |
| TASK 5: **Work in pairs to make similar conversation about the job you want to do in the future. Then report your conversation to the class** | | |
| - Set a time limit for Ss to brainstorm ideas about their future job. They need to note down *the* *name of job, reasons to do it, skills needed, job expectations*  -Put Ss in pairs. Tell them to make a conversation similar to the conversation in Activity 4. If necessary, T can get two strong Ss to perform an example conversation.  - Remind Ss to note down their friend’s answer.  - Invite some Ss to report their friends’ answers to the class.  = Tell them to use the given frame when talking: *My partner is …. She wants to be a ….. because….. She’ll need to learn many skills, such as …… She’ll do the job well since ….. She hopes that one day, she’ll…..*  *-* Ask other Ss to listen and give comments. Comment on Ss’ answers | **- Ss \_ Ss**  ***\* Sample answer:***  *My partner is Hoa. She wants to be a police officer because she wants to keep our city safe. She’ll need to gain knowledge about law and learn many skills, such as martial arts, negotiation and communication skills. She’ll do the job well since she is brave and calm. She hopes that one day, she’ll be an excellent police officer.* |
| **EXTRA ACTIVITY ;**  **-** Make a copy of this worksheet for each student. Alternatively, have Ss copy the worksheet content into their notebook.  - Prepare a list of common jobs, including the jobs that Ss have learnt in this Unit. Give each group of Ss a copy of the list or show them on the screen/ the board.  - Have Ss work in groups. They take turns to act as a student who want to seek for career advice while the others play the role of students’ career counsellors.  - In their group, they ask and answer about the students’ profile and discuss the appropriate job for the student. The counsellors also suggest the type of training, knowledge and skills needed to the student.   |  |  | | --- | --- | | *Student’s profile* | | | Name: |  | | Age: |  | | Personality: |  | | Special ability (if there is): |  | | |
| **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson.  - Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 6 : A SKILLS \_2.  ====================================     |  |  | | --- | --- | | ***Date of planning***:29/04/2025  ***Date of teaching*:06/05/2025**  **WEEK: 33** | **Period 99: CAREER CHOICES**  **Lesson 5 : SKILLS 2/ Listening and writing** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following items:**  **1. Knowledge:**  + To practice listening and writing.  - Listen for specific information in two talks about career paths.  - Write an email about their favourite future job.  ***+ Integrated skills:*** *Listening, speaking, reading, writing.*  **\* Vocabulary:**  - Use the words and phrases related to *career choice;*  - Say statements used as questions with correct intonation;  **\* Grammar:**  - Use adverbial clauses of **concession, result, and reason:**  **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:**   |  |  | | --- | --- | | **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:* **+ Miming**  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**  **+ Miming**  **Miming**  - Invite some Ss to go to the board. Have them mime some jobs. Ask other Ss to guess the jobs.  - Lead to the new lesson. Introduce the objectives of the lesson. Write the objectives in the left corner of the board | **+ Greeting ; T\_Ss.**  **+ Miming**  **Name of the jobs** | | **ACTIVITY1. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **A. LISTENING**  **\* Pre-listening**  **\* Objectives:**  + To help Ss practise reading for main ideas and reading for specific information.  *\* Content:*  - Task 1: Work in pairs. Which of the reasons below is the most important to you when choosing a job?  *\* Expected outcomes*:  - Ss can listen for general and specific information to do the learning tasks.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | TASK 1: **Work in pairs. Which of the reasons below is the most important to you when choosing a job?** | | | **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.) if have  \* Have Ss work in pairs. They look at the list of reasons and choose the one most important to them when choosing a job.  - Encourage pairs to explain why they choose that reason.  - Pre teach some words/phrases if necessary, using pictures (e.g. *agricultural engineer, cooking certificate)* or explanation (*e.g. farming methods).* | **- T\_Ss**  ***\* Example:***  Picking a job might feel like choosing a superpower, but you need to focus on your ability (what you good at, what makes you tick, what challenges you to tackle). That’s your secret weapon. When you pick a job that lets you use those powers, you’ll feel awesome at work, learn faster, work better. Remember, future you will thank you for choosing a job that fits your abilities like a perfectly-suited costume.   |  | | --- | |  | | | **WHILE LISTENING ( 15’)** | | | **\* Objectives:**  **+ To help Ss practise talking about a popular job in the future.**  + To help Ss practise listening for specific information.  *\* Content:* Task 2: Listen to two people talking about their career paths and tick (√) T (True) or F (False).  - Task 3: Listen again and choose the correct answers.  *\* Expected outcomes*: Ss can listen for general and specific information to do the learning tasks.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | TASK 2: **Listen to two people talking about their career paths and tick (√) T (True) or F (False).** | | | - Tell Ss that they are going to listen to two people, Minh and Ann, talking about their jobs.  - Ask Ss to underline key words in each statement. Ask Ss to rephrase some of the key words e.g. “*a family member*” as in the question can rephrased as *a parent, brother, sister,* etc. in the talk).  - Play the recording for Ss to listen and decide if each statement is true or false.  - Ask one or two Ss to answer. Confirm the correct answers. Play part of the recording again when needed. | **- T\_Ss**  **\* *Answer key:***  **1.** True **2.** False  **3**. True **4.** False | | TASK 3: **Listen again and choose the correct answers.** | | | - Tell Ss that they are going to listen to the talks again and choose the correct answer.  - Have Ss read the questions and underline the keywords in each question.  - Play the recording and ask Ss to listen again and choose the correct answer. Then Ss work in pairs to compare their answers with each other.  - Check the answers to Activity 3 with the whole class. Ask Ss to explain their choices. Confirm the correct answers.  - Have Ss read the questions and underline the keywords in each question.  - Play the recording and ask Ss to listen again and choose the correct answer. Then Ss work in pairs to compare their answers with each other.  - Check the answers to Activity 3 with the whole class. Ask Ss to explain their choices. Confirm the correct answers. | **- T\_ Ss**  \* ***Answer key:***  **1.** A **2.** A **3**. B **4.** C | | **Transition from Listening to Writing**  - To connect the listening and the writing parts, ask Ss to answer the questions below with information of Minh and Ann that they can remember from the listening:  + What is his/her job?  + What training did they have?  + What does his/her job involve?  + What skills does the job need?  + How is the job? | | | **ACTIVITY 2 : WRITING**  **\* Objectives:**  **+ To help Ss practise writing an email based on given information.**  **+ To provide Ss with guided practice in writing an email (100- 120 words) to their friend telling him/her about their future favorite job.**  *\* Content:*  - Task 4: Work in pairs. Ask and answer the following questions.  - Task 5: Write an email (100 - 120 words) to your friend telling him/her about your future favorite job. You can use the ideas from 4.  *\* Expected outcomes*:  Students can write an email to their friend telling him/her about their favourite future job.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | TASK 4: **Work in pairs. Ask and answer the following questions.** | | | - Have Ss work in pairs to ask and answer the given questions. They can refer to the reading text in Communication lesson, and/or the listening passage for ideas.  - Have some Ss present their outlines. Give them comments.  - If needed, provide them with a summary of vocabulary items to answer each question. | **- T\_ Ss.**  **+ *Questions:***  **1.** What is your favourite job?  **2.** What does this job involve?  **3.** What skills does this job need?  **4.** What personal qualities do you need to have for this job? | | TASK 5 : **Write an email (100 - 120 words) to your friend telling him/her about your future favorite job. You can use the ideas from 4**. | | | - Review the template of an email given the textbook.  - Tell Ss to use their note in Activity **4** to write their email individually.  - When Ss have finished, if time permits, check one writing with the whole class or let them exchange their writings for peer feedback. Otherwise, collect some writings to correct at home. | ***Sample answer:***  ***Dear Tom,***  It’s nice to hear from you again. Let me tell you about the job I want to do in the future. When I was a child, I decided that I would be a teacher like my mother. Now I’m sure that teaching English is my favourite future job for me. As a teacher, I will prepare interesting lessons, explain difficult concepts to my students, mark their exams and help them to make progress in English.  I will need excellent knowledge of English and be good at reading, listening , speaking and writing in English.  I also need teaching skills and time management skills. I think this is the job for me because I'm confident, creative, and persuasive.  How about your future job?  **Write to me soon.**  **Cheers,** | | **EXTRA ACTIVITY.**  **-** When monitoring students doing Activity 5, quickly take notes of the information of some students, including their names, their dream jobs and why they think such jobs are good matches for them.  - Before checking Ss’ writing with the whole class, show the dream jobs you have collected and have Ss guess whose dream jobs they are  Encourage Ss to provide reasons/ explanations for their guesses.  - Confirm the answers and move on with writing correction. | | | **4. WRAP-UP & HOME WORK (2’)**  - Ask ss to summarise what they have learnt in the lesson.  - Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 7 : LOOKING BACK.  =======================================  PHT TTCM GV | | | | |