|  |  |
| --- | --- |
| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: 1** | **Period …: CAREER CHOICES**  **Lesson 2 : A CLOSER LOOK 1** |

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

**1. Knowledge:**

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

- Say statements used as questions with correct intonation;

- 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 jobs; *career choice;*

- Say statements used as questions with correct intonation;

*\* New words ;tailor, surgeon, assembly worker, cashier, a soft ware engineer…..*

**\* 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:**

|  |  |  |
| --- | --- | --- |
| **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:* **Jumple words**  - 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*:  - Students get some vocabulary from the lesson and be ready for the lesson.  *\* Organisation :* Teacher’s instructions … | | |
| **Teacher’s and Student’s activities** | **Content** |
| **+ Greeting**  **+ Jumple words**  - Choose 5-6 words about jobs that Ss have learnt. T can use the jobs in Activity 3 – Getting started lesson. Jumble the letters in the words and have Ss quickly unscramble them. Lead in to the lesson. Tell Ss that this lesson is about vocabulary and pronunciation, and Ss will learn more words to describe jobs.  - Share with Ss the objectives of the lesson by showing them on a projector. Alternatively, write the objectives in a corner of the board and leave them there and tick the objectives off as the class finishes with them. | **+ Greeting**  **+ Jumple words**  **\* words**  **-** pclioe  - achtere  - nreenige  - sihecar  - seengid asonihf  - mnterag korwre  **\* Answers:**  - police - teacher  - engineer - cashier  - fashion designer - garment worker |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)**  **A. ACTIVITY 1: VOCABULARY** | | |
| **\* Objectives:**  - To present some new words about jobs.  *\* Content:* Vocabulary pre-teaching  - Task 1: Match the words in A with their definitions/explanations in B.  *\* Expected outcomes*:  - Students can identify some vocabulary about *Jobs* and use them in different contexts  *\* Organisation* **:** Teacher’s instructions. | | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1: **Match the words in A with their definitions/explanations in B.** | | |
| **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + T may focus on presenting the words. + *To present each word, follow the steps:* + Show the picture and elicit the word. + Read aloud the word several times and ask Ss to repeat. + Invite some Ss to read the word aloud.  + Write the word on the board and highlight its phonological features (e.g. show the location of the main stress). + Teacher does the checking technique.  \*\* Ask Ss which job(s) in column A that they know. Encourage them to describe what a person who does such a job would do. Alternatively, ask Ss to use actions to demonstrate these jobs.  - Tell Ss to work individually, read the descriptions in column B and match them with the jobs.  - Check answers as a class.  - Have the whole class read aloud the jobs. Correct their pronunciation, especially word stress if needed.  - With a stronger class, ask Ss if they like/dislike each job and why. | **- T\_Ss**   |  | | --- | |  |   \*Vocabulary  **1.** tailor (n)/ˈteɪ.lər/ thợ may  **2**. surgeon (n) /ˈsɜːdʒən/ bác sĩ phẫu thuật  **3**. assembly worker (n) /əˈsembli ˈwɜːkə/ công nhân dây chuyền  **4.** cashier (n) /kæˈʃɪə/ thu ngân  **5.** software engineer (n)/ˈsɒftweər endʒɪˈnɪə/ kĩ sư phần mềm  **6.** decisive (adj) /dɪˈsaɪsɪv/ quyết đoán  **7.** well-paid (adj) /ˌwel ˈpeɪd/  **8.** well-paid (adj) /ˌwel ˈpeɪd/  **9.** demanding (adj) /dɪˈmɑːndɪŋ/  (yêu cầu) khắt khe, phức tạp  **10.** repetitive (adj) /rɪˈpetətɪv/  lặp đi lặp lại  **\* *Answer key:***  **1.** e **2.** d **3.** c **4.** a **5.** b |
| EXTRA ACTIVITY:  + Write six jobs on the board. Put Ss in teams and let each team choose 4 members to join the game. The members of each team stand in a line. Each team takes turn to describe a job without mentioning its name. Members of the teams run quickly to the board and slap the correct job  - Award 1 point for the fastest correct team, and award another point for them if they pronounce the word correctly. The team with the highest score will be the winner. | |
| **3. PRACTICE ( 15’)** | | |
| **\* Objectives:**  **+ To introduce more words on the topic Career choices.**  **+ To help Ss use the words learnt in 1 and 2 at the text level.**  *\* Content:*Task 2: Choose the correct answer A, B, C, or D to complete each sentence.  - Task 3: Complete the texts, using the words from the box.  *\* Expected outcomes*:  **-** Students can identify some vocabulary about *Jobs* and use them in different contexts  *\* Organisation :* | | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 2: **Choose the correct answer A, B, C, or D to complete each sentence**. | | |
| - Go over the options in each sentence.  - Check Ss’ understanding and/or give meanings of the words. T can also use pictures to illustrate them.  - Have Ss do this Activity individually. Tell them to read all the sentences carefully to make sure they understand the sentences and choose the correct option.  - Let them share their answers in pairs.  - Invite some Ss to give the answers. Confirm and explain the options that might be challenging to Ss.  - With a stronger class, ask Ss to make true sentences about themselves with some of these words/phrases. | **+ T\_Ss**  **\* *Answer key:***  **1.** A **2.** C **3.** A **4.** C **5.** B |
| TASK 3: **Complete the texts, using the words from the box.** | | |
| - Go over the words/phrases in the box and check Ss’ understanding.  - Have Ss read the text in pairs and choose the appropriate words to complete the gaps. If there is not enough time, assign pairs to work on either Mr Lam’s or Ms Nga’s part.  - Invite one or two Ss to write their answers on the board. Then, confirm the correct answers.  - Draw Ss’ attention to adjectives that describe jobs and tell them to add more to the list (repetitive, well-paid,  *demanding, stressful, challenging, rewarding, etc.).*  - With a stronger class, ask Ss which job they prefer and why.  *E.g. + I prefer the job of a software engineer. It is a difficult but well-paid job. Moreover, I like working with computer, so I think I can do the job well.*  *+ I prefer the job of an assembly worker. I only need a short time to train for the job, so I can start making a living soon.*) | \* ***Answer key:***  **1**. Software engineer  **2**. demanding  **3**. well-paid  **4.** assembly worker  **5.** repetitive    *E.g.*  *+ I prefer the job of a software engineer. It is a difficult but well-paid job. Moreover, I like working with computer, so I think I can do the job well.*  *+ I prefer the job of an assembly worker. I only need a short time to train for the job, so I can start making a living soon.*) |
| **B. ACTIVITY 2: PRONUNCIATION: ( 8’-12’ )**  Intonation in statements used as questions | | |
| **\* Objectives:**  + To help Ss identify intonation in statements used as questions.  **+** **To help Ss build statement questions and say them with the correct intonation.**  *\* Content:*Task 4: Listen to the conversations. Pay attention the tone of statement questions. Then practise the conversations with a partner.  - Task 5: Complete each conversation with a statement question. Then practice with a partner. Pay attention the intonation of each sentence.  *\* Expected outcomes*:  - Students can say the statements used as questions with correct intonation.  *\* Organisation :* | | |
| **Teacher’s Student’s activities** | **Content** |
| TASK 4: **Listen to the conversations. Pay attention the tone of statement questions. Then practise the conversations with a partner.** | | |
| - Point to the example in the ***Remember***box. Tell Ss that these are both statements but the second statement with a question mark serves as a question.  - Model reading the example conversation with the correct intonation. Ask Ss to identify when the intonation falls *(in statement)* and when it rises *(in statement question).*  - Have Ss read aloud the example conversation with the teacher. Then ask them to look at the ***Remember box*** for the use and the intonation of statement questions.  - Tell Ss to listen to the conversations in Activity **4** and mark the intonation of the sentences as they listen. Play the recording. Then check the answers.  - Have Ss read aloud the conversation in chorus, then in groups/ pairs. Then invite some Ss to say them. | **- T\_ Ss.**  **\***  \* ***Audio Script:***  **1. Conversation 1:**  **Minh**: It’s 4:20 now. I must go.  **Hoa**: It’s 4:20? Oh dear, I must go, too!  **2. Conversation 2:**  **Mai:** Mum, Ms Lan has invited you to a party.  **Mother:** She invited me to a party? |
| TASK 5**: Complete each conversation with a statement question. Then practice with a partner. Pay attention the intonation of each sentence**. | | |
| - Tell Ss to work in pairs and complete the conversations with appropriate statement questions. Accept all answers that are appropriate.  - Have Ss perform the conversation in pairs.  - Go around and monitor. Correct pronunciation mistakes when needed.  - Invite some pairs to perform their conversations in front of class. T and other Ss listen and provide comments, especially on whether they say the statement questions with correct pronunciation or not. | **\* *Suggested answers:***  **1**. Minh is very happy with the vocational test?  **2.** You want to become a surgeon? |

**4. WRAP-UP & HOME WORK (2’)**

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

- If time permits, put Ss into pairs and have them write short conversations, using statement questions and words / phrases from the vocabulary session . Invite some pairs to role-play their conversations in front of class.

\* HOME WORK:

- Do more exercises in workbook.

- Prepare new lesson: Lesson 2: A CLOSER LOOK 2 .

===================================