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| ***Date of planning***:…………..***Date of teaching*:** ………..… **WEEK: ….** |  **Period …: 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**

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***\* 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 muchinformation 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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