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| ***Date of planning***:…………..  ***Date of teaching*:** ………..…  **WEEK: 2** | **Period …: 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.

- *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**  ***\** 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.  ==================================== | | |