UNIT 5: THE WORLD OF WORK

Lesson 1: Getting started

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I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Get an overview of the topic *The world of work*
- Use vocabulary related to work

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be proud and respectful of parent's job
- Be aware of different jobs in the future
- Actively join in class activities

4. Digital Competences

- **1.1NC1a:** Identify information needs; find data, information, and content in a digital environment (through watching the video in Warm-up).
- **1.2NC1b:** Analyze, compare, and evaluate the reliability and validity of data sources, information, and digital content (when cross-checking information in Task 2).
- **2.1NC1a:** Interact through different digital technologies and understand appropriate communication means (via the interactive game).
- **1.1NC1b:** Apply search techniques to obtain data, information, and digital content (for the Project preparation).

II. MATERIALS

- Grade 12 textbook
- Computer connected to the Internet
- Projector / TV

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To introduce the topic of the unit.
- To set the context for the listening and reading part.
- **[NLS 1.1NC1a]:** Identify information needs; find data, information, and content in a digital environment.

b. Content:

- Watching a video

c. Expected outcomes:

- Students can understand what children say in the video and guess the topic of the unit.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Watching a video **1.1NC1a:** Identify information needs; find data, information, and content in a digital environment (through	***Questions:*** What are they talking about?

watching the video in Warm-up). - Teacher plays a video and asks Ss to watch and answer the question. Link: https://www.youtube.com/watch?v=8bZbRTh92NM&t=84s	***Suggested answer:*** Their parent's jobs.

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

- To provide students with new words related to the topic of *The world of work.*
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary by: + showing the pictures illustrating the words + giving explanation + asking some elicit questions	**Vocabulary:** 1. shift (n): ca làm việc 2. nine-to-five (adj): giờ hành chính 3. footstep (n): bước chân; truyền thống gia đình 4. accountant (n): kế toán

e. Assessment

- Teacher checks students' pronunciation & understanding and gives feedback.

3. ACTIVITY 2: PRACTICE (25 mins)

a. Objectives:

- To check Ss' comprehension of the conversation.
- To introduce collocations to describe jobs.
- To help Ss identify simple, compound and complex sentences.
- **[NLS 1.2NC1b]:** Analyze, compare, and evaluate the reliability and validity of data sources, information, and digital content.

b. Content:

- Task 1: Listen and read. (p.60)
- Task 2: Read the conversation again and put a tick (✔) in the appropriate column. (p.61)
- Task 3: Match the words/ phrases to make phrases mentioned in 1. (p.61)
- Task 4: Complete the sentences with phrases or clauses in the box based on the conversation in 1. (p.61)

c. Expected outcomes:

- Students can understand the conversation and know some collocations to describe jobs.

d. Organisation

TEACHER'S ACTIVITIES	CONTENTS
Task 1: Listen and read. (7 mins)	
- Teacher sets the context for the listening and reading. - Teacher has Ss look at the picture and elicit the context of the conversation by asking some questions. - Teacher plays the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to the world of work while they are listening and reading. - Teacher puts Ss in pairs and asks them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on three Ss to read the conversation aloud.	***Questions:*** 1. Where are Mark and Lan? 2. What are they talking about? ***Suggested answers:*** 1. They're at Lan's. 2. They're talking about their parents' jobs.
Task 2: Read the conversation again and put a tick (✔) in the appropriate column. (7 mins)	
- Teacher puts Ss in pairs. Ask them to read the notes carefully and decide which information belongs to Lan's dad, Mark's dad or Lan's mum. In stronger classes, encourage Ss to complete the task without looking back at the conversation. - Then have them read the conversation again and locate the part of the conversation that has the information for each of the questions. - Teacher has Ss share their answers with the class. - Confirm the correct answers.	***Answer key:*** 1. Lan's dad 2. Mark's dad 3. Lan's dad 4. Lan's mum
Task 3: Match the words/ phrases to make phrases mentioned in 1. (6 mins)	
- Ask Ss to work independently to do the exercise. - Check Ss' understanding of the individual words in each column. - Have Ss read the conversation quickly again, find these words and phrases, and underline them. Then ask Ss to do the matching. - Allow Ss to share answers before discussing them as a class. - T prepares some pieces of paper with the words/ phrases. - T has Ss come to the board to match them.	***Answer key:*** 1. d 2. a 3. b 4. c
Task 4: Complete the sentences with phrases or clauses in the box based on the conversation in 1. (5 mins)	
- Run through the task. - Have Ss read each sentence and try to think of the missing information to complete the sentences.	***Answer key:*** 1. c 2. a

- In weaker classes, encourage Ss to read the conversation again and find the sentences. - Check answers by calling on one student to read the beginning of the sentence and another student to read the end of the sentence. - Remind Ss of types of sentences learned in the unit (simple, compound, and complex sentences). Draw Ss' attention to these types and tell Ss that they will revise all these types in later lessons.	3. b 4. d

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (5 mins)

a. Objectives:

- To give Ss further practice
- **[NLS 2.1NC1a]:** Interact through different digital technologies and understand appropriate communication means.

b. Content:

- Game: Be a footballer

c. Expected outcomes:

- Ss can choose the correct answer

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Be a footballer	
- Give instructions. - Show the questions and correct the answers.	***Answer key:*** 1. A 2. B 3. C 4. B 5. B

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

5. CONSOLIDATION (5 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Learn by heart vocabulary
- Do exercises in the workbook.
- Start preparing for the Project of the unit.
- **[NLS 1.1NC1b]: Apply search techniques to obtain data, information, and digital content** (Students search online for information regarding future jobs for the project).

c. Self-evaluation and adjustment (if any)

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UNIT 5: THE WORLD OF WORK
Lesson 2: Language

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Speak with the correct stress of some auxiliary and modal verbs.
- Understand the words and phrases related to work.
- Use simple, compound, and complex sentences correctly.

2. Competences

- Develop communication skills;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Be aware of different jobs in the future
- Develop self-study skills.

4. Digital Competences (Năng lực số)

Students are able to:

- **1.1NC1a:** Identify information needs; find data, information, and content in a digital environment (e.g., accessing digital audio files and visual aids).
- **2.1NC1a:** Interact through various digital technologies and understand digital communication means (e.g., interacting with the "Pick a Box" game on the screen).
- **5.3NC1a:** Use digital tools and technologies to create knowledge, innovate processes, and products (e.g., using online resources for self-study and homework).

II. MATERIALS

- Grade 12 textbook
- Computer connected to the Internet
- Projector / TV

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge of the topic;
- To enhance students' skills of cooperating with teammates.

- **[NLS 1.1NC1a]:** Identify information needs; find data, information, and content in a digital environment (via the projector screen).

b. Content:

- Game: Sentence scramble

c. Expected outcomes:

- Students can revise simple, compound, and complex sentences.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
- Have Ss work in groups of 4-6 - Have Ss put the words/ phrases into the correct order to make a meaningful sentence. - Ask Ss to pay attention to the subject, verbs, and other complements. - Have Ss write the answer on the posters and stick them on the board when finishing. - The group has more correct sentences and be the fastest will be the winner. - Correct and declare the winner. - Lead into the new lesson.	***Answer key:*** 1. He manages a team of employees. 2. The project deadline is tomorrow, so we must work extra hours to complete it. 3. I work in an office, and she works from home. 4. After she finishes programming, she can assist him with the graphic design work.

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise the stress of some auxiliary and modal verbs.
- **[NLS 1.1NC1a]:** Access and process data (audio) in a digital environment.

b. Content:

- Task 1: Listen and repeat. Pay attention to the stressed words. (p.62)
- Task 2: Listen and underline the stressed auxiliary and modal verbs in the following sentences. Then practise saying the sentences in pairs. (p.62)

c. Expected outcomes:

- Students can recognise and practise the stress of some auxiliary and modal verbs.

d. Organisation

TEACHER'S ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the stressed words. (6 mins)	

- Explain the situations in which auxiliary and modal verbs are stressed. - Play the recording and ask Ss to listen and repeat. Tell them to pay attention to the stressed auxiliary and modal verbs. Ask Ss to practise reading the sentences aloud in pairs. - Invite some pairs to practise the sentences in front of the class. - Demonstrate the stressed auxiliary and modal verbs again clearly if needed.	***Audio script:*** 1. I don't like working with numbers, but my brother does. 2. I will help you with your maths homework if I can. 3. ***A:*** You haven't submitted your application for the job yet. ***B:*** I have. 4. My brother couldn't ride a bike two months ago, but he can now.
Task 2: Listen and underline the stressed auxiliary and modal verbs in the following sentences. Then practise saying the sentences in pairs. (6 mins)	
- Ask Ss to read the sentences and underline auxiliary and modal verbs that are stressed. - Play the recording and have Ss check their answers. - Play the recording again, pause after each sentence, for Ss to repeat. - If time allowed, have Ss come up with their own sentences and ask them to practise with others.	***Audio script:*** 1. I would help you find a job if I could. 2. When he started his first job, he wasn't used to working in an office, but he is used to it now. 3. ***A:*** Are you ready for the interview? ***B:*** Yes. I am. 4. ***A:*** Is your father a teacher? ***B:*** He was, but he's retired now.

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: VOCABULARY (12 mins)

a. Objectives:

- To introduce words and phrases related to work.
- To help Ss practise using the words and phrases in 1 in meaningful contexts.
- **[NLS 2.1NC1a]:** Interact through digital technologies (participating in the digital game "Pick a Box").

b. Content:

- Task 1: Match the words with their meanings. (p. 62)
- Task 2: Complete the sentences with the words in 1. (p. 62)

c. Expected outcomes:

- Students understand the meaning of words, memorise them, and are able to use them in meaningful contexts.

d. Organisation

TEACHER'S ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins)	

- Ask Ss to work in pairs. Ask them to read the words and phrases and match them to their meanings. - Check answers as a class. Call on one student to read an item aloud and another student to read its meaning. - Correct.	***Answer key:*** 1. c 2. d 3. b 4. e 5. a
Task 2: Complete the sentences with the words in 1. (6 mins)	
- Have Ss work in pairs. Tell them to read the sentences carefully and decide which word or phrase in 1 can be used to complete each of the sentences. Explain that they should use the context clues to decide on the word/phrase, e.g. in the first sentence, the gapped word is a verb that the company has to do to meet the production targets. - Check answers as a class by playing the game PICK A BOX. - Have Ss work in 2 groups to play the game. - Give instructions. - Confirm the correct answers. Ask Ss to give reasons why they have chosen the word by referring to the context clues. - Ask individual Ss to read the complete sentences.	***Answer key:*** 1. employ 2. challenging 3. bonus 4. relevant 5. rewarding

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To give Ss an opportunity to practise simple, compound, and complex sentences.
- To help Ss practise simple, compound, and complex sentences in a speaking activity.

b. Content:

- Task 1: Combine the following simple sentences, using the words in brackets. (p.63)
- Task 2: Work in pairs. Add more clauses to the following sentences to make compound or complex sentences. (p.63)

c. Expected outcomes:

- Students can use simple, compound, and complex sentences correctly in sentences and in speaking activity.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Combine the following simple sentences, using the words in brackets. (6 mins)	
- Tell Ss to read the explanations in the Remember! box on page 62. Check understanding of the grammar point by	***Answer key:*** 1. Although he left school with no academic qualifications, he found a well-paid job./ He found a

asking questions about the number of clauses in the sentences. - Explain the differences among the three types of sentences to make sure Ss understand them. - In weaker classes, give more examples to demonstrate the grammar points. - In stronger classes, have Ss come up with their own example sentences. - Ask Ss to work in pairs or individually to combine the simple sentences by using the words in the bracket. - Check answers as a class and ask Ss to explain their choices.	well-paid job although he left school with no academic qualifications. 2. If people learn English well, they will have a better chance of getting a job./ People will have a better chance of getting a job if they learn English well. 3. This job requires not only good language skills but also communication skills. 4. My dad attended a cooking course so that he can open his own restaurant.
Task 2: Work in pairs. Add more clauses to the following sentences to make compound or complex sentences. (7 mins)	
- Have Ss read the instructions and examples, and make sure they all understand the context and what they have to do. In weaker classes, model a short conversation with a student. - Note that the examples in the book are just a few suggestions. Encourage Ss to come up with their own ideas to make compound and complex sentences. - Put Ss in pairs and practice saying the sentences. - Invite some Ss to report back to the class.	***Suggested answers:*** - *I admire teachers.* + I admire teachers because they work hard to educate students, and their impact on society is invaluable. + I admire teachers who devote their time and energy to shaping young minds, as their passion for education can inspire a lifelong love of learning in students. - *There are jobs that no longer exist.* + There are jobs that no longer exist, but new opportunities have emerged in the ever-changing workforce. + There are jobs that no longer exist because advancements in technology have rendered them obsolete, leading workers to adapt and acquire new skills for the evolving job market. - *Some jobs will be done by robots in the future.* + Some jobs will be done by robots in the future, but humans will still be needed for tasks that require human interaction and decision-making. + Although robots will take over certain jobs in the future, humans will remain indispensable in occupations that demand creativity, emotional intelligence, and complex problem-solving abilities.

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learned in the lesson.

+ Pronunciation: *Stressing auxiliary and modal verbs*

+ Vocabulary: *Work*

+ Grammar: *Simple, compound, and complex sentences (review and extension)*

b. Homework

- Do exercises in the workbook.
- Learn by heart some vocabulary related to work.
- Do more exercises about simple, compound, and complex sentences.
- Prepare for the next lesson.
- **[NLS 5.3NC1a]:** Use digital tools and technologies (e.g., dictionary apps, online grammar checkers) to create knowledge, innovate processes, and products (self-study and homework).

c. Self-evaluation and adjustment (if any)

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UNIT 5: THE WORLD OF WORK

Lesson 3: Reading

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I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Develop reading skills for general ideas and for specific information in job advertisements.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;
- Actively join in class activities.

3. Personal qualities

- Cognizant of how to read job advertisements and aware of future career prospects.
- Develop self-study skills.

4. Digital Competence (Năng lực số)

Students are able to:

- **[1.1NC1a]:** Identify information needs; find data, information, and content in a digital environment (via observing digital slides/images in Warm-up and Vocabulary).
- **[1.2NC1a]:** Analyze, compare, and evaluate the reliability and validity of data sources, information, and digital content (when processing information from the text displayed on the screen/digital courseware).

- **[5.3NC1a]:** Use digital tools and technologies to create knowledge, innovate processes, and products (applying to self-study/homework when searching for real job ads).

II. MATERIALS

- Grade 12 textbook
- Computer connected to the Internet
- Projector / TV
- *Hoclieu.vn*

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To enhance students' skills of cooperating with teammates.
- **[NLS 1.1NC1a]:** Find and process data/information in a digital environment (visuals in the game).

b. Content:

- Flash game

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Flash game - Have Ss play the flash game - Give the instruction - Show the pictures in Fast, Medium, and Slow - Have Ss to give the answers - Correct	

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate Ss' background knowledge about the topic and get Ss involved in the lesson.
- **[NLS 1.1NC1a]:** Identify information needs and access content via digital slides.

b. Content:

- Task 1: Work in pairs. Look at the pictures and discuss what you know about the jobs. (p.64)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
- Have Ss look at the pictures and ask questions. - Tell Ss that they are going to read several advertisements for common jobs that high school students can do. - In stronger classes, ask Ss to brainstorm the jobs that are common for Ss to do especially during their holiday. - Invite some groups to share their ideas with the class before reading.	**Questions:** - What do you see in the picture? - What do they do? - Do you like to do these jobs?
Vocabulary pre-teaching (5 mins)	
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	***New words:*** 1. unpaid (adj) 2. wage (n) 3. donation (n) 4. overtime pay (n) 5. responsibility (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-READING (20 mins)

a. Objectives:

- To help Ss practise guessing the meanings of words/ phrases from context.
- To help Ss practise reading for general and specific information.
- **[NLS 1.2NC1a]:** Analyze and compare information from the digital text (on *Hoclieu.vn* or projector) to solve tasks.

b. Content:

- Task 2: Read the adverts and choose the correct meanings of the highlighted words and phrases.
- Task 3: Read the adverts again and choose the most suitable headline for each one.

- Task 4: Read the adverts again and decide which job is most suitable for the following people. Write 1, 2, 3, 4, or 5.

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the adverts and choose the correct meanings of the highlighted words and phrases. (6 mins)	
- Ask Ss to read the whole text once to get an overall idea. - Then have Ss focus on the highlighted words and phrases, looking for context clues in the text and working out the correct meaning. - Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary. - Have Ss discuss the context clues and compare answers in small groups. - Check answers as a class by inviting Ss to write them on the board.	***Answer key:*** 1. A 2. A 3. A 4. B 5. A
Task 3: Read the adverts again and choose the most suitable headline for each one. (7 mins)	
- Ask Ss to read 5 headlines in 2 and read the advertisements again to match the headline with the correct advertisement. - Remind Ss to read the advertisements carefully to find out the significant information which matches the heading. - Ask Ss to locate key information that helps them have the correct answer. - Check answers as a class. Write them on the board.	***Answer key:*** 1. E 2. B 3. A 4. C 5. D
Task 4: Read the adverts again and decide which job is most suitable for the following people. Write 1, 2, 3, 4, or 5. (7 mins)	
- Ask Ss to read the descriptions of 5 people first. Make sure Ss understand all of them. - Have Ss read the advertisements again and decide which job is most suitable for each of the described people. - Ask Ss to give reasons for their answers by providing the information from the advertisements. - Check answers as a class. Call on some Ss to explain their answers.	***Answer key:*** a. 3 b. 5 c. 2 d. 4 e. 1

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-READING (8 mins)

a. Objectives:

To help Ss use the ideas and language in the reading to express opinions and give reasons.

b. Content:

- Task 5: Work in pairs. Discuss the following questions. (p.65)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the job in the adverts that students find the most interesting.

d. Organisation

TEACHER'S ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following questions.	
- Ask Ss to review the advertisements quickly and note down some ideas for their answers. - Encourage Ss to explain their answers using as many reasons as possible. - Invite Ss from different groups to give their answers to the class.	***Suggested answers:*** • I find the teaching assistant job the most interesting because it will give me the opportunity to improve my English skills. It will be exciting to supervise classroom activities and help teachers plan their lessons. It will also be a great job to list on my CV. • I find the shop assistant job the most interesting because I will have a chance to meet many different people. It will also be great fun to arrange shop window displays. I would also enjoy additional benefits such as free meals and overtime pay.

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

+ Some vocabulary related to *Job advertisements*

+ Reading for specific information about *Job advertisements*

+ Discuss the job you find the most interesting.

b. Homework

- Learn by heart vocabulary
- Do exercises in the workbook.
- Talk about the job you find the most interesting with your friends.
- Prepare for the next lesson.

- [NLS 5.3NC1a]: Use digital tools (Internet/Search engines) to find one real English job advertisement online that matches your interest.

c. Self-evaluation and adjustment (if any)

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UNIT 5: THE WORLD OF WORK
Lesson 4: speaking

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I. OBJECTIVES
By the end of this lesson, Ss will be able to:
1. Knowledge
- Give opinions about different jobs
2. Competences
- Develop communication skills;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.
3. Personal qualities
- Be proud and respectful of different jobs
4. Digital Competences (Năng lực số)
Students are able to:

- **1.1NC1a:** Identify information needs; find data, information, and content in a digital environment (through watching the video about jobs).
- **1.2NC1a:** Analyze, compare, and evaluate the reliability and validity of data sources, information, and digital content (when analyzing job descriptions presented on the screen/textbook).
- **5.3NC1a:** Use digital tools and technologies to create knowledge, innovate processes, and products (using online dictionaries or search engines to find suitable adjectives).

II. MATERIALS
- Grade 12 textbook
- Computer connected to the Internet
- Projector / TV
- *Hoclieu.vn*

III. PROCEDURES
1. WARM-UP (5 mins)
a. Objectives:
- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part.
- [NLS 1.1NC1a]: Find and process information in a digital environment (video content).
b. Content:
- Watching a video

c. Expected outcomes:

- Students can guess the context for the speaking part.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Watching a video - Have Ss watch a video and guess the video is about.. - Call on Ss to give the ideas and give feedback - Teacher leads in the lesson.	Link: https://www.youtube.com/watch?v=7x0V0yr-13A

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

a. Objectives:

- To introduce more ideas for the main speaking task and get Ss involved in the lesson.
- To give Ss an opportunity to describe jobs and express opinions.
- **[NLS 5.3NC1a]:** Use digital tools (if available/allowed) to look up vocabulary/adjectives to create knowledge about job descriptions.

b. Content:

- Task 1: Read the descriptions of the following jobs. What do you think about each job? Write the adjectives that describe the nature of the job in the table. Use the words in the box to help you. (p. 66)
- Task 2: Work in pairs. Talk about the jobs in 1 using the adjectives. Compare your answers and explain your opinions and feelings. (p. 66)

c. Expected outcomes:

- Students can use the adjectives to describe the nature of the job.
- Students can explain their opinions and feelings about the jobs.

d. Organisation

TEACHER'S ACTIVITIES	CONTENTS
Task 1: Read the descriptions of the following jobs. What do you think about each job? Write the adjectives that describe the nature of the job in the table. Use the words in the box to help you. (10 mins)	

- Ask Ss to work in pairs and decide which adjectives are suitable for the job descriptions. - Make sure the Ss understand the adjectives and descriptions. In weaker classes, explain the meaning of difficult adjectives to Ss when necessary. - Note that Ss can use several adjectives to describe the job as long as they can give reasons for their choice. - Check answers as a class by calling on pairs to read their diagrams and explain the reasons for their answers.	***Suggested answers:*** - Teaching assistant: rewarding, important, stressful, etc. - Event volunteer: demanding, rewarding, tiring, etc. - Product reviewer: challenging, exciting, demanding, etc. - Shop assistant: stressful, tiring, repetitive, etc. - Babysitter: repetitive, stressful, demanding, etc.
Task 2: Work in pairs. Talk about the jobs in 1 using the adjectives. Compare your answers and explain your opinions and feelings.	
- Keep Ss working in the same pairs. Ask Ss to read the sample conversation in pairs and make sure they understand it. - Have Ss choose a job in 1 and give their opinions about it. - Ask Ss to base their opinions and feelings on the descriptions in 1 and use the example in their book to develop a similar conversation. - Encourage Ss to express their true feelings and opinions. Go around the class and provide help when needed. - Call on some pairs to read their conversation aloud to class.	***Suggested answer:*** **A:** I think working as a product reviewer is very demanding because I need to have technical skills such as understanding technology, writing scripts, and explaining products to people. **B:** Some product reviewers present products in front of a camera, so you may need acting skills as well. If your videos are watched by thousands of viewers, you may become famous. **A:** Even a few minutes of video footage requires a lot of work. I'd rather work as a shop assistant. It's a tiring job, but not very demanding. **B:** I see …

e. Assessment

- Teacher gives feedback on Ss' pronunciation and conversation.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (8 mins)

a. Objectives:

To give Ss an opportunity to report their discussion results to the class

- NLS 2.1NC1b *Encourage students to use a digital slide/image to summarize their group's opinion if time allows*

b. Content:

- Task 3: Work in groups. Compare your answers in 1 and 2, and report to the whole class. Use the questions below as cues. (p. 66)

c. Expected outcomes:

- Students can report their discussion results to the class.

d. Organisation

TEACHER'S ACTIVITIES	CONTENTS
Task 3: Work in groups. Compare your answers in 1 and 2, and report to the whole class. Use the questions below as cues.	
- Have Ss form groups to find out which adjectives their members have used in 2, which job they like or dislike and what common reasons are. - Remind Ss to use the ideas already given in the previous activities. In stronger classes, encourage Ss to expand on their answers. - Call on some groups to present their ideas to the class.	***Suggested answer:*** The most common adjective to describe a product reviewer is 'challenging' because it requires technical skills that we may not be good at. However, we also think that this challenge will test our ability to handle work pressures. Most of the people in my group prefer the teaching assistant job because it adds value to our CVs. On the other hand, the least preferred job is being a babysitter because taking care of small children can be boring.

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

+ Giving opinions about different jobs: *teaching assistant, event volunteer, product reviewer, shop assistant, babysitter.*

b. Homework

- Do exercises in the workbook.
- Practise giving opinion about other jobs
- Prepare for the next lesson.

c. Self-evaluation and adjustment (if any)

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UNIT 5: THE WORLD OF WORK

Lesson 5: Listening

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I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Listen for main ideas and specific information in a phone conversation about a job vacancy

2. Competences

- Be collaborative and supportive in pair work and teamwork;
- Develop listening skills.

3. Personal qualities

- Awareness of the skills and qualities required for future professions.
- Develop self-study skills;
- Actively join in class activities.

4. Digital Competences (Năng lực số)

Students are able to:

- **1.1NC1a:** Identify information needs; find data, information, and content in a digital environment (through watching the video in Warm-up).
- **1.2NC1a:** Analyze, compare, and evaluate the reliability and validity of data sources, information, and digital content (processing audio information to determine True/False).
- **5.3NC1a:** Use digital tools and technologies to create knowledge, innovate processes and products (using online resources for homework/self-study).

II. MATERIALS

- Grade 12 textbook
- Computer connected to the Internet
- Projector / TV

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;
- **[NLS 1.1NC1a]: Identify information needs; find data, information, and content in a digital environment (via video).**

b. Content:

- Watching a video and brainstorming

c. Expected outcomes:

- Students can answer the questions through watching a video

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Watching a video and brainstorming - Ask Ss some questions about job enquiries - Have Ss watch a video and brainstorm what	***Questions:*** - What do you know about Job Enquiries? - Have you ever called any company or organisation

kind of information that Ss want to know about job vacancy **1.1NC1a:** Identify information needs; find data, information, and content in a digital environment (through watching the video in Warm-up). - Play the video. - Call on some Ss to give the answers and correct.	for a job you want to apply for? - What kind of information do you want to know? ***Link:*** LISTENING CAMBRIDGE IELTS 9 TEST 1 SECTION 1 - Có giải nghĩa Tiếng Việt

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:

- To introduce some words and phrases to help Ss understand the listening and get Ss involved in the lesson.

b. Content:

- Task 1: Choose the correct meanings of the underlined words and phrases.
- Vocabulary pre-teaching

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Choose the correct meanings of the underlined words and phrases. (4 mins)	
- Ask Ss to read the four vocabulary items and have Ss guess their meaning. - In weaker classes, read the definitions and check your understanding of the vocabulary. - Have Ss do the matching in pairs or individually. - Check answers as a class. Further explain to Ss if necessary. - Ask Ss to copy down the vocabulary.	***Answer key:*** 1. A 2. B 3. A 4. A ***Vocabulary***: 1. interfere with 2. order (n) 3. bill (n) 4. wait on tables

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: WHILE-LISTENING (20 mins)

a. Objectives:

- To help Ss practise listening for the main idea and specific information.
- **[NLS 1.2NC1a]: Analyze, compare, and evaluate the reliability and validity of data sources, information, and digital content (Analyzing audio content to verify statements).**

b. Content:

- Task 2: Listen to a conversation between Mark and a restaurant manager, and decide whether the statements are true (T) or false (F). (p. 67)
- Task 3: Listen to the conversation again and complete the notes. Use no more than TWO words for each gap. (p. 67)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to a conversation between Mark and a restaurant manager, and decide whether the statements are true (T) or false (F). (10 mins)	
- Tell Ss that they're going to listen to a telephone conversation between Mark and a woman from Viet Organic Garden Restaurant. - Have Ss read the statements and may have a guess whether the statements are true or false. Elicit or explain any unfamiliar or difficult words. - Play the recording and have Ss do the activity. - Check answers as a class. In stronger classes, ask Ss to explain their answers using the information from the recording. - Play the recording again if many Ss have incorrect answers, pausing at the places where they can find the information for their answers.	**Answer key:** 1. T 2. F 3. T 4. F
Task 3: Listen to the conversation again and complete the notes. Use no more than TWO words for each gap. (10 mins)	
- Ask Ss to read the text in the note. Make sure they understand they need to write no more than three words in each gap. - Encourage them to guess what part of speech might fit each gap. - Play the recording once (or twice in weaker classes) for Ss to complete the table. - Ask Ss to work with a partner to compare their answers. - Check answers by calling on some Ss to write their answers on the board or read them aloud. - Play the recording again if many Ss have incorrect answers, pausing at the places where they can get the correct information.	***Answer key:*** 1. 12/ twelve 2. greet 3. bill payments 4. listen to 5. maths skills 6. next week

e. Assessment

- Teacher's observation of Ss' performance.

- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To give Ss an opportunity to personalise the language and ideas from the listening in a speaking task.

b. Content:

- Task 4: Work in pairs. Discuss the following questions. (p.67)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about qualities and skills that are required as a server and other jobs.

d. Organisation

TEACHER'S ACTIVITIES	CONTENTS
Task 4: Work in pairs. Discuss the question. (8 mins)	
- Ask some lead-in questions to see whether Ss want to be a server, e.g., *Do you want to be a server? Why? Why not?* - Put Ss into groups and have them discuss the questions given in 4. - Remind Ss that they can use the reasons from the listening to support their opinions. In stronger classes, encourage them to come up with their own ideas to support their point of view. - Invite some groups of Ss to present a summary of their discussion to the class.	**Suggested answers:** According to what we hear, as a server we can develop important skills such as verbal communication, active listening, good memory, teamwork, food safety knowledge, numeracy, time-management, multi-tasking, and patience. These are also skills useful in many other jobs. For example, no matter what job you choose, good communication is essential, so you can give clear instructions and avoid miscommunication. We think that all types of jobs require good time-management and the ability to plan your workload effectively to meet deadlines.

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.

+ Some vocabulary related to ***job enquiry***

+ Listening for specific information about ***job enquiry***

b. Homework

- Learn by heart vocabulary
- Do exercises in the workbook.
- Prepare for the next lesson.

- [NLS 5.3NC1a]: Use digital tools and technologies to create knowledge, innovate processes and products (using online dictionaries/resources to prepare for the new lesson).

c. Self-evaluation and adjustment (if any)

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UNIT 5: THE WORLD OF WORK

Lesson 6: Writing

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I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Know how to write an application letter
- Write a job application letter

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Awareness of how to write a job application letter for future professions.

4. Digital Competences (Năng lực số)

Students are able to:

- **1.1NC1a:** Identify information needs; find data, information, and content in a digital environment (e.g., analyzing job advertisements and model letters presented on the projector/screen).
- **3.1NC1a:** Create and edit digital content in various formats, to express oneself (e.g., drafting a formal letter that follows standards suitable for digital submission or email).
- **2.5NC1a:** Perceive behavioral standards and knowledge when using digital technology and interacting (e.g., using appropriate formal tone and etiquette required for professional job applications).

II. MATERIALS

- Grade 12 textbook
- Computer connected to the Internet
- Projector / TV

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Chatting and reviewing

c. Expected outcomes:

- Students can remember the knowledge of the old lesson.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Chatting and reviewing - Have Ss answer some questions.	***Questions:*** - Do you remember them?

- Call on Ss to give the answers. - Correct. - Lead into the new lesson.	- What is the name of the restaurant? - What does Mark call Viet Organic Garden for? - What does he need to apply for the job?

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITING (10 mins)

a. Objectives:

- To help student understand the format of an application letter and develop ideas for their writing
- **[NLS 1.1NC1a]:** Students identify necessary information and analyze content presented in a digital environment (projector/slide).

b. Content:

- Task 1: Read the job application letter for a part-time server below. Label the communicative functions (1-4) with the phrases in the box.

c. Expected outcomes:

- Students can understand the format of an application letter and develop ideas for their writing.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
- Ask Ss to look at the application letter for a part-time server for Viet Organic Garden Restaurant. - Explain the structure of an application letter and its elements. In stronger classes, ask Ss to do this by themselves because they already learned this in grade 10. - Tell Ss to pay close attention to how the letter is organised (sender's address, date, receiver's address, opening, closing). - Have Ss work in pairs, study the 4 elements of the letter and match each one with one of the paragraphs of the letter. - Note that these four elements are also major parts of an application letter. - Checks answers as a class. - Ask Ss to read the tips for writing and prepare for the writing part.	***Answer key:*** 1. A 2. D 3. B 4. C

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (15 mins)

a. Objectives:

- To help Ss practise writing an application letter for the position of a part-time receptionist.
- **[NLS 3.1NC1a]:** Students practice creating content (the letter) following specific standards, which is a foundational skill for creating digital documents (emails/online applications).

b. Content:

- Task 2: Write a letter (150-180 words) applying for the position of a part-time receptionist. Use the model and tips in 1, and the suggestions below to help you.

c. Expected outcomes:

- Students can write an application letter for the position of a part-time receptionist

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2: Write a letter (150-180 words) applying for the position of a part-time receptionist. Use the model and tips in 1, and the suggestions below to help you. (15 mins)	
- Explain all the tips in 1 and make Ss understand them all. - Give Ss time to write an application letter in groups of 4. - Remind Ss to use the model and tips in 1, and the given suggestions to help them with the writing practice. - Walk around the class and offer help. When walking round the class to monitor, make a note of common mistakes. After all Ss finish the writing task, write these on the board, making sure they are anonymous. Ask Ss to correct them as a class. - If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on both the content and language in their comments. Encourage Ss to make some revisions based on their partners' suggestions. - Ask Ss to stick the posters on the board.	***Suggested answer:*** 2222 Nguyen Trai Road, Thanh Xuan District, Ha Noi Viet Organic Garden Restaurant 1036 Hang Dau Street, Hoan Kiem District, Ha Noi Ha Noi, 16 July 20… Dear Sir or Madam, Re: Application for the position of a part-time receptionist I am writing to apply for the position of a part-time receptionist that you advertised on your website. I am in my final year of secondary school and have some experience in the hospitality industry. Last summer, I worked as a part-time receptionist for a local restaurant. My responsibilities included meeting and greeting the customers and taking them to their tables. I also answered the phone and took bookings. I consider myself to be reliable, hard-working and enthusiastic. I can speak English fluently, so I can communicate with foreign guests quite comfortably. I would be delighted to meet you in person to discuss my application. I am available for an interview on any afternoon. If my application is successful, I will be able to start work after the 15th of August when I finish my exams. I look forward to hearing from you soon. Yours faithfully, Nguyen Van Nam

e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)

a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Cross-checking	
- Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.	***Writing rubric*** 1. Organisation: …/10 2. Legibility: …/10 3. Ideas: …/10 4. Word choice: …/10 5. Grammar usage and mechanics: …/10 TOTAL: …/50

e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.

+ How to write an application letter

+ Write an application letter

b. Homework

- Do exercises in the workbook.
- Complete the writing in your notebook.
- Prepare for the next lesson.

c. Self-evaluation and adjustment (if any)

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UNIT 5: THE WORLD OF WORK
Lesson 7: Communication and Culture / CLIL

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I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Gain knowledge about some unusual jobs
- Know how to express anxiety and respond to it

2. Competences

- Develop communication skills and creativity;
- Develop presentation skills;
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Aware of how to express anxiety and respond to it
- Aware of some unusual jobs in the world
- Actively join in class activities.

4. Digital Competences (Năng lực số)

- **1.1NC1a:** Identify information needs; find data, information, and content in a digital environment (through watching videos about jobs and digital crosswords).
- **5.3NC1a:** Use digital tools and technologies to create knowledge, innovate processes, and products (searching for information about other unusual jobs to present).

II. MATERIALS

- Grade 12 textbook
- Computer connected to the Internet
- Projector / TV

III. PROCEDURES

1. WARM-UP (7 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.
- **[NLS 1.1NC1a]:** Interact with digital content presented on the screen.

b. Content:

- Game: Crosswords

c. Expected outcomes:

- Students can review some words in the old lesson and guess the keyword.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: CROSSWORDS - Teacher divides class into two groups - Asks Ss to choose the number and answer the question to get the crossword. - If the answer is correct, they get one point for their team. If the answer is incorrect, the chance is transferred to the other team. - If the students guess the keyword, they get 3 points for their team. - The team with the highest score is the winner.	***Answer key:*** 1. teaching assistant 2. accountant 3. exciting 4. boring 5. product reviewer 6. volunteers 7. babysitter -> **ANXIETY**

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (13 mins)

a. Objectives:

- To provide model conversations in which speakers express and respond to anxiety;
- To review expressions for expressing and responding to anxiety.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs.
- Task 2: Work in pairs. Use the models in 2 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you.

c. Expected outcomes:

- Students can use appropriate language to express pleasure and happiness and respond in certain situations.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (4 mins)	
- Check if Ss know any phrases for expressing and responding to anxiety by asking, e.g. *What would you do if you haven't revised carefully for the exam tomorrow?* (I'm so worried about the exam tomorrow.) *What would you tell me if I am so worried about it?* (You'll be fine.) - Ask Ss to read through the expressions in the box and the incomplete conversations, and check comprehension. - In stronger classes, have Ss complete the gaps based on context clues in the conversations. - In stronger classes, play the recording once for Ss to check their answers. In weaker classes, play it twice, the first time just to listen and the second time to write the letters for the expressions they hear in the gaps. - Check answers as a class by asking the questions and	***Answer key:*** 1. B 2. C 3. D 4. A

having Ss read out the complete answers. - Ask Ss to practise the conversations in pairs.	
Task 2: Work in pairs. Use the models in 2 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (9 mins)	
- Have Ss read the useful expression - Have Ss read the situations and check to understand. - Revise common expressions used to express and respond to anxiety. In weaker classes, go through the expressions in the table and check to understand. - Put Ss into pairs. Give them a few minutes to come up with ideas to support their answers. - Allow Ss enough time to practise their conversations. Then invite some pairs to role-play them in front of the class. - Praise for good effort, clear pronunciation, fluent delivery, and interesting ideas	***Sample conversations:*** 1. ***A:*** It's my first day at work tomorrow. I'm so nervous about starting a job as a teaching assistant at Hanoi School English. Will I be able to make friends with my colleagues? ***B:*** Stop thinking about it, Mai. You'll be fine. Just go to bed early and arrive at work on time. And be nice to everybody. 2. ***A:*** I'm afraid I've sent an email to the wrong customer. I'm worried that he'll complain about me to my manager. I can't stop thinking about it. ***B:*** Don't worry. Just send a follow-up email to explain to the customer. Everybody can make mistakes.

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE (18 mins)

a. Objectives:

- To help Ss learn about unusual jobs around the world.
- To help Ss relate what they have learnt about unusual jobs to their own experiences.
- **[NLS 1.1NC1a]:** Identify information needs; find data, information, and content in a digital environment (via video).
- **[NLS 5.3NC1a]:** Use digital tools and technologies to create knowledge (searching for extra info).

b. Content:

- Task 1: Read the texts and answer the questions.
- Task 2: Work in pairs. Discuss the following questions.

c. Expected outcomes:

- Students can recognise the qualities of the jobs and give opinions about some unusual jobs in the world.

d. Organisation

TEACHER'S AND STUDENTS'	CONTENTS

ACTIVITIES	
Task 1: Read the texts and answer the questions. (7 mins)	
- Have Ss watch a video and answer the question. - Play the video. - Call on some students to give ideas. - Give feedback. - Show the pictures and ask Ss to give the name of the jobs. - Tell Ss that they are going to read about some unusual jobs. As they read, they should answer the question. - Have Ss read the text and do the task. - Check answers as a class.	***Suggested answers:*** 1. Cleaners of the world's highest building. 2. Train pushers 3. Golf balls divers.
Task 2: Work in groups. Discuss the questions. (11 mins)	
- Have Ss work in pairs to discuss the job they find most interesting. - Ask Ss some specific questions, e.g. *Why do you think being a window cleaner for a high building is interesting? Do you think it is too dangerous?* - Call on some Ss to present their ideas in front of the class. - In stronger classes, ask them to discuss other usual jobs that they know and support them with necessary information about the jobs. - Give feedback.	***Suggested answers:*** I think being a high-rise window cleaner is the most interesting job. It is exciting to hang off a skyscraper and see the world below you. Because of its risky nature, it also offers high pay. It is easy to find a job as a high-rise window cleaner nowadays because there are so many skyscrapers in every big city. I think working as a trainer pusher is the most interesting job. It may sound crazy, but pushing people into a train can be lots of fun, especially when they don't complain and want to be pushed, so they can get to their office on time. I have read about some other unusual jobs, such as being a pet food taster. In this role, people will have to evaluate products based on their packaging, smell, nutritional value, and yes, even the texture and taste.

e. Assessment

- Teacher gives feedback on the student's opinions and pronunciation.

4. EXTRA ACTIVITY (5 mins)

a. Objectives:

- To help Ss discuss the topic further.

b. Content:

- Discuss the questions

c. Expected outcomes:

- Students can use the knowledge to discuss the topic further

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Discuss the questions (5 mins)	
- Have Ss work individually and discuss the questions - Call on some Ss to give ideas	***Questions:*** 1. What job would you like to do in the future? 2. Imagine tomorrow is the interview day for that job, what would you do to avoid feeling anxious?

e. Assessment

- Teacher gives feedback on the student's opinions and pronunciation.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learned in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 8 – Looking back and project.

c. Self-evaluation and adjustment (if any)

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UNIT 5: THE WORLD OF WORK

Lesson 8: Looking back and project

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I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Review the vocabulary and grammar of Unit 5;
- Apply what they have learned (vocabulary and grammar) into practice through a project.

2. Core competence

- Develop communication skills and creativity;
- Develop presentation skills;
- Develop critical thinking skills;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Be respectful of different jobs;
- Establish a foundation for career choices in the future;
- Develop self-study skills.

4. Digital Competence (Năng lực số)

- **[1.1NC1a]**: Identify information needs; find data, information, and content in a digital environment (during project research).

- **[1.2NC1b]**: Analyze, compare, and evaluate the reliability and validity of data sources, information, and digital content (when selecting information for the project).
- **[3.1NC1a]**: Create and edit digital content in various formats, to express oneself through digital technologies (creating PowerPoint slides or digital posters).
- **[3.3NC1a]**: Understand how to apply copyright and licenses to information and digital content (citing sources in the project).

II. MATERIALS

- Grade 12 textbook
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *Hoclieu.vn*

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.

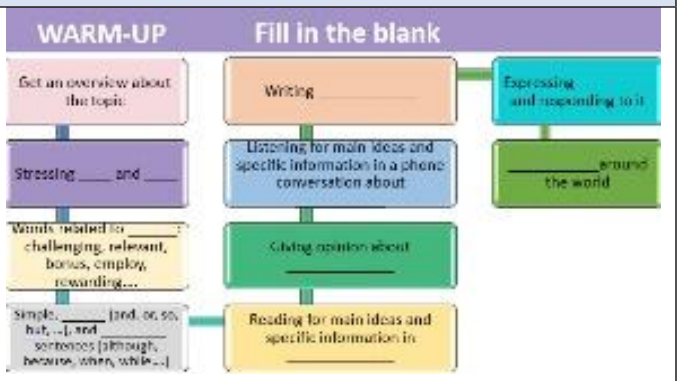
b. Content:

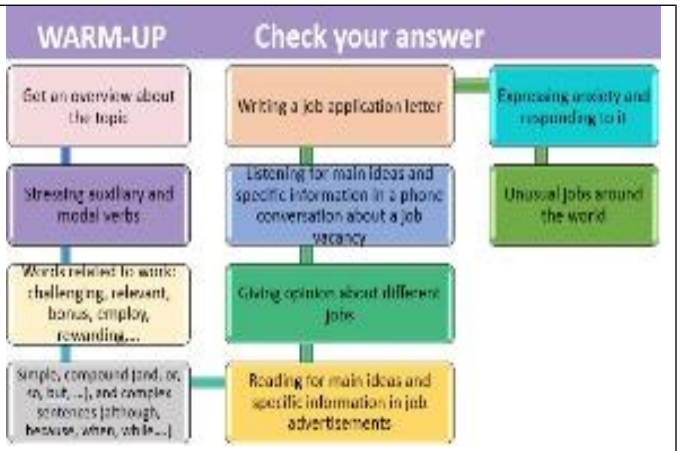
- Game: Brainstorming

c. Expected outcomes:

- Students can bring together all the different knowledge they have learned from various subjects.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Brainstorming **[1.1NC1a]**: Identify information needs; find data, information, and content in a digital environment (during project research). - Ss work in 4 teams. - T prepare 4 posters for 4 teams. - The team has more correct answers and the fastest will be the winner.	 ***Answer key:***

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss revise stressed auxiliary and modal verbs.
- To help Ss revise words and phrases they have learned in the unit.
- To help Ss revise simple, compound, and complex sentences.

b. Content:

- **Pronunciation:** Read the conversations and underline the stressed auxiliary and modal verbs. Listen and check. Then practice saying the sentences in pairs.
- **Vocabulary:** Choose the correct words to complete these sentences
- **Grammar:** Circle the mistake in each sentence. Then correct it.

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	CONTENTS
Pronunciation: Read the conversations and underline the stressed auxiliary and modal verbs. Listen and check. Then practice saying the sentences in pairs. (4 mins)	
- Ask Ss to listen to the recording and underline the auxiliary and modal verbs that are stressed. - Check answers as a class by playing the recording several times if needed. - Ask Ss to practise the questions in pairs. Draw their attention to the verbs that are stressed. - Call on some Ss to read the questions out loud in front of the class. - Give feedback.	***Answer key:*** 1. ***A:*** Have you started working for the new company? ***B:*** Yes, I <u>have</u>. I started last week. 2. ***A:*** Can people with no experience apply for this job? ***B:*** Yes, they <u>can</u>. We provide on-the-job training. 3. ***A:*** Do you like your job? ***B:*** Yes, I <u>do</u>. I <u>wasn't</u> interested in the job at first, but I <u>am</u> interested in it now. 4. ***A:*** You <u>haven't</u> sent the email to the customer. ***B:*** I <u>have</u>.

Vocabulary: Choose the correct words to complete these sentences. (4 mins)	
- Ask Ss to choose the correct word in each of the sentences. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking Ss to play the game TUG OF WAR.	***Answer key:*** 1. relevant 2. employed 3. bonus 4. challenging
Grammar: Circle the mistake in each sentence. Then correct it. (4 mins	
- Explain to Ss that each sentence contains one mistake and ask them to find the mistakes and correct them. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write the sentences on the board. Have Ss explain what grammatical form they have used and why.	***Answer key:*** 1. A (Despite => Although) 2. C (so => because) 3. B (such that => so that) 4. C (but => but also)

e. Assessment

- Teacher obverses Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a poster or powerpoint presentation.

- **[NLS 3.1NC1a]**: Students demonstrate the ability to create and edit digital content (slides/posters).

- **[NLS 3.3NC1a]**: Students practice citing sources and understanding copyright (via references in their presentation).

b. Content:

- Student part-time jobs

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster/ PowerPoint presentation. - Have Ss work in their groups. Give them a few minutes to get ready for their presentations. Ask them to decide who is going to present and answer questions about it. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklist.	***Students' presentations***

- If necessary, go through the assessment criteria to make sure Ss are familiar with them. - Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster. - You can also give Ss marks for their posters and poster presentations as part of their continuous assessment.	

e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learned in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson.

c. Self-evaluation and adjustment (if any)

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