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Teacher's name: LE THI AI THI
Class: 12/7 & 12/12

LESSON PLAN

(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)

UNIT 9: CAREER PATHS

Lesson 1: Getting started – Q&A with a career adviser.

I. OBJECTIVES

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

1. Knowledge

- Get an overview about the topic *Career paths*.
- Use vocabulary to talk about careers.

2. Competences

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

3. Personal qualities

- Be ready for their future career.

II. MATERIALS

- Grade 12 textbook, Unit 9, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

| Form | Pronunciation | Meaning | Vietnamese equivalent |
|------------------|---------------|---|----------------------------|
| 1. automate (v) | /ˈɔ:təmeɪt/ | to make a process in a factory or office operate by machines or computers, in order to reduce the amount of work done by humans and the time taken to do the work | tự động hoá |
| 2. adapt (v) | /əˈdæpt/ | to change, or to change something, to suit different conditions or uses | thích nghi |
| 3. pursue (v) | /pəˈsjuː/ | to follow someone or something, usually to try to catch him/her, or it | theo đuổi |
| 4. applicant (n) | /ˈæp.lɪ.kənt/ | a person who formally requests something, especially a job, or to study at a college or university | người nộp đơn, ứng cử viên |

Assumption

| Anticipated difficulties | Solutions |
|--|---|
| Students may lack knowledge and experiences about the topic. | <ul style="list-style-type: none">- Encourage students to work in groups so that they can help each other.- Give short, clear instructions, and help if necessary. |

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.

b. Content:

- Game: The race

c. Expected outcomes:

- Students can answer some open questions about careers.

d. Organisation:

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|---|--|---|
| Game: The race (PPT slides) <ul style="list-style-type: none">- Ss work in 2 teams Tiger and Rabbit. 2 teams take turns to choose a number and answer the question.- With each correct answer, the team's animal jumps one step above.- The first team that comes to the top is the winner.- T leads into the lesson. | <ul style="list-style-type: none">- Students raise hands and answer the questions in their team. | 1. Ss' answers and performances. |

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 *Career paths*.
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to Career paths.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|--------------------------------|---|--|
| Vocabulary pre-teaching | <ul style="list-style-type: none">- Students listen to the teacher's explanation and guess the words. | New words: <ul style="list-style-type: none">1. automate (v)2. adapt (v) |

| | | |
|--|--|---|
| <ul style="list-style-type: none"> - Teacher gives the meaning of the new words and asks students to guess the words. - Teacher explains more by showing pictures or giving explanations. - Teacher asks students to give the Vietnamese meanings of the words. | <ul style="list-style-type: none"> - Students write the new words into their notebooks. | <ul style="list-style-type: none"> 3. pursue (v) 4. applicant (n) |
|--|--|---|

e. Assessment

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

3. ACTIVITY 2: PRACTICE (30 mins)

a. Objectives:

- To introduce some vocabulary and the grammar points to be learnt in the unit.
- To check Ss' comprehension of the conversation.
- To introduce words and phrases related to career paths.
- To help Ss identify three-word phrasal verbs.

b. Content:

- Task 1: Listen and read. (p.116)
- Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (p.117)
- Task 3: Find words and phrases in Task 1 with the following meanings. (p.117)
- Task 4: Complete the sentences using phrasal verbs from the conversation in Task 1. (p.117)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|--|---|--|
| Task 1: Listen and read. (8 mins) | | |
| <ul style="list-style-type: none"> - Focus Ss' attention on the title and heading. Check if Ss understand the meaning of the phrase career adviser. Have Ss explain it, e.g. a person who gives advice about careers. - Set the context for listening and reading the conversation. Have Ss look at the picture and ask questions about it. - Encourage Ss to give answers, but do not confirm whether their answers are right or wrong. - Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to career while they are listening and reading. - Put Ss in pairs and have them compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. | <ul style="list-style-type: none"> - Students look at the picture, ask and answer the questions. - Students listen to the recording. - Students read the conversation aloud. | <p>Questions: <i>What can you see?</i> <i>Can you name some of the jobs in the photo?</i></p> |

| | | |
|--|---|---|
| - Call on some Ss to read the conversation aloud. | | |
| Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (7 mins) | | |
| - Ask Ss to work in pairs and read each statement carefully. Ask them to identify and underline the key words and important information in the statements, then read the conversation and decide whether each of the statements is true (T) or false (F). - Have Ss share their answers with the class. - Confirm the correct answers. | - Students work and compare the answers in pairs. | Answer key: 1. F 2. T 3. F 4. T |
| Task 3: Find words and phrases in Task 1 with the following meanings. (8 mins) | | |
| - Ask Ss to read the definitions, then scan the conversation looking for words or phrases matching the meanings. - Encourage students to look at the given initials of the words and phrases so that they can find them more quickly. - Have Ss compare and share their answers with the class. - Confirm the correct answers. | - Students read the conversation again and work individually to do the activity. - Students share and check the answers. | Answer key: 1. pursue 2. automated 3. in demand 4. soft skills 5. adapt |
| Task 4: Complete the sentences using phrasal verbs from the conversation in Task 1. (7 mins) | | |
| - Have Ss read the text individually. Encourage them to try to complete it with an appropriate verb phrase without referring to the conversation. Then ask them to find the answers in the conversation. - Check answers as a class. First ask the class to call out the phrasal verbs, then call on individual Ss to read the complete sentences. - Tell Ss that they will learn other three-word verbs in the next lesson. | - Students work individually to complete the sentences. - Students share and check the answers. | Answer key: 1. keep up with 2. look down on 3. come up with |

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practise talking about career paths.

b. Content:

- Take action!

c. Expected outcomes:

- Students can understand the lesson and further practise talking about career paths.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|---|---|--|
| <p>Work in pairs. Student A thinks of a career and tries to explain it to student B without telling the career's name. Student B guesses the job. Then swap. Extra question: Do you think your career can be replaced by AI in the future?</p> | | |
| <ul style="list-style-type: none"> - Ask Ss to work in pairs. - Elicit some careers and their characters. - Tell Ss to look at the vocabulary list and Task 1 again to find ideas. - When they know exactly what to do, ask them to work in pairs. Teacher may go around to observe and offer help if necessary. - Invite some pairs to perform in front of the class. | <ul style="list-style-type: none"> - Students work in pairs to follow the teacher's instruction. - Students practice in pairs. - Students perform in front of the class. | <p><i>Students' own creativity</i></p> |

e. Assessment

- Teacher observes and gives feedback.

5. CONSOLIDATION

a. Wrap-up

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

b. Homework

- Learn by heart new vocabulary
- Do exercises in the workbook.
- Prepare for the project in Lesson 8

Board plan

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| <p><i>Date of teaching</i> Unit 9: Career Paths Lesson 1: Getting started</p> <p>* Warm-up</p> <p>* Vocabulary Task 1: Listen and read. Task 2: True or False. Task 3: Match each word with its definition. Task 4: Complete the sentences.</p> <p>Take action!</p> <p>*Homework</p> |
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UNIT 9: CAREER PATHS

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use sentence stress appropriately to speak with a natural rhythm.
- Understand and use phrases related to choosing a career path.
- Use three-word phrasal verbs correctly.

2. Competences

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

3. Personal qualities

- Be ready for their future career.

II. MATERIALS

- Grade 12 textbook, Unit 9, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

| Sentence stress and rhythm |
|---|
| <ul style="list-style-type: none">• Content words (e.g. main verbs, nouns, adjectives, and adverbs) are often stressed, while grammatical words (e.g. conjunctions, pronouns, prepositions, auxiliaries, and articles) are not.• This combination of stressed and unstressed syllables produces the rhythm of spoken English.• To sound natural and fluent, you should try to stress the correct words in your spoken sentences. |
| Three-word phrasal verbs |
| <ul style="list-style-type: none">• In addition to two-word phrasal verbs, there are three-word phrasal verbs that usually consist of a verb, an adverb, and a preposition. <p>Some three-word phrasal verbs may have an obvious meaning that we can guess from the parts. e.g. walk away from, climb out through.</p> <p><i>Example:</i> <i>The driver walked away from the burning car.</i> <i>The thief climbed out through the window.</i></p> <ul style="list-style-type: none">• Many three-word phrasal verbs have an idiomatic meaning which is difficult to guess from their individual parts. <p><i>Example:</i> <i>She gets on with all the members of her team.</i> <i>I can't put up with his bad behaviour any longer.</i></p> <ul style="list-style-type: none">• Three-word phrasal verbs need an object, which always comes immediately after the preposition, and not in any other place. |

Assumption

| Anticipated difficulties | Solutions |
|---|--|
| Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of some lexical items. |
| Students may have underdeveloped listening, speaking and co-operating skills. | <ul style="list-style-type: none">- Play the recording many times if any necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | <ul style="list-style-type: none">- Define expectation in explicit detail.- Continue to define expectations in small chunks (before every activity). |

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To activate students' prior knowledge and vocabulary related to the topic, the targeted vocabulary, and its pronunciation.

b. Content:

- Game: Hide and seek

c. Expected outcomes:

- Students join the game enthusiastically and have an overview of what the lesson's about.

d. Organisation:

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|---|---|---|
| Game: Hide and seek (PPT slides) <ul style="list-style-type: none">- Teacher divides students into 4 groups and models how to play this game.- Ss find the correct answer for job descriptions.- The group with the most correct answers will be the winner. | <ul style="list-style-type: none">- Students work in groups to do the activity. | Answer key: <ul style="list-style-type: none">1. B2. C3. A4. D5. B6. D7. C |

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (10 mins)

a. Objectives:

- To help Ss recognise sentence stress and practise speaking sentences with natural rhythm.

b. Content:

- Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (p.118)

- Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (p.118)

c. Expected outcomes:

- Students can recognise sentence stress and practise speaking sentences with natural rhythm.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|--|---|--|
| Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (4 mins) | | |
| <ul style="list-style-type: none"> - Have students look at the Remember! box to revise sentence stress and rhythm. Have them revise the types of words that are often stressed in sentences: nouns, verbs, adjectives, and adverbs. - Play the recording for Ss to listen and repeat. Ask Ss to pay attention to the sentence stress and natural rhythm. - Have Ss work in pairs to say these sentences with the correct sentence stress and natural rhythm. | <ul style="list-style-type: none"> - Students read the Remember! Box. - Students listen to the recording and check the sentence stress. - Students listen again and repeat the sentences. | <i>Students' practice.</i> |
| Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (6 mins) | | |
| <ul style="list-style-type: none"> - Ask Ss to listen to the sentences and underline the stressed words. - Play the recording several times, if necessary, pause after each sentence for Ss to repeat. - Check answers as a class. - Put Ss into pairs and have them practise saying these sentences. Walk round the class, praising pairs for good effort and saying the sentences with correct sentence stress and natural rhythm. | <ul style="list-style-type: none"> - Students listen to the recording and underline the stressed words - Students listen again and repeat the sentences. | <p>Answer key:</p> <ol style="list-style-type: none"> 1. I'd <u>like</u> to <u>apply</u> for the <u>position</u> of <u>Assistant Teacher</u>. 2. We've <u>received</u> a lot of <u>application letters</u>. 3. We've <u>chosen</u> the <u>best applicants</u> to <u>interview</u>. 4. <u>Successful applicants</u> will <u>start work</u> in the <u>new office</u>. |

e. Assessment

- Teacher checks Ss' pronunciation and gives feedback.

3. ACTIVITY 2: VOCABULARY (11 mins)

a. Objectives:

- To introduce words and phrases related to employment.
- To help Ss practise using the phrases in Task 1 in meaningful contexts.

b. Content:

- Task 1: Match the words/phrase (1–5) with the phrases (a–e) to make phrases with the meanings below. (p.118)
- Task 2: Complete the sentences using the correct forms of the phrases in Task 1 (p.118)

c. Expected outcomes:

- Students can practise using words and phrases related to employment.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|---|----------------------|----------|
| Task 1: Match the words/phrase (1–5) with the phrases (a–e) to make phrases with the | | |

| | | |
|---|---|--|
| meanings below. (6 mins) | | |
| <ul style="list-style-type: none"> - Tell Ss that the meaning of each phrase is attached to the second part of the phrase. - Ask Ss to read the definitions of the phrases. - Have Ss match the first and the second parts of the phrases individually. Make sure the phrases match their meanings. - Have Ss compare their answers in pairs. - Check answers as a class. Call on one student to read a phrase aloud and another student to read its definition. | <ul style="list-style-type: none"> - Students read the words and do the matching. - Students work in pairs and check answers. - Students read the phrases and definitions aloud. | <p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. d 3. a 4. e 5. b |
| Task 2: Complete the sentences using the correct forms of the phrases in Task 1. (5 mins) | | |
| <ul style="list-style-type: none"> - Have Ss work in pairs. Tell them to read the sentences and decide which phrase in Task 1 can be used to complete each of the sentences. Explain that they can use the context clues to decide on the word or phrase needed, e.g. in sentence 1, the phrase 'left her current job in order to', gives us the hint about some personal plan. Among the given phrases, 'pursue ... passion for' is best suited. - Check answers as a class. Have individual Ss call out the phrase they have used in each sentence. - Confirm the correct answers. Ask Ss to explain why they have chosen the phrase for each sentence using context clues, e.g. In the second sentence, the phrases 'earned some money' and 'from my previous part-time jobs' give us a hint that the phrase 'gain work experience' is the answer. - Ask individual Ss to read the complete sentences. | <ul style="list-style-type: none"> - Students work in pairs and complete the sentences. - Students check the answers with the whole class. - Students read the complete sentences. | <p>Answer key:</p> <ol style="list-style-type: none"> 1. pursue her passion for 2. gained work experience 3. have an outgoing personality 4. develop soft skills 5. deal with stressful situations |

e. Assessment

- Teacher observes and gives feedback.

4. ACTIVITY 3: GRAMMAR (16 mins)

a. Objectives:

- To help Ss recognise and practise three-word phrasal verbs.
- To help Ss practise three-word phrasal verbs in a speaking activity.

b. Content:

- Task 1: Match the verbs in 1–4 with the adverbs (a–d) and the prepositions in A–D to make complete sentences. (p 119)
- Task 2: Work in pairs. Make true sentences about the career path of someone you know, using three-word phrasal verbs. (p 119)

c. Expected outcomes:

- Students can recognise and practise three-word phrasal verbs.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|---|--|--|
| Task 1: Match the verbs in 1– with the adverbs (a–d) and the prepositions in a-d to make complete sentences. (8 mins) | | |
| <ul style="list-style-type: none"> - Ask Ss to look at the Remember! box and read the notes about three-word phrasal verbs. Check understanding by asking, e.g. <i>Can we guess the meaning of all three-word phrasal verbs from their parts?</i> (No, only some three-word phrasal verbs have an obvious meaning that we can guess from the parts. Many three-word phrasal verbs have idiomatic meanings); <i>Where does an object of a three-word phrasal verb come from?</i> (Immediately after the preposition) - Tell Ss to work in pairs or individually to complete the activity. - Check answers as a class. - Have Ss read out loud each of the complete sentences. | <ul style="list-style-type: none"> - Students read Remember! box. - Students work and check the answers in pairs. - Students practice reading the sentences. | <p>Answer key:</p> <ol style="list-style-type: none"> 1. d - C (get through to) 2. a - D (keep up with) 3. b – A (looking forward to) 4. c – B (cut down on) |
| Task 2: Work in pairs. Make true sentences about the career path of someone you know, using three-word phrasal verbs. (8 mins) | | |
| <ul style="list-style-type: none"> - Have Ss read the instructions and example, and make sure they all understand the context and what they have to do. - Put Ss in pairs and have them tell each other their sentences. - Invite some Ss to say their sentences to the class. Praise the Ss with good sentences. | <ul style="list-style-type: none"> - Students work in pairs to make sentences. - Students say the sentences in front of the class. | <p>Suggest answer: My brother decided to pursue a career in IT. He became a software engineer at a big company. He was very good at coming up with effective solutions to IT problems. He was also working overtime filling in for colleagues who were absent. But he found it hard to keep up with new technologies. After a few years, he moved out of the IT business and opened a successful coffee shop.</p> |

e. Assessment

- Teacher observes and gives feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 9 - Lesson 3

Board plan

Date of teaching

Unit 9: Career Paths

Lesson 2: Language

*** Warm-up**

Game: Hide and Seek

***Pronunciation**

- Task 1: Listen and repeat.
- Task 2: Underline the stressed words.

***Vocabulary**

- Task 1: Match the words/ phrase with their meanings.
- Task 2: Complete the sentences.

***Grammar**

- Task 1: Match the verbs in 1–4 with the adverbs and the prepositions.
- Task 2: Work in pairs. Make true sentences.

*** Homework**

UNIT 9: CAREER PATHS

Lesson 3: Reading - Future Career Choices

I. OBJECTIVES

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

1. Knowledge

- Read for main ideas and specific information in an article about things to consider when choosing a career path, and understand text structure.

2. Competences

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

3. Personal qualities

- Be ready for their future career.
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 9, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

| Form | Pronunciation | Meaning | Vietnamese equivalent |
|----------------------|---------------------|---|-----------------------|
| 1. specialty (n) | /ˈspeʃəlti/ | an area of work or study that somebody gives most of their attention to and knows a lot about | chuyên môn |
| 2. take into account | /teɪk ɪntə əˈkaʊnt/ | to consider or remember something when judging a situation | tính đến |
| 3. obsolete (adj) | /ˈɒbsəli:t/ | no longer produced or used; out of date | lỗi thời |

Assumption

| Anticipated difficulties | Solutions |
|--|--|
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of words. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | <ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary. |

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the careers.
- To set the context for the reading part.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Feed the monkey

c. Expected outcomes:

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

d. Organisation:

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|--|--|---|
| Game: Feed the monkey (PPT slides) - Divide the class into 2 teams. - Each team picks an apple to choose the question. - The team look at the description and guess the job. - Each correct answer is 1 point for the team. | - Students work in groups to do the activity. - Students raise their hands to answer. | Answer key: astronaut butcher designer house husband journalist librarian voice actor |

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (5 mins)

a. Objectives:

- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1. Work in pairs. Discuss the questions. (p.120)

c. Expected outcomes:

- Students can have an overview about the topic of the lesson.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|---|---|--|
| Task 1. Work in pairs. Discuss the questions. (5 mins) | | |
| - Ask Ss to look at the picture and name the jobs they see in the thought bubbles, e.g. doctor, chef, engineer. - Put Ss in pairs and have them discuss the questions. - Invite some pairs to share their answers with the class. | - Students look at the questions and discuss them in pairs. - Students share their answers with the class. | Suggested answers: I want to become a successful chef and open my own restaurant. First, I need to join a good culinary school, pass my exams there and earn a professional qualification. Then I plan to gain work experience in different restaurants. I also want to work in top restaurants and learn from the best chefs. After |

| | | |
|--|--|--|
| | | that I'll feel more confident in my culinary skills and will open my own restaurant. |
|--|--|--|

e. Assessment

- Teacher observes and gives feedback.

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

a. Objectives:

- To help Ss practise the guessing the meaning of words and phrase from context.
- To help Ss practise reading for main ideas.
- To help Ss practise reading for specific information and understanding text structure.

b. Content:

- Task 2: Read the article. Circle the words or phrases with the closest meaning to the highlighted words or phrase. (p.120)
- Task 3: Read the article again. match each section (A–C) with a heading (1–4). There is one extra heading. (p.121)
- Task 4: Read the article again and choose the correct answer A, B, or C. (p.121)

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|---|--|--|
| Task 2: Read the article. Circle the words or phrases with the closest meaning to the highlighted words or phrase. (6 mins) | | |
| <ul style="list-style-type: none"> - Have Ss read the text, paying attention to the context of each highlighted word, and looking for clues that they can use to guess the meaning, e.g. The first word 'passionate' in this context is used as an adjective to describe a feeling about 'working with people.'. Among the two given options, option 'A' (having strong feelings of enthusiasm for something) is the best match for this word. - Tell Ss to work in groups to discuss the clues and compare answers. - Check answers as a class. | <ul style="list-style-type: none"> - Students listen to the instructions first, then do the exercise in a group. - Students discuss and check answers with the whole class. | <p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. A 4. B 5. B |
| Task 3: Read the article again. match each section (A–C) with a heading (1–4). There is ONE extra heading. (4 mins) | | |
| <ul style="list-style-type: none"> - Elicit strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions. - Tell Ss that they will have to choose the correct heading for each paragraph. In weaker classes, read through the four | <ul style="list-style-type: none"> - Students read the text and highlight key information. - Students work in pairs to compare their answers. - Students give explanations for their answers. | <p>Answer key:</p> <p>Paragraph A: 3 Paragraph B: 4 Paragraph C: 1</p> |

| | | |
|--|--|--|
| options first and check understanding. Tell Ss that there is one extra heading. - Ask Ss to work in pairs to compare their answers. - Check answers as a class. In stronger classes, ask Ss to explain their choices. | | |
| Task 4: Read the article again and choose the correct answer A, B, or C. (6 mins) | | |
| - Tell Ss that in this type of exercise, they will practice recognising why or how the information in the text is organised. - Have Ss read the questions and the options provided. Ask Ss to tell whether they can answer any of these questions. - Ask Ss to read the text and choose their answers. - Have Ss compare answers in pairs or groups. - Check answers as a class. - Invite some Ss to give evidence from the text for each of the answers. | - Students read the questions and the answer choices. - Students compare answers in pairs or groups and with the whole class. | Answer key: 1. C 2. A 3. B 4. C |

e. Assessment

- Teacher corrects students as a whole class.

4. ACTIVITY 3: POST-READING(10 mins)

a. Objectives:

- To help Ss personalise the language and ideas in the reading.

b. Content:

- Task 5: Work in pairs. discuss the following questions.

What kind of job do you prefer: a job that requires formal education or a job that does not? Why? (p.121)

c. Expected outcomes:

- Students can practise talking about careers using the language learnt in the reading part.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|---|---|---|
| Task 5: Work in pairs. discuss the following questions. What kind of job do you prefer: a job that requires formal education or a job that does not? Why? | | |
| - Ask Ss to read the questions and think about which option will work for them. Encourage Ss to write down the reasons for their choice. - Have Ss work in pairs to discuss their chosen options. - Encourage Ss to explain why they think this is the option for | - Students read the questions and think about which option will work for them. - Students work in pairs to discuss their chosen options. - Students share their ideas with the whole class. | Suggested answers: A job that requires formal education I prefer a job that requires formal education because I believe that formal education will provide me with not only technical knowledge, but also soft skills. Soft skills will help me prepare for the world |

| | | |
|--|--|---|
| <p>them. Walk round the class and offer help with any words or expressions Ss may not know. Invite some pairs of Ss to share their ideas with the whole class. Praise for interesting ideas and fluent delivery.</p> | | <p>of work better. In addition, having a formal education will improve my prospects for an interesting and rewarding career.</p> <p>A job that doesn't require formal education</p> <p>I think there are many great jobs without degree requirements. Instead of wasting my time to complete a university course, I'd prefer to start working for a company immediately after leaving school. Good employers provide training programmes and I can learn on the job and still have a rewarding career.</p> |
|--|--|---|

e. Assessment

- Teacher checks students' talks 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

- Do exercises in the workbook.
- Prepare for Lesson 4 - Unit 9.

Board plan

| |
|---|
| <p><i>Date of teaching</i></p> <p>UNIT 9: CAREER PATHS</p> <p>Lesson 3: Reading- Future Career Choices</p> <p>* Warm-up</p> <p>Game: Feed the monkey</p> <ul style="list-style-type: none"> - Task 1: Discuss the questions. - Task 2: Circle the words or phrases. - Task 3: Match each section with a heading. - Task 4: Choose the correct answer - Task 5: Discussion. <p>* Homework</p> |
|---|

UNIT 9: CAREER PATHS

Lesson 4: Speaking- Discussion on different careers.

I. OBJECTIVES

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

1. Knowledge

- Discuss the similarities and differences of different careers, and then report to the class.

2. Competences

- Develop communication skills

- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be ready for their future career.

II. MATERIALS

- Grade 12 textbook, Unit 9, Speaking

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

Language analysis

| Form | Pronunciation | Meaning | Vietnamese equivalent |
|-----------------------|---------------------|---|-------------------------|
| 1. apprenticeship (n) | /ə'prent.tis.ʃɪp/ | a period of time working as an apprentice | tập nghề |
| 2. diploma (n) | /dɪ'plɒʊ.mə/ | a document given by a college or university to show that you have passed a particular exam or finished your studies | bằng cấp |
| 3. architecture (n) | /'ɑ:.kɪ.tek.tʃər/ | the art and practice of designing and making buildings | ngành kiến trúc |
| 4. combine (v) | /kəm'baɪn/ | to (cause to) exist together, or join together to make a single thing or group | kết hợp |
| 5. natural sites (n) | /'nætʃ.ər.əl saɪtʒ/ | areas or locations in nature that have distinctive features, ecological significance, or aesthetic value. | khu bảo tồn thiên nhiên |

Assumption

| Anticipated difficulties | Solutions |
|--------------------------|-----------|
|--------------------------|-----------|

| | |
|--|--|
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of words. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | <ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary. |

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere in the classroom and lead in the lesson.

b. Content:

- Quiz.

c. Expected outcomes:

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

d. Organisation:

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|--|---|--|
| Quiz - Students watch a video about what to do during a job interview. - Teacher shows the questions with multiple choices. - Ss works in 4 groups. Each group raises their hands to take turns and answer the questions. - The team with the highest points is the winner. | <ul style="list-style-type: none"> - Students look at the questions and work in groups. - Students raise hands to answer. | Link: https://www.youtube.com/watch?v=ep-w4mzXMa0&t=3s Answer key: 1. 15 minutes early 2. Professional and conservative 3. Politely ask for clarification 4. Be prepared to negotiate based on research 5. Turn it off 6. Thank the interviewer and express interest 7. All of the above 8. 2-3 sentences |

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (10 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic.
- To introduce more ideas for the speaking tasks and get Ss involved in the lesson.

b. Content:

- Vocabulary pre-teach
- Task 1. Work in pairs. Use the given ideas to complete the information about the job of tour guide. (p.121)

c. Expected outcomes:

- Students have some ideas and vocabulary for the speaking tasks.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|---|--|--|
| Vocabulary pre-teaching (4 mins) | | |
| <ul style="list-style-type: none">- Teacher introduces the vocabulary.- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)- Teacher checks students' understanding with the "Rub out and remember" technique.- Teacher asks Ss to take notes in their notebooks. | <ul style="list-style-type: none">- Students listen to the teacher's explanation and repeat the words.- Students write the words in their notebooks. | New words: <ol style="list-style-type: none">1. apprenticeship2. diploma3. architecture4. combine5. natural sites |
| Task 1: Work in pairs. Use the given ideas to complete the information about the job of tour guide. (6 mins) | | |
| <ul style="list-style-type: none">- Ask Ss to look at the photo and guess the job, i.e. a tour guide. Elicit what they know about it, e.g. <i>Tour guides show tourists around museums and historic sites, travel with them to landmarks and organise trips.</i>- Have Ss read through the table and phrases in the box, and check understanding.- If necessary, explain any phrases Ss may find difficult to understand, e.g. <i>learn on the job, self-employed, or replaced by robots.</i>- Have Ss work in pairs to complete the table.- In stronger classes, encourage Ss to add other information about the job of a tour guide, e.g. <i>Personality and interests: friendly and caring, outgoing, very organised and punctual.</i>- Invite several pairs to share their completed tables. | <ul style="list-style-type: none">- Students look at the photo and guess the job.- Students work in pairs to complete the table.- Students share their completed tables. | Answer key: <ol style="list-style-type: none">1. C2. D3. A4. B |

e. Assessment

- Teacher checks students' understanding by asking some checking-questions.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (25 mins)

a. Objectives:

- To help Ss personalise the topic.
- To give Ss an opportunity to discuss similarities and differences between jobs, and present their discussions to the class.

b. Content:

- Task 2: Work in groups. Choose one of these jobs. Discuss and complete information about the job you choose. (p.122)
- Task 3: Work in groups. Compare the job in 1 with your chosen job in 2. Discuss the similarities and differences, and decide which job you prefer and why. Report your group's answers to the class. (p. 122)

c. Expected outcomes:

- Students can understand the lesson and present their discussions to the class.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|--|---|---|
| Task 2: Work in groups. Choose one of these jobs. Discuss and complete information about the job you choose. | | |
| <ul style="list-style-type: none"> - Put Ss in groups and explain the task. Have two Ss read the example. Remind Ss of the communication strategies and language they can use when having a discussion. If necessary, ask them to refer to Appendix 1 of their books. - Have groups choose one of the jobs, discuss and complete the table. Walk around the class and offer help. - In weaker classes, brainstorm some information about each job as a class and write some prompts on the board. - Ask groups of Ss to share their completed tables with the class. | <ul style="list-style-type: none"> - Students work in groups, choose one job and complete the table. - Students share their completed tables with the class. | <p>Suggested answers: In the table below</p> |
| Task 3: Work in groups. Compare the job in task 1 with your chosen job in task 2. Discuss the similarities and differences and decide which job you prefer and why. Report your group's answers to the class. (7 mins) | | |
| <ul style="list-style-type: none"> - Explain the task and check understanding. - Elicit some useful language for talking about similarities and differences, e.g. <i>both ... and ...</i>, <i>however</i>, <i>unlike</i>, <i>in the same way</i>, <i>compared to</i>, <i>in contrast</i>. - Have Ss work in their groups. Give them five minutes for discussion and five minutes for summarising their discussion and preparing a short summary of the similarities and differences, and | <ul style="list-style-type: none"> - Students work in groups and discuss to prepare a short summary of the similarities and differences. - Students share their answers with the class. | <p>Suggested answers: Our group discussed the jobs of a tour guide and a doctor. Although they are very different jobs, we found some similarities between the two. Both tour guides and doctors must be kind and patient. They must also be able to deal with stressful situations. Soft skills such as communication, decision-making, time management and teamwork skills are important for both professions.</p> |

| | | |
|---|--|---|
| <p>which job each group member prefers. Make sure they take notes.</p> <p>- Invite some groups of Ss to share their answers with the class.</p> | | <p>However, the technical skills required for a tour guide and a doctor are very different. For example, tour guides must have knowledge of the local area, and cultural, historical and natural sites and events, and knowledge of languages. Doctors need medical knowledge to assess patients and treat them. It is a lot easier to become a tour guide as you don't need formal education or training at university. However, to qualify as a doctor, you must not only go to medical school, but also complete another 10 years of on-the-job training.</p> <p>While tour guides have limited job opportunities and many are out of work in the low season, doctors are in high demand. The job of a doctor will never become automated or obsolete, but tour guides might be replaced by robots in the future.</p> <p>.....</p> <p>Two people in our group prefer the job of a tour guide because they enjoy learning about the history, art and culture of places and countries. They find the job of a tour guide more interesting and less challenging than the job of a doctor. They believe they'll have a better life-work balance. The other two people in our group prefer the job of a doctor. They think the job of a tour guide is only in demand in the high season and doesn't pay well. On the other hand, doctors have varied job opportunities and rewarding careers.</p> |
|---|--|---|

Suggested answers:

To become a doctor, you need to consider:

| | |
|-----------------------------------|--|
| Personality and interests: | <ul style="list-style-type: none"> ● be very kind and care for patients ● have a passion for helping people ● be interested in health, causes of diseases, and medical science |
| Skills and knowledge: | <ul style="list-style-type: none"> ● soft skills such as good communication, decision-making, time management and teamwork skills ● technical skills and medical knowledge to assess patient's condition, prescribe medication, offer treatments, etc. |
| Education and training: | <ul style="list-style-type: none"> ● study at medical school to get a medical degree ● complete general medical training where you combine work experience with on-the-job training usually at a hospital ● complete specialty training in a specialist area of medicine or in general practice |
| Employment opportunities: | <ul style="list-style-type: none"> ● many varied opportunities and different career options ● there will always be demand for doctors ● may have a poor work-life balance |

e. Assessment

- Teacher corrects students by going around while they're practising.
- Teacher observes and gives feedback.

4. CONSOLIDATION (5 mins)

a. Wrap-up

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

b. Homework

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

Board plan

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| <p><i>Date of teaching</i></p> <p>UNIT 9: CAREER PATHS</p> <p>Lesson 4: Speaking- Discussion on different careers.</p> <p>* Warm-up</p> <p>Quiz</p> <p>Vocabulary</p> <p>Task 1: Complete the information.</p> <p>Task 2: Discuss and complete information</p> <p>Task 3: Compare the job in Task 1 and 2.</p> <p>* Homework</p> |
|---|

UNIT 9: CAREER PATHS

Lesson 5: Listening - Preparation for employment.

I. OBJECTIVES

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

1. Knowledge

- Listen for main ideas and specific information in a conversation about a career in teaching.

2. Competences

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

3. Personal qualities

- Be ready for their future career.

II. MATERIALS

- Grade 12 textbook, Unit 9, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

| Form | Pronunciation | Meaning | Vietnamese equivalent |
|-------------------------------|-----------------------|---|-----------------------|
| 1. reliable (adj) | /rɪ'laɪ.ə.bəl/ | someone or something that is reliable can be trusted or believed because he, she, or it works or behaves well in the way you expect | đáng tin |
| 2. rapidly (v) | /'ræpɪdli/ | very quickly; at a great rate | nhanh chóng |
| 3. go up (phr.v) | /gəʊ ʌp/ | to move higher, rise, or increase | tăng |
| 4. medical facilities (n.phr) | /'mɛdɪkəl fə'sɪlətɪz/ | places or establishments where medical care, treatment, and health-related services are provided. | cơ sở y tế |

Assumption

| Anticipated difficulties | Solutions |
|--|---|
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of words. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | <ul style="list-style-type: none">- Let students read the text again (if needed).- Create a comfortable and encouraging environment for students to speak. |

| | |
|--|---|
| | <ul style="list-style-type: none"> - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary. |
| 3. Some students will talk excessively in class. | <ul style="list-style-type: none"> - Define expectation in explicit detail. - Continue to define expectations in small chunks (before every activity). |

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic.
- To set the context for the listening part.

b. Content:

- Quiz

c. Expected outcomes:

- Students have an overview about the topic and be prepared for the listening part.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|--|--|--|
| Quiz - Teacher shows the video about the way to succeed in a job. - Questions are shown one by one, the whole class competes to answer the questions. - After the game, Ss with the highest point is the winner. - Teacher leads in the lesson. | - Students follow the teacher's instructions and do the task individually. | Link: https://www.youtube.com/watch?v=WgR6mUSsEig Key: 1. Getting bullied 2. 2. Casualties 3. 3. Think and do the task step-by-step. Learn from others' advice when you can't try anymore. 4. 4. What does everyone think of me? 5. 5. All of the above |

e. Assessment

- Teacher corrects students (if needed).

2. ACTIVITY 1: PRE-LISTENING (8 mins)

a. Objectives:

- To introduce 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 (p.122)

c. Expected outcomes:

- Students can identify some vocabulary that may appear in the listening tasks.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|---|---|------------------------------------|
| Task 1: Choose the correct meanings of the underlined words. | | |
| - Tell Ss that in this lesson, they will listen to a recording in which preparation for employment is | - Students listen to instructions and find the answers. | Answer key: 1. A 2. B |

| | | |
|--|--|----------------------|
| <p>discussed. The recording contains several words and phrases that could be new to Ss.</p> <ul style="list-style-type: none"> - Ask Ss to read the sentences containing key vocabulary items from the listening. Tell students to study the context clues carefully, then read the given options for each underlined word and try to choose the correct one. - Have Ss check their answers in pairs. - Confirm the correct answers as a class. | <ul style="list-style-type: none"> - Students pair up to check their answers and then check with the class. | <p>3. A 4. B</p> |
|--|--|----------------------|

e. Assessment

- Teacher corrects the students as a whole class.

3. ACTIVITY 2: WHILE-LISTENING (19 mins)

a. Objectives:

- To help Ss practice listening for the main idea and specific information.

b. Content:

- Task 2: Listen to a conversation between Mai Chi and her teacher, Ms Hoa. Put the information in the order you hear it. (p.122)
- Task 3: Listen to the conversation again and choose the correct answer A, B, or C. (p.122)

c. Expected outcomes:

- Students can listen to and understand conversations about career in teaching.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|--|--|--|
| Task 2: Listen to a conversation between Mai Chi and her teacher, Ms. Hoa. Put the information in the order you hear it. (9 mins) | | |
| <ul style="list-style-type: none"> - Ask Ss to read the instructions. Check Ss' understanding of the context and its aim by asking questions such as, <i>Who will be having a conversation?</i> (Mai Chi and her teacher, Ms Hoa); <i>How many things will be discussed in the conversation?</i> (Five: Education and Qualifications, Skills, Interests and hobbies, Work experience, and Reference). - Have Ss read the options carefully and check if they understand all the vocabulary. - Play the recording and have Ss listen and choose the correct option. - Ask Ss to compare their answers in pairs / groups. - Check answers as a class. | <ul style="list-style-type: none"> - Students listen to the instructions and do the task individually. - Students check the answers in pairs and with the whole class. | <p><i>Answer keys:</i></p> <ol style="list-style-type: none"> 1. Work experience 2. Skills 3. Interests and hobbies |
| Task 3: Listen to the conversation again and choose the correct answer A, B, or C. (10 mins) | | |

| | | |
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| <ul style="list-style-type: none"> - Have Ss read through the five questions and their options, then check if they understand all the vocabulary. - Tell Ss that they may not listen to the exact phrases or words that they see in the options, so Ss need to be prepared to listen to the paraphrased information. - Play the recording. Ask Ss to listen, take notes, then choose the answer. - Have Ss compare their answers. - Check answers as a class and confirm the correct ones. Play the recording again and pause when necessary to show Ss the evidence for each choice. | <ul style="list-style-type: none"> - Students listen to the recording again, take notes, then choose the answer. - Students check the answers. | <p>Answer keys:</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. A 5. B |
|--|--|---|

e. Assessment

- Teacher observes and gives feedback.

4. ACTIVITY 3: POST-LISTENING (10 mins)

a. Objectives:

- To give Ss an opportunity to use the language and ideas from the listening to express preferences and opinions.

b. Content:

- Task 4. Work in groups. Discuss the following questions: (p.122)
“Would you like to become a teacher? Why/Why not?”

c. Expected outcomes:

- Students can use the language and ideas from the listening to express preferences and opinions.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|--|---|---|
| Task 4. Work in groups. Discuss the following questions. (p.55) | | |
| <ul style="list-style-type: none"> - Ask Ss to recap what Mai Chi and her teacher talked about, e.g. Mai wants to become a science teacher, and asks her teacher about the education and qualifications needed for the job. They also talk about important work experience, the skills needed, and references. - Put Ss into groups to discuss the questions. Walk round the class and offer help if necessary. - In weaker classes, brainstorm some of the benefits and disadvantages of being a teacher | <ul style="list-style-type: none"> - Students recap the conversation heard in the previous tasks. - Students work in groups and discuss the questions. - Students share the answers in front of the class. | <p>Suggested answer</p> <p>I would like to become a teacher in the future for several reasons. First, I have a passion for maths and want to instil this enthusiasm in students. Second, teaching is not just a job, but a true vocation as teachers get job satisfaction unmatched by other professions. In addition, teachers have a very clear career path to follow. There is also always a need for good teachers, so the profession is expected to grow. Finally, teachers have flexible work schedules and time off for</p> |

| | | |
|--|--|--|
| <p>and write them on the board as prompts.</p> <ul style="list-style-type: none"> - Invite Ss from different groups to share their answers with the class | | <p>holidays and summer breaks, which allows them to spend more time with friends and family.</p> <ul style="list-style-type: none"> - I would not like to become a teacher in the future for several reasons. First, teaching is very challenging as many students are not motivated to learn or complete their work. Second, teachers have a heavy workload and often work in the evening and at weekends to grade assignments or plan lessons. In addition to dealing with difficult students, teachers may need to deal with difficult parents who may object to their teaching methods or how they handle their children. Finally, teachers have to teach the same materials over and over again, and may get tired and bored after a few years |
|--|--|--|

e. Assessment

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

5. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

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

Board Plan

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|---|
| <p><i>Date of teaching</i></p> <p>UNIT 9: CAREER PATHS</p> <p>Lesson 5: Listening- Preparation for employment.</p> <p>*Warm-up</p> <p>Quiz</p> <ul style="list-style-type: none"> - Task 1: Choose the correct meanings. - Task 2: Listen and put the information in the correct order. - Task 3: Listen and choose the correct answer. - Task 4: Discuss the questions. |
|---|

***Homework**

UNIT 9: CAREER PATHS

Lesson 6: Writing - Writing your CV

I. OBJECTIVES

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

1. Knowledge

- Write a CV for a job application.

2. Competences

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

3. Personal qualities

- Be ready for their future career.

II. MATERIALS

- Grade 12 textbook, Unit 9, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

| Anticipated difficulties | Solutions |
|--|--|
| Students may have underdeveloped listening, writing and co-operating skills. | <ul style="list-style-type: none"> - Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary. |

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:

- Quiz

c. Expected outcomes:

- Students have an overview about curriculum vitae.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|--|---|--|
| Quiz - Teacher shows the questions one by one, the whole class competes to answer the questions. - After each question, teacher pauses for a moment to ask Ss to raise their hands to answer. - Teacher leads in the lesson. | - Students listen to the instructions and do the task individually. | Key: 1. Curriculum Vitae 2. Social media passwords 3. To provide a brief summary of skills and goals 4. Organize information with clear headings and bullet points 5. Education |

| | | |
|--|--|--|
| | | 6. To showcase specific skills and experiences relevant to the job 7. Limit to the last 10-15 years |
|--|--|--|

e. Assessment

- Teacher observes and gives feedback.

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

a. Objectives:

- To familiarise Ss with the format and language of a CV.

b. Content:

- Task 1: Work in pairs. Look at the following job advert and the CV of a student applying for the job. Match the headings in the box to the correct sections. (p.123)

c. Expected outcomes:

- Students have background knowledge of a CV format and language.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|---|---|---|
| Task 1: Work in pairs. Look at the following job advert and the CV of a student applying for the job. Match the headings in the box to the correct sections. (10 mins) | | |
| <ul style="list-style-type: none"> - Ask Ss to look at the advertisement and read the information about the job being advertised. Check understanding, e.g. <i>What job is being advertised?</i> (teaching assistant); <i>What are the applicants expected to have/be?</i> (have a passion for teaching children, are good communicators, are interested in organizing learning activities). - Focus Ss' attention on the requirement of the activity: complete the CV with the given phrases. - Tell Ss to look at the remember box to get to know the important sections of a CV. - Let Ss look at the modal CV and read it carefully. Focus Ss' attention on the gaps and the information under each gap. - Put Ss in pairs and have them work together to complete the CV with the given phrases. - Walk around the class and offer help if necessary. - Check answers as a class. | <ul style="list-style-type: none"> - Students look at the advertisement and read the information about the job. - Students work in pairs to complete the CV. - Students check the answers. | <p>Answers key:</p> <p>A. 2 B. 3 C. 4 D. 1</p> |

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (25 mins)

a. Objectives:

- To help Ss practise writing their own CV to apply for the advertised job.

b. Content:

- Task 2: Look at the job advert in 1 again. Imagine that you also want to apply for the job.
Write your own CV. (p.124)

c. Expected outcomes:

- Students can write their own CV.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|--|---|--|
| Task 2: Look at the job advert in Task 1 again. Imagine that you also want to apply for the job. Write your own CV. (8 mins) | | |
| <ul style="list-style-type: none"> - Tell Ss that they also want to apply for the job advertised in Task 1, and they need to write their own CV in order to apply for the job. - Set a time limit for Ss to write their CV in class. Walk round the class to provide help. - If time allows, encourage Ss to swap their CV with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft. - Collect Ss' CVs and give face-to-face feedback in private or provide some written feedback in the next lesson. | <ul style="list-style-type: none"> - Students write their own CV using the modal CV to help. - Students swap their CV with their partner. | <p><i>Suggested answers below.</i></p> |

CURRICULUM VITAE

Personal details

Name: Anh Thu Tran

Phone: 122346765

Email: anhthu@webmail.com

Personal statement

Enthusiastic and responsible senior secondary school student, currently studying towards a school graduation diploma. Passionate about education, with strong leadership and communication skills. Eager to learn new skills, gain work experience, and pursue my passion for teaching and learning.

Education

Hung Vuong Senior Secondary School 20XX-present

Ba Dinh Junior Secondary School 20XX-20XX

Subjects and predicted grades: English – 9.5, Maths – 9.5, Literature – 8.0

Awards: Student of the Year Award, Ha Noi Outstanding Student Award

Extracurricular activities: Founding member of the school English speaking club, planning club meetings and organising events

Work experience

Volunteer teaching assistant: ABC English Centre: 20XX-present

– Help teachers check students' attendance and homework

– Organise learning activities and games

Skills

Fluent English: IELTS score 6.5

Strong teamwork skills

Excellent communication skills

Hobbies and interests

Reading English comic books

References

Available upon request

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:

- Cross-checking

c. Expected outcomes:

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

d. Organisation

| TEACHER’S ACTIVITIES | STUDENTS’ ACTIVITIES | CONTENTS |
|---|--|---|
| Cross-checking | | |
| <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> - Students swap their piece of writing with their partners and give peer review. | <p>Writing rubric</p> <ul style="list-style-type: none"> 1. Organisation: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <li style="text-align: right;">TOTAL: .../50 |

e. Assessment

- Teacher and peer’s feedback.

5. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

Board Plan

Date of teaching

UNIT 9: CAREER PATHS

Lesson 6: Writing - Writing your CV

***Warm-up**

Quiz

- Task 1: Match the headings to the sections.
- Task 2: Write your own CV.
- Cross- checking.

***Homework**

UNIT 9: CAREER PATHS

Lesson 7: Communication and Culture/ CLIL

I. OBJECTIVES

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

1. Knowledge

- Ask for and give clarification.
- Understand in-demand careers for the future.

2. Competences

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

3. Personal qualities

- Be ready for their future career.

II. MATERIALS

- Grade 12 textbook, Unit 9, Communication and CLIL.
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

| Anticipated difficulties | Solutions |
|--|--|
| Students are reluctant to work in groups. | <ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary. |
| Students may lack vocabulary to deliver a speech | <ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other. |

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson

b. Content:

- Video watching

c. Expected outcomes:

- Students can understand the lesson and do the tasks successfully.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|----------------------|----------------------|----------|
|----------------------|----------------------|----------|

| | | |
|---|--|--|
| <p>Video watching</p> <ul style="list-style-type: none"> - Teacher shows a short video about “How to find the right career”. - Teacher asks students to look at the questions and raise their hands to answer. - Teacher checks the answer and corrects it if it's necessary. | <ul style="list-style-type: none"> - Students watch the video and answer the questions. | <p>Link: https://www.youtube.com/watch?v=zhpcgpqWc1Q&t=1s</p> <p>Key:</p> <ol style="list-style-type: none"> 1. To identify your passions and interests 2. Both play a role in finding a fulfilling career 3. It helps align your career with your strengths and preferences 4. It helps align your career with your strengths and preferences 5. Salary, job title, or working for a cause |
|---|--|--|

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: EVERYDAY ENGLISH (15 mins)

a. Objectives:

- To provide a model conversation in which speakers ask for and give clarification.
- To review expressions for asking for and giving clarification.
- To help Ss practise asking for and giving clarification.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.124)
- Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (p.125)

c. Expected outcomes:

- Students can ask for and give clarification.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|--|---|--|
| <p>Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (7 mins)</p> | | |
| <ul style="list-style-type: none"> - Ask Ss to read through the incomplete conversations. Check comprehension by asking questions, e.g. <i>Who are the speakers?</i> (A: Mr Kien and Mai; B: Mark and Mai); <i>What are they talking about?</i> (A: asking for and giving clarification about the job application process; B: asking for and giving clarification about the References section in a CV) - Have Ss listen and complete the conversation with the expressions from the box. - Check answers by asking two Ss to read out the conversations. | <ul style="list-style-type: none"> - Students listen to the recording and complete the conversations. - Students read the conversations in pairs. | <p>Answer key:</p> <ol style="list-style-type: none"> 1. C 2. B 3. A 4. D |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> - Have Ss underline expressions used to ask for clarification, e.g. <i>Could you explain...; Can you clarify ...?</i> and giving clarification, e.g. <i>Well, to put it another way, it means ...; In other words, ...</i> - Put Ss in pairs and have them practise the conversations. | | |
|---|--|--|

Task 2: Work in pairs. use the models in task 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (8 mins)

| | | |
|--|--|--|
| <ul style="list-style-type: none"> - Put Ss in pairs and explain the task: to role-play conversations similar to those in 1, but based on the two situations. Each student in the pair should choose a role. Make sure that each student has a chance to both ask for and give clarification. Encourage them to use words and phrases they have learnt so far in this unit in their conversations. - Ask Ss to read through the situations, and check understanding. Ask them if they have been in similar situations, i.e. if they had to ask for career advice or for help on the first day of work. - In weaker classes, underline the words and phrases in the conversations in 1 that Ss can replace with their own ideas. You can also write some prompts on the board. In stronger classes, encourage them to be more creative. - Go through the useful expressions in the box and remind them to use them in their conversations. - Have Ss spend a few minutes planning their conversations, e.g. decide on the roles (a grade 12 student/a career adviser; a new teaching assistant/an experienced teaching assistant), how to start the conversation and what phrase or concept they will ask to be clarified. Have Ss practise their conversations in pairs. - Invite several pairs of Ss to role-play their conversations in front of the class. Praise for good effort, clear pronunciation, fluent delivery and appropriate use of the expressions for asking for and giving clarification. | <ul style="list-style-type: none"> - Students work in pairs to make similar conversations. - Students act out their conversations in front of the class. | <p>Suggested answers:</p> <p>1. B: So, if you want to figure out what career path to follow, you need to evaluate your options. A: Excuse me, I'm not sure I understand what you mean by 'evaluating'. Can you clarify this for me? B: Well, what I mean is you need to look at the pros and cons of each option and consider all the challenges. A: Oh, I see. Thank you very much. B: You're welcome.</p> <p>2. A: As a new teaching assistant, your duty is to help teachers with classroom management. B: Sorry, what do you mean by 'classroom management'? Could you be more specific? A: Well, to put it another way, classroom management is keeping students organised, focused, orderly, attentive and on task during a class. B: Yeah, I understand it now. Thank you.</p> |
|--|--|--|

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CLIL (20 mins)

a. Objectives:

- To help Ss learn about some in-demand careers in the future.
- To help Ss relate what they have learnt in the reading text to their own context.

b. Content:

- Task 1: Read the text and answer the questions. (p.126)
- Task 2: Work in pairs. discuss the following questions. (p.126)

Which job do you find the most interesting and why? What other jobs do you think will become popular in the future?

c. Expected outcomes:

- Students can related some in-demand careers in the future to their own context

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|---|--|---|
| Task 1: Read the text and answer the questions. (7 mins) | | |
| <ul style="list-style-type: none"> - Ask Ss some questions to find out what they already know about future jobs, e.g. <i>What jobs do you think will be popular in the future? Why do you think these jobs will be in demand?</i> - Ask Ss what they want to know about the topic, e.g. <i>What types of companies or businesses will need these jobs? Is there any available training for these jobs at present?</i> Write these questions on the board and tell Ss to answer them later. - Ask them to read the text 'Popular careers in the future' and answer the questions. Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class. - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. | <ul style="list-style-type: none"> - Students read the text and answer the questions. - Students check the answers with the whole class. | <p>Answer key:</p> <ol style="list-style-type: none"> 1. data protection jobs 2. content creators 3. software developers and other coding careers |
| Task 2: Work in pairs. discuss the following questions. (13 mins) | | |
| <ul style="list-style-type: none"> - Have Ss call out the jobs that they have just read about in Task 1. - Ask Ss to work in pairs to discuss the questions and give the explanation for their answers. | <ul style="list-style-type: none"> - Students recap what they have learnt in Activity 1. - Students discuss the questions in pairs and share the answers with the class. | <p>Suggested answer:</p> <p>We think that the job of a content creator is the most interesting because content creators can work in different</p> |

| | | |
|---|--|---|
| <p>- Invite several pairs to report their discussion. Praise for good effort, clear pronunciation, fluent delivery and interesting ideas.</p> | | <p>types of businesses and connect with different people. We think traditional jobs such as doctors and teachers will still be very popular in the future. Robots will help with repetitive tasks such as writing reports, but they will never replace doctors and teachers. Teachers will be in demand in the future as more people choose to continue their education, there is a growing emphasis on lifelong learning and the population is growing. An ageing population also means an increased demand for doctors.</p> |
|---|--|---|

e. Assessment

- Teacher corrects the students as a whole class.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

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

Board Plan

| |
|--|
| <p><i>Date of teaching</i> Unit 9: CAREER PATHS Lesson 7: Communication and Culture/ CLIL</p> <p>*Warm-up Video watching</p> <p>*Everyday English - Task 1: Listen and complete the conversations. - Task 2: Make similar conversations.</p> <p>* CLIL - Task 1: Read and answer the questions. - Task 2: Discussion.</p> <p>* Homework</p> |
|--|

UNIT 9: CAREER PATHS

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 9.
- Apply what they have learnt (vocabulary and grammar) into practice through a project.
- Do a survey on school-leavers' career plans and report it to the class

2. Competences

- Develop communication skills and creativity.
- Develop presentation skills.
- Develop critical thinking skills.
- Be collaborative and supportive in pair work and team work.

3. Personal qualities

- Be ready for their future career.

II. MATERIALS

- Grade 12 textbook, Unit 9, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- hoclieu.vn

Assumption

| Anticipated difficulties | Solutions |
|--|---|
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | <ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | <ul style="list-style-type: none">- Explain expectations for each task in detail.- Have excessive talking student's practise.- Continue to explain task expectations in small chunks (before every activity). |

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson

b. Content:

- Quiz

c. Expected outcomes:

- Students can understand the lesson and gain some background knowledge.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITY | CONTENTS |
|---|--|---|
| Quiz - Teacher shows a short video about "How to find the right career". - Teacher asks students to look at the questions and raise their hands to answer. - Teacher checks the answer and corrects it if it's necessary. | - Ss watch the video and answer the questions. | Link: https://www.youtube.com/watch?v=zhpcgpqWc1Q&t=1s Key: 1. To gain insight into the day-to-day aspects of the job 2. To understand the competition in the field 3. It helps align your career with companies that share similar values 4. CareerAddict.com |

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review sentence stress and rhythm.
- To help Ss review words and phrases that they have learnt in this unit.
- To help Ss review the use of three-word phrasal verbs

b. Content:

- Task 1: Underline the stressed words in the following sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (P. 126)
- Task 2: Complete the text, using the correct words and phrases in the box. (p.126)
- Task 3: Choose the correct answer A, B, C, or D. (p.126)

c. Expected outcomes:

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

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|---|---|--|
| Task 1: Underline the stressed words in the following sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (4 mins) | | |
| - Ask Ss to listen and underline the stressed words in the sentences. - Ask several Ss to compare their answers. - Confirm the correct answers. - Have Ss practise saying the sentences in pairs. Praise for | - Students read the sentences, listen to the recording and underline the stressed words. - Students check the answers in pairs and with the whole class. | Answer key 1. I <u>saw</u> a <u>new job advert</u> on the <u>school noticeboard</u> . 2. They're <u>seeking</u> a <u>volunteer</u> for their <u>new project</u> . |

| | | |
|--|--|--|
| correct use of sentence stress and natural rhythm. | | <p>3. The heritage site wants to hire a tour guide with the relevant work experience.</p> <p>4. My brother doesn't want to apply for a job that requires working with people.</p> |
| Task 2: Complete the text. Use the correct words and phrases in the box. (4 mins) | | |
| <ul style="list-style-type: none"> - Have Ss read the text, and the words and phrases in the box. Tell Ss that the words and phrases have been taught and used throughout the unit. - Ask Ss to focus their attention on the gaps in the text. - Tell Ss to study the context carefully and decide on the words or phrases to fill in these gaps. - Have Ss compare their answers in pairs / groups. - Check answers as a class by asking individual Ss to read the text. | <ul style="list-style-type: none"> - Students read the text, and the words and phrases in the box. - Students complete the text and compare the answers in pairs and with the whole class. | <p>Key:</p> <ol style="list-style-type: none"> 1. soft skills 2. automated 3. pursue 4. passion 5. outgoing personality |
| Task 3: Choose the correct answer A, B, C, or D. (4 mins) | | |
| <ul style="list-style-type: none"> - Ask Ss to read each sentence and choose the correct option to complete it. - Remind Ss to study the context carefully and decide which option is the correct one. - Have Ss check their answers in pairs / groups. - Check answers by asking individual Ss to read the sentences. | <ul style="list-style-type: none"> - Students work individually first to choose the answer. - Students check the answers in pairs or groups and with the whole class. | <p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. D |

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (26 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving an oral presentation/ report.

b. Content:

- School-leavers' career plans.

c. Expected outcomes:

- Students practice working on a project.

d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES | CONTENTS |
|---|---|--------------------------|
| Project: School-leavers' career plans. | | |
| <ul style="list-style-type: none"> - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation/report about school-leavers' career choices. - Have Ss work in their groups. Give them a few minutes to prepare for the presentation/report. - 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 write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them. - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them. - Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end. - Give praise and feedback after each presentation. | <ul style="list-style-type: none"> - All groups report survey results to the class. - When one group makes a presentation, others listen and complete the evaluation sheet. | <i>Students' report.</i> |

e. Assessment

- T gives comments and feedback to all presentations and awards a prize to the group which has the most votes.

4. CONSOLIDATION (2 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 10.

Board Plan

Date of teaching

Unit 9: CAREER PATHS

Lesson 8: Looking back and project.

***Warm-up**

Quiz

*** Looking back**

- Pronunciation
- Vocabulary
- Language

*** Project: School-leavers' career plans.**

***Homework**