



Date of planning: 20 / 3 / 2025

PERIOD 82:

MID-TERM TEST

<p>SỞ GD&ĐT QUẢNG NAM TRƯỜNG THPT ĐỖ ĐĂNG TUYẾN ----- (Đề thi có 04 trang)</p>	<p>KIỂM TRA GIỮA HỌC KỲ II NĂM HỌC 2024 - 2025 MÔN: TIẾNG ANH 12 Thời gian làm bài: 60 phút (không kể thời gian phát đề)</p>
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Họ và tên:Lớp: 12/.....	Số báo danh:	Mã đề 001
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LISTENING (2.0pts)

PART 1: For questions 1- 4, you will hear a girl talking about Traditional media. Listen carefully and

match the two parts to make complete sentences. You will listen twice.

Question 1: The first newspapers appeared

Question 2: Books were more accessible.....

Question 3: Radio, television, and video appeared

Question 4: Television presented information aurally and visually

A: in the 20th century.

B: in Europe in 1453.

C: around 1612.

D: in the 1920s.

PART 2: For questions 5-8, listen to a recording about Chat GPT then mark the letter A, B, C or D on

your answer sheet to indicate the correct answer to each of the following questions. You will listen twice.

Question 5: When was Chat GPT launched?

A. November 2020 **B.** November 2022 **C.** December 2022 **D.** January 2023

Question 6: What types of sources did Chat GPT's training data come from?

A. Written material from books, articles, and online sources

B. Only academic journals

C. Social media posts and personal emails

D. Video transcripts and podcasts

Question 7: What can Chat GPT do?

A. Chat GPT can only write text in one language.

B. Chat GPT cannot explain topics or write text.

C. Chat GPT can explain topics, write text in different languages, and talk with people.

D. Chat GPT can only hold conversations.

Question 8: Which advantage of Chat GPT is NOT mentioned?

A. Handle a Variety of Topics **B.** Understand and Interprets Text or Speech

C. Generate Text in Various Styles. **D.** Create physical objects.

LANGUAGE USE: (3.0pts)

Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the



other three in pronunciation in each of the following questions.

Question 9: A. security	B. hands-on	C. milestone	D. self-driving
<i>Mark the letter A, B, C, or D to indicate the word that differs from the other three in the position of the primary stress in each of the following questions.</i>			
Question 10: A. revolution	B. generation	C. intelligence	D. entertainment

Mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the following questions.

Question 11: _____ intelligence relies on large sets of data to learn and make accurate predictions.

A. Digital B. Virtual C. Visual D. Artificial

Question 12: Mass _____ plays a crucial role in shaping public opinion.

A. media B. sort C. figure D. site

Question 13: Gibbons have already lost most of their natural _____ and the remaining populations are in protected areas.

A. status B. habitat C. condition D. position

Question 14: Tigers are in danger _____ being poached for their body parts such as bones, teeth, etc.

A. for B. with C. of D. by

Mark the letter A, B, C, or D on your answer sheet to indicate the word OPPOSITE in meaning to the underlined word in the following question.

Question 15: Some viewers complained about the political biases in the news reporting last night.

A. fairness B. issues C. favourites D. arguments

Mark the letter A, B, C, or D on your answer sheet to indicate the correct arrangement of the sentences to make a meaningful exchange in the following question.

Question 16:

- a. Mai: I love that! It's a great way to help the environment.
- b. Mai: That's awesome, Phuc! How does this work?
- c. Phuc: Our school started a recycling program and I'm so excited to be a part of it.
- d. Phuc: Exactly, everyone should get involved in this initiative.
- e. Phuc: We collect plastic and paper every week to reduce waste.

A. c-b-e-a-d B. a-d-c-e-b C. c-d-e-b-a D. d-e-a-b-c

Mark the letter A, B, C or D on your answer sheet to indicate the underlined part that needs correction in the following question.

Question 17: The man treats people as if he is their boss, even though he's just a colleague.

A. The B. is C. even D. just

Read the following advertisement and mark the letter A, B, C or D on your answer sheet to indicate the correct option that best fits each of the numbered blanks from 18 to 20.

Unlock the Power of Social Media!

Social media is a great way to connect, learn, and grow. Whether you are a student, a



business owner, or

just someone who loves sharing ideas, using social media effectively can open new opportunities!

- (18) _____ you use social media wisely, you will build a strong online presence.

- Many influencers have their posts (19) _____ by professionals to attract more followers.

This platform provides (20) _____ ways to communicate and express yourself.

Start your journey today! Sign up now to learn the best social media strategies!

Question 18: A. Unless B. If C. Until D. Although

Question 19: A. edit B. to edit C. editing D. edited

Question 20: A. effect B. effectiveness C. effective D. effectively

READING:

(2.5pts)

Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 21 to 25.

For many people, buying and reading a newspaper is part of their daily routine. They enjoy spending time searching the pages for interesting political stories, laughing at cartoons, (21).....up on the latest sports news and reading about celebrity scandals. They take their newspaper into work, on the bus or into a café, and reading it over breakfast is a tradition for many people. The newspaper is part of our culture.

There has been a news revolution going on over the last few years. People started turning to the Internet to provide them with a daily news report. Some newspapers started putting their reports online and now nearly all the major newspapers have online (22)..... . We can access most of these free of charge from laptops, mobile phones and other hand-held devices. So why should we pay for newspapers anymore?

However, the popularity of online news is being tested. News is now so widely available online (23)..... newspapers are losing money. Fewer people are buying newspapers so companies have to spend more to maintain their websites. And because Internet news contains videos and graphics, the costs are even higher. (24), some of the big papers have started charging people to read their newspapers online.

The newspapers have a difficult choice to make. Will people continue to visit their sites if they have to pay? Will they visit another newspaper's site which is still free? Will they start buying newspapers again? Many say that the idea of the Internet is to allow people to have free information and they will not agree to pay for it. Others, (25)....., have said that this step is inevitable and soon we shall have to pay more for information that we find online. We'll have to wait to see what happens.

(Adapted from Gateway)

Question 21. A. catching	B. turning	C. keeping	D. going
Question 22. A. branches	B. styles	C. versions	D. views
Question 23. A. which	B. who	C. as	D. that
Question 24. A. Unluckily	B. Unsurprisingly	C. Additionally	D. Unfortunately
Question 25. A. however	B. therefore	C. moreover	D. despite

Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the questions from 26 to 30.

Since the world became industrialized, the number of animal species that have either become extinct or have neared extinction has increased. Bengal tigers, for instance, which once



roamed the jungles in vast numbers, now number only about 2,300. By the year 2025, it is estimated that they will become extinct.

What is alarming about the case of the Bengal tiger is that this extinction will have been caused almost entirely by poachers who, according to some sources, are not always interested in material gain but in personal gratification. This is an example of the callousness that is contributing to the problem of extinction. Animals, such as Bengal tiger, as well as other endangered species, are valuable parts of the world's ecosystem. International laws protecting these animals must be enacted to ensure their survival and the survival of our planet. Countries around the world have begun to deal with the problem in various ways. Some countries, in an effort to avoid the problem, have allocated large amounts of land to animal reserves. They then charge admission prices to help **defray** the costs of maintaining the parks, and they often must also depend on world organizations for support. This money enables them to invest in equipment and patrols to protect the animals. Another response to the increase in animal extinction is an international boycott of products made from endangered species. This has had some effect, but by itself it will not prevent animals from being hunted and killed.

(Adapted from moon.vn)

Question 26. What is the main topic of the passage?

- A. endangered species
- B. international boycotts
- C. the Bengal tiger
- D. problems with industrialization

Question 27. Bengal tigers are becoming extinct because _____.

- A. they have lost their natural habitat
- B. they are unable to adapt to climate change
- C. they are hunted by poachers
- D. they are dying of natural causes

Question 28. The word "**defray**" in paragraph 3 is closest in meaning to_____.

- A. reduce B. raise C. make D. pay

Question 29. Which of the following is mentioned in paragraph 3 as a way to protect animals from extinction?

- A. Charge admission prices to animal reserves. B. Support world organizations.

C. Allocate land to animal reserves.

Question 30. What can be inferred from the passage?

D. Accept buying animal products.

A. Bengal tigers have become extinct.

B. Some poachers feel guilty about their actions.

C. Some countries refuse to buy animal products to protect endangered species.

D. Poachers sometimes kill tigers for reasons beyond financial profit.

WRITING: (2.5pts)

PART 1: (1.5 pts)

Combine each pair of sentences into one by using the given words.

Question 31: Immediate measures must be taken to combat illegal trade. Otherwise, wildlife population will continue to decline. (**If**)

.....

.....

Question 32: The advertisement was persuasive. It convinced everyone to try the new



product. (*such...that*)

It was.....

Finish each of the following sentences in such a way that it means the same as the sentence printed before it.

Question 33: Hiring a full-time employee to do the job is more expensive than renting a robot. (*asas*)

⑦ Renting a robot to do the job is not

PART 2: Write an essay (110 - 130 words) about the advantages and disadvantages of using robots in education. Use the suggested outline below to help you.

Introduction

Robots are widely used in many fields.....

They have both advantages and disadvantages.....

Body

- Advantages:

+ Robots can make learning more interactive and engaging.

+ Robots can instantly assess a student's performance and provide immediate feedback.

- Disadvantages:

+ The cost of purchasing and maintaining robots can be high.

+ Students may become overly reliant on technology.

Conclusion

In conclusion, robots can enhance learning by making it more engaging and interactive

.....

----- THE END



Date of planning: 27 / 3 / 2025

PERIOD 83:

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 *Q&A with a career adviser*.
- 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.
- Actively join in class activities

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)	/ˈɔːtəmeɪt/	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. look down on	<i>/ˈlʊk daʊn ɒn/</i>	to feel that someone is less important than you or does not deserve respect	Kinh thường
5. in demand	<i>/ɪn dɪˈmɑːnd/</i>	needed or wanted by many people	Yêu cầu, mong muốn, đòi hỏi
6. soft skills (n)	<i>/ˈsɒft skɪlz/</i>	people's abilities to communicate with each other and work well together	Các kỹ năng mềm
7. applicant (n)	<i>/ˈæp.lɪ.kənt/</i>	a person who formally requests something, especially a job, or to study at a college or university	Người nộp đơn, ứng cử viên
8. come up	<i>/kʌm/ /ʌp/</i>	to suggest or think of an idea or plan	Nghĩ ra, nảy ra sáng kiến
9. keep up	<i>/ki:p/ /ʌp/</i>	to do whatever is necessary to stay level or equal with someone or something	Sự duy trì, tiếp tục một hoạt động
10. Critical thinking	<i>/ˌkrɪt.ɪ.kəl ˈθɪŋ.kɪŋ/</i>	the process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you	Tư duy phản biện
11. Job market	<i>/dʒɒb/ˈmɑː.kɪt/</i>	the number of jobs that are available in a particular place or for a particular type of work	Thị trường việc làm
12. The sooner, The better		as quickly as possible	“Càng sớm, Càng tốt”

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:

- Mini game: The race

c. Expected outcomes:

- Students can answer some open questions about career.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Lucky Wheel <ul style="list-style-type: none">- Ss work in 2 teams Tiger and Rabbit.- 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.	Answer keys:

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

- To provide students with new words related 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 urbanisation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching <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 listen to the teacher's explanation and guess the words.	New words: <ol style="list-style-type: none">1. automate (v)2. adapt (v)3. pursue (v)4. look down on5. in demand6. soft skills (n)7. applicant (n)8. come up9. keep up10. Critical thinking11. Job market12. The sooner, The better

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. 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.- Call on some Ss to read the conversation aloud.	<ul style="list-style-type: none">- Students look at the picture and answer the questions.- Students listen to the recording.- Students read the conversation aloud.	
Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (7 mins)		
<ul style="list-style-type: none">- Ask Ss to work in pairs and read each statement carefully. Ask them to identify and underline the key	<ul style="list-style-type: none">- Students work and compare the answers in pairs.	Answer key: 1. F 2. T



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.		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 to
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 more about the grammar point in the following lesson.	- Students work individually to find and underline the phrases used to give directions in the conversation. - Students match each direction with the diagram.	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 urbanisation.

b. Content:

- Role play
- Task 5: 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. And then they swap their positions. Extra question: Do you think your career can be replaced by AI in the future?

c. Expected outcomes:



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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: 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. And then they swap their positions. Extra question: Do you think your career can be replaced by AI in the future? (10 mins)		
<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. <ul style="list-style-type: none">- 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.	<i>Suggested answer:</i>

e. Assessment

- Teacher and other Ss listen to the instructions and comment.

5. CONSOLIDATION

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Start preparing for the Project of the unit:
 - Ask Ss open their books at the last page of Unit 9, the Project section, look at the title of the project: School-leavers' career choices
 - Explain the Project requirements: Ss will have to collect information from 10 classmates about their career plans, and then report the survey results to the class. Their report should include answers to the survey questions.
 - Explain to Ss how to carry out the survey and take notes of the answers to get information for the report.
 - Put Ss into groups, and have them choose their group leader. Then ask them to assign tasks, e.g. designing the survey questionnaires, collecting information from their classmates, compiling and synthesizing information collected from the classmates, preparing the slides and writing and delivering the report, to each group member, making sure that all group members contribute to the project.
 - Help Ss set deadlines for each task and support them throughout the process.
 - In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, e.g. names of different careers, interests, different kinds of training, different skills and solving any other problems that may arise with their projects.

Board plan



Date of teaching

Unit 9: Career Paths

Lesson 1: Getting started

*** Warm-up**

*** Vocabulary**

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)

Task 5: Role- play.

***Homework**



Date of planning: 27 / 3 / 2025

PERIOD 84:

UNIT 9: CAREER PATHS

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *career paths*.
- Use three-word phrasal verbs correctly.
- Use sentence stress appropriately to speak with a natural rhythm.

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, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
passion (n)	/'pæʃn/	a very powerful feeling, for example of sexual attraction, love, hate, anger, or other emotion	Đam mê
passionate (adj)	/'pæʃənət/	showing or caused by strong feelings or a strong belief	Say đắm
work experience (n)	/'wɜ:k ɪkspɪəriəns/	a period of time that a young person, especially a student, spends working in a company as a form of training	Kinh nghiệm làm việc

Sentence stress and rhythm

- 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

• In addition to two-word phrasal verbs, there are three-word phrasal verbs that usually consist of a verb, an adverb, and a preposition.

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.

Example:

- The driver walked away from the burning car.
- The thief climbed out through the window.

Many three-word phrasal verbs have an idiomatic meaning which is difficult to guess from their individual parts.

- She gets on with all the members of her team.
- I can't put up with his bad behaviour any longer.
- 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:

- Mini game: Hide and seek

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Game: Hide and seek - Teacher divides students into 4 groups and models how to play this game. - Ss find the correct answer of job descriptions. - The group with the most correct answers will be the winner.	- Students work in groups to do the activity.	Answer key: 1. B 2. C 3. A 4. D 5. B 6. D 7. C
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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.
- To help Ss practise saying sentences with correct stress and 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 understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (4 mins)		
- 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.	- Students read the Remember Box - Students listen to the recording and check the sentence stress. - Students listen again and repeat the sentences.	Audio scripts 1. It depends on the industry and the field of work that you are interested in. 2. There are many jobs that don't require a university degree . 3. These soft skills will help you adapt to changes and come up with solutions to challenging problems .
Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (6 mins)		
- 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.	- Students listen to the recording and check the stressed words - Students listen again and repeat the sentences.	Answer key: 1. I'd <u>like</u> to <u>apply</u> for the <u>position</u> of <u>Assistant</u>



<ul style="list-style-type: none"> - 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. 		<p><u>Teacher.</u></p> <ol style="list-style-type: none"> 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>.
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e. Assessment

- Teacher observes and gives feedback.

3. ACTIVITY 2: VOCABULARY (11 mins)

a. Objectives:

- To introduce words and phrases related to future employment.
- To help Ss practise using the phrases in Activity 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 understand the lesson and do the tasks successfully.

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 	<ul style="list-style-type: none"> - Students read the words and do the matching. - Students work in pairs and check answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C 2. D 3. A 4. E 5. B



definition.		
Task 2: Complete the sentences using the correct forms of the phrases in Task 1. (5 mins)		
<p>- Have Ss work in pairs. Tell them to read the sentences and decide which phrase in Activity 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.</p> <p>- Check answers as a class. Have individual Ss call out the phrase they have used in each sentence.</p> <p>- 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.</p> <p>- Ask individual Ss to read the complete sentences.</p>	<p>- Students work in pairs and practice reading the sentences.</p>	<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 perfect gerunds.
- To help further practise three-word phrasal verbs in making true sentences about the career path of someone that they know.

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 understand the lesson and do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the verbs in 1–4 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. Can we guess the meaning of all three-word phrasal verbs from their parts? (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); Where does an object of a three-word phrasal verb come from? (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 sentence. 	<ul style="list-style-type: none"> - Students work and check in pairs. - Students practice reading the sentences. 	Answer key: 1. through - C 2. up - D 3. forward - A 4. down - B
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 and check in pairs. - Students practice reading the sentences. 	Answer key: Students' own performance

e. Assessment

- Teacher checks students' pronunciation 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.

Board plan

Date of teaching
Unit 9: Career Paths



Lesson 2: Language

*** Warm-up**

Game: Hide and Seek

Pronunciation

- 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)

Vocabulary

- 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)

Grammar

- 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)

*** Homework**