



Date of planning: 30 / 3 / 2025

PERIOD 85:

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 understand the structure in an article about things to consider when choosing careers.

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. passionate (adj)	/'pæʃənət/	showing or caused by strong feelings or a strong belief	Say đắm
2. specialty (n)	/'speʃəlti/	an area of work or study that somebody gives most of their attention to and knows a lot about	Chuyên môn
3. take into account	/teɪk ɪntə ə'kaʊnt/	to consider or remember something when judging a situation	Tính đến
4. obsolete (adj)	/'ɒbsəli:t/	no longer produced or used; out of date	Lỗi thời

Assumption

Anticipated difficulties	Solutions
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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 <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 (10 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic.
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Lead students in the reading passage.
- Pre-teach vocabulary related to the content of the reading passage.
- Task 1. Work in pairs. Discuss the questions. (p.120)

c. Expected outcomes:

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

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and repeat the words. 	New words: <ol style="list-style-type: none"> 1. passionate (adj) 2. specialty (n) 3. take into account 4. obsolete (adj)
Task 1. Work in pairs. Discuss the questions. (5 mins)		
<ul style="list-style-type: none"> - Ask Ss to look at the illustrated picture of a young girl thinking about different careers. Encourage Ss to name the careers they see in the bubbles (doctor, chef, ...). - Put Ss in pairs and have them discuss the questions. - Invite some pairs to share their answers with the class. 	<ul style="list-style-type: none"> - Students pay attention to the teacher and may jot down some notes during the presentation. 	Suggested answers: <ul style="list-style-type: none"> • My plan is to become an English teacher after finishing high school. I need to improve my English skills and have a teaching certificate. How about you?

e. Assessment

- Teacher checks students' understanding with follow-up questions.

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

a. Objectives:

- To help Ss practise the skill of guessing the meaning of words from context.
- To develop reading skills for general information.
- To develop reading skills to recognise the organisation of ideas.

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. (5 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 check answers and take note.	Answer key: 1. A 2. B 3. B 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. (5 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 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.	<ul style="list-style-type: none">- Students listen to the instructions first, then do the exercise in pairs.- Students check answers and take note.	Answer key: Paragraph A: 3 Paragraph B: 4 Paragraph C: 1
Task 4: Read the article again and choose the correct answer A, B, or C. (5 mins)		
<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Students listen to the instructions first, then do the exercise in pairs.- Students check answers and take note.	Answer key: 1. C 2. A 3. C 4. C



<ul style="list-style-type: none"> - 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 answer. 		
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e. Assessment

- Teacher corrects students as a whole class.

4. ACTIVITY 3: PRODUCTION (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 understand the lesson and do the tasks successfully.

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?		
<ul style="list-style-type: none"> - 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 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. 	<ul style="list-style-type: none"> - Students practise ask and answer about the reason why they want to live in HN in the past or at present. 	<p><i>Suggested answers:</i> I prefer a job that requires formal education because I believe that the formal education will provide me with not only the technical knowledge but also soft skills that help me get better prepared for the world of work.</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.

Board plan



Date of teaching

UNIT 9: CAREER PATHS

Lesson 3: Reading- Future Career Choices

* Warm-up

Game: Feed the monkey

Vocabulary

1. passionate (adj)
2. specialty (n)
3. take into account
4. obsolete (adj)

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

* Homework



Date of planning: 30 / 3 / 2025

PERIOD 86:

FEEDBACK AND CORRECTION

OBJECTIVES :

1 EDUCATIONAL AIMS : Sts should : - know their mistakes

- master and understand more about the

lesson

2. KNOWLEDGE : previous grammars and knowledge

3. TEACHING AIDS : textbooks

PROCEDURE :

* Class Stabilization.

* Answer keys :

I. PHẦN TRẮC NGHIỆM (7.5 điểm): mỗi đáp án đúng được 0,25 điểm.

CÂU	MÃ ĐỀ 001	MÃ ĐỀ 002		MÃ ĐỀ 003	MÃ ĐỀ 004		MÃ ĐỀ 005	MÃ ĐỀ 006		MÃ ĐỀ 007	MÃ ĐỀ 008
1.	C	C	1	C	C	1	C	C	1	C	C
2.	B	B	2	B	B	2	B	B	2	B	B
3.	D	D	3	D	D	3	D	D	3	D	D
4.	A	A	4	A	A	4	A	A	4	A	A
5.	B	C	5	C	D	5	A	A	5	D	B
6.	A	B	6	D	C	6	B	D	6	C	C
7.	C	D	7	B	A	7	C	B	7	A	D
8.	D	A	8	A	B	8	B	C	8	B	A
9.	B	D	9	C	C	9	A	A	9	D	D
10.	C	A	10	B	A	10	A	C	10	B	C
11.	D	B	11	B	D	11	D	B	11	A	B
12.	A	C	12	A	C	12	B	C	12	A	C
13.	B	B	13	D	A	13	C	A	13	B	A
14.	C	D	14	C	B	14	B	C	14	A	B
15.	A	B	15	A	B	15	C	B	15	A	B
16.	A	C	16	C	A	16	C	B	16	D	D
17.	B	D	17	D	B	17	D	D	17	B	A



18.	B	A	18	C	C	18	D	D	18	C	A
19.	D	B	19	A	D	19	A	C	19	C	C
20.	C	D	20	C	A	20	B	A	20	D	D
21.	A	D	21	B	C	21	B	C	21	C	A
22.	C	B	22	C	B	22	A	A	22	A	B
23.	D	A	23	D	A	23	C	B	23	C	D
24.	B	C	24	B	C	24	D	D	24	D	B
25.	A	B	25	A	D	25	A	D	25	B	C
26.	A	B	26	D	A	26	C	A	26	B	A
27.	C	D	27	B	B	27	A	C	27	D	B
28.	D	C	28	C	A	28	B	D	28	C	A
29.	C	A	29	C	D	29	A	A	29	B	D
30.	D	A	30	A	C	30	B	B	30	A	D

II. PHẦN TỰ LUẬN (2.5 điểm):

PART 1: (1,5 điểm- mỗi câu viết đúng 0,5 đ)

MÃ ĐỀ: 001, 003, 005, 007

Question 31: If immediate measures are not taken to combat illegal trade, wildlife populations will continue to decline.

Or :Wildlife populations will continue to decline if immediate measures are not taken to combat illegal trade.

Question 32: It was such a persuasive advertisement that it convinced everyone to try the new product.

Question 33: Renting a robot to do the job is not as expensive as hiring a full-time employee.

MÃ ĐỀ: 002, 004, 006, 008

Question 31: If the local government doesn't take immediate action, pollution in the river will get worse.

Or :Pollution in the river will get worse if the local government doesn't take immediate action.

Question 32: It was such a successful social media campaign that it attracted millions of followers.

Question 33: Information from social media is not as trustworthy as information from newspapers.

PART 2: (1,0 đ)

Writing an essay



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI

1. Format: (0.25pt) (coherence, cohesion, style)

The essay should include 3 parts (4 paragraphs):

a. Introduction: should be put in one paragraph

b. Body: should consist of two paragraphs (1: Advantages 2: Disadvantages)

Each paragraph must have a topic sentence, reasonings (and examples.)

c. Conclusion: summary of the main ideas

2. Content: (0.5pt)

- The essay must be no less than 110 words and no more than 140 words.
- Reasonings, examples... must be relevant to the topic.

3. Language: (0.25pt) (grammatical accuracy, a wide range of vocabulary and structures)
(more than 3 errors: - 0.25pt)

* If the students do not use the provided suggestions, their work will not be graded.



Date of planning: 02 / 4 / 2025

PERIOD 87:

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

- Talk about the things to consider when following different career paths
- Discuss the similarities and differences of different careers, then report to the class.
- Memorize vocabulary about the things to consider when following different career paths.

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. apprenticeship	/ə'pren.tis.ʃɪp/	a period of time working as an apprentice	tập nghề
2. diploma	/dɪ'plɒv.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	/'ɑː.kɪ.tek.tʃər/	the art and practice of designing and making buildings	ngành kiến trúc
4. Combine	/kəm'baɪn/	to (cause to) exist together, or join together to make a single thing or group	kết hợp



5. natural sites	<i>/ˈnætʃ.ər.əl/ /saɪt/</i>	areas or locations in nature that have distinctive features, ecological significance, or aesthetic value.	khu bảo tồn thiên nhiên
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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:

- Multiple choice quiz.

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Quiz <ul style="list-style-type: none"> - 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 highest points is the winner. 	<ul style="list-style-type: none"> - Students look at the questions and work in group. - Students raise hands to answer. 	Answer key:

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:

- Pre-teach vocabulary related to the content of the lesson.
- Introducing tips to give instructions.
- 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 can understand the lesson and do the tasks successfully.

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 on their notebooks. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and repeat the words. 	New words: <ol style="list-style-type: none"> 1. apprenticeship 2. diploma 3. architecture 4. Combine 5. 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 table giving some information about what Ss need to consider becoming a tour guide. Tell Ss that they need to use the given ideas to complete the information about the job of a tour guide. - Check comprehension and explain any phrases Ss may find hard, e.g. learn on the job, self-employed, replaced by robots. - Have Ss work in pairs to complete the table with the suggested ideas. - In stronger classes, encourage Ss to add their own ideas. - Invite several pairs to share their completed tables. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation. - Ss do the task and take note. 	Answer key: <ol style="list-style-type: none"> 1. be patient, confident and able to deal with stressful situations 2. have excellent communication skills 3. attend part-time courses or complete an apprenticeship 4. may only be employed in the high season

e. Assessment

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

3. ACTIVITY 2: LESS- CONTROLLED PRACTICE (15 mins)

a. Objectives:

- To build up information about one of the jobs suggested.



b. Content:

- Task 2: Work in groups. Choose one of these jobs. Discuss and complete information about the job you choose. (p.122)

c. Expected outcomes:

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

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">- Ask Ss to form groups, read the instructions, choose one of the suggested jobs.- Tell groups of students to discuss and complete the information about the job they choose. Walk round the class and offer help.- In weaker classes, provide more support by giving Ss some information that they will need for each of the job.- Ask groups of Ss to share their table completed with information about the job that they choose.- Help Ss correct any information, if necessary.	<ul style="list-style-type: none">- Students share the answers in pairs.	<i>Suggested answers:</i> In the table below

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



	<ul style="list-style-type: none"> • 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

3. ACTIVITY 3: FREE PRACTICE (10 mins)

a. Objectives:

- To give Ss an opportunity to compare the job of a tour guide with the job they have chosen.

b. Content:

- 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 do the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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. (7 mins)		
<ul style="list-style-type: none"> - Explain the task and check their comprehension. Elicit the structures that Ss can use to talk about the similarities and differences, e.g both ... and ...; However, ...; While... - Have Ss list the similarities and differences of the two jobs. - Have Ss work in their groups and plan the report, e.g. which similarities and differences will be mentioned in the report? How the similarities and differences will be organized in the report? Who will deliver the report? ... - Give Ss time to plan and practice their reports. Walk round the class to provide help if necessary. 	<ul style="list-style-type: none"> - Students work in group 	<p><i>Suggested answers:</i></p> <p>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 also must be able to deal with stressful situations. Soft skills such as communication, decision-making, time-</p>



<p>- Invite some groups of Ss to report their conversations in front of the whole class. Praise for good effort, clear pronunciation, appropriate use of expressions to start and end a conversation and natural delivery.</p>		<p>management and teamwork skills are important for both professions. 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 complete another 10 years of on-the-job training. 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 always enjoy learning about history, art and culture. They find the job of a tour guide more</p>
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		interesting and less challenging than the job of a doctor. They believe they'll have a better life-work balance. The other two people 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 different career options.
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e. Assessment

- Teacher corrects for students by going around while they're practicing.
- Teacher gives corrections and 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.

Board plan

Date of teaching

UNIT 9: CAREER PATHS

Lesson 4: Speaking- Discussion on different careers.

*** Warm-up**

Quiz

Controlled Practice

- Pre-teaching vocabulary
- Task 1. Work in pairs. Use the given ideas to complete the information about the job of tour guide. (p. 121)

Less controlled Practice

- Task 2: Work in groups. Choose one of these jobs. Discuss and complete information about the job you choose. (p.122)

Free practice



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI

- 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)

*** Homework**