SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYỂN
TỔ: NGOẠI NGỮ

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 21/ 11 / 2026
Lớp dạy: 12/9, 12/12
PERIOD 40:

UNIT 5: THE WORLD OF WORK

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

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

II. MATERIALS

- Grade 12 textbook, Unit 5, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

- A simple sentence includes ONE independent clause.

Example: My brother didn't apply for the job.

- A compound sentence includes TWO or MORE independent clauses joined by a coordinating conjunctive (e.g. *and, but, or, nor, yet, so),* a correlative conjunction *(e.g. not only….but also),* or a conjunctive adverb *(e.g. as a result, moreover, in fact, on the other hand)*

Example:

My brother didn't apply for the job, **but** he was offered an apprenticeship.

Being a nurse is a very tiring job; **moreover**, you don't earn a high salary.

- A complex sentence includes ONE (or MORE) independent clause(s) and at least one dependent clause joined by a subordinating conjunction *(e.g. when, while, because, although, if, so that).*

Example:
When I was younger, I wanted to become a driver.
Because my brother is often late for work, he is never promoted.

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.	- Play the recording many times if necessary. - 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 class.	- Define expectations in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES
1. WARM-UP (5 mins)
a. Objectives:
- To stir up the atmosphere and activate students' knowledge of the topic;
- To enhance students' skills of cooperating with teammates.
b. Content:
- Game: Sentence scramble
c. Expected outcomes:
- Students can revise simple, compound, and complex sentences.
d. Organisation:

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

- Lead into the new lesson.		

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise the stress of some auxiliary and modal verbs.

b. Content:

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

c. Expected outcomes:

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

d. Organisation

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

- If time allowed, have Ss come up with their own sentences and ask them to practise with others.		***B:*** Yes. I <u>am</u>. 4. ***A:*** Is your father a teacher? ***B:*** He <u>was</u>, but he's retired now.

e. Assessment

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

3. ACTIVITY 2: VOCABULARY (12 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins)		
- Ask Ss to work in pairs. Ask them to read the words and phrases and match them to their meanings. - Check answers as a class. Call on one student to read an item aloud and another student to read its meaning. - Correct.	- Work in pairs - Read the words and match them to their meanings - Give the answers in pairs. - Correct.	***Answer key:*** 1. c 2. d 3. b 4. e 5. a
Task 2: Complete the sentences with the words in 1. (6 mins)		
- Have Ss work in pairs. Tell them to read the sentences carefully and decide which word or phrase in 1 can be used to complete each of the sentences. Explain that they should use the context clues to decide on the word/phrase, e.g. in the first sentence, the gapped word is a verb that the company has to do to meet the production targets.	- Students work in pairs, read the sentences carefully and decide which words can be used. - Listen to the teacher. - Work in groups to play the game. - Listen to the instructions. - Ss choose the box and give the answers.	***Answer key:*** 1. employ 2. challenging 3. bonus 4. relevant 5. rewarding

- Check answers as a class by playing the game PICK A BOX. - Have Ss work in 2 groups to play the game. - Give instructions. - Confirm the correct answers. Ask Ss to give reasons why they have chosen the word by referring to the context clues. - Ask individual Ss to read the complete sentences.	- Students read the complete sentences.	

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Combine the following simple sentences, using the words in brackets. (6 mins)		
- Tell Ss to read the explanations in the Remember! box on page 62. Check understanding of the grammar point by asking questions about the number of clauses in the sentences. - Explain the differences among the three types of sentences to make sure Ss understand them. - In weaker classes, give more examples to demonstrate the grammar points.	- Read the explanations in the Remember! box on page 62. - Answer the questions - Listen to the teacher's explanation - Combine the simple sentences by using the words in the bracket. - Correct	***Answer key:*** 1. Although he left school with no academic qualifications, he found a well-paid job./ He found a well-paid job although he left school with no academic qualifications. 2. If people learn English well, they will have a better chance of getting a job./ People will have a better chance of getting a job if they learn English well.

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

		will remain indispensable in occupations that demand creativity, emotional intelligence, and complex problem-solving abilities.

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

+ Pronunciation: *Stressing auxiliary and modal verbs*

+ Vocabulary: *Work*

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

b. Homework

- Do exercises in the workbook.
- Learn by heart some vocabulary related to work.
- Do more exercises about simple, compound, and complex sentences.
- Prepare for the next lesson.

Board plan

Date of teaching

Unit 5: The world of work

Lesson 2: Language

*** Warm-up**

Game: Sentence Scramble

*** Pronunciation**

- Task 1. Listen and repeat.
- Task 2. Listen and underline the stressed words.

*** Vocabulary**

- Task 1. Match.
- Task 2. Complete the sentences.

*** Grammar**

- Task 1. Combine sentences.
- Task 2. Make compound or complex sentences.

*** Homework**

SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYỂN
TỔ: NGOẠI NGỮ

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 21/ 11 / 2026
Lớp dạy: 12/9, 12/12
PERIOD 41:

UNIT 5: THE WORLD OF WORK

Lesson 3: Reading – Job advertisements

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

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

II. MATERIALS

- Grade 12 textbook, Unit 5, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. unpaid (adj)	/ˌʌnˈpeɪd/	not receiving payment for work that they do	không được trả lương
2. wage (n)	/weɪdʒ/	a regular amount of money that you earn, usually every week or every month, for work or services	tiền công (trả theo giờ hoặc theo khối lượng công việc)

3. donation (n)	/dəʊˈneɪʃn/	something that is given to a person or an organisation such as a charity, in order to help them	đồ từ thiện, quyên góp
4. overtime pay (n)	/ˈəʊvətaɪm peɪ /	extra money that an employee receives for working more hours than their regular work schedule.	tiền ngoài giờ
5. responsibility (n)	/rɪˌspɒnsəˈbɪləti/	a moral duty to do something or to help or take care of somebody because of your job, position,…	nhiệm vụ

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	- 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 about the figure they are going to learn about in the lesson;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Flash game

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Flash game - Have Ss play the flash game - Give the instruction - Show the pictures in Fast, Medium, and Slow - Have Ss to give the answers - Correct	- Students work in groups to do the activity. - Listen to the teacher - Observe and remember - Give the answers - Correct	

		

e. Assessment

- Teacher observes and gives feedback.

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

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Look at the pictures and discuss what you know about the jobs. (4 mins)		
- Have Ss look at the pictures and ask questions. - Tell Ss that they are going to read several advertisements for common jobs that high school students can do. - In stronger classes, ask Ss to brainstorm the jobs that are common for Ss to do especially during their holiday. - Invite some groups to share their ideas with the class before reading.	- Look at the pictures and answer the questions. - Listen to the teacher. - Share the ideas in front of the class.	**Questions:** - What do you see in the picture? - What do they do? - Do you like to do these jobs?
Vocabulary pre-teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebooks.	***New words:*** 1. unpaid (adj) 2. wage (n) 3. donation (n) 4. overtime pay (n) 5. responsibility (n)

text and asks students to open their textbook to discover further.		

e. Assessment

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

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

a. Objectives:

- To help Ss practise guessing the meanings of words/ phrases from context.
- To help Ss practise reading for general and specific information.

b. Content:

- Task 2: Read the adverts and choose the correct meanings of the highlighted words and phrases.
- Task 3: Read the adverts again and choose the most suitable headline for each one.
- Task 4: Read the adverts again and decide which job is most suitable for the following people. Write 1, 2, 3, 4, or 5.

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the adverts and choose the correct meanings of the highlighted words and phrases. (6 mins)		
- Ask Ss to read the whole text once to get an overall idea. - Then have Ss focus on the highlighted words and phrases, looking for context clues in the text and working out the correct meaning. - Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary. - Have Ss discuss the context clues and compare answers in small groups. - Check answers as a class by inviting Ss to write them on the board.	- Students read the text and locate the highlighted words individually. - Students study the context and do the tasks as required.	***Answer key:*** 1. A 2. A 3. A 4. B 5. A
Task 3: Read the adverts again and choose the most suitable headline for each one. (7 mins)		
- Ask Ss to read 5 headlines in 2 and read the advertisements again to match the headline with the correct advertisement.	- Students read the headings first, then skim through each section.	***Answer key:*** 1. E 2. B 3. A 4. C

- Remind Ss to read the advertisements carefully to find out the significant information which matches the heading. - Ask Ss to locate key information that helps them have the correct answer. - Check answers as a class. Write them on the board.	- Students choose the heading that covers the ideas of the whole section. - Students check answers with the whole class and give explanations for their choice.	5. D
Task 4: Read the adverts again and decide which job is most suitable for the following people. Write 1, 2, 3, 4, or 5. (7 mins)		
- Ask Ss to read the descriptions of 5 people first. Make sure Ss understand all of them. - Have Ss read the advertisements again and decide which job is most suitable for each of the described people. - Ask Ss to give reasons for their answers by providing the information from the advertisements. - Check answers as a class. Call on some Ss to explain their answers.	- Students read the descriptions of 5 people - Ss read the advertisements and do the task. - Students compare their answers with partners and then check with the whole class.	***Answer key:*** a. 3 b. 5 c. 2 d. 4 e. 1

e. Assessment

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

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

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following questions.		
- Ask Ss to review the advertisements quickly and note down some ideas for their answers.	- Students practise speaking in pairs. - Students share their answers with the whole class.	***Suggested answers:*** • I find the teaching assistant job the most interesting because it will give me the opportunity

- Encourage Ss to explain their answers using as many reasons as possible. - Invite Ss from different groups to give their answers to the class.	- Students listen and give feedback	to improve my English skills. It will be exciting to supervise classroom activities and help teachers plan their lessons. It will also be a great job to list on my CV. • I find the shop assistant job the most interesting because I will have a chance to meet many different people. It will also be great fun to arrange shop window displays. I would also enjoy additional benefits such as free meals and overtime pay.

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

+ Some vocabulary related to *Job advertisements*

+ Reading for specific information about *Job advertisements*

+ Discuss the job you find the most interesting.

b. Homework

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

Board plan

Date of teaching

Unit 5: The world of work

Lesson 3: Reading

*** Warm-up**

Flash game

Vocabulary

1. unpaid (adj)
2. wage (n)
3. donation (n)
4. overtime pay (n)
5. responsibility (n)

Task 1: Look and discuss.
Task 2: Read and choose the correct meanings.
Task 3: Read and choose the most suitable headline.
Task 4: Read and decide.
Task 5: Discuss the questions.

*** Homework**

SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG
TRƯỜNG THPT ĐỖ ĐĂNG TUYỂN
TỔ: NGOẠI NGỮ

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 21/ 11 / 2026
Lớp dạy: 12/9, 12/12
PERIOD 42:

UNIT 5: THE WORLD OF WORK

Lesson 4: Speaking – Giving opinions about different jobs

I. OBJECTIVES

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

1. Knowledge

- Give opinions about different jobs

2. Competences

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

3. Personal qualities

- Be proud and respectful of different jobs

II. MATERIALS

- Grade 12 textbook, Unit 5, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - 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 stir up the atmosphere and activate students' knowledge on the topic;

- To set the context for the speaking part.

b. Content:

- Watching a video

c. Expected outcomes:

- Students can guess the context for the speaking part.

d. Organisation:

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

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

a. Objectives:

- To introduce more ideas for the main speaking task and get Ss involved in the lesson.
- To give Ss an opportunity to describe jobs and express opinions.

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the descriptions of the following jobs. What do you think about each job? Write the adjectives that describe the nature of the job in the table. Use the words in the box to help you. (10 mins)		
- Ask Ss to work in pairs and decide which adjectives are suitable for the job descriptions. - Make sure the Ss understand the adjectives and descriptions. In weaker classes, explain the meaning of difficult adjectives to Ss when necessary.	- Students read the main responsibility and decide which adjectives are suitable. - Ss give the answers and explain.	***Suggested answers:*** - Teaching assistant: rewarding, important, stressful, etc. - Event volunteer: demanding, rewarding, tiring, etc.

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

e. Assessment

- Teacher gives feedback on Ss' pronunciation and conversation.

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

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

- Students can report their discussion results to the class.

d. Organisation

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

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

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

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

b. Homework

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

Board plan

Date of teaching

Unit 5: The world of work

Lesson 4: Speaking

*** Warm-up**

Watching a video

Task 1: Read and write the adjectives.
Task 2: Talk about the jobs in Task 1.
Task 3: Compare and report.

*** Homework**