

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

**Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG**

**Ngày soạn: 15/ 12 / 2025**

**Thời gian thực hiện: Tuần 15**

**Lớp dạy: 12/1, 12/5**

**PERIOD 43:**

**UNIT 5: THE WORLD OF WORK**

**Lesson 5: Listening – Enquiry about a job vacancy**

**I. OBJECTIVES**

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

**1. Knowledge**

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

**2. Competences**

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

**3. Personal qualities**

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

**II. MATERIALS**

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

**Language analysis**

Form	Pronunciation	Meaning	Vietnamese equivalent
1. interfere with	/,ɪntə'fiə(r) wið/	prevent something from succeeding	can thiệp, ảnh hưởng
2. order (n)	/'ɔ:də(r)/	a request for food or drinks in a restaurant	thức ăn được gọi trong nhà hàng
3. bill (n)	/bɪl/	a piece of paper that tells you how much you must pay	hóa đơn
4. wait on tables	/weɪt ɒn 'teɪblz/	served food or drinks, especially to customers in a café or restaurant	phục vụ đồ ăn, thức uống trong nhà hàng

### Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> <li>- Make sure they understand the meaning and pronunciation of important words.</li> <li>- Teach them the skill of underlining key words in the questions before they listen.</li> <li>- Play more time if necessary.</li> </ul>

## III. PROCEDURES

### 1. WARM-UP (5 mins)

#### a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

#### b. Content:

- Watching a video and brainstorming

#### c. Expected outcomes:

- Students can answer the questions through watching a video

#### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Watching a video and brainstorming</b> - Ask Ss some questions about job enquiries - Have Ss watch a video and brainstorm what kind of	- Students answers the questions - Watch a video and brainstorm the ideas. - Give the answers and correct.	<b>Questions:</b> - What do you know about Job Enquiries? - Have you ever called any company or organisation for a job you want to apply for?

information that Ss want to know about job vacancy - Play the video. - Call on some Ss to give the answers and correct.		- What kind of information do you want to know? <i>Link:</i> <a href="#">LISTENING CAMBRIDGE IELTS 9 TEST 1 SECTION 1 - Có giải nghĩa Tiếng Việt</a>
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**e. Assessment**

- Teacher corrects for students (if needed)

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

**a. Objectives:**

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

**b. Content:**

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

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Choose the correct meanings of the underlined words and phrases. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read the four vocabulary items and have Ss guess their meaning.</li> <li>- In weaker classes, read the definitions and check your understanding of the vocabulary.</li> <li>- Have Ss do the matching in pairs or individually.</li> <li>- Check answers as a class. Further explain to Ss if necessary.</li> <li>- Ask Ss to copy down the vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the vocabulary and guess the meaning</li> <li>- Listen to the teacher</li> <li>- Solve the task</li> <li>- Give the answers and correct.</li> </ul>	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. A</li> <li>4. A</li> </ol> <p><i>Vocabulary:</i></p> <ol style="list-style-type: none"> <li>1. interfere with</li> <li>2. order (n)</li> <li>3. bill (n)</li> <li>4. wait on tables</li> </ol>

**e. Assessment**

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

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

**a. Objectives:**

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

**b. Content:**

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

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2: Listen to a conversation between Mark and a restaurant manager, and decide whether the statements are true (T) or false (F). (10 mins)</b>		
<ul style="list-style-type: none"> <li>- Tell Ss that they're going to listen to a telephone conversation between Mark and a woman from Viet Organic Garden Restaurant.</li> <li>- Have Ss read the statements and may have a guess whether the statements are true or false. Elicit or explain any unfamiliar or difficult words.</li> <li>- Play the recording and have Ss do the activity.</li> <li>- Check answers as a class. In stronger classes, ask Ss to explain their answers using the information from the recording.</li> <li>- Play the recording again if many Ss have incorrect answers, pausing at the places where they can find the information for their answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Pay attention to the scene.</li> <li>- Read the statements and listen to the teacher's explanation.</li> <li>- Ss listen to the recording and do the task.</li> <li>- Give the answers and explanation for the answers</li> <li>- Correct.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. T</li> <li>2. F</li> <li>3. T</li> <li>4. F</li> </ol>
<b>Task 3: Listen to the conversation again and complete the notes. Use no more than TWO words for each gap. (10 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read the text in the note. Make sure they understand they need to write no more than three words in each gap.</li> <li>- Encourage them to guess what part of speech might fit each gap.</li> <li>- Play the recording once (or twice in weaker classes) for Ss to complete the table.</li> <li>- Ask Ss to work with a partner to compare their answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the text in the note.</li> <li>- Guess the part of speech.</li> <li>- Listen to the recording to complete the table.</li> <li>- Compare the answers with a partner.</li> <li>- Give the answers on the board.</li> <li>- Correct.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. 12/ twelve</li> <li>2. greet</li> <li>3. bill payments</li> <li>4. listen to</li> <li>5. maths skills</li> <li>6. next week</li> </ol>

<ul style="list-style-type: none"> <li>- Check answers by calling on some Ss to write their answers on the board or read them aloud.</li> <li>- Play the recording again if many Ss have incorrect answers, pausing at the places where they can get the correct information.</li> </ul>		
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**e. Assessment**

- Teacher’s observation of Ss’ performance.
- Teacher’s feedback and peers’ feedback.

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

**a. Objectives:**

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

**b. Content:**

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

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
<b>Task 4: Work in pairs. Discuss the question. (8 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask some lead-in questions to see whether Ss want to be a server, e.g., <i>Do you want to be a server? Why? Why not?</i></li> <li>- Put Ss into groups and have them discuss the questions given in 4.</li> <li>- Remind Ss that they can use the reasons from the listening to support their opinions. In stronger classes, encourage them to come up with their own ideas to support their point of view.</li> <li>- Invite some groups of Ss to present a summary of their discussion to the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer the eliciting questions.</li> <li>- Work in groups to discuss the questions.</li> <li>- Students share their ideas to the whole class.</li> </ul>	<p><b>Suggested answers:</b>  According to what we hear, as a server we can develop important skills such as verbal communication, active listening, good memory, teamwork, food safety knowledge, numeracy, time-management, multi-tasking, and patience. These are also skills useful in many other jobs. For example, no matter what job you choose, good communication is essential, so you can give clear instructions and avoid miscommunication. We think that all types of jobs require good time-management and the ability to plan your</p>

		workload effectively to meet deadlines.
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**e. Assessment**

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

**5. CONSOLIDATION (3 mins)**

**a. Wrap-up**

- Summarise the main points of the lesson.
- + Some vocabulary related to *job enquiry*
- + Listening for specific information about *job enquiry*

**b. Homework**

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

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 5: The world of work</b></p> <p><b>Lesson 5: Listening</b></p> <p><b>*Warm-up</b></p> <p>Watching a video and brainstorming</p> <p><b>Vocabulary</b></p> <p>1. interfere with</p> <p>2. order (n)</p> <p>3. bill (n)</p> <p>4. wait on tables</p> <p>Task 1: Choose the correct meanings.</p> <p>Task 2: Listen and decide T or F.</p> <p>Task 3: Listen and complete.</p> <p>Task 4: Discuss the questions.</p> <p><b>*Homework</b></p>
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**Lớp dạy: 12/1, 12/5**

**PERIOD 44:**

**UNIT 5: THE WORLD OF WORK**  
**Lesson 6: Writing – A job application letter**

**I. OBJECTIVES**

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

**1. Knowledge**

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

**2. Competences**

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

**3. Personal qualities**

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

**II. MATERIALS**

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

**Assumption**

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

**III. PROCEDURES**

**1. WARM-UP (5 mins)**

**a. Objectives:**

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

**b. Content:**

- Chatting and reviewing

**c. Expected outcomes:**

- Students can remember the knowledge of the old lesson.

#### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>Chatting and reviewing</b></p> <ul style="list-style-type: none"> <li>- Have Ss answer some questions.</li> <li>- Call on Ss to give the answers.</li> <li>- Correct.</li> <li>- Lead into the new lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Students listen to the questions and answer.</li> <li>- Give the answers.</li> <li>- Students check their answers with the class.</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- Do you remember them?</li> <li>- What is the name of the restaurant?</li> <li>- What does Mark call Viet Organic Garden for?</li> <li>- What does he need to apply for the job?</li> </ul>

#### e. Assessment

- Teacher observes and gives feedback.

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

#### a. Objectives:

- To help student understand the format of an application letter and develop ideas for their writing

#### b. Content:

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

#### c. Expected outcomes:

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

#### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Read the job application letter for a part-time server below. Label the communicative functions (1-4) with the phrases in the box. (10 mins)</b></p>		
<ul style="list-style-type: none"> <li>- Ask Ss to look at the application letter for a part-time server for Viet Organic Garden Restaurant.</li> <li>- Explain the structure of an application letter and its elements. In stronger classes, ask Ss to do this by themselves because they already learned this in grade 10.</li> <li>- Tell Ss to pay close attention to how the letter is organised (sender's address, date, receiver's address, opening, closing).</li> <li>- Have Ss work in pairs, study the 4 elements of the letter and match each one with one of the paragraphs of the letter.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the application letter for a part-time server for Viet Organic Garden Restaurant.</li> <li>- Listen to the teacher's explanation</li> <li>- Pay attention to how the letter is organised.</li> <li>- Work in pairs and match</li> <li>- Give the answers and correct</li> <li>- Read the tips.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. D</li> <li>3. B</li> <li>4. C</li> </ol>

<ul style="list-style-type: none"> <li>- Note that these four elements are also major parts of an application letter.</li> <li>- Checks answers as a class.</li> <li>- Ask Ss to read the tips for writing and prepare for the writing part.</li> </ul>		
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**e. Assessment**

- Teacher checks students' answers as a whole class.

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

**a. Objectives:**

- To help Ss practise writing an application letter for the position of a part-time receptionist.

**b. Content:**

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

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 2: Write a letter (150-180 words) applying for the position of a part-time receptionist. Use the model and tips in 1, and the suggestions below to help you. (15 mins)</b></p>		
<ul style="list-style-type: none"> <li>- Explain all the tips in 1 and make Ss understand them all.</li> <li>- Give Ss time to write an application letter in groups of 4.</li> <li>- Remind Ss to use the model and tips in 1, and the given suggestions to help them with the writing practice.</li> <li>- Walk around the class and offer help. When walking round the class to monitor, make a note of common mistakes. After all Ss finish the writing task, write these on the board, making sure they are anonymous. Ask Ss to correct them as a class.</li> <li>- If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on both the content and language in their comments.</li> </ul>	<ul style="list-style-type: none"> <li>- Students brainstorm for the ideas and the language necessary for writing</li> <li>- Students write the first draft in groups on the posters using the ideas in task 1.</li> <li>- Swap their writing with a partner for peer feedback (if time allows).</li> <li>- Stick the posters on the board.</li> </ul>	<p><b><i>Suggested answer:</i></b>  2222 Nguyen Trai Road, Thanh Xuan District, Ha Noi  Viet Organic Garden Restaurant   1036 Hang Dau Street, Hoan Kiem District, Ha Noi   Ha Noi, 16 July 20...  Dear Sir or Madam,  Re: Application for the position of a part-time receptionist  I am writing to apply for the position of a part-time receptionist that you advertised on your website.  I am in my final year of secondary school and have some experience in the hospitality industry. Last summer, I worked as a part-</p>

<p>Encourage Ss to make some revisions based on their partners' suggestions.</p> <p>- Ask Ss to stick the posters on the board.</p>		<p>time receptionist for a local restaurant. My responsibilities included meeting and greeting the customers and taking them to their tables. I also answered the phone and took bookings. I consider myself to be reliable, hard-working and enthusiastic. I can speak English fluently, so I can communicate with foreign guests quite comfortably. I would be delighted to meet you in person to discuss my application. I am available for an interview on any afternoon. If my application is successful, I will be able to start work after the 15th of August when I finish my exams. I look forward to hearing from you soon.</p> <p>Yours faithfully, Nguyen Van Nam</p>
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**e. Assessment**

- Teacher gives corrections and feedback.

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

**a. Objectives:**

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

**b. Content:**

- Students exchange their work for cross-checking.

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Cross-checking</b>		
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss do the task as required.</li> </ul>	<ul style="list-style-type: none"> <li>- Students swap their piece of writing with their partners and give peer review.</li> </ul>	<p><b>Writing rubric</b></p> <ol style="list-style-type: none"> <li>1. Organisation: .../10</li> <li>2. Legibility: .../10</li> <li>3. Ideas: .../10</li> <li>4. Word choice: .../10</li> <li>5. Grammar usage and mechanics: .../10</li> </ol>

<ul style="list-style-type: none"> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss.</li> <li>- Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.</li> </ul>		TOTAL: .../50
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**e. Assessment**

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

**4. CONSOLIDATION (3 mins)**

**a. Wrap-up**

- Summarise the main points of the lesson.
- + How to write an application letter
- + Write an application letter

**b. Homework**

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

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 5: The world of work</b></p> <p><b>Lesson 6: Writing</b></p> <p><b>*Warm-up</b> Chatting and reviewing</p> <ul style="list-style-type: none"> <li>- Task 1: Read and label.</li> <li>- Task 2: Write a letter (150-180 words) applying for a job.</li> <li>- Peer review</li> </ul> <p><b>*Homework</b></p>
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**Lớp dạy: 12/1, 12/5**

**PERIOD 45:**

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

**I. OBJECTIVES**

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

**1. Knowledge**

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

**2. Competences**

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

**3. Personal qualities**

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

**II. MATERIALS**

- Grade 12 textbook, Unit 5, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

**Language analysis**

Useful expressions	
Expressing anxiety	Responding
<ul style="list-style-type: none"><li>• I'm really worried/nervous about ...</li><li>• I can't concentrate on anything.</li><li>• I couldn't sleep last night.</li><li>• I can't help/stop thinking about it.</li></ul>	<ul style="list-style-type: none"><li>• Stop worrying/thinking about it.</li><li>• You'll be fine.</li><li>• You've got nothing to worry about.</li></ul>

• I'm afraid that I'll make a mistake during ...	
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### Assumption

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

## III. PROCEDURES

### 1. WARM-UP (7 mins)

#### a. Objectives:

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

#### b. Content:

- Game: Crosswords

#### c. Expected outcomes:

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

#### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Game: CROSSWORDS</b> <ul style="list-style-type: none"> <li>- Teacher divides class into two groups</li> <li>- Asks Ss to choose the number and answer the question to get the crossword.</li> <li>- If the answer is correct, they get one point for their team. If the answer is incorrect, the chance is transferred to the other team.</li> <li>- If the students guess the keyword, they get 3 points for their team.</li> <li>- The team with the highest score is the winner.</li> </ul>	<ul style="list-style-type: none"> <li>- Students join the game and answer the questions.</li> </ul>	<b>Answer key:</b> 1. teaching assistant 2. accountant 3. exciting 4. boring 5. product reviewer 6. volunteers 7. babysitter -> <b>ANXIETY</b>

#### e. Assessment

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: EVERYDAY ENGLISH (13 mins)**

**a. Objectives:**

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

**b. Content:**

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

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Check if Ss know any phrases for expressing and responding to anxiety by asking, e.g. <i>What would you do if you haven't revised carefully for the exam tomorrow?</i> (I'm so worried about the exam tomorrow.) <i>What would you tell me if I am so worried about it?</i> (You'll be fine.)</li> <li>- Ask Ss to read through the expressions in the box and the incomplete conversations, and check comprehension.</li> <li>- In stronger classes, have Ss complete the gaps based on context clues in the conversations.</li> <li>- In stronger classes, play the recording once for Ss to check their answers. In weaker classes, play it twice, the first time just to listen and the second time to write the letters for the expressions they hear in the gaps.</li> <li>- Check answers as a class by asking the questions and having Ss read out the complete answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer some questions</li> <li>- Read through the expressions in the box and the incomplete conversations</li> <li>- Students listen to the recording.</li> <li>- Students complete the conversation with words in the box.</li> <li>- Students practise the conversation in pairs.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. C</li> <li>3. D</li> <li>4. A</li> </ol>

<ul style="list-style-type: none"> <li>- Ask Ss to practise the conversations in pairs.</li> </ul>		
<p><b>Task 2: Work in pairs. Use the models in 2 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (9 mins)</b></p>		
<ul style="list-style-type: none"> <li>- Have Ss read the useful expression</li> <li>- Have Ss read the situations and check to understand.</li> <li>- Revise common expressions used to express and respond to anxiety. In weaker classes, go through the expressions in the table and check to understand.</li> <li>- Put Ss into pairs. Give them a few minutes to come up with ideas to support their answers.</li> <li>- Allow Ss enough time to practise their conversations. Then invite some pairs to role-play them in front of the class.</li> <li>- Praise for good effort, clear pronunciation, fluent delivery, and interesting ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Ss read the useful expression</li> <li>- Read the situations</li> <li>- Practise the role-play conversation, based on the two situations.</li> <li>- Swap the role and continue practising.</li> <li>- Perform in front of class.</li> </ul>	<p><b>Sample conversations:</b></p> <p>1.  <b>A:</b> It's my first day at work tomorrow. I'm so nervous about starting a job as a teaching assistant at Hanoi School English. Will I be able to make friends with my colleagues?  <b>B:</b> Stop thinking about it, Mai. You'll be fine. Just go to bed early and arrive at work on time. And be nice to everybody.</p> <p>2.  <b>A:</b> I'm afraid I've sent an email to the wrong customer. I'm worried that he'll complain about me to my manager. I can't stop thinking about it.  <b>B:</b> Don't worry. Just send a follow-up email to explain to the customer. Everybody can make mistakes.</p>

**e. Assessment**

- Teacher checks students' answers as a whole class.

**3. ACTIVITY 2: CULTURE (18 mins)**

**a. Objectives:**

- To help Ss learn about unusual jobs around the world.
- To help Ss relate what they have learnt about unusual jobs to their own experiences.

**b. Content:**

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

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Read the texts and answer the questions. (7 mins)</b>		
<ul style="list-style-type: none"> <li>- Have Ss watch a video and answer the question.</li> <li>- Play the video.</li> <li>- Call on some students to give ideas.</li> <li>- Give feedback.</li> <li>- Show the pictures and ask Ss to give the name of the jobs.</li> <li>- Tell Ss that they are going to read about some unusual jobs. As they read, they should answer the question.</li> <li>- Have Ss read the text and do the task.</li> <li>- Check answers as a class.</li> </ul>	<ul style="list-style-type: none"> <li>- Watch and answer</li> <li>- Give the ideas</li> <li>- Listen to the teacher</li> <li>- Look at the pictures and answers</li> <li>- Read the text and do the task individually.</li> <li>- Give the answer and correct.</li> </ul>	<p><b><i>Suggested answers:</i></b></p> <ol style="list-style-type: none"> <li>1. Cleaners of the world's highest building.</li> <li>2. Train pushers</li> <li>3. Golf balls divers.</li> </ol>
<b>Task 2: Work in groups. Discuss the questions. (11 mins)</b>		
<ul style="list-style-type: none"> <li>- Have Ss work in pairs to discuss the job they find most interesting.</li> <li>- Ask Ss some specific questions, e.g. <i>Why do you think being a window cleaner for a high building is interesting? Do you think it is too dangerous?</i></li> <li>- Call on some Ss to present their ideas in front of the class.</li> <li>- In stronger classes, ask them to discuss other usual jobs that they know and support them with necessary information about the jobs.</li> <li>- Give feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in groups to discuss the question.</li> <li>- Students share their ideas in front of the class.</li> </ul>	<p><b><i>Suggested answers:</i></b></p> <p>I think being a high-rise window cleaner is the most interesting job. It is exciting to hang off a skyscraper and see the world below you. Because of its risky nature, it also offers high pay. It is easy to find a job as a high-rise window cleaner nowadays because there are so many skyscrapers in every big city.</p> <p>I think working as a train pusher is the most interesting job. It may sound crazy, but pushing people into a train can be lots of fun, especially when they don't complain and want to be pushed, so they can get to their office on time.</p> <p>I have read about some other unusual jobs, such as being a pet food taster. In this role,</p>

		people will have to evaluate products based on their packaging, smell, nutritional value, and yes, even the texture and taste.
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**e. Assessment**

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

**4. EXTRA ACTIVITY (5 mins)**

**a. Objectives:**

- To help Ss discuss the topic further.

**b. Content:**

- Discuss the questions

**c. Expected outcomes:**

- Students can use the knowledge to discuss the topic further

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Discuss the questions (5 mins)</b>		
<ul style="list-style-type: none"> <li>- Have Ss work individually and discuss the questions</li> <li>- Call on some Ss to give ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Think about the questions and then answer.</li> <li>- Some students give ideas and others give feedback or comment.</li> </ul>	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What job would you like to do in the future?</li> <li>2. Imagine tomorrow is the interview day for that job, what would you do to avoid feeling anxious?</li> </ol>

**e. Assessment**

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

**5. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

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

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 5: The world of work</b></p> <p><b>Lesson 7. Communication and Culture / CLIL</b></p> <p><b>*Warm-up</b></p> <p>Game: Crosswords</p>
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**\*Everyday English**

Task 1: Listen and complete. Then practise.

Task 2: Make similar conversations.

**\*Culture**

Task 1: Read and answer the questions.

Task 2: Discuss the questions.

**\* Discuss the questions**

**\* Homework**