

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/ 3 / 2026

Thời gian thực hiện: Tuần 28

Lớp dạy: 12/1, 12/5

PERIOD 82:

UNIT 8: WILDLIFE CONSERVATION
Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- express concern.
- learn about The International Union for Conservation of Nature (IUCN) Red List.

2. Competences

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

3. Personal qualities

- Be polite when expressing pleasure and happiness and responding;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 8, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

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

	can help each other.
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III. PROCEDURES

1. WARM-UP (5 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: If I were in charge

c. Expected outcomes:

- Students feel interested in the lesson.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: If I were in charge - Give learners around five minutes to write exactly what they'd do if they were in charge of a national park. - Ask them to express their ideas.	- Students join the game and answer the questions.	<i>Suggested ideas:</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide model conversations in which speakers express concern;
- To review expressions for expressing concern.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.108)
- Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. one of you is a, the other is B. use the expressions on page 109 to help you. (p.40)

c. Expected outcomes:

- Students can use appropriate language to make predictions.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (6 mins)		
- Check if Ss know any phrases for expressing concern by asking, e.g. What would you do if your friend didn't join the field trip with your class? (Has something happened?) What would you tell friend if you got to know that he had a headache??	- Students listen to the recording. - Students complete the conversation with words/phrases in the box. - Students practise the	<i>Answer key:</i> 1. A 2. D 3. B 4. C

<p>(Do you feel better now?)</p> <ul style="list-style-type: none"> - Ask Ss to read through the expressions in the box and the incomplete conversations, and check comprehension. - In stronger classes, have Ss complete the gaps based on context clues in the conversations. - 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. - Check answers as a class by asking the questions and having Ss read out the complete answers. - Ask Ss to practise the conversations in pairs. 	<p>conversation in pairs.</p>	
<p>Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. use the expressions on page 109 to help you. (6 mins)</p>		
<ul style="list-style-type: none"> - Have Ss read the situations and check understanding. - Revise common expressions used to express concern. In weaker classes, go through the expressions in the table and check understanding. - Put Ss into pairs. Give them a few minutes to come up with ideas to support their answers. - Allow Ss enough time to practise their conversations. Then invite some pairs to role-play them in front of the class. - Praise for good effort, clear pronunciation, fluent delivery, and interesting ideas 	<ul style="list-style-type: none"> - Make plan for the role-plan - Practise the role-play conversation, based on the two situations. - Swap the role and continue practising. - Perform in front of class. 	<p>Sample conversations:</p> <p>1</p> <p>Mai: You look so worried. What's the matter with you?</p> <p>Mark: I haven't collected enough information about endangered species for my biology project.</p> <p>Mai: Oh. I see. Is there anything I can do to help?</p> <p>Mark: Thank you. I'll try to manage. I'll call you if I need any help.</p> <p>2</p> <p>Lan: Hi Peter. I didn't see you on the school field trip to the Endangered Species Rescue Centre. Are you all right?</p> <p>Peter: I was a bit under the weather so I couldn't join you.</p> <p>Lan: Sorry to hear that. Are you OK now?</p> <p>Peter: Thanks, Lan. I am much better now.</p>

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CLIL (15 mins)

a. Objectives:

- To help Ss learn about criteria to classify endangered species;
- To help Ss discuss the topic further.

b. Content:

- Task 1. Read the following text. Put a tick (✓) if the animals in the table are classified as endangered and a cross (✗) if they are not. (p.109)
- Task 2. Work in groups. name some endangered animals in Viet nam. Share what you know about them. (p.109)

c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about IUCN Red List.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the following text. Put a tick (✓) if the animals in the table are classified as endangered and a cross (✗) if they are not. (10 mins)		
<ul style="list-style-type: none"> - Ask Ss some questions to find out what they already know about the topic, e.g. Do you know anything about the Red List categories? What criteria for endangered species? - Encourage Ss to share their ideas about the topic. - Put Ss into pairs. Ask them to read the text about the criteria to classify animals as endangered species and put a tick (✓) if the animals in the table are classified as endangered and a cross (✗) if they are not.. - Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class. 	<ul style="list-style-type: none"> - Students put a tick or a cross - Students share their answers and explain. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> ✓ ✗ ✗
Task 2: Work in groups. name some endangered animals in Viet Nam. Share what you know about them. (5 mins)		
<ul style="list-style-type: none"> - Have Ss work in pairs to name some endangered animals in Viet Nam. - Ask Ss some specific questions, e.g. Why do you think it is endangered? Do you think it is serious? - Call on some Ss to present their ideas in front of the class. - In stronger classes, ask them to discuss 	<ul style="list-style-type: none"> - Students work in pairs to name some endangered animals in Viet Nam. - Students share their ideas in front of class. 	<p>Suggested answers:</p> <p>I think Saola is one of the most endangered animals in Viet Nam because it is rare and its population is so small.</p>

and provide further information about the animals if they have.		
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e. Assessment

- Teacher corrects for students as a whole class.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

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Thời gian thực hiện: Tuần 28

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PERIOD 83:

UNIT 8: WILDLIFE CONSERVATION
Lesson 8: Looking back and Project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 8;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

- Be aware and eager to join hands to protect wildlife.
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 8, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Continue to explain task 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 on the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Revise the words and phrases learned in unit 8.

c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 8.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - Teacher asks students to revise the words learned in unit 8. - Ss work in 2 teams. - In each team, one student recalls one word. Then call one student from the other team. 	Recall the words	

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss to review the process of assimilation in this unit.
- To help Ss revise words and phrases they have learnt in the unit.
- To help Ss revise adverbial clauses of condition and comparison.

b. Content:

- Pronunciation: underline the parts where assimilation occurs. Listen and check. Then practice saying these sentences in pairs. (p.110)
- Vocabulary: Choose the correct answers to complete these sentences. (p.110)
- Grammar: Choose the sentence that best combines each pair of the following sentences. (p.110)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Underline the parts where assimilation occurs. Listen and check. Then practice saying these sentences in pairs. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to listen to the recording and underline the sounds that can be affected by assimilation. - Check answers as a class by playing the recording several times if needed. - Ask Ss to practise the questions in 	<ul style="list-style-type: none"> - Students pronounce the words, and choose the correct answers. 	Key: 1. Have you been to the new conservation park in town? / ,kɒnsə'veɪʃm 'pɑ:k] 2. Animals are brought to the park from different places.

<p>pairs. Draw their attention to the sounds that are assimilated.</p> <ul style="list-style-type: none"> - Call on some Ss to read the sentences out loud in front of the class. 		<p>/ˈdɪfrənp ˈpleɪs]</p> <p>3. My sister follows a special diet and she doesn't eat red meat. /ˈreb ˈmi:t]</p> <p>4. We got back home from a trip to the animal rescue centre. /ˈgɒp ˈbæk]</p>
<p>Choose the correct answers to complete these sentences. (4 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to choose the correct word in each of the sentences. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write correct words on the board. 	<ul style="list-style-type: none"> - Ss work in pairs - Ss solve the crossword. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. survive 2. conserve 3. captivity 4. extinct
<p>Choose the sentence that best combines each pair of the following sentences. (4 mins)</p>		
<ul style="list-style-type: none"> - Explain that Ss have to make complex sentences from each pair of sentences. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write the sentences on the board. Have Ss explain what grammatical form they have used and why. 	<ul style="list-style-type: none"> - Ss choose the best answer. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. D

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a poster presentation.

b. Content:

- protecting endangered species

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster presentation. - Have Ss work in their groups. Give them a few minutes to get ready for their poster presentations. Ask them to decide who is going to stand by the 	<ul style="list-style-type: none"> - All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen and complete the evaluation 	<p><i>Students' presentations</i></p>

<p>group poster and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters.</p> <ul style="list-style-type: none"> - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while studying their classmates' posters and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklist. - If necessary, go through the assessment criteria to make sure Ss are familiar with them. - Have groups display their posters. Ask the group representatives to stand next to their posters while the rest of the class walk around, study the posters, and ask questions about them. In stronger classes, you can have group members take turns to stand by the poster and answer questions. - Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster. - You can also give Ss marks for their posters and poster presentations as part of their continuous assessment. 	sheet.	
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	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The group representative(s) spoke clearly and naturally.		
– The group representative(s) explained the poster well.		
– The group representative(s) answered all questions.		
POSTER CONTENT		
– The poster is well-organised.		
– The poster covers the questions as stated in the Student's Book.		
– The poster is visually attractive and includes appropriate images.		
– There are no spelling or grammar mistakes.		

e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

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Lớp dạy: 12/1, 12/5

PERIOD 84:

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)	<i>/'ɔ:təmeɪt/</i>	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)	<i>/ə'dæpt/</i>	to change, or to change something, to suit different conditions or uses	Thích nghi

3. pursue (v)	/pə'sjuː/	to follow someone or something, usually to try to catch him/her, or it	Theo đuổi
4. look down on	/'lʊk daʊn ɒn/	to feel that someone is less important than you or does not deserve respect	Kinh thường
5. in demand	/ɪn di'mɑːnd/	needed or wanted by many people	Yêu cầu, mong muốn, đòi hỏi
6. soft skills (n)	/'sɒft skɪlz/	people's abilities to communicate with each other and work well together	Các kỹ năng mềm
7. applicant (n)	/'æp.lɪ.kənt/	a person who formally requests something, especially a job, or to study at a college or university	Người nộp đơn, ứng cử viên
8. come up	/kʌm/ /ʌp/	to suggest or think of an idea or plan	Nghĩ ra, nảy ra sáng kiến
9. keep up	/ki:p/ /ʌp/	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	/'krɪt.ɪ.kəl 'θɪŋ.kɪŋ/	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	/dʒɒb/'mɑː.kɪt/	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 - 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.	- 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 - 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.	- Students listen to the teacher's explanation and guess the words.	New words: 1. automate (v) 2. adapt (v) 3. pursue (v) 4. look down on 5. in demand 6. soft skills (n) 7. applicant (n) 8. come up 9. keep up 10. Critical thinking 11. Job market 12. 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 words and important information in 	<ul style="list-style-type: none"> - Students work and compare the answers in pairs. 	Answer key: 1. F 2. T 3. F

<p>the statements, then read the conversation and decide whether each of the statements is true (T) or false (F).</p> <ul style="list-style-type: none"> - Have Ss share their answers with the class. - Confirm the correct answers. 		4. T
Task 3: Find words and phrases in Task 1 with the following meanings. (8 mins)		
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Students read the conversation again and work individually to do the activity. - Students share and check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 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)		
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Students work individually to find and underline the phrases used to give directions in the conversation. - Students match each direction with the diagram. 	<p>Answer key:</p> <ol style="list-style-type: none"> 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. <p>Teacher may go around to observe and offer help if necessary.</p> <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**