

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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 25/ 3 / 2026

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Lớp dạy: 12/1, 12/5

PERIOD 85:

UNIT 9: CAREER PATHS

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

- Develop communication skills
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Be ready for their future career.
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 9, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

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

Sentence stress and rhythm
<ul style="list-style-type: none"> • Content words (e.g. main verbs, nouns, adjectives, and adverbs) are often stressed, while grammatical words (e.g. conjunctions, pronouns, prepositions, auxiliaries, and articles) are not. • This combination of stressed and unstressed syllables produces the rhythm of spoken English. • To sound natural and fluent, you should try to stress the correct words in your spoken sentences.
Three-word phrasal verbs
<ul style="list-style-type: none"> • In addition to two-word phrasal verbs, there are three-word phrasal verbs that usually consist of a verb, an adverb, and a preposition. <p>Some three-word phrasal verbs may have an obvious meaning that we can guess from the parts. e.g. walk away from, climb out through.</p> <p>Example:</p> <ul style="list-style-type: none"> • The driver walked away from the burning car. • The thief climbed out through the window. <p>Many three-word phrasal verbs have an idiomatic meaning which is difficult to guess from their individual parts.</p> <ul style="list-style-type: none"> • She gets on with all the members of her team. • I can't put up with his bad behaviour any longer. • Three-word phrasal verbs need an object, which always comes immediately after the preposition, and not in any other place

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none"> - Play the recording many times if any necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To activate students' prior knowledge and vocabulary related to the topic, the targeted vocabulary, and its pronunciation.

b. Content:

- Mini game: Hide and seek

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Hide and seek</p> <ul style="list-style-type: none"> - Teacher divides students into 4 groups and models how to play this game. - Ss find the correct answer of job descriptions. - The group with the most correct answers will be the winner. 	<ul style="list-style-type: none"> - Students work in groups to do the activity. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. C 3. A 4. D 5. B 6. D 7. C

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (10 mins)

a. Objectives:

- To help Ss recognise sentence stress and practise speaking sentences with natural rhythm.
- To help Ss practise saying sentences with correct stress and natural rhythm.

b. Content:

- Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (p.118)
- Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (p.118)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (4 mins)</p>		
<ul style="list-style-type: none"> - Have students look at the Remember box to revise sentence stress and rhythm. Have them revise the types of words that are often stressed in sentences: nouns, verbs, adjectives, and adverbs. - Play the recording for Ss to listen and repeat. Ask Ss to pay attention to the sentence stress and natural rhythm. - Have Ss work in pairs to say these sentences with the correct sentence stress and natural rhythm. 	<ul style="list-style-type: none"> - Students read the Remember Box - Students listen to the recording and check the sentence stress. - Students listen again and repeat the sentences. 	<p>Audio scripts</p> <ol style="list-style-type: none"> 1. It depends on the industry and the field of work that you are interested in. 2. There are many jobs that don't require a university degree. 3. These soft skills will help you adapt to changes and come up with solutions to challenging problems.
<p>Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (6 mins)</p>		

<ul style="list-style-type: none"> - Ask Ss to listen to the sentences and underline the stressed words. - Play the recording several times, if necessary, pause after each sentence for Ss to repeat. - Check answers as a class. - Put Ss into pairs and have them practise saying these sentences. Walk round the class, praising pairs for good effort and saying the sentences with correct sentence stress and natural rhythm. 	<ul style="list-style-type: none"> - Students listen to the recording and check the stressed words - Students listen again and repeat the sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. I'd <u>like</u> to <u>apply</u> for the <u>position</u> of <u>Assistant Teacher</u>. 2. We've <u>received</u> a lot of <u>application letters</u>. 3. We've <u>chosen</u> the <u>best applicants</u> to <u>interview</u>. 4. <u>Successful applicants</u> will <u>start work</u> in the <u>new office</u>.
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e. Assessment

- Teacher observes and gives feedback.

3. ACTIVITY 2: VOCABULARY (11 mins)

a. Objectives:

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

b. Content:

- Task 1: Match the words/phrase (1–5) with the phrases (a–e) to make phrases with the meanings below. (p.118)
- Task 2: Complete the sentences using the correct forms of the phrases in Task 1 (p.118)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Match the words/phrase (1–5) with the phrases (a–e) to make phrases with the meanings below. (6 mins)</p>		
<ul style="list-style-type: none"> - Tell Ss that the meaning of each phrase is attached to the second part of the phrase. - Ask Ss to read the definitions of the phrases. - Have Ss match the first and the second parts of the phrases individually. Make sure the phrases match their meanings. - Have Ss compare their answers in pairs. - Check answers as a class. Call on one student to read a phrase aloud 	<ul style="list-style-type: none"> - Students read the words and do the matching. - Students work in pairs and check answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C 2. D 3. A 4. E 5. B

and another student to read its definition.		
Task 2: Complete the sentences using the correct forms of the phrases in Task 1. (5 mins)		
<p>- Have Ss work in pairs. Tell them to read the sentences and decide which phrase in Activity 1 can be used to complete each of the sentences. Explain that they can use the context clues to decide on the word or phrase needed, e.g. in sentence 1, the phrase ‘left her current job in order to’, gives us the hint about some personal plan. Among the given phrases, ‘pursue ... passion for’ is best suited.</p> <p>- Check answers as a class. Have individual Ss call out the phrase they have used in each sentence.</p> <p>- Confirm the correct answers. Ask Ss to explain why they have chosen the phrase for each sentence using context clues, e.g. In the second sentence, the phrases ‘earned some money’ and ‘from my previous part-time jobs’ give us a hint that the phrase ‘gain work experience’ is the answer.</p> <p>- Ask individual Ss to read the complete sentences.</p>	<p>- Students work in pairs and practice reading the sentences.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. pursue her passion for 2. gained work experience 3. have an outgoing personality 4. develop soft skills 5. deal with stressful situations

e. Assessment

- Teacher observes and gives feedback.

4. ACTIVITY 3: GRAMMAR (16 mins)

a. Objectives:

- To help Ss recognise and practise perfect gerunds.
- To help further practise three-word phrasal verbs in making true sentences about the career path of someone that they know.

b. Content:

- Task 1: Match the verbs in 1–4 with the adverbs (a–d) and the prepositions in a-d to make complete sentences. (p 119)
- Task 2: Work in pairs. make true sentences about the career path of someone you know, using three-word phrasal verbs. (p 119)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the verbs in 1–4 with the adverbs (a–d) and the prepositions in a-d to make		

complete sentences. (8 mins)		
<ul style="list-style-type: none"> - Ask Ss to look at the Remember! box and read the notes about three-word phrasal verbs. Check understanding by asking, e.g. Can we guess the meaning of all three-word phrasal verbs from their parts? (No, only some three-word phrasal verbs have an obvious meaning that we can guess from the parts. Many three-word phrasal verbs have idiomatic meanings); Where does an object of a three-word phrasal verb come from? (Immediately after the preposition) - Tell Ss to work in pairs or individually to complete the activity. - Check answers as a class. - Have Ss read out loud each of the complete sentence. 	<ul style="list-style-type: none"> - Students work and check in pairs. - Students practice reading the sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. through - C 2. up - D 3. forward - A 4. down - B
Task 2: Work in pairs. make true sentences about the career path of someone you know, using three-word phrasal verbs. (8 mins)		
<ul style="list-style-type: none"> - Have Ss read the instructions and example, and make sure they all understand the context and what they have to do. - Put Ss in pairs and have them tell each other their sentences. - Invite some Ss to say their sentences to the class. Praise the Ss with good sentences. 	<ul style="list-style-type: none"> - Students work and check in pairs. - Students practice reading the sentences. 	<p>Answer key:</p> <p>Students' own performance</p>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.

Board plan

<p><i>Date of teaching</i> Unit 9: Career Paths Lesson 2: Language</p> <p>* Warm-up</p>

Game: Hide and Seek

Pronunciation

- Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (p.118)
- Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (p.118)

Vocabulary

- Task 1: Match the words/phrase (1–5) with the phrases (a–e) to make phrases with the meanings below. (p.118)
- Task 2: Complete the sentences using the correct forms of the phrases in Task 1 (p.118)

Grammar

- Task 1: Match the verbs in 1–4 with the adverbs (a–d) and the prepositions in a-d to make complete sentences. (p 119)
- Task 2: Work in pairs. make true sentences about the career path of someone you know, using three-word phrasal verbs. (p 119)

*** Homework**

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PERIOD 86:

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)	<i>/'pæʃənət/</i>	showing or caused by strong feelings or a strong belief	Say đắm
2. specialty (n)	<i>/'speʃəlti/</i>	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	<i>/teɪk ɪntə ə'kaʊnt/</i>	to consider or remember something when judging a situation	Tính đến

4. obsolete (adj)	/ˈɒbsəli:t/	no longer produced or used; out of date	Lỗi thời
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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 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 - 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.	- 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. 	<p>New words:</p> <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. 	<p>Suggested answers:</p> <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. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 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. 	<p><i>Answer key:</i></p> <p>Paragraph A: 3 Paragraph B: 4 Paragraph C: 1</p>
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. 	<ul style="list-style-type: none"> - Students listen to the instructions first, then do the exercise in pairs. - Students check answers and take note. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. C 2. A 3. C 4. C

<ul style="list-style-type: none"> - Ask Ss to read the text and choose their answers. - 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
<p>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>		
<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. <p>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.</p>	<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**

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Lớp dạy: 12/1, 12/5

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	<i>/ə'pren.tɪs.fɪp/</i>	a period of time working as an apprentice	tập nghề
2. diploma	<i>/di'pləʊ.mə/</i>	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	<i>/'a:.ki.tek.tʃər/</i>	the art and practice of designing and making buildings	ngành kiến trúc
4. Combine	<i>/kəm 'baɪn/</i>	to (cause to) exist together, or join together to make a single thing or group	kết hợp
5. natural sites	<i>/'nætʃ.ər.əl/ /saɪt/</i>	areas or locations in nature that have distinctive features, ecological significance, or aesthetic value.	khu bảo tồn thiên nhiên

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 - 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.	- Students look at the questions and work in group. - Students raise hands to answer.	Answer key:

- The team with highest points is the winner.		
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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. 	<p>New words:</p> <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. 	<p>Answer key:</p> <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. 	<p><i>Suggested answers:</i> In the table below</p>

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 • 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? ... 	<ul style="list-style-type: none"> - Students work in group 	<p>Suggested answers: 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,</p>

- Give Ss time to plan and practice their reports. Walk round the class to provide help if necessary.

- 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.

decision-making, time-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.

.....

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 interesting and less

		<p>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.</p>
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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

<p><i>Date of teaching</i></p> <p>UNIT 9: CAREER PATHS</p> <p>Lesson 4: Speaking- Discussion on different careers.</p> <p>* Warm-up</p> <p>Quiz</p> <p>Controlled Practice</p> <ul style="list-style-type: none"> - Pre-teaching vocabulary - Task 1. Work in pairs. Use the given ideas to complete the information about the job of tour guide. (p. 121) <p>Less controlled Practice</p> <ul style="list-style-type: none"> - Task 2: Work in groups. Choose one of these jobs. Discuss and complete information about the job you choose. (p.122) <p>Free practice</p> <ul style="list-style-type: none"> - Task 3: Work in groups. Compare the job in 1 with your chosen job in 2. Discuss the
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similarities and differences, and decide which job you prefer and why. Report your group's answers to the class. (p. 122)

*** Homework**