

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

Thời gian thực hiện: Tuần 30

Lớp dạy: 12/1, 12/5

PERIOD 88:

UNIT 9: CAREER PATHS

Lesson 5: Listening- Preparation for employment.

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about a conversation about careers
- Listen for main ideas and specific information in a conversation about a career in teaching.

2. Competences

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

3. Personal qualities

- Be proud and respectful of places and sites in your country.
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 4, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. reliable (adj)	/rɪ'laɪ.ə.bəl/	Someone or something that is reliable can be trusted or believed because he, she, or it works or behaves well in the way you expect	
2. rapidly (v)	/'ræpɪdli/	very quickly; at a great rate	

3. Go up (phr.v)	/gəʊ/ /ʌp/	to move higher, rise, or increase	
4. medical facilities	/'mɛdɪkəl/ /fə'sɪlətɪz/	to places or establishments where medical care, treatment, and health-related services are provided.	

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 needed). - 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.
3. Some students will talk excessively 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 help Ss understand and activate their knowledge of the topic.
- To set the context for the listening part.

b. Content:

- Quiz

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Quiz - Teacher shows the video about urbanisation. - Questions are shown one by one, the whole class compete to answer the questions. - After the game, Ss with the highest point is the winner. - Teacher leads in the lesson.	- Students follow the teacher's instructions and do the task in teams.	Link: https://www.youtube.com/watch?v=u13tvhe8l9w

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE- LISTENING (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.
- To set the context for the listening part.

b. Content:

- Vocabulary teaching
- Task 1: Choose the correct meanings of the underlined words (p.122)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary 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 explanation and repeat the words. 	<p>New words:</p> <ol style="list-style-type: none"> 1. reliable (adj) 2. rapidly (v) 3. Go up (phr. v) 4. medical facilities
Task 1: Choose the correct meanings of the underlined words. (6 mins)		
<ul style="list-style-type: none"> - Tell Ss that in this lesson, they will listen to a recording in which preparation for employment is discussed. The recording contains several words and phrases that could be new to Ss. - Ask Ss to read the sentences containing key vocabulary items from the listening. Tell students to study the context clues carefully, then read the given options for each word in bold and try to choose the correct one. - Have Ss check their answers in pairs. - Confirm the correct answers as a class. 	<ul style="list-style-type: none"> - Students listen to instructions and find the answers. - Students pair up to check their answers and then check with the class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. A 4. B

e. Assessment

- Teacher corrects the students as a whole class.

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

a. Objectives:

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

b. Content:

- Task 2: Listen to a conversation between Mai Chi and her teacher, Ms Hoa. Put the information in the order you hear it. (p.122)

- Task 3: Listen to the conversation again and choose the correct answer A, B, or C. (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: Listen to a conversation between Mai Chi and her teacher, Ms. Hoa. Put the information in the order you hear it. (7 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the instructions. Check Ss' understanding of the context and its aim by asking questions such as, Who will be having a conversation? (Mai Chi and her teacher, Ms Hoa); How many things will be discussed in the conversation? (Five: Education and Qualifications, Skills, Interests and hobbies, Work experience, and Reference). - Have Ss read the options carefully and check if they understand all the vocabulary. - Play the recording and have Ss listen and choose the correct option. - Ask Ss to compare their answers in pairs / groups. - Check answers as a class. 	<ul style="list-style-type: none"> - Students listen to the instructions and do the task 	<p><i>Answer keys:</i></p> <ol style="list-style-type: none"> 1. Work experience 2. Skills 3. Interests and hobbies
Task 3: Listen to the conversation again and choose the correct answer A, B, or C. (8 mins)		
<ul style="list-style-type: none"> - Have Ss read through the five questions and their options, then check if they understand all the vocabulary. - Tell Ss that they may not listen to the exact phrases or words that they see in the options, so Ss need to be prepared to listen to the paraphrased information. - Play the recording. Ask Ss to listen, take notes, then choose the answer. - Have Ss compare their answers. - Check answers as a class and confirm the correct ones. Play the recording again and pause when necessary to show Ss the evidence for each choice. 	<ul style="list-style-type: none"> - Students listen to the instructions and do the task 	<p><i>Answer keys:</i></p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. A 5. B

e. Assessment

- Teacher observes and gives feedback.

4. ACTIVITY 3: POST-LISTENING (10 mins)

a. Objectives:

- To help Ss use the language and ideas from the listening to discuss other information about the courses.

b. Content:

- Task 4. Work in groups. Discuss the following questions: (p.122)
“Would you like to become a teacher? Why/Why not?”

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4. Work in groups. Discuss the following questions. (p.55)		
<p><u>Question:</u></p> <p>“Would you like to become a teacher? Why/Why not?”</p> <ul style="list-style-type: none"> - Ask Ss to recall what information Mai Chi and her plan for career (wants to become a science teacher, asks her teacher about the education and qualifications needed for the job, the important work experience, the skills needed, the reference...). - Put Ss into groups to discuss the questions. Walk around the class and offer help. In weaker classes, give some suggestions, if necessary. Make sure Ss take notes of their ideas. - Invite Ss from some groups to share their ideas with the whole class. 	<ul style="list-style-type: none"> - Students listen to the instructions and do the task 	<p><i>Suggested answer</i></p> <p><i>I would like to become a teacher because I like working with children and helping them learn new things.</i></p>

e. Assessment

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

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook

Board Plan

Date of teaching

UNIT 9: CAREER PATHS

Lesson 5: Listening- Preparation for employment.

***Warm-up**

Quiz

Pre- listening

- Vocabulary

1. reliable (adj)

2. rapidly (v)

3. Go up (phr. v)

4. medical facilities

- Task 1: Choose the correct meanings of the underlined words (p.122)

While- listening

- Task 2: Listen to a conversation between Mai Chi and her teacher, Ms. Hoa. Put the information in the order you hear it. (p.122)

- Task 3: Listen to the conversation again and choose the correct answer A, B, or C. (p.122)

Post- Listening

- Task 4. Work in groups. Discuss the following questions. (p.122)

***Homework**

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Ngày soạn: 25/ 3 / 2026

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Lớp dạy: 12/1, 12/5

PERIOD 89:

UNIT 9: CAREER PATHS
Lesson 6: Writing- WRITING YOUR CV

I. OBJECTIVES

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

1. Knowledge

- Write a CV for a job application.

2. Competences

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

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	- Play the recording many times if necessary. - 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 create an active atmosphere in the class before the lesson.
- To gain an overview of the line graph.
- To lead into the new lesson.

b. Content:

- Quiz

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Quiz</p> <ul style="list-style-type: none"> - Teacher shows the questions one by one, the whole class competes to answer the questions. - After each question, teacher pauses for a moment to ask Ss to raise their hands to answer. - Teacher leads in the lesson. 	<ul style="list-style-type: none"> - Students listen to the instructions and do the task individually 	<p>In a line graph, the horizontal axis usually represents:</p>

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED- PRACTICE (15 mins)

a. Objectives:

- To help Ss develop ideas for their writing and get used to the format of a CV.

b. Content:

- Task 1: Work in pairs. Look at the following job advert and the CV of a student applying for the job. Match the headings in the box to the correct sections. (p.123)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Work in pairs. Look at the following job advert and the CV of a student applying for the job. Match the headings in the box to the correct sections. (10 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to look at the advertisement and read the information about the job being advertised. Check understanding, e.g. What job is being advertised? (teaching assistant); What are the applicants expected to have/be? (have a passion for teaching children, are good communicators, are interested in organizing learning activities). - Focus Ss' attention on the requirement of the activity: complete the CV with the given phrases. - Tell Ss to look at the remember box to get to know the important sections of a CV - Let Ss look at the modal CV and read it carefully. Focus Ss' attention on the gaps and the information under each gap. - Put Ss in pairs and have them work together to complete the CV with the given phrases. 	<ul style="list-style-type: none"> - Students listen to the instructions and work in pairs. - Students check answers with the class. 	<p>Answers key:</p> <ol style="list-style-type: none"> 1. Education 2. Work experience 3. Skills 4. Hobbies and Interests

<ul style="list-style-type: none"> - Walk around the class and offer help if necessary. - Check answers as a class. 		
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e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: LESS CONTROLLED PRACTICE (20 mins)

a. Objectives:

- To help Ss practice writing their own CV to apply for the advertised job.

b. Content:

- Task 2: Look at the job advert in 1 again. Imagine that you also want to apply for the job. Write your own CV. (p.124)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 3: Look at the job advert in 1 again. Imagine that you also want to apply for the job. Write your own CV. (8 mins)</p>		
<ul style="list-style-type: none"> - Tell Ss that they also want to apply for the job advertised in Activity 1, and they need to write their own CV in order to apply for the job. - Set a time limit for Ss to write their CV in class. Walk round the class to provide help. - If time allows, encourage Ss to swap their CV with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft. - Collect Ss' CVs and give feedback in a scheduled time. 	<ul style="list-style-type: none"> - Students work in pairs and independently as instructed. 	<p><i>Students' own answers</i></p>

e. Assessment

- Teacher gives corrections and feedback.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

Board Plan

Date of teaching

UNIT 9: CAREER PATHS

Lesson 6: Writing- WRITING YOUR CV

***Warm-up**

Quiz

***Controlled practice**

- Task 1: Work in pairs. Look at the following job advert and the CV of a student applying for the job. Match the headings in the box to the correct sections. (p.123)

*** Less controlled practice**

- Task 2: Look at the job advert in 1 again. Imagine that you also want to apply for the job. Write your own CV. (p.124)

- Cross- check.

***Homework**

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Ngày soạn: 25/ 3 / 2026

Thời gian thực hiện: Tuần 30

Lớp dạy: 12/1, 12/5

PERIOD 90:

UNIT 9: CAREER PATHS

Lesson 7: Communication and Culture/ CLIL

I. OBJECTIVES

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

1. Knowledge

- To provide a model conversation in which speakers ask for and give clarification.
- To help Ss relate what they have learnt in the reading text to their own culture.

2. Competences

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

3. Personal qualities

- Be proud and respectful of the country's development.
- Actively join in class activities

II. MATERIALS

- Grade 12 textbook, Unit 9, Communication and 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).

	<ul style="list-style-type: none"> - 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 create an active atmosphere in the class before the lesson

b. Content:

- Video watching

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher shows a short video about "How to choose the right career". - Teacher asks students look at the questions and raise hands to answer. - Teacher checks the answer and corrects if it's necessary.	- Students watch the video and answer.	Link: https://www.youtube.com/watch?v=zhpcgpqWc1Q&t=1s

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: EVERYDAY ENGLISH (15 mins)

a. Objectives:

- To provide a model conversation in which speakers ask for and give clarification.
- To review expressions for asking for and giving clarification.
- To help Ss practise asking for and giving clarification.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.124)
- 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 below to help you. (p.125)

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
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (7 mins)		
- Ask Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. Who are the speakers? (A: Mr Kien and Mai; B: Mark and Mai);	- Students do the task as instructed.	Answer key: 1. C_ Could you explain it 2. B_ to put it another way 3. A_ Can you clarify 4. D_ in other words

<p>What are they talking about? (A: asking for and giving clarification about the job application process; B: asking for and giving clarification about the References section in a CV)</p> <ul style="list-style-type: none"> - Have Ss listen and complete the conversation with the expressions from the box. - Check answers by asking two Ss to read out the conversation. - Have Ss underline expressions used to ask for clarification, e.g. Could you explain...; Can you clarify ...? and giving clarification, e.g. Well, to put it another way, it means ...; In other words, ... - Put Ss in pairs and have them practise the conversations. 		
<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 below to help you. (8 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read through the situations, and check understanding. Ask them if they have been in or have ever heard of similar situations if they had to ask a career adviser or a teacher assistant at a language centre. - Have Ss work in pairs. In weaker classes, underline the words and phrases in the conversations that Ss can replace with their own ideas. You can also write some prompts on the board. In stronger classes, encourage them to be more creative. - Go through the useful expressions in the box and remind them to use them in their conversations. - Have Ss spend a few minutes planning their conversations, e.g. decide on the roles (a grade 12 student / a career adviser; a new teaching assistant/ an experienced teaching assistant). Have Ss practise their conversations in pairs. - Invite several pairs of Ss to act out their conversations in front of the class. 	<ul style="list-style-type: none"> - Students do the task as instructed. 	<p><i>Students' own performance</i></p>

- Praise for good effort, clear pronunciation, fluent delivery, and appropriate use of the expressions for making an appointment.		
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e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE/ CLILL (20 mins)

a. Objectives:

- To help Ss learn about some popular careers in the future.
- To help Ss relate what they have learnt in the reading text to their own culture.

b. Content:

- Task 1: Read the text and answer the questions. (p.125)
- Task 2: Work in pairs. discuss the following questions: Which job do you find the most interesting and why? What other jobs do you think will become popular in the future? (p.125)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the text and answer the questions. (7 mins)		
<ul style="list-style-type: none"> - Ask Ss some questions to find out what jobs they think will be popular in the future, e.g. What jobs do you think will be popular in the future? Why do you think these jobs will be popular in the future? - Ask Ss what they want to know about the topic, e.g. What types of companies or businesses will need these jobs? Is there any available training for these jobs at present? Write these questions on the board and tell Ss to answer them later. - Ask them to read the text 'Popular careers in the future' and answer the questions. Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class. - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. 	<ul style="list-style-type: none"> - Students do the task as instructed. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. data protection jobs 2. content creators 3. software developers and other coding jobs
Task 2: Work in pairs. discuss the following questions. (13 mins)		

<ul style="list-style-type: none"> • Which job do you find the most interesting and why? • What other jobs do you think will become popular in the future? <p>- Have Ss call out the jobs that they have just read about in Activity 1.</p> <p>- Ask Ss to work in pairs to discuss the questions and give the explanation for their answers.</p> <p>- Invite several pairs to report their discussion. Praise for good effort, clear pronunciation, fluent delivery and interesting ideas.</p>	<p>- Students do the task as instructed.</p>	<p><i>Students' own answers.</i></p>
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e. Assessment

- Teacher corrects for students as a whole class.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Prepare for the next lesson

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 9: CAREER PATHS</p> <p>Lesson 7: Communication and Culture/ Clil</p> <p>*Warm-up Video watching</p> <p>*Everyday English - Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.124) - 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 below to help you. (p.125)</p> <p>*Culture/ Clil - Task 1: Read the text and answer the questions. (p.125) - Task 2: Work in pairs. discuss the following questions: Which job do you find the most interesting and why? What other jobs do you think will become popular in the future? (p.125)</p> <p>* Homework</p>
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