



School:

Teacher's name:

Class:

LESSON PLAN

(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)

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)	/ˈɔ:təmeɪt/	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)	/əˈdæpt/	to change, or to change something, to suit different conditions or uses	thích nghi
3. pursue (v)	/pəˈsju:z/	to follow someone or something, usually to try to catch him/her, or it	theo đuổi



4. look down on	/ˈlʊk daʊn ɒn/	to feel that someone is less important than you or does not deserve respect	khinh thường
5. in demand	/ɪn dɪˈmɑːnd/	needed or wanted by many people	yêu cầu, mong muốn, đòi hỏi
6. soft skills (n)	/ˈsɒft skɪlz/	people's abilities to communicate with each other and work well together	các kỹ năng mềm
7. applicant (n)	/ˈæp.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	/ˌkrɪt.ɪ.kəl ˈθɪŋ.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/ /ˈmɑː.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 careers.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
The race - 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.	1. Ss' answers

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. Have Ss look at the picture and ask questions about it. - 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, ask and answer the questions. - Students listen to the recording. - Students read the conversation aloud. 	<p>Questions: <i>What can you see?</i> <i>Can you name some of the jobs in the photo?</i></p>
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 	<ul style="list-style-type: none"> - Students work and compare the answers in pairs. 	<p>Answer key: 1. F 2. T</p>



<p>words and important information in 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. 		<p>3. F 4. T</p>
<p>Task 3: Find words and phrases in Task 1 with the following meanings. (8 mins)</p>		
<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
<p>Task 4: Complete the sentences using phrasal verbs from the conversation in Task 1. (7 mins)</p>		
<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 other three-word verbs in the following lesson. 	<ul style="list-style-type: none"> - Students work individually to complete the sentences. - Students share and check the answers. 	<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. Teacher may go around to observe and offer help if necessary. - 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>Students' own creativity</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

- Learn by heart new vocabulary
- Do exercises in the workbook.
- Prepare for Lesson 2 – Unit 9.
- Prepare for the project in Lesson 8

Board plan

<p><i>Date of teaching</i> Unit 9: Career Paths Lesson 1: Getting started</p>
<p>* Warm-up</p>
<p>* Vocabulary</p> <p>Task 1: Listen and read. (p.116)</p> <p>Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (p.117)</p> <p>Task 3: Find words and phrases in Task 1 with the following meanings. (p.117)</p> <p>Task 4: Complete the sentences using phrasal verbs from the conversation in Task 1. (p.117)</p> <p>Task 5: Role- play.</p>



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI

***Homework**



Tiếng Anh
12



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
1. passion (n)	/'pæʃn/	a very powerful feeling, for example of sexual attraction, love, hate, anger, or other emotion	đam mê
2. passionate (adj)	/'pæʃənət/	showing or caused by strong feelings or a strong belief	say đắm
3. work experience (n)	/'wɜ:k ɪkspɪəriəns/	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

- 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

- In addition to two-word phrasal verbs, there are three-word phrasal verbs that usually consist



of a verb, an adverb, and a preposition.

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.

Example:

- The driver **walked away from** the burning car.
- The thief **climbed out through** the window.

Many three-word phrasal verbs have an idiomatic meaning which is difficult to guess from their

individual parts.

Example:

- 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
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<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
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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
Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (4 mins)		
<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><i>Audio scripts</i></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.
Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (6 mins)		
<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. 	<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>.



<ul style="list-style-type: none"> - 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. 		<p>2. We've <u>received</u> a lot of <u>application letters</u>.</p> <p>3. We've <u>chosen</u> the <u>best applicants</u> to <u>interview</u>.</p> <p>4. <u>Successful applicants</u> will <u>start work</u> in the <u>new office</u>.</p>
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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
Task 1: Match the words/phrase (1–5) with the phrases (a–e) to make phrases with the meanings below. (6 mins)		
<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 and another student to read its definition. 	<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
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 Task 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
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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
<p>Task 1: Match the verbs in 1– with the adverbs (a–d) and the prepositions in a-d to make complete sentences. (8 mins)</p>		



<p>- Ask Ss to look at the Remember! box and read the notes about three-word phrasal verbs. Check understanding by asking, e.g. <i>Can we guess the meaning of all three-word phrasal verbs from their parts?</i> (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); <i>Where does an object of a three-word phrasal verb come from?</i> (Immediately after the preposition)</p> <p>- Tell Ss to work in pairs or individually to complete the activity.</p> <p>- Check answers as a class.</p> <p>- Have Ss read out loud each of the complete sentence.</p>	<p>- Students work and check in pairs.</p> <p>- Students practice reading the sentences.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> d - C (get through to) a - D (keep up with) b - A (looking forward to) c - B (cut down on)
<p>Task 2: Work in pairs. make true sentences about the career path of someone you know, using three-word phrasal verbs. (8 mins)</p>		
<p>- Have Ss read the instructions and example, and make sure they all understand the context and what they have to do.</p> <p>- Put Ss in pairs and have them tell each other their sentences.</p> <p>- Invite some Ss to say their sentences to the class. Praise the Ss with good sentences.</p>	<p>- Students work and check in pairs.</p> <p>- Students practice reading the sentences.</p>	<p>Answer key: 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>
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*** Warm-up**

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**



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)	/ 'pæʃənət/	showing or caused by strong feelings or a strong belief	say đắm
2. specialty (n)	/ 'speʃəlti/	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	/teik intə ə 'kaʊnt/	to consider or remember something when judging a situation	tính đến
4. obsolete (adj)	/ 'ɒbsəli:t/	no longer produced or used; out of date	lỗi thời

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.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak.



	<ul style="list-style-type: none"> - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
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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)		
- Teacher introduces the vocabulary.	- Students listen to the teacher's explanation and repeat the words.	New words: 1. passionate (adj)



<ul style="list-style-type: none"> - 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"> 2. specialty (n) 3. take into account 4. obsolete (adj)
<p>Task 1. Work in pairs. Discuss the questions. (5 mins)</p>		
<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
<p>Task 2: Read the article. Circle the words or phrases with the closest meaning to the highlighted words or phrase. (5 mins)</p>		
<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 	<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>Answer key:</p> <ul style="list-style-type: none"> 1. A 2. B 3. B 4. B 5. B



<p>about ‘working with people.’.</p> <p>Among the two given options, option ‘A’ (having strong feelings of enthusiasm for something) is the best match for this word.</p> <ul style="list-style-type: none">- Tell Ss to work in groups to discuss the clues and compare answers.- Check answers as a class.		
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.	Answer key: Paragraph A: 3 Paragraph B: 4 Paragraph C: 1
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.- 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.	<ul style="list-style-type: none">- Students listen to the instructions first, then do the exercise in pairs.- Students check answers and take note.	Answer key: 1. C 2. A 3. B 4. C

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
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?		
<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. 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. 	<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>Suggested answers: 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

<p><i>Date of teaching</i></p> <p>UNIT 9: CAREER PATHS</p> <p>Lesson 3: Reading- Future Career Choices</p> <p>* Warm-up Game: Feed the monkey Vocabulary</p>
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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**



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	/ə'pren.tɪs.ʃɪp/	a period of time working as an apprentice	tập nghề
2. diploma	/dɪ'plɒʊ.mə/	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	/'ɑ:.kɪ.tek.tʃər/	the art and practice of designing and making buildings	ngành kiến trúc
4. combine	/kəm'baɪn/	to (cause to) exist together, or join together to make a single thing or group	kết hợp
5. natural sites	/'nætʃ.ər.əl/ /saɪt/	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. - The team with the highest points is the winner.	- Students look at the questions and work in groups. - Students raise hands to answer.	Answer key: 1. 15 minutes early 2. Professional and conservative 3. Politely ask for clarification 4. Be prepared to negotiate based on research 5. Turn it off 6. Thank the interviewer and express interest 7. All of the above 8. 2-3 sentences

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. <i>learn on the job, self-employed, replaced by robots.</i> - 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. C - be patient, confident and able to deal with stressful situations 2. D - good communication skills 3. A - attend part-time courses or complete an apprenticeship 4. B - 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 jobs. - 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>Suggested answers: 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
<p>Task 3: Work in groups. Compare the job in task 1 with your chosen job in task 2. Discuss the similarities and differences and decide which job you prefer and why. Report your group's answers to the class. (7 mins)</p>		
<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 organised in the report? Who will deliver the report? ... - 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. 	<ul style="list-style-type: none"> - Students work in groups. 	<p><i>Suggested answers:</i> 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, 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</p>



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 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.
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e. Assessment

- Teacher corrects students by going around while they're practising.
- 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 style="text-align: center;"><i>Date of teaching</i> UNIT 9: CAREER PATHS Lesson 4: Speaking- Discussion on different careers.</p> <p>* Warm-up Quiz</p> <p>*Controlled Practice - 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> <p>*Less controlled Practice - Task 2: Work in groups. Choose one of these jobs. Discuss and complete information about the job you choose. (p.122)</p> <p>*Free practice - 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)</p> <p>* Homework</p>
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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	đáng tin
2. rapidly (v)	/'ræpɪdli/	very quickly; at a great rate	nhanh chóng
3. Go up (phr.v)	/gəʊ/ /ʌp/	to move higher, rise, or increase	tăng
4. medical facilities (n.phr)	/'mɛdɪkəl/ /fə'sɪlətɪz/	places or establishments where medical care, treatment, and health-related services are provided.	cơ sở y tế

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 the way to succeed in a job. - 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=u13tvhe819w

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
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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 (n. phr)
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 underlined word 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)		



<p>- Ask Ss to read the instructions. Check Ss' understanding of the context and its aim by asking questions such as, <i>Who will be having a conversation?</i> (Mai Chi and her teacher, Ms Hoa); <i>How many things will be discussed in the conversation?</i> (Five: Education and Qualifications, Skills, Interests and hobbies, Work experience, and Reference).</p> <p>- Have Ss read the options carefully and check if they understand all the vocabulary.</p> <p>- Play the recording and have Ss listen and choose the correct option.</p> <p>- Ask Ss to compare their answers in pairs / groups.</p> <p>- Check answers as a class.</p>	<p>- Students listen to the instructions and do the task.</p>	<p>Answer keys:</p> <ol style="list-style-type: none">1. Work experience2. Skills3. Interests and hobbies
<p>Task 3: Listen to the conversation again and choose the correct answer A, B, or C. (8 mins)</p>		
<p>- Have Ss read through the five questions and their options, then check if they understand all the vocabulary.</p> <p>- 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.</p> <p>- Play the recording. Ask Ss to listen, take notes, then choose the answer.</p> <p>- Have Ss compare their answers.</p> <p>- 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.</p>	<p>- Students listen to the instructions and do the task</p>	<p>Answer keys:</p> <ol style="list-style-type: none">1. A2. B3. C4. A5. 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>Question: “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>Suggested answer <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.

5. 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

- Vocabulary

1. reliable (adj)
2. rapidly (v)
3. go up (phr. v)
4. medical facilities (n.phr)

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

- 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)

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

*Homework



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.	<ul style="list-style-type: none"> - 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
Quiz - Teacher shows the questions one by one, the whole class competes to answer the questions.	- Students listen to the instructions and do the task individually	 <div style="display: inline-block; vertical-align: middle; text-align: left;"> CHOOSE THE CORRECT INFORMATION ABOUT WRITING YOUR CV </div>



- After each question, teacher pauses for a moment to ask Ss to raise their hands to answer. - Teacher leads in the lesson.		
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e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITING (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
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)		
<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. - Walk around the class and offer help if necessary. - Check answers as a class. 	<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. A - 2 2. B - 3 3. C - 4 4. D - 1

e. Assessment

- Teacher checks students' answers as a whole class.

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

a. Objectives:

- To help Ss practise 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
Task 2: Look at the job advert in Task 1 again. Imagine that you also want to apply for the job. Write your own CV. (8 mins)		
<ul style="list-style-type: none"> - Tell Ss that they also want to apply for the job advertised in Task 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. 	<i>Students' own answers</i>

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
Cross-checking		
<ul style="list-style-type: none"> - 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. - Ss do the task as required. 	<ul style="list-style-type: none"> - Students swap their piece of writing with their partners and give peer review. 	<p><i>Writing rubric</i></p> <ol style="list-style-type: none"> 1. Organisation: .../10 2. Legibility: .../10 3. Ideas: .../10



<ul style="list-style-type: none">- After peer review, Ss give the writing back to the owner and discuss how to improve it.- Teacher then chooses one piece of writing and gives feedback on it as a model.- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss.- Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.		<p>4. Word choice: .../10</p> <p>5. Grammar usage and mechanics: .../10</p> <p>TOTAL: .../50</p>
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5. 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

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">UNIT 9: CAREER PATHS</p> <p style="text-align: center;">Lesson 6: Writing- WRITING YOUR CV</p> <p>*Warm-up</p> <p>Quiz</p> <ul style="list-style-type: none">- 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)- Task 2: Look at the job advert in Task 1 again. Imagine that you also want to apply for the job. Write your own CV. (p.124)- Cross- check. <p>*Homework</p>
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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). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

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
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<p>Video watching</p> <ul style="list-style-type: none"> - Teacher shows a short video about “How to find the right career”. - Teacher asks students to look at the questions and raise their hands to answer. - Teacher checks the answer and corrects it if it's necessary. 	<ul style="list-style-type: none"> - Students watch the video and answer. 	<p>Link: https://www.youtube.com/watch?v=zhpcgpqWc1Q&t=1s</p>
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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
<p>Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (7 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. <i>Who are the speakers?</i> (A: Mr Kien and Mai; B: Mark and Mai); <i>What are they talking about?</i> (A: asking for and giving clarification about the job application process; B: asking for and giving clarification about the References section in a CV) - 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. <i>Could you explain...; Can you</i> 	<ul style="list-style-type: none"> - Students do the task as instructed. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C_ Could you explain it 2. B_ to put it another way 3. A_ Can you clarify 4. D_ in other words



<p><i>clarify ...?</i> and giving clarification, e.g. Well, to put it another way, it means ...; <i>In other words, ...</i></p> <p>- Put Ss in pairs and have them practise the conversations.</p>		
<p>Task 2: Work in pairs. use the models in task 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>		
<p>- 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.</p> <p>- 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.</p> <p>- Go through the useful expressions in the box and remind them to use them in their conversations.</p> <p>- 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.</p> <p>- Invite several pairs of Ss to act out their conversations in front of the class.</p> <p>- Praise for good effort, clear pronunciation, fluent delivery, and appropriate use of the expressions for making an appointment.</p>	<p>- Students do the task as instructed.</p>	<p><i>Students' own performance</i></p>

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE/ CLIL (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)		
<p>- Ask Ss some questions to find out what they already know about future jobs, e.g. <i>What jobs do you think will be popular in the future? Why do you think these jobs will be in demand?</i></p> <p>- Ask Ss what they want to know about the topic, e.g. <i>What types of companies or businesses will need these jobs? Is there any available training for these jobs at present?</i></p> <p>Write these questions on the board and tell Ss to answer them later.</p> <p>- 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.</p> <p>- Check answers as a class.</p> <p>- 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.</p>	<p>- Students do the task as instructed.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. data protection jobs 2. content creators 3. software developers and other coding careers
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 Task 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,</p>	<p>- Students do the task as instructed.</p>	<p><i>Students' own answers.</i></p>



clear pronunciation, fluent delivery and interesting ideas.		
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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

Date of teaching

Unit 9: CAREER PATHS

Lesson 7: Communication and Culture/ CLIL

***Warm-up**

Video watching

***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)

***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)

*** Homework**



UNIT 9: CAREER PATHS

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 9.
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Competences

- 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 more creative when doing the project.
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 9, 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.- Have excessive talking student's practise.- Continue to explain task expectations in small chunks (before every activity).

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' ACTIVITY	CONTENTS
Video watching - Teacher shows a short video about “How to find the right career”. - Teacher asks students to look at the questions and raise hands to answer. - Teacher checks the answer and corrects it if it's necessary.	- Ss watch the video and answer the questions.	Link: https://www.youtube.com/watch?v=zhpcgpqWc1Q&t=1s

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review sentence stress.
- To help Ss review words and phrases that they have learnt in this unit.
- To help Ss review the use of three-word phrasal verbs.

b. Content:

- **Task 1:** Underline the stressed words in the following sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (P. 126)
- **Task 2:** Complete the text, using the correct words and phrases in the box. (p.126)
- **Task 3:** Choose the correct answer A, B, C, or D. (p.126)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Underline the stressed words in the following sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (4 mins)	
<ul style="list-style-type: none"> - Ask Ss to listen and underline the stressed words in the sentences. - Ask several Ss to compare their answers. - Confirm the correct answers. - Have Ss practise saying the sentences in pairs. Praise for correct use of sentence stress and natural rhythm. 	Answer key 1. I <u>saw</u> a <u>new job advert</u> on the <u>school notice board</u> . 2. They're <u>seeking</u> a <u>volunteer</u> for their <u>new project</u> . 3. The <u>heritage site wants</u> to <u>hire</u> a <u>tour guide</u> with the <u>work experience</u> . 4. My <u>brother doesn't want</u> to <u>apply</u> for a <u>job</u> that <u>requires working</u> with <u>people</u> .
Task 2: Complete the text. Use the correct words and phrases in the box. (4 mins)	



<ul style="list-style-type: none"> - Have Ss read the text, and the words and phrase in the box. Tell Ss that the words and phrases have been taught and used throughout the unit. - Ask Ss to focus their attention on the gaps in the text. - Tell Ss to study the context carefully and decide on the words or phrases to fill in these gaps. - Have Ss compare their answers in pairs / groups. - Check answers as a class by asking individual Ss to read the text. 	<p>KEY:</p> <ol style="list-style-type: none"> 1. soft skills 2. automated 3. pursue 4. a passion 5. an outgoing personality
<p>Task 3: Choose the correct answer A, B, C, or D. (4 mins)</p>	
<ul style="list-style-type: none"> - Ask Ss to read each sentence and choose the correct option to complete it. - Remind Ss to study the context carefully and decide which option is the correct one. - Have Ss check their answers in pairs / groups. - Check answers by asking individual Ss to read the sentences. 	<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 (26 mins)

a. Objectives:

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

b. Content:

- Presentation of research about school-leavers' career plans.

c. Expected outcomes:

- Students practice working on a project.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Work in groups. Ask questions to collect information from 8–10 classmates about their career plans. Report your survey results to the class.</p>		
<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 an oral presentation/report about school-leavers' career choices. - Have Ss work in their groups. Give them a few minutes to prepare for the presentation/report. 	<ul style="list-style-type: none"> - All groups make presentations. - When one group make presentation, others listen and complete the evaluation sheet. 	<p><i>Students' presentations</i></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 listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.		
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e. Assessment

- T gives comments and feedback to all posters and presentations and awards a prize to the group which has the most votes.

4. CONSOLIDATION (2 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 10.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 9: CAREER PATHS</p> <p style="text-align: center;">Lesson 8: Looking back and project.</p> <p>*Warm-up</p> <p>* Looking back</p> <ul style="list-style-type: none">- Pronunciation- Vocabulary- Language <p>* Project. School-leavers' career plans.</p> <p>*Homework</p>
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NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI



Tiếng Anh
12