

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Lesson 1: Getting started – Planning our education

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Education options for school-leavers*;
- Gain vocabulary to talk about planning the education;
- Get to know the language aspects: Perfect gerunds & perfect participle clauses

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities

3. Personal qualities

- Actively join in class activities
- Get ready and be responsible for the education choices after leaving schools

II. MATERIALS

- Grade 11 textbook, Unit 7
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning
1. (university) entrance exam	/ˈentrəns ɪgˌzæm/	an exam that you take to be accepted into a university
2. option (n)	/ˈɒpʃən/	one thing that can be chosen from a set of possibilities, or the freedom to make a choice
3. academic (adj)	/ˌækəˈdemɪk/	connected with education, especially studying in schools and universities
4. vocational (adj)	/vəʊˈkeɪʃənəl/	connected with the skills, knowledge, etc. that you need to have in order to do a particular job
5. mechanic (n)	/məˈkænɪk/	someone whose job is repairing the engines of vehicles and other engines

6. sensible (adj)	/'sensəbəl/	able to make good judgements based on reason and experience rather than emotion
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Assumption

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<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 students practice. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic of *Education options for school-leavers*;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Guessing game: Guess the name of famous universities in Viet Nam

c. Expected outcomes:

- Students can identify famous universities in Viet Nam

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
GUESSING GAME <ul style="list-style-type: none"> - Ss work in 4 big groups. - Teacher shows the pictures of 5 famous universities in Viet Nam and lets students in each group raise their hands to answer - The fastest team will give the answer and get the point with the correct answer. - The first team with more correct answers will be the winner. 	Lists of university: <ul style="list-style-type: none"> + <i>Foreign Trade University</i> + <i>University of Languages and International Studies</i> + <i>National Economics University</i> + <i>Hanoi University of Science and Technology</i> + <i>University of Trade</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words and phrases related to the topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	Word list: <ol style="list-style-type: none"> 1. <i>(university) entrance exam</i> 2. <i>option (n)</i> 3. <i>academic (adj)</i> 4. <i>vocational (adj)</i> 5. <i>mechanic (n)</i> 6. <i>sensible (adj)</i>

e. Assessment

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

3. ACTIVITY 2: PRACTICE (20 mins)

a. Objectives:

- To help students get to know the topic.
- To introduce words and phrases related to education.
- To help Ss identify the perfect gerunds and past participle clauses

b. Content:

- Task 1: Listen and read.
- Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F).
- Task 3: Find phrases in the conversation that mean the following.
- Task 4: Complete the sentences using phrases from the conversation.

c. Expected outcomes:

- Students can identify some ideas from the text and complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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<p>Task 1: Listen and read. (5 mins)</p> <ul style="list-style-type: none"> - Teacher asks Ss to look at the pictures in the book as well as the dialogue and answer the questions. - Ss answer the questions in pairs. - Teacher plays the recording twice. Ss listen and read. - Teacher checks Ss' prediction. T calls 2 Ss to read the conversation aloud. 	
 	<p>Questions:</p> <ul style="list-style-type: none"> - What can you see? - What does Mai want to do after finishing school? - What does Nam want to do after finishing school? <p>Suggested answers:</p> <ul style="list-style-type: none"> - A female scientist and a male mechanic - She wants to go to university, study biology and become a scientist. - Nam wants to go to a vocational school because he wants to become a car mechanic.
<p>Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to read the conversation again and work independently to find the answers. Remind Ss to underline the information and correct the false statements. - Ss work independently to find the answers. - Teacher has Ss compare the answers in pairs before checking with the whole class. - Teacher checks the answers as a class and gives feedback. 	<p>Key:</p> <ol style="list-style-type: none"> 1. F 2. T 3. T 4. F
<p>Task 3: Find phrases in the conversation that mean the following. (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to read the definitions, then scan the conversation looking for words or phrases matching the meanings. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. education fair 2. entrance exam 3. academic education

<ul style="list-style-type: none"> - Teacher has Ss compare and share their answers with the class. - Check answers as a class. <p>Extension: Put Ss into groups and have each group write as many phrases as they can with the words <i>education, school</i> and <i>exam</i> . Set a time limit of five minutes. When the time is up, put up their lists of phrases on the board. Ask Ss from different groups to read them aloud and count the correct ones. The winner is the group with the most correct phrases.</p>	<p>4. <i>vocational school</i></p> <p>* Extension</p> <p>Suggested phrases:</p> <p><i>primary/ vocational/ university education, pursue/ get/ receive (your/an) education, education system/ programme; go to/ start/quit/ leave school, primary/ secondary school; take/ do/ sit/ pass/ fail an exam, revise for an exam, exams in Maths/ English, exam paper/ results)</i></p>
<p>Task 4. Complete the sentences using phrases from the conversation. (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher has Ss read each sentence 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. - Teacher checks answers: first ask the class to call out the correct perfect gerund or perfect participle clause, then call on individual Ss to read the complete sentences. - Teacher tells Ss that they will learn more about the grammar point in the following lesson. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>Having won</i> 2. <i>having gone</i> 3. <i>Having watched</i>

e. Assessment

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

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practise speaking skills;
- To help Ss memorise the basic knowledge of the topic.

b. Content:

- Role-play

c. Expected outcomes:

- Students can give a short talk about their options after finishing school.

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<p>Task 5. Role-play</p> <ul style="list-style-type: none"> - Teacher asks Ss to work in groups. 	<p><i>Students’ own creativity.</i></p>

<ul style="list-style-type: none"> - In each group, one student plays the role of teacher and others will be students - Teacher asks the students about their plans after high school and students will share their plans. - Ss have 3 minutes to prepare for the role-play. - Teacher invites 1 or 2 groups to come to the stage and do the role-play. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group. 	
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e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do the workbook exercises
- Prepare for Lesson 2 - Unit 7.
- Prepare for the project in Lesson 8

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: Education options for school-leavers</p> <p>Lesson 1: Getting started – Planning our education</p> <p>* Warm-up: Guessing game</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. (university) entrance exam 2. option (n) 3. academic (adj) 4. vocational (adj) 5. mechanic (n) 6. sensible (adj) <ul style="list-style-type: none"> - Task 1: Listen and read. - Task 2: True or false. - Task 3: Find phrases in the conversation that mean the following. - Task 4: Complete the sentences. - Task 5: Role-play



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***Homework**

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

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 *education options after leaving school*;
- Recognise and practise intonation in *Wh-* and *Yes/ No* questions;
- Review the use of perfect gerunds and perfect participle clauses.

2. Core competence

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;

3. Personal qualities

- Actively join in class activities
- Get ready and be responsible for the education choices after leaving schools

II. MATERIALS

- Grade 11 textbook, Unit 7, Language
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Language analysis

Perfect gerunds

The perfect gerund (*having done*) always refers to a time before that of the verb in the main clause. It is used to emphasise that the action was completed in the past.

It can be used as:

- the subject of a sentence.

Example: *Having studied science subjects made it easy for me to choose a university degree.*

- an object after some verbs, e.g. admit, deny, forget, mention, regret, and remember or after prepositions.

Example: *My friend didn't remember having lent me his English textbook.*

My cousin often talked about having studied for five years at a top university.

Perfect participle clauses

The perfect participle has the same form as the perfect gerund, e.g. *having asked, having studied*.

We can use perfect participle clauses to:

- describe an action that happened before the action in the main clause.

Example: *Having finished their course, they started looking for jobs.*

- talk about the reason for the action in the main clause.

Example: *Not having read the book, he can't give us his opinion.*

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

b. Content:

- Watch a video about intonation in wh- and yes/no questions.

c. Expected outcomes:

- Students can listen and find out the rules for intonation in wh- and yes/no questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Watch a video <ul style="list-style-type: none"> - Teacher plays the video and asks Ss to pay attention to the intonation rules in the video - Ss watch the video and note down the rules. - Teacher calls some Ss to share and confirm the answers. - Teacher leads in the new lesson. 	Link: https://youtu.be/1-yjtPZTDuc

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (10 mins)
a. Objectives:

- To help Ss recognise and practise intonation in wh- and yes/no questions.
- To help Ss practise intonation in wh- and yes/no questions.

b. Content:

- Task 1: Listen and repeat. Pay attention to the falling or rising intonation in each of the following questions.
- Task 2: Listen and mark the intonation in these questions, using (rising intonation) or (falling intonation). Then practise saying them in pairs.

c. Expected outcomes:

- Students can practise intonation in wh- and yes/no questions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and repeat. Pay attention to the falling or rising intonation in each of the following questions. (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to listen to the recording. Have them pay attention to the rising or falling intonation in the given sentences. - Teacher asks Ss to work in pairs and take turns to read the sentences with correct intonation. - Teacher checks the answers as a class. - Teacher has Ss read the explanation in the <i>Remember!</i> box Ask questions to check understanding of the use of rising and falling intonation in Wh- and Yes/No questions. 	<p>Audio script:</p> <ol style="list-style-type: none"> 1. Did anyone go?  2. Would you like to share some of it with the class?  3. What are your plans for the future?  4. When does the course start? 
<p>Task 2: Listen and mark the intonation in these questions, using  or . Then practise saying them in pairs. (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to listen to the Wh- and Yes/No questions and mark the correct intonation pattern (rising or falling) at the end of each question. - Teacher plays the recording several times, if necessary, pauses after each sentence for Ss to repeat. - Teacher checks answers as a class. - Teacher puts Ss into pairs and has them practise saying these questions. Walk round the class, praising pairs for good effort and using the appropriate intonation pattern. <p>Extension: In stronger classes, put Ss into groups and have each group write three Wh- questions and three Yes/No questions. Invite each group to read out their questions in front of the class. Have the other groups say if they use the appropriate intonation.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Do you want to go to university?  2. Have you talked with your parents about your plans?  3. How much does it cost to study at university?  4. What's your favourite subject at school? 

e. Assessment

- Teacher checks students' pronunciation & intonation and gives feedback.
- Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: VOCABULARY (12 mins)

a. Objectives:

- To introduce words / phrases related to education after leaving school.
- To help Ss practise using the words in meaningful contexts.

b. Content:

- Task 1: Match the words and phrases with their meanings.
- Task 2: Complete the sentences using the correct forms of the words and phrases in 1.

c. Expected outcomes:

- Students can identify the meaning of words, memorise them and use them in meaningful contexts.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Match the words and phrases with their meanings. (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the definitions of the phrases first and checks understanding. - Teacher has Ss match each word with the definition right next to it. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class. 	<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 words and phrases in 1. (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary. - Teacher checks answers as a class. Have Ss call out the word they have used in each sentence first. - Teacher confirms the correct answers. Ask Ss to explain the meaning of each word using the definitions in Activity 1. - Teacher asks some Ss to read the complete sentences. <p>Extension: In stronger classes, have Ss play a game individually or in pairs. Each student or pair writes a short meaningful text in which all four phrases have been used. Give a time limit of three minutes and have each student or pair read out their texts. The other Ss give a mark out of 10. Have Ss add up their marks. The winner is the student or pair with the highest score.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. higher education 2. qualifications 3. school-leavers 4. vocational education 5. graduation <p>Suggested answer:</p> <p>Every year, thousands of <u>school-leavers</u> finish secondary education. Most of them choose to continue their study in either <u>higher education</u> institutions or <u>vocational education</u> institutions. These students believe that with the right <u>qualifications</u> from these institutions, they will have a better chance of getting good jobs after <u>graduation</u>.</p>

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (15 mins)

a. Objectives:

- To help Ss recognise and practise perfect gerunds and perfect participle clauses in grammar exercises
- To help Ss practise perfect gerunds and perfect participle clauses in a speaking activity

b. Content:

- Task 1: Find and correct the mistakes in the following sentences.
- Task 2: Rewrite these sentences using perfect participle clauses.
- Task 3: Work in pairs. Make sentences, using perfect gerunds and perfect participle clauses.

c. Expected outcomes:

- Students can identify the use of perfect gerunds and perfect participle clauses and can apply them to give a short talk on the given topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Find and correct the mistakes in the following sentences. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to look at the Remember! box and read the rules for using perfect gerunds. Check understanding by asking, e.g. <i>Which verbs are often followed by a perfect gerund? (admit, deny, forget, and remember); Can a perfect gerund be used as a subject / an object? (Yes); What are the similarities between gerunds and perfect gerunds? (They both can be used as subjects and objects); What are the differences between gerunds and perfect gerunds? (Their forms; perfect gerunds refer to the actions that were completed in the past)</i> - Teacher tells Ss to work in pairs or individually to complete the activity. - Teacher checks answers as a class. - Extension: Write more sentences with mistakes in using perfect gerunds on the board and have Ss correct them in pairs. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. I forgot <u>have</u> discussed this topic with you. <input type="checkbox"/> having 2. <u>Had</u> won many maths competitions helped me to win a place at university. <input type="checkbox"/> Having 3. Nam regretted not having <u>choose</u> a more interesting course at university. <input type="checkbox"/> chosen 4. He was proud of <u>had</u> won the first place in a biology competition. <input type="checkbox"/> having <p>* Extension</p> <p>Suggested sentences:</p> <ul style="list-style-type: none"> - <i>The thief denied stolen the expensive watch (denied having stolen).</i> - <i>I remember saw this advertisement (remember having seen).</i>
Task 2. Rewrite these sentences using perfect participle clauses. (6 mins)	
<ul style="list-style-type: none"> - Teacher has Ss read the Remember box and ask questions to check Ss' understanding of the form and uses of perfect participle clauses. - Teacher asks Ss to read each sentence carefully and decide how they can complete another sentence with a 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>Having listened to an introduction to the course</i> 2. <i>Having failed the university entrance exams</i> 3. <i>Not having studied hard enough</i>

<p>participle clause that still has the same meaning as the given one.</p> <ul style="list-style-type: none"> - Teacher has Ss work in pairs to write the sentences. - Teacher checks answers as a class. Invite individual Ss to write the sentences on the board. <p>Extension: Have Ss work in pairs. Ask Ss to study these sentences again. One student says the original sentence. The other students, without looking at the book, say the new sentence. The student who says the original sentence should keep the book open to check if the partner says the correct sentence.</p>	<p>4. <i>Having answered the job interview questions</i></p>
<p>Task 3. Work in pairs. Make sentences, using perfect gerunds and perfect participle clauses. (4 mins)</p>	
<ul style="list-style-type: none"> - Teacher lets Ss work in pairs. - Teacher asks Ss to make sentences using perfect gerunds and perfect participle clauses. - Teacher encourages Ss to apply the vocabulary they have learnt in the lesson. 	<p>Example: <i>Having completed the project gave us a feeling of satisfaction.</i> <i>Having finished school, I can apply to university.</i></p>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: Education options for school-leavers</p> <p>Lesson 2: Language</p> <p>*Warm-up Watch a video</p> <p>* Pronunciation</p> <ul style="list-style-type: none"> - Task 1: Listen and repeat. - Task 2: Listen and mark the intonation in these questions.



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* Vocabulary

- Task 1: Match the words and phrases with their meanings.
- Task 2. Complete the sentences.

* Grammar

- Task 1. Find and correct the mistakes.
- Task 2. Rewrite these sentences.
- Task 3. Make sentences.

* Homework

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Lesson 3: Reading – Options for school-leavers

I. OBJECTIVES

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

1. Knowledge

- Develop reading skills for general ideas and for specific information about options for school-leavers.

- Develop presentation skills;

2. Competences

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Actively join in class activities

- Get ready and be responsible for the education choices after leaving schools

II. MATERIALS

- Grade 11 textbook, Unit 7, Reading

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning
1. opportunity (n)	/,ɒp.ə'tʃu:.nə.ti/	a time when a particular situation makes it possible to do or achieve something
2. independently (adv)	/,ɪn.dɪ'pen.dənt.li/	without being connected with or influenced by something or by each other
3. hands-on (adj)	/,hænd'zɒn/	doing something rather than just talking about it
4. salary (n)	/'sæl.ər.i/	money that employees receive for doing their job, especially professional employees or people working in an office, usually paid every month

Assumption

Anticipated difficulties	Solutions
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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 activate Ss' background knowledge about the topic and get Ss involved in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Task 1: Answer the questions.

c. Expected outcomes:

- Students can answer some questions about the options after leaving school.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Answer the questions.</p> <ul style="list-style-type: none"> - Teacher asks Ss to look at the pictures of a university student and a vocational school student. Have them work in pairs and discuss which of the two options is more common in the area they live in. - Teacher encourages Ss to think of other options. - Teacher invites some pairs to share their answers with the class. 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>A vocational school student</p> </div> <div style="text-align: center;">  <p>A university student</p> </div> </div> <p>Questions:</p> <ol style="list-style-type: none"> 1. Which of the two options for school-leavers is more common in your town? 2. Can you think of other options?

e. Assessment

- Teacher observes the groups, collects their answers and gives feedback.

2. ACTIVITY 1: PRE-READING (6 mins)

a. Objectives:

- To get students to learn the vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Lead-in
- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words before reading the text

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these four words will appear in the reading text and asks students to open their textbook to discover further. 	<p>Word list:</p> <ol style="list-style-type: none"> 1. <i>opportunity (n)</i> 2. <i>independently (adv)</i> 3. <i>hands-on (adj)</i> 4. <i>salary (n)</i>

e. Assessment

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

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

a. Objectives:

- To help Ss practise guessing the meaning of words from context;
- To develop reading skills for general information & specific information about the educational journey for school-leavers

b. Content:

- Task 2. Read the article. Match the highlighted words with their meanings.
- Task 3. Read the article again. Match the headings (1–3) with the paragraphs (A–B). There is one extra heading.
- Task 4. Read the article again and complete each gap with ONE word.

c. Expected outcomes:

- Students can get the general ideas and identify some specific information from the text to complete the tasks successfully

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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Task 2. Read the article. Match the highlighted words with their meanings. (6 mins)	
<ul style="list-style-type: none"> - Teacher has 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 "<i>formal</i>" in this context is used as an adjective to describe the 'learning' to get 'an academic degree'. Among the given options, option 'e' (<i>received in a school, college, or university, with lessons, exams, etc.</i>) is the best match for this word. - Teacher tells Ss to work in groups to discuss the clues and compare answers. - Teacher checks answers as a class. <p>Extension: Choose other words from the text and write them on different pieces of paper. Give a word to each student, have them check its meaning in a dictionary and write a short definition on another piece of paper. Collect all definitions and place them face up on a table. Have Ss swap their words, come to the table and find the definition of their new word.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. e 2. c 3. a 4. b 5. d
Task 3. Read the article again. Match the headings (1–3) with the paragraphs (A–B). There is one extra heading. (7 mins)	
<ul style="list-style-type: none"> - Teacher elicits 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. - Teacher tells Ss that they will have to choose the correct heading for each paragraph. In weaker classes, read through the three options first and check understanding. - Teacher asks Ss to work in pairs to compare their answers. - Teacher checks answers as a class. In stronger classes, ask Ss to explain their choices. 	<p>Answer key:</p> <p>A - 3 B - 1</p>
Task 4. Read the article again and complete each gap with ONE word. (7 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss that the information in the table is a summary of the main points of the two body paragraphs. - Teacher has Ss read the points in the table and predict the words they will need to complete the gaps. - Teacher reminds Ss of the maximum number of words they can use in each gap. - Teacher asks Ss to scan the text and choose the correct words or phrases to complete each gap. - Teacher has Ss compare answers in pairs or groups. - Teacher checks answers as a class. - Teacher invites some Ss to give evidence from the text for each of the answer, e.g. 1. <i>formal</i> (<i>from the first sentence of the second paragraph.</i>) 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>formal</i> 2. <i>degree</i> 3. <i>trade</i> 4. <i>apprenticeship</i> 5. <i>training</i>

e. Assessment

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

4. ACTIVITY 3: POST-READING (11 mins)

a. Objectives:

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Discussion: *Which of the two options will be appropriate for you after leaving school? Why?*

c. Expected outcomes:

- Students can use the language and ideas from the unit to reflect on their own opinions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5. Discussion</p> <ul style="list-style-type: none"> - Teacher asks Ss to read the questions and choose their options. In stronger classes, ask Ss to write down the reasons for their option. - Teacher has Ss work in pairs to discuss their options. - Teacher encourages 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. - Teacher asks other students to listen and give comments. - Teacher gives feedback and gives marks to Ss' performance. 	<p>Suggested answers:</p> <p><i>A: Which option will be appropriate for you after leaving school, B?</i></p> <p><i>B: Well, I'm very interested in chemistry and want to become a chemistry teacher. That's why I think I will study chemistry at a university. How about you, A?</i></p> <p><i>A: I've always wanted to become a chef in a famous restaurant. I think a cooking course at a vocational school will be the best option for me.</i></p>

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Board Plan



Date of teaching

Unit 7: Education options for school-leavers

Lesson 3: Reading – Options for school-leavers

***Warm-up**

*** Vocabulary**

1. opportunity (n)
2. independently (adv)
3. hands-on (adj)
4. salary (n)

- Task 2: Match the highlighted words with their meanings.
- Task 3: Match the headings with the paragraphs.
- Task 4: Complete each gap with ONE word.
- Task 5: Discussion

***Homework**

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Lesson 4: Speaking – Vocational training vs. academic study

I. OBJECTIVES

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

1. Knowledge

- Talk about the benefits of vocational training and academic study;
- Gain some language expressions to talk about the benefits of vocational training and academic study;
- Know how to end a conversation or discussion.
- Develop presentation skills;

2. Competences

- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Get ready and be responsible for the education choices after leaving schools

II. MATERIALS

- Grade 11 textbook, Unit 7, Speaking
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<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. - Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (7 mins)

a. Objectives:

- To stir up the atmosphere and activate students' previous knowledge on vocational training and academic study;
- To set the context for the speaking part;

b. Content:

- Students complete the table using the suggested and their own ideas.

c. Expected outcomes:

- Students can complete the table about benefits of vocational training and academic study using the suggested and their own ideas.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS					
<p>Task 1: Brainstorming</p> <ul style="list-style-type: none"> - Teacher asks Ss to look at the table giving some of the benefits of vocational and higher education. - Teacher has Ss work in pairs to complete them with the suggested ideas and add their own ideas. - Teacher checks comprehension and explains any phrases Ss may find hard, e.g. <i>low cost, critical thinking skills, duration of study.</i> 	<p>Suggested answers:</p> <table border="1" data-bbox="831 499 1485 947"> <thead> <tr> <th data-bbox="831 499 1158 573"><i>Benefits of vocational training</i></th> <th data-bbox="1158 499 1485 573"><i>Benefits of academic study</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="831 573 1158 947"> <ul style="list-style-type: none"> ● <i>cost less</i> ● <i>provide shorter duration of study</i> ● <i>develop practical skills</i> ● <i>can find jobs quickly</i> ● <i>easier admission requirements</i> ● <i>flexible programmes and start dates</i> </td> <td data-bbox="1158 573 1485 947"> <ul style="list-style-type: none"> ● <i>can earn more</i> ● <i>develop critical thinking skills</i> ● <i>develop research skills</i> ● <i>personal development</i> ● <i>career preparation</i> ● <i>social experiences</i> </td> </tr> </tbody> </table>		<i>Benefits of vocational training</i>	<i>Benefits of academic study</i>	<ul style="list-style-type: none"> ● <i>cost less</i> ● <i>provide shorter duration of study</i> ● <i>develop practical skills</i> ● <i>can find jobs quickly</i> ● <i>easier admission requirements</i> ● <i>flexible programmes and start dates</i> 	<ul style="list-style-type: none"> ● <i>can earn more</i> ● <i>develop critical thinking skills</i> ● <i>develop research skills</i> ● <i>personal development</i> ● <i>career preparation</i> ● <i>social experiences</i>
<i>Benefits of vocational training</i>	<i>Benefits of academic study</i>					
<ul style="list-style-type: none"> ● <i>cost less</i> ● <i>provide shorter duration of study</i> ● <i>develop practical skills</i> ● <i>can find jobs quickly</i> ● <i>easier admission requirements</i> ● <i>flexible programmes and start dates</i> 	<ul style="list-style-type: none"> ● <i>can earn more</i> ● <i>develop critical thinking skills</i> ● <i>develop research skills</i> ● <i>personal development</i> ● <i>career preparation</i> ● <i>social experiences</i> 					

e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (8 mins)

a. Objectives:

- To provide students with more ideas about benefits of vocational training and ways to end a conversation.

b. Content:

- Tips to end a conversation or discussion;
- Task 2: Complete the conversation with the sentences in the box.

c. Expected outcomes:

- Students can use key language more appropriately when they speak;
- Students can get some ideas about the benefits of vocational training and identify ways to end a conversation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2: Complete the conversation with the sentences in the box. Then practise it in pairs.</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to read the first part of the conversation. Have Ss make predictions about what the speakers will talk about next, e.g. the third benefit, summary of the benefits. 	<p>Answer key:</p> <p>1. D 2. A 3. B 4. C</p> <p>Tips to end a conversation or discussion:</p>

<ul style="list-style-type: none"> - Teacher puts Ss into pairs to discuss and decide on the order of the speakers' lines in the word box to complete the conversation. - Teacher tells Ss to read the useful expressions in the Tips box and ask if the speakers have used any of them to end their conversation. - Teacher checks answers as a class. 	<p><i>We can end a conversation or discussion by:</i></p> <ul style="list-style-type: none"> • summarising it, e.g. <i>We've decided .../ We've agreed to .../ We've covered everything/ all points.</i> • concluding it, e.g. <i>Bye./ Great, we're now ready for .../ That's all we have today./ It was a very useful discussion/meeting.</i>
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e. Assessment

- Teacher checks students' answers and gives feedback.

3. ACTIVITY 2: LESS CONTROLLED PRACTICE (15 mins)

a. Objectives:

- To help Ss practise structures to end a conversation or discussion;
- To give Ss an opportunity to practise talking about the benefits of academic study;
- To provide Ss with some benefits of academic study.

b. Content:

- Task 3: Work in pairs. Talk about the benefits of academic study. Use the ideas in 1, the model in 2, and the tips above to help you.

c. Expected outcomes:

- Students can talk about the benefits of academic study based on the suggested ideas and model, and use the learnt structures to end a conversation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 3: Work in pairs. Talk about the benefits of academic study. Use the ideas in 1, the model in 2, and the tips above to help you. (7 mins)</p>	
<ul style="list-style-type: none"> - Teacher explains the task and focuses on the useful phrases to end a conversation or discussion. Ask Ss to look at the conversation and the Tips box in activity 2 again to see how these phrases are used. - Teacher has Ss list the benefits of academic study from Activity 1: <i>develop critical thinking skills, develop research skills, give opportunities for further studies, can earn more.</i> - Teacher has Ss work in their pairs from 2 and make their conversation. Give a time limit of 8-10 minutes. Walk round the class to monitor Ss' preparation and make sure that shy Ss also have the opportunity to contribute, e.g. <i>ask Ss to look at the list and put them in the order of importance.</i> - In weaker classes, ask Ss to look at the model conversation in Activity 2, underline the benefits of vocational training, then they can replace them with the benefits of academic 	<p>Suggested answer:</p> <p><i>A: Now, let's decide on the three main benefits of academic study. First, I think it will help students develop critical thinking skills.</i></p> <p><i>B: I agree. Students can also develop research skills.</i></p> <p><i>A: That's right. These skills are very important for university students.</i></p> <p><i>B: So, what do you think is the third benefit?</i></p> <p><i>A: I think it's the opportunities for further studies. University students get more opportunities to continue their studies after graduation.</i></p> <p><i>B: I can't agree more. So, we've decided on the three main benefits: developing critical thinking skills, developing</i></p>

<p>study. T can also write some prompts on the board, e.g. <i>Now</i></p> <ul style="list-style-type: none"> - Teacher invites some pairs of Ss to role-play their conversations in front of the whole class. When Ss finish their conversation, give further comments and correction if necessary. Praise for good effort, clear pronunciation and natural interaction. 	<p><i>research skills, and having more opportunities for further studies.</i></p> <p><i>A: Great! We're now ready to report to the class.</i></p>
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e. Assessment

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

4. ACTIVITY 3: FREE PRACTICE (12 mins)

a. Objectives:

- To help some students enhance discussing and presentation skills;
- To give students authentic practice in using target language.

b. Content:

- Task 4. Work in groups. Discuss what kind of students/learners each option will be more suitable for. Give reasons for your decision. Report to the whole class.

c. Expected outcomes:

- Students can use the language and ideas from the unit and develop their own ideas to discuss and then present options for school-leavers.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 4: Work in groups. Discuss what kind of students/learners each option will be more suitable for. Give reasons for your decision. Report to the whole class. (12 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to form groups and have a group discussion about what kind of students or learners each option will be more suitable for. - For a weaker class, T can provide a sample plan as follows: <ul style="list-style-type: none"> + group members take turns expressing their opinion about which option is suitable for which students + groups decide on the most common opinion + groups prepare an outline of their summary and decide how to present it - Teacher tells groups to choose a group leader whose role is to keep the discussion going and ensure that everyone has a chance to speak. Remind members that they need to listen without interrupting their classmates, wait for their turn to speak, and contribute ideas. 	<p>Suggested answer:</p> <p><i>In our group, we discussed both options and agreed on the following. Academic study is suitable for hard-working students who are highly motivated and want to achieve their goals. Gifted students who have a particular talent, such as a maths or music talent can also benefit from university education.</i></p> <p><i>Vocational training is more suitable for students who learn through practical experience or by</i></p>

<ul style="list-style-type: none"> - Teacher walks around to offer help Ss, if necessary, and encourages quiet group members to get involved. - Teacher invites some groups to report the summary of their discussion and answer any questions from the rest of the class. - Teacher encourages the rest of the class to follow their friends' performance and compare with their own ideas. - Teacher gives feedback and gives marks to Ss' performance. 	<p><i>doing. It is also suitable for students who have decided on a specific trade job, such as a restaurant cook, a mechanic, or a hairstylist.</i></p>
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e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: Education options for school-leavers</p> <p>Lesson 4: Speaking – Vocational training vs. academic study</p> <p>*Warm-up</p> <ul style="list-style-type: none"> - Task 1: Brainstorming - Task 2: Complete the conversation - Task 3: Talk about the benefits of academic study. - Task 4: Discussion. <p>*Homework</p>
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UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Lesson 5: Listening – Vocational courses

I. OBJECTIVES

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

1. Knowledge

- Gain more knowledge about vocational courses and memorise vocabulary to talk about vocational courses.

- Develop listening skills: listening for the main idea and listening for specific details

2. Competences

- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Get ready and be responsible for the education options after leaving schools

II. MATERIALS

- Grade 11 textbook, Unit 7, Listening

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic and get Ss involved in the lesson;

- To set the context for the listening part;

b. Content:

- Task 1: Look at the picture and answer the questions (p.81)

c. Expected outcomes:

- Students can answer the given questions through listening.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Look at the picture and discuss the questions.	
<p>- Teacher tells Ss to look at the picture and the questions. Help Ss to understand the questions and prepare for their answers by asking questions, e.g. <i>What can you see in the picture? (A person is showing others the way to prepare food.)</i></p> <p>- Teacher asks Ss to work in pairs to answer the questions. Encourage them to ask each other questions and give more details about their answers.</p> <p>- Teacher invites some Ss to share their answers or their partner's answers with the class.</p>	 <p>Questions:</p> <ol style="list-style-type: none"> 1. <i>What kind of vocational course are they taking?</i> 2. <i>Do you think students need any special qualifications to apply for this course?</i> 3. <i>What do you think students expect to learn from this course?</i> <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. <i>They are taking a cooking course.</i> 2. <i>No, I don't think students need any special qualifications to apply for this course. Students just need to be passionate about food and cooking.</i> 3. <i>I think students expect to learn efficient and safe knife skills, how to make sauces and stocks, and how to plate and present dishes. They will also learn the science behind food changes when food is cooked, and the latest food trends to stay current.</i>

e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

2. ACTIVITY 1: PRE-LISTENING (7 mins)

a. Objectives:

- To get students learn vocabulary related to the topic;

- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 2: Choose the correct meanings of the underlined words. (p.81)

c. Expected outcomes:

- Students can identify the meanings and can pronounce some words from the recording.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Choose the correct meanings of the underlined words. (7 mins)	
<ul style="list-style-type: none"> - Teacher asks 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. - Teacher has Ss check their answers in pairs. - Teacher confirms the correct answers as a class. 	Answer key: 1. <i>B</i> 2. <i>A</i> 3. <i>B</i>

e. Assessment

- Teacher checks students' answers and pronunciation and gives feedback.

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

- To help Ss practise listening for the main idea and specific information about vocational courses;
- To provide Ss with some basic information about vocational courses.

b. Content:

- Task 3. Listen to a conversation between Mai and the receptionist at ABC Vocational School. What are they talking about?
- Task 4. Listen to the conversation again and complete the notes below. Use no more than TWO words for each gap.

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 3. Listen to a conversation between Mai and the receptionist at ABC Vocational School. What are they talking about? (8 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the instructions to find out the context of this activity and its aim of listening for the main idea. - Teacher has Ss read the options carefully and check if they understand them - Teacher plays the recording and have Ss listen and choose the correct option. - Teacher asks Ss to compare their answers in pairs or groups. - Teacher checks answers as a class and let Ss listen again, if necessary, e.g. <i>when working with weak classes.</i> 	Answer key: <i>B</i>
Task 4. Listen to the conversation again and complete the notes below. Use no more than TWO words for each gap. (12 mins)	

<ul style="list-style-type: none"> - Teacher has Ss read through notes carefully and check if they understand all the vocabulary. - Teacher asks Ss to think about the type of information they will need to answer each of these questions, e.g. <i>1. length of time; 2. type of courses; 3. jobs/people in certain professions; 4. positions in a real restaurant; 5. booklet or magazine.</i> - Teacher reminds Ss of the word limit they will have for each answer. - Teacher plays the recording. Ask Ss to listen and fill in the gaps within the word limit. - Teacher has Ss compare their answers. - Teacher checks answers as a class and confirms the correct ones. - Extension: Play the recording, pausing before the last word of long sentences and have Ss recall or guess it, e.g. play the sentence until the word ‘courses’: <i>I’d like to ask for information about your...</i> Have Ss call out the last word. In stronger classes, ask Ss to write the words on the board. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>months</i> 2. <i>professional</i> 3. <i>restaurant cooks</i> 4. <i>apprentice</i> 5. <i>(school) brochure</i>
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e. Assessment

- Teacher’s observation on Ss’ answers and interations.
- Teacher’s feedback and peers’ feedback.

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

a. Objectives:

- To check students’ understanding and memorisation of the information in the recording;
- To give students an opportunity to personalise the language and ideas from the recording in a speaking task.

b. Content:

- Task 5: Work in groups. Discuss the following questions.

c. Expected outcomes:

- Students can use the language and ideas from the listening, and their own ideas to discuss a cooking course.

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
Task 5: Work in groups. Discuss the following questions. (10 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to recall what information Mai received when talking to the receptionist at ABC Vocational School (<i>names of courses, length of study, apprenticeship, brochure about the courses</i>). - Teacher puts Ss into groups to answer the question. Walk round the class and offer help. For weaker classes, give them some suggestions, e.g. <i>cost, number of students in a class, job opportunities after finishing the course, ...</i> Make sure Ss take notes of their ideas. - Teacher invites Ss from some groups to share their ideas with the whole class. 	<p>Suggested answers:</p> <p><i>I’d be interested in a cooking course because cooking has always been my hobby. In addition, I think the time of training is quite short, and the cost is also affordable for me and my family. I like the fact that this course also provides apprenticeship opportunities. This will help me find a suitable job immediately after I finish the course.</i></p>

e. Assessment

- Teacher's observation on Ss' discussion. Provide help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)**a. Wrap-up**

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

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

Board Plan

Date of teaching

Unit 7: Education options for school-leavers**Lesson 5: Listening – Vocational courses*****Warm-up**

Task 1: Look at the picture and answer the questions.

Task 2: Choose the correct meanings of the underlined words.

Task 3: Listen to a conversation.

Task 4: Complete the notes.

Task 5: Discussion.

***Homework**

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Lesson 6: Writing – A request letter about a course

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about how to write a letter requesting information about a course;
- Apply the learnt structures to write a request letter about a course
- Develop presentation skills;

2. Competences

- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Get ready and be responsible for the education choices after leaving schools

II. MATERIALS

- Grade 11 textbook, Unit 7, Writing
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	<ul style="list-style-type: none"> - Guide students to make an outline before they write. - Encourage students to work in pairs and 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
- To set the context for the writing part

b. Content:

- Game: Hidden picture

c. Expected outcomes:

- Students join the game enthusiastically and gain knowledge on the topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Hidden picture	<i>Clues:</i>

<ul style="list-style-type: none"> - Ss work in groups. - There are 4 questions which relate to a key picture. - T asks Ss to guess the word in each puzzle and guess the key picture behind after each puzzle is opened. - The group which gets the correct answer of the key picture is the winner. 	<ol style="list-style-type: none"> 1. <i>Connected with a job that needs special training and skills</i> 2. <i>A person working for an employer to learn a skill or a job</i> 3. <i>A small book giving information about something</i> 4. <i>A person who has just left school</i> <p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>professional</i> 2. <i>(an) apprentice</i> 3. <i>(a) brochure</i> 4. <i>(a) school-leaver</i> <p>KEY WORD: LETTER</p>
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e. Assessment

- Teacher observes the students' performance, collects their answers and gives feedback.

2. ACTIVITY 1: PRE-WRITNG (11 mins)

a. Objectives:

- To get students to build up ideas that they can later use for their writing
- To provide students with useful structures and tips to write letters asking for information.

b. Content:

- Task 1: Look at the advertisement about a vocational school and its tour guide training courses. You want to ask for more information. Complete the enquiries.

c. Expected outcomes:

- Students can build up ideas for their writing.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Look at the advertisement about a vocational school and its tour guide training courses. You want to ask for more information. Complete the enquiries. (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to look at the advertisement about a vocational school and its tour guide training courses. - Teacher asks Ss to read the information about the course and check understanding, e.g. <i>Do applicants need any qualifications? Are the courses expensive?</i> - Teacher focuses Ss' attention on the text in the three boxes and ask, <i>Does the advert provide this information?</i> Then put Ss in pairs and have them work together to complete the enquiries under the advert. - Teacher walks around and offers help if necessary. - Teacher has some pairs read the completed sentences. Write the correct ones on the board. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. <i>if/whether I need to take a test</i> 2. <i>if/whether there are discounts for poor students</i> 3. <i>how much the daily wage is</i>
<p>Tips (5 mins)</p>	

<ul style="list-style-type: none"> - Teacher asks Ss to look at the given outline of the letter, the Tips box and the information from Activity 1 - Teacher explains more about the structure of the letter and useful expressions. - Students note down the information. 	<p>Formal emails/ letters asking for information</p> <ol style="list-style-type: none"> 1. Greeting: <i>Dear Sir/Madam, (or name if known)</i> 2. Reason(s) for writing: <i>I would like to have more information about .../I am writing to enquire about ...</i> 3. Enquiries (one paragraph for each of the things you want to ask about, using linking words or phrases): <i>First, I would like to know ... /In addition, I wonder if .../I would appreciate it if you could tell me.../It would be great if you...</i> 4. Closing line: <i>I look forward to hearing from you/receiving your reply.</i> 5. Signature: <i>Yours sincerely,</i> (if you know the name of the person you are writing to)/ <i>Yours faithfully,</i> (if you don't know the name)
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e. Assessment

- Teacher observes Ss' work and gives feedback.

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

a. Objectives:

- To help Ss familiarize with the structure and language of an opinion essay, and write their own essay based on the outline.

b. Content:

- Task 2. Write a letter (140–170 words) to request information about the courses in 1. Use the information in 1, your ideas, and the outline to help you.

c. Expected outcomes:

- Students can write a complete essay of an opinion essay based on the given outline.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Write a letter (140–170 words) to request information about the courses in 1.	

<ul style="list-style-type: none"> - Teacher tells Ss that the letter is to request the information about the courses in Activity 1. - In stronger class, encourage students to make more inquiries. - Teacher has Ss work individually to write their draft. - Teacher collects Ss' writings to mark and provide written feedback in the next lesson. - Extension: Put Ss in pairs and ask them to swap their draft letter for peer feedback. Encourage Ss to revise their letter and correct any mistakes before submitting. 	<p>Sample letter:</p> <p><i>Dear Sir or Madam,</i></p> <p><i>I am writing to ask for more information about the tour guide training courses at the SGV Vocational School. I am over 18 years now and I am very interested in travelling and exploring different cultures. I would really like to apply for one of your courses.</i></p> <p><i>First, I would appreciate it if you could tell me what the entry requirements are. I finished upper-secondary school last summer. Could you please let me know if I need to take a test? If there is one, please let me know where I can find detailed information about it.</i></p> <p><i>Next, I would like to know the course fee and the daily wage for the apprenticeship. It is very important for me to have this information so that I can decide if I can afford to study at your school.</i></p> <p><i>Finally, it would be great if you write back to me with details about what topics the course will cover and how long it will take.</i></p> <p><i>I look forward to hearing from you soon.</i></p> <p><i>Yours faithfully,</i></p> <p><i>Hoang Bao Nam</i></p>
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e. Assessment

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

4. ACTIVITY 3: POST-WRITING (10 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 AND STUDENTS' ACTIVITIES	CONTENTS
<p>CROSS-CHECKING</p> <ul style="list-style-type: none"> - Teacher has the pairs swap and give feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. <i>Organization: .../10</i> 2. <i>Legibility: .../10</i> 3. <i>Ideas: .../10</i> 4. <i>Word choice: .../10</i> 5. <i>Grammar usage: .../10</i> <p style="text-align: right;"><i>TOTAL: .../50</i></p>

<ul style="list-style-type: none"> - 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 opinions to other Ss - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names. 	
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e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Communication and Culture.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: Education options for school-leavers</p> <p>Lesson 6: Writing – A request letter about a course</p> <p>*Warm-up: Hidden picture</p> <p>Task 1. Complete the enquiries.</p> <p>* Tips</p> <p>Task 2. Write a letter to request information about the courses in 1.</p> <p>* Cross-checking</p> <p>*Homework</p>
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UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Identify the similarities and differences between education after leaving school in Viet Nam and in the UK;
- Review making an appointment.

2. Core competence

- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Get ready and be responsible for the education choices after leaving schools

II. MATERIALS

- Grade 11 textbook, Unit 7, Communication and Culture/ CLIL
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *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 stir up the atmosphere in the classroom.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watch a video and answer the questions.

c. Expected outcomes:

- Students can identify the language people use when making an appointment and get ready for the lesson

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video</p> <ul style="list-style-type: none"> - Teacher plays the video and asks Ss to answer the questions. - Ss watch the video and note down the answers for the questions - Teacher calls some Ss to share and confirm the answers. - Teacher leads in the new lesson. 	<p><i>Link:</i> https://www.youtube.com/watch?v=qG9oD9qxX6g</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. How many people are there in the conversation? 2. What is the man doing? <p>Answers:</p> <ol style="list-style-type: none"> 1. There are two people in the conversation. 2. The man is calling to make an appointment with the doctor.

e. Assessment

- Teacher observes, listens to Ss' answers and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide a model conversation in which speakers make an appointment
- To review expressions for making an appointment

b. Content:

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

c. Expected outcomes:

- Students can use appropriate language to make an appointment.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are they talking about?</i> - Teacher has Ss listen and complete the conversation with the expressions from the box. - Teacher checks answers by asking two Ss to read out 	<p>Answer key</p> <ol style="list-style-type: none"> 1. D 2. C 3. B 4. A

<p>the conversation.</p> <ul style="list-style-type: none"> - Teacher has Ss underline expressions used to make an appointment (<i>Could I meet you...; What time shall I come to see you ...; Would ... suit you?</i>) and giving responses (<i>Sorry, I've got another appointment .../ OK, then. See you ...</i>) - Teacher puts Ss in pairs and have them practise the conversation. 					
<p>Useful expressions (7 mins)</p>					
<ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 3 groups: making an appointment, giving a positive response, giving a negative response and proposing another time/date. - Ss work in groups to do the task. - Check as a class. - T asks if Ss can add some more expressions. 	<p>Useful expressions</p> <table border="1"> <thead> <tr> <th data-bbox="890 622 1168 698">Making an appointment</th> <th data-bbox="1168 622 1455 698">Giving a positive response</th> </tr> </thead> <tbody> <tr> <td data-bbox="890 698 1168 1102"> <ul style="list-style-type: none"> • <i>Will you be available on/at ...?</i> • <i>I'd like to make/arrange an appointment with you on/at ...</i> • <i>Would ... suit you/be OK for you?</i> • <i>When's convenient for you?</i> </td> <td data-bbox="1168 698 1455 1400"> <ul style="list-style-type: none"> • <i>All right, I'll see you then.</i> • <i>OK, I'll see you (next week) (at around 3 p.m.).</i> <hr/> <p>Giving a negative response and proposing another time/date</p> <ul style="list-style-type: none"> • <i>Sorry, I've got another appointment at that time.</i> • <i>How about ...?</i> • <i>I'm afraid I can't make it at that time.</i> • <i>Are you free on/at ...?</i> </td> </tr> </tbody> </table>	Making an appointment	Giving a positive response	<ul style="list-style-type: none"> • <i>Will you be available on/at ...?</i> • <i>I'd like to make/arrange an appointment with you on/at ...</i> • <i>Would ... suit you/be OK for you?</i> • <i>When's convenient for you?</i> 	<ul style="list-style-type: none"> • <i>All right, I'll see you then.</i> • <i>OK, I'll see you (next week) (at around 3 p.m.).</i> <hr/> <p>Giving a negative response and proposing another time/date</p> <ul style="list-style-type: none"> • <i>Sorry, I've got another appointment at that time.</i> • <i>How about ...?</i> • <i>I'm afraid I can't make it at that time.</i> • <i>Are you free on/at ...?</i>
Making an appointment	Giving a positive response				
<ul style="list-style-type: none"> • <i>Will you be available on/at ...?</i> • <i>I'd like to make/arrange an appointment with you on/at ...</i> • <i>Would ... suit you/be OK for you?</i> • <i>When's convenient for you?</i> 	<ul style="list-style-type: none"> • <i>All right, I'll see you then.</i> • <i>OK, I'll see you (next week) (at around 3 p.m.).</i> <hr/> <p>Giving a negative response and proposing another time/date</p> <ul style="list-style-type: none"> • <i>Sorry, I've got another appointment at that time.</i> • <i>How about ...?</i> • <i>I'm afraid I can't make it at that time.</i> • <i>Are you free on/at ...?</i> 				
<p>Task 2: Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you. (7 mins)</p>					
<ul style="list-style-type: none"> - Teacher asks Ss to read through the given situations, giving them further explanations if necessary. - Teacher has Ss work in pairs. In weaker classes, underline the words and phrases in the conversation 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 and use the useful expressions given in the box. - Teacher has Ss spend a few minutes planning their conversations, e.g. <i>decide on the roles (a university representative / a school student); plan who says what.</i> 	<p>Suggested answers:</p> <p><i>I.</i></p> <p><i>A: Mr B, could I meet you on Monday afternoon? I would like to discuss my education plans after leaving school.</i></p> <p><i>B: I'm afraid I can't make it at that time. But I'm free on Tuesday afternoon.</i></p> <p><i>A: That would be great for me. What time shall I come to see you?</i></p> <p><i>B: Would 3 p.m. be OK for you?</i></p> <p><i>A: Yes, it suits me fine. Thank you, Mr B.</i></p> <p><i>B: OK, then. See you on Tuesday afternoon in my office.</i></p>				

<p>Have Ss practise their conversation in pairs.</p> <ul style="list-style-type: none"> - Teacher invites several pairs of Ss to act out their conversations in front of the class. - Teacher praises for good effort, clear pronunciation, fluent delivery and interesting ideas. 	<p>2.</p> <p><i>B: Mrs A, will you be available on Friday afternoon? I would like your advice on vocational courses.</i></p> <p><i>A: Sorry, I've got another appointment at that time. How about Saturday morning?</i></p> <p><i>B: That suits me fine. What time shall I come to see you?</i></p> <p><i>A: Will 9 a.m. be convenient for you?</i></p> <p><i>B: Yes, sounds good. Thank you, Mrs A.</i></p> <p><i>A: All right, I'll see you then.</i></p>
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e. Assessment

- Teacher observes Ss's work and gives feedback.
- Teacher gives scores to evaluate Ss' performance.

3. ACTIVITY 2: CULTURE (18 mins)

a. Objectives:

- To help Ss learn about the UK education after secondary school.
- To help Ss relate what they have learnt in the reading text to their own context.

b. Content:

- Task 1: Read the text and complete the table below with information from the text. Use no more than TWO words or a number in each gap.
- Task 2: Work in groups. Discuss the similarities and differences between education after leaving school in Viet Nam and in the UK.

c. Expected outcomes:

- Students get some information from the text about education after secondary school in the UK..
- Students can relate to Viet Nam and identify the similarities and differences between education after leaving school in Viet Nam and in the UK.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Read the text and complete the table below with information from the text. Use no more than TWO words or a number in each gap. (6 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss some questions to find out what they already know about UK education after secondary school, e.g. <i>What do you know about UK education after school? What are the options for school-leavers in the UK? Is higher education in the UK free?</i> - Teacher asks Ss what they want to know about the topic, e.g. <i>At what age do students leave schools? Do all school-leavers in the UK go to university? How long do Ss usually study for a bachelor's degree?</i> - Teacher puts Ss into pairs. Ask them to read the text about the UK education after secondary school and complete the notes. 	<p>Answer key:</p> <ol style="list-style-type: none"> 18 technical education higher education university courses bachelor's degree

<p>Walk round the class and offer help, explaining unfamiliar words or answering questions.</p> <ul style="list-style-type: none"> - Teacher checks answers as a class by calling on pairs to write the missing words or phrases on the board. - Teacher goes 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>Task 2. Work in groups. Discuss the similarities and differences between education after leaving school in Viet Nam and in the UK.</p>	
<ul style="list-style-type: none"> - Teacher has Ss look back at the table in Activity 1 which summarises the information about the UK education after leaving school. - Teacher asks Ss to work in pairs, draw a similar table for Viet Nam, discuss and fill in this table. - In pairs, compare these two tables. Discuss the similarities and differences between education after leaving school in Viet Nam and in the UK. - Teacher invites several groups to report their discussion. Praise for good effort, clear pronunciation, fluent delivery and interesting ideas. 	<p>Suggested answer:</p> <p>Similarities</p> <p><i>Both systems provide vocational education after secondary school.</i></p> <p><i>Students in both countries can start university at 18.</i></p> <p>Differences:</p> <p><i>In Viet Nam, students can leave school at 15 after they finish lower secondary school.</i></p> <p><i>In some parts of the UK, students can leave school at 16.</i></p>

e. Assessment

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

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 Lesson 8 - Looking back and project.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: Education options for school-leavers</p> <p>Lesson 7: Communication and Culture / CLIL</p> <p>*Warm-up</p> <p>* Everyday English</p> <ul style="list-style-type: none"> - Task 1: Listen and complete the conversation.
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Tiếng Anh 11

- Task 2: Make similar conversations.

*** Culture**

- Task 1: Read the text and complete the table.

- Task 2: Discussion.

***Homework**

UNIT 7: EDUCATION OPTIONS FOR SCHOOL-LEAVERS

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 7;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

- Develop communication skills and creativity;
- Develop presentation skills;
- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;

3. Personal qualities

- Get ready and be responsible for the education choices after leaving schools

II. MATERIALS

- Grade 11 textbook, Unit 7, 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 excessively talkative students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere in the classroom.
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Lucky number

c. Expected outcomes:

- Students can revise the vocabulary learnt throughout the unit.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Lucky number</p> <ul style="list-style-type: none"> - Ss work in 2 teams - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words to describe it (without saying the word directly) - Other Ss try to guess the words. One point for a correct answer. - The group with the most points is the winner. 	<p>Suggested words:</p> <ol style="list-style-type: none"> 1. <i>school-leaver</i> 2. <i>higher education</i> 3. <i>apprenticeship</i> 4. <i>institution</i> 5. <i>graduation</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review intonation in Wh- and Yes/ No questions.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the use of perfect gerunds and perfect participle clauses.

b. Content:

- Task 1: Listen and mark the intonation in these questions. Then practise saying them in pairs.
- Task 2: Complete the text. Use the correct form of the words in the box.
- Task 3: Rewrite these sentences using perfect participle clauses or perfect gerunds.

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
<p>Task 1: Listen and mark the intonation in these questions, using  or . Then practise saying them in pairs. (4 mins)</p>	
<ul style="list-style-type: none"> - Teacher asks Ss to listen and mark the intonation (rising or falling) on the questions. - Teacher asks several pairs of Ss to say these exchanges out loud in front of the class. - Teacher confirms the correct answers. Correct Ss if 	<p>Answer key</p> <ol style="list-style-type: none"> 1. <i>Are you interested in studying at university?</i>  2. <i>How much is the fee for this cooking course?</i>  3. <i>Did you attend the education fair?</i> 

necessary. Praise for good pronunciation and fluent delivery.	4. <i>Who would like to train to become a tour guide?</i> →
Task 2: Complete the text. Use the correct form of the words in the box. (4 mins)	
<ul style="list-style-type: none"> - Teacher has Ss read the text, and the given words in the box. Tell Ss that all these words have been taught and used throughout the unit. - Teacher asks Ss to focus their attention on the gaps in the text. - Teacher tells Ss to study the context carefully and decide on the words or phrases to fill in these gaps. - Teacher asks Ss to choose the words or phrases from the box to complete the gaps in the text. - Teacher has Ss check their answers in pairs/ groups. - Teacher checks answers as a class by asking individual Ss to read the sentences. 	Answer key 1. <i>school-leavers</i> 2. <i>higher education</i> 3. <i>apprenticeships</i> 4. <i>institutions</i> 5. <i>graduation</i>
Task 3: Rewrite these sentences using perfect participle clauses or perfect gerunds. (4 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the given sentences. Then explain that they will need to use appropriate perfect gerunds or perfect participle clauses to complete the new sentences without changing the meaning. - Teacher asks Ss to write their sentences first. Then ask them to check their answers in pairs / groups. - Teacher checks answers as a class by asking individual Ss to read a sentence each. 	Answer key: 1. <i>Having finished school, my brother</i> 2. <i>He did not remember having discussed</i> 3. <i>Not having asked anyone for advice, my cousin</i> 4. <i>Having won the first prize in the competition</i>

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

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

b. Content:

- Presentation of choosing the perfect educational institution.

c. Expected outcomes:

- Students can give an oral presentation about choosing a perfect educational institution

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Project: Choosing the perfect educational institution.	
<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 about an educational institution. - Have Ss work in their groups. Give them a few minutes to prepare for the presentation. - Give Ss checklists for peer and self-assessment. Explain that they will 	<i>Students' presentations</i>

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 checklists after completing their presentation. Please refer to Units 1 and 3 for the style of poster presentation checklists, which can be adapted for a video presentation.

- 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.

e. Assessment

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

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 8.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: Education options for school-leavers</p> <p>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</p> <p>Choosing the perfect educational institution</p> <p>*Homework</p>
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