

D.O.P: 13/04/2025

UNIT 9: CAREER PATHS

D.O.T: 15/04/2025

Lesson: Reading- Future Career Choices

Week: 30- Period: 87

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*

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- STUDENTS' ACTIVITIES	CONTENTS
Game: Feed the monkey <ul style="list-style-type: none"> - Divide the class into 2 teams. - Students work in groups to do the activity. - Each team picks an apple to choose the question. - The team look at the description and guess the job. - Students raise their hands to answer. - Each correct answer is 1 point for the team. 	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- STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins) <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Students listen to the teacher's explanation and repeat the words. - 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. 	New words: <ol style="list-style-type: none"> 1. passionate (adj) 2. specialty (n) 3. take into account 4. obsolete (adj)
<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.

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- STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the article. Circle the words or phrases with the closest meaning to the highlighted words or phrase. (5 mins) <ul style="list-style-type: none"> - Have Ss read the text, paying attention to the context of each highlighted word, and looking for clues that they can use to guess the meaning, e.g. The first word 'passionate' in this context is used as an adjective to describe a feeling about 'working with people.'. Among the two given options, option 'A' (having strong feelings of enthusiasm for something) is the best match for this 	Answer key: <ol style="list-style-type: none"> 1. A 2. B 3. B 4. B 5. B

<p>word.</p> <ul style="list-style-type: none"> - Students listen to the instructions first, then do the exercise in a group. - Tell Ss to work in groups to discuss the clues and compare answers. - Students check answers and take note. - Check answers as a class. 	
<p>Task 3: Read the article again. match each section (a–C) with a heading (1–4). There is ONE extra heading. (5 mins)</p> <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. - Students listen to the instructions first, then do the exercise in pairs. - 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. - Students check answers and take note. - Ask Ss to work in pairs to compare their answers. - Check answers as a class. In stronger classes, ask Ss to explain their choices. 	<p>Answer key: Paragraph A: 3 Paragraph B: 4 Paragraph C: 1</p>
<p>Task 4: Read the article again and choose the correct answer A, B, or C. (5 mins)</p> <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. - Students listen to the instructions first, then do the exercise in pairs. - 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. - Students check answers and take note. - Check answers as a class. - Invite some Ss to give evidence from the text for each of the answer. 	<p>Answer key: 1. C 2. A 3. B 4. C</p>

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- STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5: Work in pairs. discuss the following questions. What kind of job do you prefer: a job that requires formal education or a job that does not? Why?</p> <ul style="list-style-type: none"> - Ask Ss to read the questions and think about which option will work for them. 	<p>Suggested answers: I prefer a job that requires formal education because I</p>

Encourage Ss to write down the reasons for their choice.

- Students practise ask and answer about the reason why they want to live in HN in the past or at present.
- 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.

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.

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.

D.O.P: 13/04/2025**D.O.T: 15/04/2025****Week: 30- Period: 88****UNIT 9: CAREER PATHS****Lesson: 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*

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- STUDENTS' ACTIVITIES	CONTENTS
Quiz <ul style="list-style-type: none"> - Students watch a video about what to do during a job interview. - Students look at the questions and work in groups. - Students look at the questions and work in groups. - Teacher shows the questions with multiple choices. - Ss works in 4 groups. Each group raises their hands to take turns and answer the questions. - Students raise hands to answer. 	Answer key: <ol style="list-style-type: none"> 1. 15 minutes early 2. Professional and conservative 3. Politely ask for clarification 4. Be prepared to negotiate

- The team with the highest points is the winner.	based on research 5. Turn it off 6. Thank the interviewer and express interest 7. All of the above 8. 2-3 sentences
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e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (10 mins)**a. Objectives:**

- To get students to learn vocabulary related to the topic.
- To introduce more ideas for the speaking tasks and get Ss involved in the lesson.

b. Content:

- Pre-teach vocabulary related to the content of the lesson.
- Introducing tips to give instructions.
- Task 1. Work in pairs. Use the given ideas to complete the information about the job of tour guide. (p. 121)

c. Expected outcomes:

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

d. Organisation

TEACHER- 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 ...) - Students listen to the teacher's explanation and repeat the words. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks. 	New words: <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. - Students listen to the teacher's explanation. - Check comprehension and explain 	Answer key: <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 	

any phrases Ss may find hard, e.g. *learn on the job, self-employed, replaced by robots.*

- Have Ss work in pairs to complete the table with the suggested ideas.
- In stronger classes, encourage Ss to add their own ideas.
- Ss do the task and take note.
- Invite several pairs to share their completed tables.

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- STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2: Work in groups. Choose one of these jobs. Discuss and complete information about the job you choose.</p> <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. - Students share the answers in pairs. - Help Ss correct any information, if necessary. 	<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

	<ul style="list-style-type: none"> ● 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- 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> <p>Students work in groups.</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. 	<p>- Suggested answers:</p> <p>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.</p> <p>However, the technical skills required for a tour guide and a doctor are very different. For example, tour guides must have knowledge of the local area, and cultural, historical and natural sites and events, and knowledge of languages. Doctors need medical knowledge to assess patients, and treat them. It is a lot easier to become a tour guide as you don't need formal education or training at university. However, to qualify as a doctor, you must not only go to medical school, but complete another 10 years of on-the-job training.</p> <p>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.</p>

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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.

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.

D.O.P: 13/04/2025

D.O.T: 17/04/2025

Week: 30- Period: 89

UNIT 9: CAREER PATHS

Lesson: 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*

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- STUDENTS' ACTIVITIES	CONTENTS
Quiz - Teacher shows the video about the way to succeed in a job. - Students follow the teacher's instructions and do the task in teams. - 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.	Link: https://www.youtube.com/watch?v=u13tvhe8l9w

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE- LISTENING (10 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic.
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To set the context for the listening part.

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
Vocabulary teaching (4 mins) - 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.	New words: 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) - 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. - Students listen to instructions and find the answers. - 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. - Students pair up to check their answers and then check with the class. - Have Ss check their answers in pairs. - Confirm the correct answers as a class.	Answer key: 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- STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to a conversation between Mai Chi and her teacher, Ms. Hoa. Put the information in the order you hear it. (7 mins) <ul style="list-style-type: none"> - Ask Ss to read the instructions. Check Ss' understanding of the context and its aim by asking questions such as, <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). - Students listen to the instructions and do the task. - Have Ss read the options carefully and check if they understand all the vocabulary. - Play the recording and have Ss listen and choose the correct option. - Ask Ss to compare their answers in pairs / groups. - Check answers as a class. 	Answer keys: <ol style="list-style-type: none"> 1. Work experience 2. Skills 3. Interests and hobbies
<ul style="list-style-type: none"> - Have Ss read through the five questions and their options, then check if they understand all the vocabulary. - Tell Ss that they may not listen to the exact phrases or words that they see in the options, so Ss need to be prepared to listen to the paraphrased information. - Play the recording. Ask Ss to listen, take notes, then choose the answer. - Have Ss compare their answers. - Check answers as a class and confirm the correct ones. Play the recording again and pause when necessary to show Ss the evidence for each choice. 	<ul style="list-style-type: none"> - Students listen to the instructions and do the task

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- STUDENTS' ACTIVITIES	CONTENTS
<p>Task 4. Work in groups. Discuss the following questions. (p.55)</p> <p>Question:</p> <p>“Would you like to become a teacher? Why/Why not?”</p> <ul style="list-style-type: none"> - Ask Ss to recall what information Mai Chi and her plan for career (wants to become a science teacher, asks her teacher about the education and qualifications needed for the job, the important work experience, the skills needed, the reference...). - Students listen to the instructions and do the task - 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. 	<p>Suggested answer</p> <p><i>I would like to become a teacher, because I like working with children and helping them learn new things.</i></p>

e. Assessment

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

5. CONSOLIDATION (5 mins)**a. Wrap-up**

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook