

D.O.P: 15/12/2024

UNIT 5: THE WORLD OF WORK

D.O.T: 20/12/2024

Lesson: Reading – Job advertisements

Week: 15- Period: 43

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 in job advertisements.

2. Competences

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

3. Personal qualities

- Cognizant of how to read job advertisements and aware of future career prospects.
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 5, 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 about the figure they are going to learn about in the lesson;
- To enhance students' skills of cooperating with teammates.

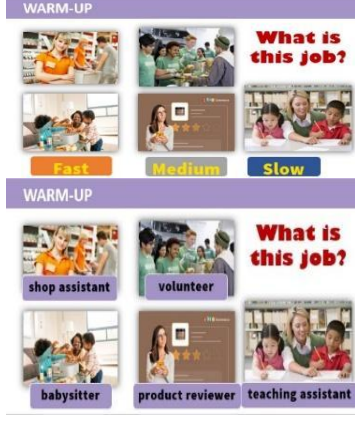
b. Content:

- Flash game

c. Expected outcomes:

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

d. Organisation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Flash game</p> <ul style="list-style-type: none"> - Have Ss play the flash game - Students work in groups to do the activity. - Give the instruction <p>SS- Listen to the teacher</p> <ul style="list-style-type: none"> - Show the pictures in Fast, Medium, and Slow <p>SS- Observe and remember</p> <p>SS-Give the answers</p> <ul style="list-style-type: none"> - Have Ss to give the answers - SS- Correct 	

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)**a. Objectives:**

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

b. Content:

- Task 1: Work in pairs. Look at the pictures and discuss what you know about the jobs. (p.64)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1. Work in pairs. Look at the pictures and discuss what you know about the jobs. (4 mins)</p> <ul style="list-style-type: none"> - Have Ss look at the pictures and ask questions. SS- Look at the pictures and answer the questions. - Tell Ss that they are going to read several advertisements for common jobs that high school students can do. SS- Listen to the teacher. - In stronger classes, ask Ss to brainstorm the jobs that are common for Ss to do especially during their holiday. SS- Share the ideas in front of the class. - Invite some groups to share their ideas with the class before reading. 	<p>Questions:</p> <ul style="list-style-type: none"> - What do you see in the picture? - What do they do? - Do you like to do these jobs?
<p>Vocabulary pre-teaching (5 mins)</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Students listen to the teacher's explanation and guess 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. - Students write down the new words in their notebooks. 	<p>New words:</p> <ol style="list-style-type: none"> 1. unpaid (adj) 2. wage (n) 3. donation (n) 4. overtime pay (n) 5. responsibility (n)

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 meanings of words/ phrases from context.
- To help Ss practise reading for general and specific information.

b. Content:

- Task 2: Read the adverts and choose the correct meanings of the highlighted words and phrases.
 - Task 3: Read the adverts again and choose the most suitable headline for each one.
 - Task 4: Read the adverts again and decide which job is most suitable for the following people.
- Write 1, 2, 3, 4, or 5.

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2: Read the adverts and choose the correct meanings of the highlighted words and phrases. (6 mins)</p> <ul style="list-style-type: none"> - Ask Ss to read the whole text once to get an overall idea. - Students read the text and locate the highlighted words individually. - Then have Ss focus on the highlighted words and phrases, looking for context clues in the text and working out the correct meaning. - Students study the context and do the tasks as required. - Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary. - Have Ss discuss the context clues and compare answers in small groups. - Check answers as a class by inviting Ss to write them on the board. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. A 3. A 4. B 5. A
<p>Task 3: Read the adverts again and choose the most suitable headline for each one. (7 mins)</p> <ul style="list-style-type: none"> - Ask Ss to read 5 headlines in 2 and read the advertisements again to match the headline with the correct advertisement. - Students read the headings first, then skim through each section. - Remind Ss to read the advertisements carefully to find out the significant information which matches the heading. - Students choose the heading that covers the ideas of the whole section. - Ask Ss to locate key information that helps them have the correct answer. - Students check answers with the whole class and give explanations for their choice. - Check answers as a class. Write them on the board. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. E 2. B 3. A 4. C 5. D
<p>Task 4: Read the adverts again and decide which job is most suitable for the following people. Write 1, 2, 3, 4, or 5. (7 mins)</p> <ul style="list-style-type: none"> - Ask Ss to read the descriptions of 5 people first. Make sure 	<p>Answer key:</p> <ol style="list-style-type: none"> a. 3 b. 5 c. 2 d. 4 e. 1

- Ss understand all of them.
- Have Ss read the advertisements again and decide which job is most suitable for each of the described people.
 - Students read the descriptions of 5 people
 - Ask Ss to give reasons for their answers by providing the information from the advertisements.
 - Ss read the advertisements and do the task.
 - Check answers as a class. Call on some Ss to explain their answers.
 - Students compare their answers with partners and then check with the whole class.

e. Assessment

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

4. ACTIVITY 3: POST-READING (8 mins)

a. Objectives:

To help Ss use the ideas and language in the reading to express opinions and give reasons.

b. Content:

- Task 5: Work in pairs. Discuss the following questions. (p.65)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the job in the adverts that students find the most interesting.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5: Work in pairs. Discuss the following questions.</p> <ul style="list-style-type: none"> - Ask Ss to review the advertisements quickly and note down some ideas for their answers. - Students practise speaking in pairs. - Encourage Ss to explain their answers using as many reasons as possible. - Students share their answers with the whole class. - Students listen and give feedback - Invite Ss from different groups to give their answers to the class. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> • I find the teaching assistant job the most interesting because it will give me the opportunity to improve my English skills. It will be exciting to supervise classroom activities and help teachers plan their lessons. It will also be a great job to list on my CV. • I find the shop assistant job the most interesting because I will have a chance to meet many different people. It will also be great fun to arrange shop window displays. I would also enjoy additional benefits such as free meals and overtime pay.

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.
- + Some vocabulary related to *Job advertisements*
- + Reading for specific information about *Job advertisements*
- + Discuss the job you find the most interesting.

b. Homework

- Learn by heart vocabulary
- Do exercises in the workbook.
- Talk about the job you find the most interesting with your friends.
- Prepare for the next lesson.

D.O.P: 15/12/2024

D.O.T: 20/12/2024

Week: 15- Period: 44

UNIT 05: THE WORLD OF WORK

Lesson: **Speaking – Giving opinions about different jobs**

I. OBJECTIVES

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

1. Knowledge

- Give opinions about different jobs

2. Competences

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

3. Personal qualities

- Be proud and respectful of different jobs

II. MATERIALS

- Grade 12 textbook, Unit 5, Speaking
- 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 topic;
- To set the context for the speaking part.

b. Content:

- Watching a video

c. Expected outcomes:

- Students can guess the context for the speaking part.

d. Organisation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Watching a video <ul style="list-style-type: none"> - Have Ss watch a video and guess the video is about. - Ss watch a video and answer the question - Call on Ss to give the ideas and give feedback - Ss share the ideas in front of the class - Teacher leads in the lesson. 	Link: https://www.youtube.com/watch?v=7x0V0yr-13A

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

a. Objectives: <ul style="list-style-type: none"> - To introduce more ideas for the main speaking task and get Ss involved in the lesson. - To give Ss an opportunity to describe jobs and express opinions. b. Content: <ul style="list-style-type: none"> - Task 1: Read the descriptions of the following jobs. What do you think about each job? Write the adjectives that describe the nature of the job in the table. Use the words in the box to help you. (p. 66) - Task 2: Work in pairs. Talk about the jobs in 1 using the adjectives. Compare your answers and explain your opinions and feelings. (p. 66) c. Expected outcomes: <ul style="list-style-type: none"> - Students can use the adjectives to describe the nature of the job. - Students can explain their opinions and feelings about the jobs. d. Organisation	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the descriptions of the following jobs. What do you think about each job? Write the adjectives that describe the nature of the job in the table. Use the words in the box to help you. (10 mins) <ul style="list-style-type: none"> - Ask Ss to work in pairs and decide which adjectives are suitable for the job descriptions. - Students read the main responsibility and decide which adjectives are suitable. - Make sure the Ss understand the adjectives and descriptions. In weaker classes, explain the meaning of difficult adjectives to Ss when necessary. - Note that Ss can use several adjectives to describe the job as long as they can give reasons for their choice. - Ss give the answers and explain. - Check answers as a class by calling on pairs to read their diagrams and explain the reasons for their answers. 	Suggested answers: <ul style="list-style-type: none"> - Teaching assistant: rewarding, important, stressful, etc. - Event volunteer: demanding, rewarding, tiring, etc. - Product reviewer: challenging, exciting, demanding, etc. - Shop assistant: stressful, tiring, repetitive, etc. - Babysitter: repetitive, stressful, demanding, etc.

Task 2: Work in pairs. Talk about the jobs in 1 using the adjectives. Compare your answers and explain your opinions and feelings.

- Keep Ss working in the same pairs. Ask Ss to read the sample conversation in pairs and make sure they understand it.
- Have Ss choose a job in 1 and give their opinions about it.
- SS- Choose a job in 1 and give opinions about it
- Ask Ss to base their opinions and feelings on the descriptions in 1 and use the example in their book to develop a similar conversation.
- Encourage Ss to express their true feelings and opinions. Go around the class and provide help when needed.
- SS- Make a conversation
- SS- Present in front of the class
- Call on some pairs to read their conversation aloud to class.

Suggested answer:

A: I think working as a product reviewer is very demanding because I need to have technical skills such as understanding technology, writing scripts, and explaining products to people.

B: Some product reviewers present products in front of a camera, so you may need acting skills as well. If your videos are watched by thousands of viewers, you may become famous.

A: Even a few minutes of video footage requires a lot of work. I'd rather work as a shop assistant. It's a tiring job, but not very demanding.

B: I see ...

e. Assessment

- Teacher gives feedback on Ss' pronunciation and conversation.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (8 mins)

a. Objectives:

To give Ss an opportunity to report their discussion results to the class

b. Content:

- Task 3: Work in groups. Compare your answers in 1 and 2, and report to the whole class. Use the questions below as cues. (p. 66)

c. Expected outcomes:

- Students can report their discussion results to the class.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 3: Work in groups. Compare your answers in 1 and 2, and report to the whole class. Use the questions below as cues.</p> <ul style="list-style-type: none"> - Have Ss form groups to find out which adjectives their members have used in 2, which job they like or dislike and what common reasons are. - Students work in groups to do the task - Remind Ss to use the ideas already given in the previous activities. In stronger classes, encourage Ss to expand on their answers. - Call on some groups to present their ideas to the class. - Ss present their ideas to the class. 	<p>Suggested answer:</p> <p>The most common adjective to describe a product reviewer is 'challenging' because it requires technical skills that we may not be good at. However, we also think that this challenge will test our ability to handle work pressures. Most of the people in my group prefer the teaching assistant job because it adds value to our CVs. On the other hand, the least preferred job is being a babysitter because taking care of small children can be boring.</p>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

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

+ Giving opinions about different jobs: *teaching assistant, event volunteer, product reviewer, shop assistant, babysitter.*

b. Homework

- Do exercises in the workbook.

- Practise giving opinion about other jobs

- Prepare for the next lesson.

D.O.P: 15/ 12/2024

D.O.T: 21/12/2024

Week: 15- Period: 45

UNIT 5: THE WORLD OF WORK

Lesson: Listening – Enquiry about a job vacancy

I. OBJECTIVES

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

1. Knowledge

- Listen for main ideas and specific information in a phone conversation about a job vacancy

2. Competences

- Be collaborative and supportive in pair work and teamwork;

- Develop listening skills.

3. Personal qualities

- Awareness of the skills and qualities required for future professions.

- Develop self-study skills;

- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 5, 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;

b. Content:

- Watching a video and brainstorming

c. Expected outcomes:

- Students can answer the questions through watching a video

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Watching a video and brainstorming <ul style="list-style-type: none"> - Ask Ss some questions about job enquiries - Students answers the questions - Have Ss watch a video and brainstorm what kind of information that Ss want to know about job vacancy - Watch a video and brainstorm the ideas. - Play the video. - Call on some Ss to give the answers and correct. - Give the answers and correct. 	Questions: <ul style="list-style-type: none"> - What do you know about Job Enquiries? - Have you ever called any company or organisation for a job you want to apply for? - What kind of information do you want to know? Link: LISTENING CAMBRIDGE IELTS 9 TEST 1 SECTION 1 - Có giải nghĩa Tiếng Việt

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:

- To introduce some words and phrases to help Ss understand the listening and get Ss involved in the lesson.

b. Content:

- Task 1: Choose the correct meanings of the underlined words and phrases.
- Vocabulary pre-teaching

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Choose the correct meanings of the underlined words and phrases. (4 mins) <ul style="list-style-type: none"> - Ask Ss to read the four vocabulary items and have Ss guess their meaning. SS- Read the vocabulary and guess the meaning - In weaker classes, read the definitions and check your understanding of the vocabulary. SS- Listen to the teacher 	Answer key: <ol style="list-style-type: none"> 1. A 2. B 3. A 4. A Vocabulary:

- Have Ss do the matching in pairs or individually.
- SS- Solve the task
- SS- Give the answers and correct
- Check answers as a class. Further explain to Ss if necessary.
- Ask Ss to copy down the vocabulary.

1. interfere with
2. order (n)
3. bill (n)
4. wait on tables

e. Assessment

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

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

a. Objectives:

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

b. Content:

- Task 2: Listen to a conversation between Mark and a restaurant manager, and decide whether the statements are true (T) or false (F). (p. 67)
- Task 3: Listen to the conversation again and complete the notes. Use no more than TWO words for each gap. (p. 67)

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 AND STUDENTS' ACTIVITIES

CONTENTS

Task 2: Listen to a conversation between Mark and a restaurant manager, and decide whether the statements are true (T) or false (F). (10 mins)

- Tell Ss that they're going to listen to a telephone conversation between Mark and a woman from Viet Organic Garden Restaurant.
- SS- Pay attention to the scene.
- Have Ss read the statements and may have a guess whether the statements are true or false. Elicit or explain any unfamiliar or difficult words.
- SS- Read the statements and listen to the teacher's explanation.
- Play the recording and have Ss do the activity.
- Ss listen to the recording and do the task.
- Check answers as a class. In stronger classes, ask Ss to explain their answers using the information from the recording.
- Play the recording again if many Ss have incorrect answers, pausing at the places where they can find the information for their answers.
- SS- Give the answers and explanation for the answers
- SS Correct.

Answer key:

1. T
2. F
3. T
4. F

<p>Task 3: Listen to the conversation again and complete the notes. Use no more than TWO words for each gap. (10 mins)</p> <ul style="list-style-type: none"> - Ask Ss to read the text in the note. Make sure they understand they need to write no more than three words in each gap. SS- Read the text in the note. - Encourage them to guess what part of speech might fit each gap. SS- Guess the part of speech. - Play the recording once (or twice in weaker classes) for Ss to complete the table. SS- Listen to the recording to complete the table. - Ask Ss to work with a partner to compare their answers. SS- Compare the answers with a partner. - Check answers by calling on some Ss to write their answers on the board or read them aloud. SS- Give the answers on the board. - Play the recording again if many Ss have incorrect answers, pausing at the places where they can get the correct information. SS- Correct. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. 12/ twelve 2. greet 3. bill payments 4. listen to 5. maths skills 6. next week

e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To give Ss an opportunity to personalise the language and ideas from the listening in a speaking task.

b. Content:

- Task 4: Work in pairs. Discuss the following questions. (p.67)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about qualities and skills that are required as a server and other jobs.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
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Task 4: Work in pairs. Discuss the question. (8 mins)

- Ask some lead-in questions to see whether Ss want to be a server, e.g., *Do you want to be a server? Why? Why not?*

SS- Answer the eliciting questions.

- Put Ss into groups and have them discuss the questions given in 4.

SS- Work in groups to discuss the questions.

- Remind Ss that they can use the reasons from the listening to support their opinions. In stronger classes, encourage them to come up with their own ideas to support their point of view.

SS- Students share their ideas to the whole class.

- Invite some groups of Ss to present a summary of their discussion to the class.

Suggested answers:

According to what we hear, as a server we can develop important skills such as verbal communication, active listening, good memory, teamwork, food safety knowledge, numeracy, time-management, multi-tasking, and patience. These are also skills useful in many other jobs. For example, no matter what job you choose, good communication is essential, so you can give clear instructions and avoid miscommunication. We think that all types of jobs require good time-management and the ability to plan your workload effectively to meet deadlines.

e. Assessment

- Teacher's observation on Ss' performance.

- Teacher's feedback and peers' feedback.

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

- Summarise the main points of the lesson.

+ Some vocabulary related to *job enquiry*

+ Listening for specific information about *job enquiry*

b. Homework

- Learn by heart vocabulary

- Do exercises in the workbook.

- Prepare for the next lesson