

D.O.P: 21/12/2024

UNIT 5: THE WORLD OF WORK

D.O.T: 27/12/2024

Lesson: Writing – A job application letter

Week: 16- Period: 46

I. OBJECTIVES

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

1. Knowledge

- Know how to write an application letter
- Write a job application letter

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Awareness of how to write a job application letter for future professions.

II. MATERIALS

- Grade 12 textbook, Unit 5, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Chatting and reviewing

c. Expected outcomes:

- Students can remember the knowledge of the old lesson.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Chatting and reviewing <ul style="list-style-type: none"> - Have Ss answer some questions. - Students listen to the questions and answer. - Call on Ss to give the answers. SS give answers <ul style="list-style-type: none"> - Students check their answers with the class. - Correct. - Lead into the new lesson. 	Questions: <ul style="list-style-type: none"> - Do you remember them? - What is the name of the restaurant? - What does Mark call Viet Organic Garden for? - What does he need to apply for the job?

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITING (10 mins)**a. Objectives:**

- To help student understand the format of an application letter and develop ideas for their writing

b. Content:

- Task 1: Read the job application letter for a part-time server below. Label the communicative functions (1-4) with the phrases in the box.

c. Expected outcomes:

- Students can understand the format of an application letter and develop ideas for their writing.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
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Task 1: Read the job application letter for a part-time server below. Label the communicative functions (1-4) with the phrases in the box. (10 mins)

- Ask Ss to look at the application letter for a part-time server for Viet Organic Garden Restaurant.
- SS- Look at the application letter for a part-time server for Viet Organic Garden Restaurant
- Explain the structure of an application letter and its elements. In stronger classes, ask Ss to do this by themselves because they already learned this in grade 10.
- SS- Listen to the teacher's explanation

- Tell Ss to pay close attention to how the letter is organised (sender's address, date, receiver's address, opening, closing).
- SS- Pay attention to how the letter is organised.

- Have Ss work in pairs, study the 4 elements of the letter and match each one with one of the paragraphs of the letter.
- SS- Work in pairs and match

- Note that these four elements are also major parts of an application letter.
- Checks answers as a class.
- SS- Give the answers and correct

- Ask Ss to read the tips for writing and prepare for the writing part.
- SS- Read the tips

Answer key:

1. A
2. D
3. B
4. C

e. Assessment

- Teacher checks students' answers as a whole class.

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

a. Objectives:

- To help Ss practise writing an application letter for the position of a part-time receptionist.

b. Content:

- Task 2: Write a letter (150-180 words) applying for the position of a part-time receptionist. Use the model and tips in 1, and the suggestions below to help you.

c. Expected outcomes:

- Students can write an application letter for the position of a part-time receptionist

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES

CONTENTS

Task 2: Write a letter (150-180 words) applying for the position of a part-time receptionist. Use the model and tips in 1, and the suggestions below to help you. (15 mins)

- Explain all the tips in 1 and make Ss understand them all.
- Students brainstorm for the ideas and the language necessary for writing

- Give Ss time to write an application letter in groups of 4.
- Remind Ss to use the model and tips in 1, and the given suggestions to help them with the writing practice.

Suggested answer:

2222 Nguyen Trai Road, Thanh Xuan District, Ha Noi
Viet Organic Garden Restaurant

1036 Hang Dau Street, Hoan Kiem District, Ha Noi

Ha Noi, 16 July 20...
Dear Sir or Madam,
Re: Application for the position of a part-time receptionist
I am writing to apply for the

- Students write the first draft in groups on the posters using the ideas in task 1
- Walk around the class and offer help. When walking round the class to monitor, make a note of common mistakes. After all Ss finish the writing task, write these on the board, making sure they are anonymous. Ask Ss to correct them as a class.
- Swap their writing with a partner for peer feedback (if time allows).
- If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on both the content and language in their comments. Encourage Ss to make some revisions based on their partners' suggestions.
- Ask Ss to stick the posters on the board.
- Stick the posters on the board.

position of a part-time receptionist that you advertised on your website.

I am in my final year of secondary school and have some experience in the hospitality industry. Last summer, I worked as a part-time receptionist for a local restaurant. My responsibilities included meeting and greeting the customers and taking them to their tables. I also answered the phone and took bookings.

I consider myself to be reliable, hard-working and enthusiastic. I can speak English fluently, so I can communicate with foreign guests quite comfortably.

I would be delighted to meet you in person to discuss my application. I am available for an interview on any afternoon.

If my application is successful, I will be able to start work after the 15th of August when I finish my exams.

I look forward to hearing from you soon.

Yours faithfully,
 Nguyen Van Nam

e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)

a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Cross-checking <ul style="list-style-type: none"> - Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Students swap their piece of writing with their partners and give peer review. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organisation: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p>TOTAL: .../50</p>

- | | |
|---|--|
| - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names. | |
|---|--|

e. Assessment

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

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

- Summarise the main points of the lesson.
- + How to write an application letter
- + Write an application letter

b. Homework

- Do exercises in the workbook.
- Complete the writing in your notebook.
- Prepare for the next lesson.

D.O.P: 22/12/2024**D.O.T: 27/12/2024****Week: 16- Period: 47****UNIT 05: THE WORLD OF WORK****Lesson: 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;
- Gain knowledge about some unusual jobs
- Know how to express anxiety and respond to it

2. Competences

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

3. Personal qualities

- Aware of how to express anxiety and respond to it
- Aware of some unusual jobs in the world
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 5, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

III. PROCEDURES**1. WARM-UP (7 mins)****a. Objectives:**

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

b. Content:

- Game: Crosswords

c. Expected outcomes:

- Students can review some words in the old lesson and guess the keyword.

d. Organisation**TEACHER AND STUDENTS' ACTIVITIES****CONTENTS****Game: CROSSWORDS**

- Teacher divides class into two groups
- Asks Ss to choose the number and answer the question to get the crossword.
- Students join the game and answer the questions.
- If the answer is correct, they get one point for their team. If the answer is incorrect, the chance is transferred to the other team.
- If the students guess the keyword, they get 3 points for their team.
- The team with the highest score is the winner.

Answer key:

1. teaching assistant
 2. accountant
 3. exciting
 4. boring
 5. product reviewer
 6. volunteers
 7. babysitter
- > **ANXIETY**

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (13 mins)**a. Objectives:**

- To provide model conversations in which speakers express and respond to anxiety;
- To review expressions for expressing and responding to anxiety.

b. Content:

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

c. Expected outcomes:

- Students can use appropriate language to express pleasure and happiness and respond in certain situations.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (4 mins)</p> <ul style="list-style-type: none"> - Check if Ss know any phrases for expressing and responding to anxiety by asking, e.g. <i>What would you do if you haven't revised carefully for the exam tomorrow?</i> (I'm so worried about the exam tomorrow.) <i>What would you tell me if I am so worried about it?</i> (You'll be fine.) SS- Answer some questions - Ask Ss to read through the expressions in the box and the incomplete conversations, and check comprehension. SS- Read through the expressions in the box and the incomplete conversations SS- Students listen to the recording. - In stronger classes, have Ss complete the gaps based on context clues in the conversations. SS- Students complete the conversation with words in the box. - In stronger classes, play the recording once for Ss to check their answers. In weaker classes, play it twice, the first time just to listen and the second time to write the letters for the expressions they hear in the gaps. - Check answers as a class by asking the questions and having Ss read out the complete answers. - Ask Ss to practise the conversations in pairs. SS- Students practise the conversation in pairs. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. C 3. D 4. A
<p>Task 2: Work in pairs. Use the models in 2 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (9 mins)</p> <ul style="list-style-type: none"> - Have Ss read the useful expression - Ss read the useful expression 	<p>Sample conversations:</p> <ol style="list-style-type: none"> 1. A: It's my first day at work tomorrow. I'm so nervous about starting a job as a teaching assistant at Hanoi School English. Will I be able to make friends

- Have Ss read the situations and check to understand.

SS- Read the situations

- Revise common expressions used to express and respond to anxiety. In weaker classes, go through the expressions in the table and check to understand.

SS- Practise the role-play conversation, based on the two situations.

- Put Ss into pairs. Give them a few minutes to come up with ideas to support their answers.

SS- Swap the role and continue practising.

- Allow Ss enough time to practise their conversations. Then invite some pairs to role-play them in front of the class.

SS- Perform in front of class.

- Praise for good effort, clear pronunciation, fluent delivery, and interesting ideas

with my colleagues?

B: Stop thinking about it, Mai. You'll be fine. Just go to bed early and arrive at work on time. And be nice to everybody.

2.

A: I'm afraid I've sent an email to the wrong customer. I'm worried that he'll complain about me to my manager. I can't stop thinking about it.

B: Don't worry. Just send a follow-up email to explain to the customer. Everybody can make mistakes.

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE (18 mins)

a. Objectives:

- To help Ss learn about unusual jobs around the world.

- To help Ss relate what they have learnt about unusual jobs to their own experiences.

b. Content:

- Task 1: Read the texts and answer the questions.

- Task 2: Work in pairs. Discuss the following questions.

c. Expected outcomes:

- Students can recognise the qualities of the jobs and give opinions about some unusual jobs in the world.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES

CONTENTS

Task 1: Read the texts and answer the questions. (7 mins)

- Have Ss watch a video and answer the question.

SS- Watch and answer

- Play the video.

- Call on some students to give ideas.

SS- Give the ideas

- Give feedback.

SS- Listen to the teacher

- Show the pictures and ask Ss to give the name of the jobs.

SS- Look at the pictures and answers

- Tell Ss that they are going to read about some unusual jobs. As they read, they should answer the question.

SS- Read the text and do the task individually.

Suggested answers:

1. Cleaners of the world's highest building.
2. Train pushers
3. Golf balls divers.

<p>SS- Read the text and do the task individually.</p> <ul style="list-style-type: none"> - Have Ss read the text and do the task. - Check answers as a class. <p>SS- Give the answer and correct.</p>	
<p>Task 2: Work in groups. Discuss the questions. (11 mins)</p> <ul style="list-style-type: none"> - Have Ss work in pairs to discuss the job they find most interesting. - Students work in groups to discuss the question. - Ask Ss some specific questions, e.g. <i>Why do you think being a window cleaner for a high building is interesting? Do you think it is too dangerous?</i> - Call on some Ss to present their ideas in front of the class. - Students share their ideas in front of the class. - In stronger classes, ask them to discuss other usual jobs that they know and support them with necessary information about the jobs. - Give feedback. 	<p>Suggested answers:</p> <p>I think being a high-rise window cleaner is the most interesting job. It is exciting to hang off a skyscraper and see the world below you. Because of its risky nature, it also offers high pay. It is easy to find a job as a high-rise window cleaner nowadays because there are so many skyscrapers in every big city.</p> <p>I think working as a train pusher is the most interesting job. It may sound crazy, but pushing people into a train can be lots of fun, especially when they don't complain and want to be pushed, so they can get to their office on time.</p> <p>I have read about some other unusual jobs, such as being a pet food taster. In this role, people will have to evaluate products based on their packaging, smell, nutritional value, and yes, even the texture and taste.</p>

e. Assessment

- Teacher gives feedback on the student's opinions and pronunciation.

4. EXTRA ACTIVITY (5 mins)

<p>a. Objectives:</p> <ul style="list-style-type: none"> - To help Ss discuss the topic further. <p>b. Content:</p> <ul style="list-style-type: none"> - Discuss the questions <p>c. Expected outcomes:</p> <ul style="list-style-type: none"> - Students can use the knowledge to discuss the topic further <p>d. Organisation</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Discuss the questions (5 mins)</p> <ul style="list-style-type: none"> - Have Ss work individually and discuss the questions <p>SS- Think about the questions and then answer.</p> <ul style="list-style-type: none"> - Call on some Ss to give ideas <p>SS- Some students give ideas and others give feedback or comment.</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. What job would you like to do in the future? 2. Imagine tomorrow is the interview day for that job, what would you do to avoid feeling anxious?

e. Assessment

- Teacher gives feedback on the student's opinions and pronunciation.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 8 – Looking back and project.

D.O.P: 22/ 12/2024

D.O.T: 27/12/2024

Week: 16- Period: 48

UNIT 5: THE WORLD OF WORK

Lesson: 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 5;
- Apply what they have learned (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 teamwork;
- Actively join in class activities.

3. Personal qualities

- Be respectful of different jobs;
- Establish a foundation for career choices in the future;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 5, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Brainstorming

c. Expected outcomes:

- Students can bring together all the different knowledge they have learned from various subjects.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
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Game: Brainstorming

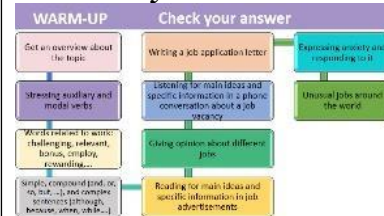
- Ss work in 4 teams.

SS- Work in 4 teams to fill in the blank.

- T prepare 4 posters for 4 teams.

SS- Stick the posters on the board and correct.

- The team has more correct answers and the fastest will be the winner.

**Answer key:****e. Assessment**

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)**a. Objectives:**

- To help Ss revise stressed auxiliary and modal verbs.
- To help Ss revise words and phrases they have learned in the unit.
- To help Ss revise simple, compound, and complex sentences.

b. Content:

- **Pronunciation:** Read the conversations and underline the stressed auxiliary and modal verbs. Listen and check. Then practice saying the sentences in pairs.

- **Vocabulary:** Choose the correct words to complete these sentences

- **Grammar:** Circle the mistake in each sentence. Then correct it.

c. Expected outcomes:

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

d. Organisation**TEACHER AND STUDENTS' ACTIVITIES****CONTENTS**

Pronunciation: Read the conversations and underline the stressed auxiliary and modal verbs. Listen and check. Then practice saying the sentences in pairs. (4 mins)

- Ask Ss to listen to the recording and underline the auxiliary and modal verbs that are stressed.

SS- Listen to the recording and underline the auxiliary and modal verbs that are stressed

- Check answers as a class by playing the recording several times if needed.

SS- Give the answers

- Ask Ss to practise the questions in pairs. Draw their attention to the verbs that are stressed.

SS- Practise the questions in pairs.

- Call on some Ss to read the questions out loud in front of the class.

Answer key:

1. **A:** Have you started working for the new company?

B: Yes, I have. I started last week.

2. **A:** Can people with no experience apply for this job?

B: Yes, they can. We provide on-the-job training.

3. **A:** Do you like your job?

B: Yes, I do. I wasn't interested in the job at first, but I am interested in it now.

4. **A:** You haven't sent the email to the customer.

B: I have.

<p>SS- Read the questions out loud in front of the class</p> <p>- Give feedback.</p>	
<p>Vocabulary: Choose the correct words to complete these sentences. (4 mins)- Ask Ss to choose the correct word in each of the sentences.</p> <p>- Have Ss do this activity individually, then compare their answers with their partners.</p> <p>- Check answers by asking Ss to play the game TUG OF WAR.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. relevant 2. employed 3. bonus 4. challenging
<p>Grammar: Circle the mistake in each sentence. Then correct it. (4 mins)</p> <p>- Explain to Ss that each sentence contains one mistake and ask them to find the mistakes and correct them.</p> <p>- Ss do the activity individually.</p> <p>- Have Ss do this activity individually, then compare their answers with their partners.</p> <p>SS- Compare the answers with the partners.</p> <p>- Check answers by asking individual Ss to write the sentences on the board. Have Ss explain what grammatical form they have used and why.</p> <p>- Ss identify the incorrect part, give corrections and reasons for their corrections</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A (Despite => Although) 2. C (so => because) 3. B (such that => so that) 4. C (but => but also)

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 a poster or powerpoint presentation.

b. Content:

- Student part-time jobs

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>- As Ss have prepared for the project throughout the unit, the focus of this</p>	<p><i>Students' presentations</i></p>

lesson should be on the final product, which is a poster/ PowerPoint presentation.

SS- All groups exhibit their posters and make presentations.

- Have Ss work in their groups. Give them a few minutes to get ready for their presentations. Ask them to decide who is going to present and answer questions about it.

SS- When one group makes a presentation, others listen and complete the evaluation sheet.

- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklist.

- If necessary, go through the assessment criteria to make sure Ss are familiar with them.

- Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster.

- You can also give Ss marks for their posters and poster presentations as part of their continuous assessment.

e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.

- Prepare for the next lesson.