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| **School:**  **Teacher’s name:**  **Class:** |

**LESSON PLAN**

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

**UNIT 12: CAREER CHOICES**

**Lesson 1: Getting started – What will you do in the future?**

**I. OBJECTIVES**

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

**1. Knowledge**

- Use the words related to *Jobs;*

- Gain vocabulary to talk about *Future Jobs*

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

**3. Personal qualities**

- Actively participate in class

- Develop self-study skills

**II. MATERIALS**

- Grade 9 textbook, Unit 12, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. career (n) | /kəˈrɪə/ | The series of jobs that a person has in a particular area of work, usually involving more responsibility as time passes. | sự nghiệp |
| 1. orientation (n) | /ˌɔːriənˈteɪʃn/ | training or preparation for a new job or activity. | sự định hướng |
| 3. vocational (adj) | /vəʊˈkeɪʃənl/ | providing knowledge and skills that prepare you for a particular job. | thuộc về nghề nghiệp, hướng nghiệp |
| 4. garment worker | /ˈɡɑːmənt ˈwɜːkə/ | a person whose occupation is making and altering garments. | công nhân may |
| 1. bartender (n) | /ˈbɑːtendə/ | someone who makes and serves drink in a bar | thợ pha chế đồ uống có cồn |
| 1. theoretical (adj) | /θɪəˈret.ɪ.kəl/ | based on the ideas that relate to a subject, not the practical uses of that subject. | (thuộc) lý thuyết |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may lack experience of group/ teamwork. | - Encourage students to work in groups so that they can help each other.  - Give short, clear instructions and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ knowledge on the topic of the unit.

- To lead in to the unit.

**b. Content:**

**-** Think!

- Future Vision

**c. Expected outcomes:**

**-** Students can have some ideas about Natural Wonders.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Think!**  - Show Ss pictures of some common jobs (teacher, banker, police, hairdresser, IT engineer, etc.). Tell them to name these jobs.  - Ask Ss which job(s) they think will still be popular in the future. Also ask them if any jobs on this list appeal to them.  - Tell them that they are now ninth-graders, and it’s time they started thinking about their future career. Write on the board: *Enter an upper secondary school; go to a vocational college; go to work*. Ask Ss which path they would choose.  - Introduce the new Unit “Career Choice.” Write the unit title on the board. Ask Ss to open their books and start the lesson.  - Share with Ss the objectives of the lesson by showing them on a projector. Alternatively, write the objectives in a corner of the board and leave them there and tick the objective off when the class finish with them. | - Answer questions  banker  file-637952314112410625police | **Questions:**  Which jobs do you think will still be popular in the future?  **Pictures:**  IT ENGINEER**tour-ha-long** |
| **Option 2: Future Vision**  - Have Ss imagine themselves ten years from now in their ideal job.  - Ask Ss some questions.  - Encourage them to describe their future job in detail. | - Listen and follow direction  - Answer | **Questions:**  - What does your daily routine look like?  - What skills do you need to get there?  - What challenges and rewards do you face? |

**e. Assessment**

**-** T checks ss’ answers and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (7 mins)

**a. Objectives:**

- To provide students with vocabulary.

- To help students be well-prepared for the listening and reading tasks.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Students can identify some new words related *Future Jobs*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by showing pictures or giving explanations | - Students guess the meaning of words. | **New words:**   1. career (n) 2. orientation (n) 3. vocational (adj) 4. garment worker 5. bartender (n) 6. theoretical (adj) |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRACTICE** (30 mins)

**a. Objectives:**

- To help Ss read for specific information about *Future Jobs*

- To help Ss learn words and phrases related to *Future Jobs*

- To help students use the words in context.

**b. Content:**

-Task 1: Listen and read.

- Task 2: Read the conversation again and answer the questions.

- Task 3: Match the words and phrases in the conversation with their pictures.

- Task 4: Choose the correct answer A, B, C, or D to complete each sentence.

**c. Expected outcomes:**

**-** Students understand the conversation and topic of the lesson and can complete the tasks successfully

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read.** (7 mins) | | |
| - Point to the pictures on page 124. Tell Ss that the girls and the boys are thinking about their career.  - Ask Ss who can provide the girl with advice.  - Introduces the two characters: Mi and Nick. Ask Ss to scan the dialogue quickly to find out what they did yesterday.  - Ask Ss if they have attended any career orientation session at their school or somewhere else and what happened.  - Tell Ss that Mi and Nick will talk about different choices grade nine students have for their future.  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the unit’s topic while they are listening and reading.  - Invite some pairs of Ss to read the conversation aloud.  - If time permits, initiate a quick discussion with Ss on what is important to them when choosing a career, their passion, abilities, or any other practical considerations. | - Look at the pictures and listen  - Listen to the recording.  - Read the conversation aloud.  - Find the words in the text that are related to the topic. | ***Questions:***  1/ Who can provide the girl with advice?  2/ What did they do yesterday?  ***Suggested answers:***  *1/ parents, teachers at their school, brothers/ sisters, friends, consultants, teachers at vocational schools, etc.*  *2/ Mi attended a career orientation session and Nick did his project.*  **Picture:**  The dialogue on page 124 |
| **Task 2**: **Read the conversation again and answer the questions**. (7 mins) | | |
| - Ask Ss to read the questions and answer them from what they remember after their listening and reading.  - Elicit the answers from Ss. Write their answers on the board.  - Have them read the conversation again to check their answers.  - Confirm the correct answers. | - Work independently to do the activity.  - Listen and check. | ***Answer key:***  1. vocational colleges  2. students who don’t like academic subjects  3. learnt bartending  4. a good sense of style  5. our passions and abilities |
| **Task 3:**  **Match the words and phrases in the conversation with their pictures**. (7 mins) | | |
| - Ask Ss to name the jobs they can see in each picture (a-e). With a less strong class, allow them to name the jobs in Vietnamese and then tell them the name of the jobs in English.  - Have Ss work individually to match the jobs (1-5) with the appropriate pictures.  - Have them compare their answers with a partner.  - Check answers as a class. Confirm the correct answers.  - Have Ss say the jobs aloud. Correct their pronunciation if needed. | - Listen and answers  - Work individually to do the task.  - Compare answers in pairs.  - Listen and check  - Read aloud | ***Answer key:***  1b 2c 3a 4e 5d |
| **Task 4:**  **Choose the correct answer A, B, C, or D to complete each sentence.** (7 mins) | | |
| - Tell Ss to work in pairs and complete Activity 4. Set a time limit for them.  - Ask some pairs to share their answers and provide explanations. Check and confirm the answers.  - Tell Ss to find the following phrases in the dialogue: *academic subjects, earn a living, formal training, career orientation, teaching job*. Check their comprehension to make sure they understand these phrases.  - For a stronger class, have Ss work in groups to make sentences with these phrases. | - Work in pairs to do the task  - Check  - Find the phrases.  - Work in groups to make sentences. | ***Answer key:***  1C 2B 3C 4B 5A |

**e. Assessment**

- Teacher checks students’ answers and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To help Ss know more about some Jobs

**b. Content**

- Task 5: Game: Guess My Jobs

**c. Expected outcomes:**

- Ss can describe and guess about the jobs.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Game: Guess My Jobs** (10 mins) | | |
| - Have Ss work in two big groups A and B.  - Ask each group to send a person to the board.  - Show the picture or the name of a job. The group explains the job to their member.  - The person who can guess the job correctly and most quickly gains a point for their group.  - Play as many rounds of the game as you want. Finally, count the points and announce the winner. Have the class read aloud the jobs. | - Work in groups to play games.  - Listen and follow instructions.  - Play games | ***E.g:***  ***Group members:*** *This person works in a garage. He repairs cars or motorbike.*  ***Student A:*** *mechanic.* |

**e. Assessment**

- T and other Ss listen to the answers and comment.

**5. CONSOLIDATION**

**a. Wrap-up**

- Ask one or two Ss to tell the class what they have learnt. Draw Ss’ attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.

- Ask Ss to say aloud some words they remember from the lesson.

- If there is a projector in the classroom, then show the dialogue and highlight the key words / phrases related to the topic. Also highlight Mi’s sentence “You really want to be fashion designer?” andtells Ss this is a statement question, and they will learn to say it with the correct intonation in the upcoming lessons. Alternatively, T can open Unit 12 - Getting started on [hoclieu.vn](https://sachmem.vn) and have these key language items highlighted on the screen.

**b. Homework**

- Do exercises in the workbook.

- Start preparing for the Project of the unit:

Teacher asks Ss to open their book p.133, look at the picture and say what the topic of the project is (*Your future Jobs*). They will design a poster and present it at the end of this Unit.

- Explain the project requirements: In groups, Ss choose two jobs that their members want to do in the future. They compare the jobs. Then, they prepare a poster presentation to explain the similarities and differences between the two jobs. Their poster should include pictures, drawings and/or photos to illustrate the features of the jobs. The poster should be well-organised so that readers see key points on it.

- Guide them to use the given criteria to compare the features of the two jobs. Tell them that they should provide as detailed information as possible. For example, they can explain why a specific personal quality is needed to do the job. Tell them to include the following information:

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| * What are the jobs? |
| * What types of training does each job require? |
| * What skills and personal qualities do they need to do the jobs well? |
| * Which job will be more popular in the future? |

- If they find it difficult to come up with ideas for future jobs, show them some photos or videos about jobs.

* Put Ss into groups and have them choose their group leader. Have them discuss and decide on their product. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.
* Help Ss set a deadline for each task and support them throughout the process.
* In each of the next lessons, spend a few minutes checking Ss’ progress, helping them with topic-related vocabulary, e.g. *types of training (formal/ informal/ on-the-job training, university/ vocational training); skills (mechanical, teaching, operating, cooking, designing, coding, etc.; hand-eye coordination, communication, problem-solving, time management, etc.); personal qualities (hardworking, creative, patient, etcc.)* and*/*or functional language they need , e.g. language of comparing and contrasting (both… and…; … but…; However,…).Also, help them to solve any other problems that may arise with their projects.

**Board plan**

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| *Date of teaching*  **UNIT 12: CAREER CHOICES**  **Lesson 1: Getting started**  **\* Warm-up**  **I. Presentation**  **\* Vocabulary**   1. career (n) 2. orientation (n) 3. vocational (adj) 4. garment worker 5. bartender (n) 6. theoretical (adj)   **II. Practice**  Task 1: Listen and read.  Task 2: Read the conversation again and answer the questions.  Task 3: Match the words and phrases in the conversation with their pictures.  Task 4: Choose the correct answer A, B, C, or D to complete each sentence.  **III. Production**  Task 5: Game: Guess My Jobs  **\*Homework** |

**UNIT 12: CAREER CHOICES**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

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

**1. Knowledge**

- Use the lexical items related to the topic *CAREER CHOICES*

- Say statements used as questions with correct intonation.

**2. Competences**

- Be collaborative and supportive in pair work and teamwork

- Access and consolidate information from a variety of sources

**3. Personal qualities**

- Actively participate in class and school activities

- Develop self-study skills

**II. MATERIALS**

- Grade 9 textbook, Unit 12, A closer look 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. tailor (n) | /ˈteɪ.lər/ | someone who repairs, makes, and adjusts clothes. | thợ may |
| 2. surgeon (n) | /ˈsɜːdʒən/ | a doctor who is specially trained to perform medical operations. | bác sĩ phẫu thuật |
| 3. assembly worker (n) | /əˈsembli ˈwɜːkə/ | a person who works in a factory on an assembly factory on an assembly line, performing a particular job which must be finished before the product moves to the next person. | công nhân dây chuyền |
| 4. cashier (n) | /kæˈʃɪə/ | a person whose job is to receive and pay out money in a shop, bank, restaurant, etc. | thu ngân |
| 1. software engineer (n) | /ˈsɒftweər endʒɪˈnɪə/ | someone whose job is to create computer programs | kĩ sư phần mềm |
| 1. decisive (adj) | /dɪˈsaɪsɪv/ | able to make decisions quickly and confidently. | quyết đoán |
| 1. well-paid (adj) | /ˌwel ˈpeɪd/ | earning a lot of money. | được trả lương cao |
| 1. rewarding (adj) | /rɪˈwɔːdɪŋ/ | satisfying or beneficial | bổ ích, xứng đáng |
| 1. demanding (adj) | /dɪˈmɑːndɪŋ/ | needing a lot of attention, effort or time. | (yêu cầu) khắt khe, phức tạp |
| 1. repetitive (adj) | /rɪˈpetətɪv/ | doing or saying the same thing several times, especially in a way that is boring. | lặp đi lặp lại |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may have difficulties in distinguishing the sounds /sl/ and /sn/. | Provide students some tips by identifying the letters that may include each sound. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail. Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge and vocabulary related to the topic.

- To enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Jumple words

- One-sentence Job stories

**c. Expected outcomes:**

**-** Students can recall some phrases about Jobs

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Jumple words**  - Choose 5-6 words about jobs that Ss have learnt. T can use the jobs in Activity 3 – Getting started lesson. Jumble the letters in the words and have Ss quickly unscramble them. Lead in to the lesson. Tell Ss that this lesson is about vocabulary and pronunciation, and Ss will learn more words to describe jobs.  - Share with Ss the objectives of the lesson by showing them on a projector. Alternatively, write the objectives in a corner of the board and leave them there and tick the objectives off as the class finishes with them. | - Listen and answer | **Jumple words:**  **-** pclioe  - achtere  - nreenige  - sihecar  - seengid asonihf  - mnterag korwre  **Answers:**  - police  - teacher  - engineer  - cashier  - fashion designer  - garment worker |
| **Option 2: One-sentence Job stories**  - Ask Ss to write down a one-sentence story about a specific job.  - Read out or have volunteers share their sentences, and try to guess the jobs based on the clues**.** | - Listen and follow instruction | **Example:**  - As a baker, I wake up to the sweet smell of fresh bread. |

**e. Assessment**

- Teacher’s feedback.

**2. ACTIVITY 1: VOCABULARY** (20 mins)

**a. Objectives:**

- To provide students new vocabulary.

- To revise some vocabulary related to *Jobs*

**b. Content:**

**-** Vocabulary pre-teaching

- Task 1: Match the words in A with their definitions/explanations in B.

- Task 2: Choose the correct answer A, B, C, or D to complete each sentence.

- Task 3: Complete the texts, using the words from the box.

**c. Expected outcomes:**

**-** Students can identify some vocabulary about *Jobs* and use them in different contexts

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching** (5 mins) | | |
| - Teacher introduces the vocabulary by:  + providing explanations of the words  + showing pictures illustrating the word. | - Students guess the meaning of words. | **New words:**   1. tailor (n) 2. surgeon (n) 3. assembly worker (n) 4. cashier (n) 5. software engineer (n) 6. decisive (adj) 7. well-paid (adj) 8. rewarding (adj) 9. demanding (adj) 10. repetitive (adj) |
| **Task 1: Match the words in A with their definitions/explanations in B.** (5 mins) | | |
| - Ask Ss which job(s) in column A that they know. Encourage them to describe what a person who does such a job would do. Alternatively, ask Ss to use actions to demonstrate these jobs.  - Tell Ss to work individually, read the descriptions in column B and match them with the jobs.  - Check answers as a class.  - Have the whole class read aloud the jobs. Correct their pronunciation, especially word stress if needed.  - With a stronger class, ask Ss if they like/dislike each job and why.  **EXTRA ACTIVITY:**  Write six jobs on the board. Put Ss in teams and let each team choose 4 members to join the game. The members of each team stand in a line. Each team takes turn to describe a job without mentioning its name. Members of the teams run quickly to the board and slap the correct job. Award 1 point for the fastest correct team, and award another point for them if they pronounce the word correctly. The team with the highest score will be the winner. | - Read the words  - Work in pairs to do task 1  - Listen and check  - Read aloud.  - Work in teams to play games. | ***Answer key:***   1. E 2. D 3. C 4. A   5. B |
| **Task 2: Choose the correct answer A, B, C, or D to complete each sentence**. (5 mins) | | |
| - Go over the options in each sentence. Check Ss’ understanding and/or give meanings of the words. T can also use pictures to illustrate them.  - Have Ss do this Activity individually. Tell them to read all the sentences carefully to make sure they understand the sentences and choose the correct option.  - Let them share their answers in pairs.  - Invite some Ss to give the answers. Confirm and explain the options that might be challenging to Ss.  - With a stronger class, ask Ss to make true sentences about themselves with some of these words/phrases. | - Listen.  - Work individually to do the task.  - Share answers in pairs.  - Check | ***Answer key:***   1. A 2. C 3. A 4. C   5. B |
| **Task 3: c.** (5 mins) | | |
| - Go over the words/phrases in the box and check Ss’ understanding.  - Have Ss read the text in pairs and choose the appropriate words to complete the gaps. If there is not enough time, assign pairs to work on either Mr Lam’s or Ms Nga’s part.  - Invite one or two Ss to write their answers on the board. Then, confirm the correct answers.  - Draw Ss’ attention to adjectives that describe jobs and tell them to add more to the list *(repetitive, well-paid, demanding, stressful, challenging, rewarding, etc.).*  - With a stronger class, ask Ss which job they prefer and why. | - Listen and follow  - Do the task in pairs.  - Write answers on the boards.  - Check | ***Answer key:***   1. Software engineer   2. demanding 3. well-paid  4. assembly worker  5. repetitive    ***Example answer:***  *+ I prefer the job of a software engineer. It is a difficult but well-paid job. Moreover, I like working with computer, so I think I can do the job well.*  *+ I prefer the job of an assembly worker. I only need a short time to train for the job, so I can start making a living soon.*) |

**e. Assessment**

- Teacher’s observation and feedback

**3. ACTIVITY 2: PRONUNCIATION** (15 mins)

**a. Objectives:**

- To help students identify intonation in statements used as questions

- To help students build statement questions and say them with the correct intonation.

**b. Content:**

- Task 4: Listen to the conversations. Pay attention the tone of statement questions. Then practise the conversations with a partner.

- Task 5: Complete each conversation with a statement question. Then practice with a partner. Pay attention the intonation of each sentence.

**c. Expected outcomes:**

- Students can say the statements used as questions with correct intotation.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Listen to the conversations. Pay attention the tone of statement questions. Then practise the conversations with a partner. (7 mins)** | | |
| - Point to the example in the *Remember* box. Tell Ss that these are both statements but the second statement with a question mark serves as a question.  - Model reading the example conversation with the correct intonation. Ask Ss to identify when the intonation falls *(in statement)* and when it rises *(in statement question).*  - Have Ss read aloud the example conversation with the teacher. Then ask them to look at the *Remember* box for the use and the intonation of statement questions.  - Tell Ss to listen to the conversations in Activity 4 and mark the intonation of the sentences as they listen. Play the recording. Then check the answers.  - Have Ss read aloud the conversation in chorus, then in groups/ pairs. Then invite some Ss to say them. | - Listen and look  - Listen  - Listen and mark intonation.  - Read aloud | ***Script:***  **1. Conversation 1:**  **Minh**: It’s 4:20 now. I must go.  **Hoa**: It’s 4:20? Oh dear, I must go, too!  **2. Conversation 2:**  **Mai:** Mum, Ms Lan has invited you to a party.  **Mother:** She invited me to a party? |
| **Task 5: Complete each conversation with a statement question. Then practice with a partner. Pay attention the intonation of each sentence**. **(7 mins)** | | |
| - Tell Ss to work in pairs and complete the conversations with appropriate statement questions. Accept all answers that are appropriate.  - Have Ss perform the conversation in pairs.  - Go around and monitor. Correct pronunciation mistakes when needed.  - Invite some pairs to perform their conversations in front of class. T and other Ss listen and provide comments, especially on whether they say the statement questions with correct pronunciation or not. | - Work in pairs to complete the conversations.  - Perform the conversation in pairs.  - Listen | ***Suggested answers:***   1. Minh is very happy with the vocational test? 2. You want to become a surgeon? |

**e. Assessment**

- Teacher’s observation and feedback on student’s pronunciation.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Ask the class what words, phrases and sounds they have learnt.

- Tell them the grammar points that they will learn in the next lesson.

**b. Homework**

- Do exercises in the workbook.

**Board Plan**

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| *Date of teaching ……..*  **UNIT 12: CAREER CHOICES**  **Lesson 2: A closer look 1**  **\*Warm-up**    **\* Vocabulary**   1. tailor (n) 2. surgeon (n) 3. assembly worker (n) 4. cashier (n) 5. software engineer (n) 6. decisive (adj) 7. well-paid (adj) 8. rewarding (adj) 9. demanding (adj) 10. repetitive (adj)   Task 1: Match the words in A with their definitions/explanations in B.  Task 2: Choose the correct answer A, B, C, or D to complete each sentence.  Task 3: Complete the texts, using the words from the box.  **\* Pronunciation**  Task 4: Listen to the conversations. Pay attention the tone of statement questions. Then practise the conversations with a partner.  Task 5: Complete each conversation with a statement question. Then practice with a partner. Pay attention the intonation of each sentence.  **\*Homework** |

**UNIT 12: CAREER CHOICES**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

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

1. **Knowledge**

- Use adverbial clauses of result, reasons, and concession.

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Compare living place

- Develop self-study skills

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Unit 12, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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| **Reported speech (Yes/No questions)** | |
| **Structure** | **Example** |
| **Though/although** | - **Although** many of us were not present, the meeting was conducted as scheduled.  - The room is nice, **though** small |
| **so + adj + that** | The box was **so** heavy **that** the worker couldn’t lift it up |
| **such (+ a / an) + adj + noun + that.** | She is **such** a skilful tailor **that** all the ladies in the neighbourhood like the clothes she makes |
| **Because/since** | James wants to become a tour guide **because** he loves travelling. / **Because** he loves travelling, James wants to become a tour guide.  **Since** she was late, she couldn’t join the career orientation session. |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may find it confusing when to use the grammar points. | Give short and clear explanations with legible examples for each case. |
| Students may have underdeveloped co-operating skills. | - Give clear instructions, give examples before letting students work in groups.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (7 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson

– To lead Ss into the new unit.

**b. Content:**

**-** Think!

- Conjunction Catch

**c. Expected outcomes:**

- Students can answer teacher’s question using the structure of present simple

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Think!**  - Write a sentence on the board “\_\_\_\_\_\_\_\_ the sun was shining, it was very cold.” Ask Ss to complete the sentence with one of the following words: “Although, Because, So.”  - Elicit from Ss that when using “although”, we want to express a contrast between two clauses.  - Tell Ss that this lesson helps them review “although” and learn two more types of adverb clauses.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | - Look and answer. | ***Example:***  “\_\_\_\_\_\_\_\_ the sun was shining, it was very cold.” |
| **Option 2: Conjunction Catch**  - Prepare slips of paper with individual conjunctions for each adverb clause type (although, so, because)  - Throw the slips of paper around the class while students stand and move around.  - When a student catches a slip, they must immediately shout out a sentence that uses the conjunction correctly as part of an adverb clause.  - Award points for creativity, accuracy, and humor in the sentence.  - Repeat. | - Listen and follow instructions. |  |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. PRESENTATION** (7 mins)

**a. Objectives:**

- To help students focus on the use the adverbial clause of concession, result and reason.

**b. Content:**

- Grammar Explanation

- Task 1: Choose the correct word to complete each sentence.

- Grammar Explanation

- Task 2: Complete the sentences with so or such

- Task 3: Join the sentences, using the given word in brackets.

**c. Expected outcomes:**

- Students know how to use the adverbial clause of concession, result and reason.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Grammar Explanation** | | |
| - Go through the Remember box on the adverbial clause of concession. Remind them that they have learnt to use Although/ Though in Grade 8.  - Elicit from Ss the form: *Though/ Although + Clause, Main clause.* Give one or two examples if needed. Also, remind them that the adverb clause can stand after the main clause. | - Follow instructions  - Read the Remember box carefully and listen to the teacher. |  |
| **Task 1: Choose the correct word to complete each sentence.** (7 mins) | | |
| - Tell Ss to do the Activity in pairs. Then, they check their answers with another pair.  - Invite some Ss to read their choices. Confirm the correct answers.  - Ask Ss to explain their choices and provide explanations when needed. Point out the differences between *although/ though* and *but, however.* | - Work in pairs to do the task.  - Listen and check. | ***Answer key:***   1. Although 2. though 2. Although 4. but   5. Though |
| **Grammar Explanation** | | |
| - Write examples of adverbial clause of result in the *Remember* box on the board. Explain the meaning of the sentences to Ss (*The box was very heavy, so the worker couldn’t lift it up, etc.).*  - Underline so heavy that and tell Ss that this structure shows results. Give one or two more examples to illustrate. Elicit from Ss the form: *so + adj + that…* and write it on the board. Keep it there throughout the lesson.  - Similarly, underline such a skilful tailor that and tell Ss that this structure also shows results. Give one or two more examples to illustrate. Elicit from Ss the form: *such + a/an adj + noun + that*. Also remind them if the noun is plural, don’t add *a/an*.  - Have Ss read the explanation in the **Remember** box, and then encourage them to give their own examples. | - Follow instructions  - Read the Remember box carefully and listen to the teacher. |  |
| **Task 2: Complete the sentences with so or such.** (7 mins) | | |
| - Tell Ss to do Activity 2 individually and then compare their answers with a partner.  - Ask some Ss to share their answers. Confirm the correct answers.  - Ask them to explain their answers and reinforce the forms.  - If time permits, give them some more sentences with adverbial clauses of result to recognize the use of *so* and *such*. | - Work in pairs to do the task.  - Listen and check. | ***Answer key:***  1. so 2. such 3. such 4. so 5. such |
| **Task 3: Join the sentences, using the given word in brackets.** (7 mins) | | |
| - Go through a similar process as when introducing the adverbial clause of reason with *because* and *since*. Get Ss to notice that *Since* is often placed at the beginning of a sentence, but it is not a must.  - Tell Ss to do Activity 3 individually and then compare their answers with a partner.  - Ask some Ss to read aloud their new sentences. Confirm the correct answers. | - Listen  - Do Activity 3 individually | ***Answer key:***  1. Jenny didn’t attend the job fair *because* she was ill. / Because she was ill, Jenny didn’t attend the job fair.  2. *Since* Henry is excellent in maths, everyone thinks he will become a mathematician.  3. Mai practised speaking English a lot *because* she wanted to get a high score on the speaking test. / *Because* she wanted to get a high score on the speaking test, Mai practised speaking English a lot.  4. *Since* Ms Nga is away this week, we’ll put off the next class meeting.  5. I couldn’t get to the office on time *because* there was a traffic jam. / *Because* there was a traffic jam, I couldn’t get to the office on time. |

**e. Assessment**

- Teacher checks students’ understanding by asking some questions.

**3. PRACTICE** (24 mins)

**a. Objectives:**

- To have Ss practice writing sentences with correct adverbials clauses of concession, result and reason.

**b. Content:**

- Task 4: Rewrite each sentence. Use the given word in brackets.

**c. Expected outcomes:**

- Students can write sentences with correct adverbials clauses of concession, result

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Rewrite each sentence. Use the given word in brackets.** (6 mins) | | |
| - Have Ss work in pairs and complete Activity 4.  - Invite some Ss to write the new sentences on the board.  - Check the answers with the whole class. Provide correction and explanation.  - Reinforce the form, meaning and usage of these clauses.  - With a stronger class, have each student write two sentences with either *although/ though, because/ since,* or *so/ such.* Let Ss exchange their sentences with a classmate and do peer-check for each other. | **-** Do activity in pairs  - Write sentences on the board  - Listen and check  - Write sentences.  - Exchange answers and check. | ***Answer key:***  1. I couldn’t buy the career guidebook because I forgot to bring money. / Because I forgot to bring money, I couldn’t buy the career guidebook.  2. I’m so bad at navigation that I could never work as a taxi driver.  3. Since there was a power cut, Sally couldn’t use the computer.  4. Although she had a university degree, she couldn’t find a good job. /  She couldn’t find a good job although she had a university degree.  5. She was such a skillful florist that her flower shop attracted many customers. |

**e. Assessment**

**-** Teacher corrects the students as a whole class.

**4. PRODUCTION** (10 mins)

**a. Objectives:**

- To have Ss produce sentences with correct adverbial clauses of concession, result and reason.

**b. Content:**

- Task 5: Complete the sentences with your own ideas. Then exchange them with a partner.

**c. Expected outcomes:**

- Students can produce sentences with correct adverbial clauses of concession, result and reason.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Complete the sentences with your own ideas. Then exchange them with a partner.** (10 mins) | | |
| - Have Ss complete the sentences with their own ideas. Then put them into pairs so that they can read aloud the sentences to each other.  - If time is limited, put Ss into pairs and assign each person three sentences to write, and then have them exchange their sentences with each other.  - Let Ss go around the class and share their sentences with at least three friends. They need to note down at least three sentences from their friends.  - Ask some Ss to read aloud their friends’ sentences. T and other Ss listen and provide feedback.  ***EXTRA ACTIVITY***  - Divide the class into two big groups, A and B. Each person in Group A writes an adverbial clause (*e.g. Although she wants to become a doctor*) and each person in Group B writes a clause (*e.g. I like travelling.*) on their own piece of paper. They can’t let others see what they are writing.  - Ask a student from each group to help the teacher collect the pieces of paper in their group and put them into a box.  - Have a student take out a paper from box A and a paper from box B, and read aloud the sentence made from the two clauses.  - Compliment the writers if the clauses make a good match in meaning. Take the opportunity to elicit feedback and provide grammar correction for the clauses when needed. | - Do the task  - Check in pairs  - Work in pairs  - Read aloud  - Check  - Work in groups.  - Listen and follow.  - Follow instructions. | **Suggested answers:**  1. Although my sister is a fashion designer, she often wears very simple clothes.  2. I want to become a pilot because I like travelling in the sky.  3. My father has such a hard job that he always feels exhausted when coming home.  4. Since most vocational courses take a short time to finish, students can start working soon.  5. The garment worker felt so bored that she started to find another job. |

**5 CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the Workbook.

**Board Plan**

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| *Date of teaching*  **UNIT 12: CAREER CHOICES**  **Lesson 3: A closer look 2**  **\* Warm-up**  **I. Presentation**  Grammar Explanation  Task 1: Choose the correct word to complete each sentence.  Grammar Explanation  Task 2: Complete the sentences with so or such  Task 3: Join the sentences, using the given word in brackets.  **II. Practice**  Task 4: Rewrite each sentence. Use the given word in brackets.  **III. Production**  Task 5: Complete the sentences with your own ideas. Then exchange them with a partner.  **\* Homework** |

**UNIT 12: CAREER CHOICES**

**Lesson 4: Communication**

**I. OBJECTIVES**

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

**1. Knowledge**

- Know how to express hope and respond.

- Talk about Jobs

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be ready and confident in real life conversations

- Know about means of transport.

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Unit 12, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |
| --- | --- |
| **Express hope** | **Respond** |
| *Hopefully,…*  *I hope……………?* | *I hope so, too*  *Thank you.* |

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Students may have underdeveloped speaking and co-operating | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To introduce the topic.

- To enhance students’ skills of cooperating with team mates.

**b. Content:**

**-** Future Job

- Dream Job Wish Wall

**c. Expected outcomes:**

- Students can use their background knowledge to answer the questions.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Future Job**  - Ask some Ss about the job they want to do in the future. When Ss answer, say to them “I hope you will…”  - Tell Ss that in this lesson, they will learn to express hope and respond to it, and they will talk about their future jobs, too.  - Lead into the lesson. Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | - Listen and answer | *Talk about future job.* |
| **Option 2: Dream Job Wish Wall**  - Create a vibrant “Dream Job Wish Wall” in the classroom. Decorate it with colorful paper ad cutouts representing different professions. On sticky notes, have students write down their dream jobs, using the phrase “I hope to someday…..” Encourage them to be specific and creative.  - Use the Wish Wall to introduce relevant grammar. | - Listen and follow instructions | ***Example:***  “I hope to someday become a doctor who brings medical care to undeserved communities”  “I hope to someday design educational video games that make learning fun and engaging” |

**e. Assessment**

**-** Teacher corrects students (if needed).

**2. ACTIVITY 1: EVERYDAY ENGLISH** (15 mins)

**a. Objectives:**

- To introduce ways how to express hope and respond.

**b. Content:**

- Task 1: Listen and read the conversations. Pay attention to the highlighted parts.

- Task 2: Work in pairs. Make similar conversations with the following situations.

**c. Expected outcomes:**

- Students can use the structures to express hope and respond.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read the conversations. Pay attention to the highlighted parts.** (5 mins) | | |
| - Tell Ss to open their book on page 124. Point to the exchange between Mi and Nick  *Nick: Yeah. My art teacher says I have such a good sense of style that I should get formal training in fashion design after high school.*  *Mi:* ***Hope*** *you’ll achieve your dream.*  - Tell them that this is one way to express hope.  - Tell Ss to look at the conversations between Minh and Duong, and the student and the staff on page 128. Elicit from them other ways to express hope and how to respond to the expression.  - Play the recording for Ss to listen and read the conversations. Ask Ss to pay attention to the highlighted language.  - Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class. | - Listen and read  - Look at the highlighted parts.  - Listen  - Act out | ***Audio script:***  **1.**  **Minh:** I’ve filled in the registration form. Hopefully, I’ll be a member of the Science club.  **Duong:** I hope so, too.  **2.**  **Student**: Here’s my teacher’s reference letter. I hope I’ll get the job.  **Staff**: Thank you. Good luck.  **Structures:**  *Hopefully,…………..*  *I hope…………*  *I hope so, too*  *Thank you.* |
| **Task 2: Work in pairs. Make similar conversations with the following situations.** (7 mins) | | |
| - Ask Ss to work in pairs to make similar dialogues, using the language they have learnt.  - Move around to observe and provide help. Call on some pairs to perform in front of the class. Comment on their performance.  **Transition from Everyday English to What’s your future job?**  - Write a common job in the centre of a mind map (e.g. *teacher)*.  - Ask Ss to list some characteristics of a teacher (e.g. *patient, persuasive*). Also ask them what skills are necessary for a good teacher (e.g. *teaching and explaining concepts, persuading others, managing time, etc.)* and what kind of training they may need (e.g. *formal training at a teacher college or university).* Write their ideas on the mind map.  - Tell Ss that in the next part, they will read Khang and An’s descriptions of a job they want to do. | - Work in pairs to do the task  - List characteristics  - Answer questions. | ***Suggested dialogues:***  1. **A:** I’ve just taken part in a design competition. Hopefully, I’ll get a good result.  **B:** I hope so, too.  **2. Teacher:** Here’s the invitation to the teacher-parent conference. I hope your parents will come.  **Student:** Thank you. I hope they will too.  ***Questions:***  - List some characteristics of……….  - What skills are necessary for ……………  - What kind of training they may need? |

**e. Assessment**

- Teacher checks students’ understanding by asking some checking-questions.

**3. ACTIVITY 2: WHAT’S YOUR FUTURE JOB?** (20 mins)

**a. Objectives:**

- To helps student learn about some Jobs

- To practice scanning skills

- To give Ss practice of describing the Job they like or know well.

**b. Content:**

- Task 3: Work in pairs. Read about the jobs that Khang and An want to do. Then complete the summary table.

- Task 4: Work in pairs. Look at the jobs below. Which job might be appropriate for ach person in 3? Explain your choice.

- Task 5: Work in groups. Think about the job that you like or know well. Discuss the type of training, skill(s), and personal qualities which are necessary for it. Now present your group’s ideas and have the class guess the job you are describing.

**c. Expected outcomes:**

- Students can describe the Job they like or know well.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Work in pairs. Read about the jobs that Khang and An want to do. Then complete the summary table.** (5 mins) | | |
| - Tell Ss that now they will read Khang and An’s descriptions of their favourite future job. Challenge Ss to read in one minute, then close their books and try to recall as much information as possible. Write what they say on the board.  - Tell them to open the book and read the descriptions again and check if they remember the details correctly.  - Ask Ss to circle the words/ phrases about the skills, the kind of training, and the personal qualities in the text.  - Have Ss work in pairs, read the text and fill in the table that follows.  - Invite some pairs to give their answers. Confirm the correct answers. | - Listen and follow instructions  - Work in pairs to do the task  - Listen and check | ***Key:***   1. medical 2. calm   3. hands-on 4. maths skill 5. helpful |
| **Task 4: Work in pairs. Look at the jobs below. Which job might be appropriate for ach person in 3? Explain your choice**.(7 mins) | | |
| - Tell Ss to work in pairs. They look at four jobs and decide which one is appropriate for which person in Activity 3.  - Ask them to explain their choice to their partner.  - Monitor and comment on each pair’s explanation.  - Invite a pair to give their choices and explanation in front of class. | - Choose the jobs  - Explain choice in pairs. | **Example:**  “*I think Khang wants to be a surgeon because he says that he’ll study at a medical university. He also says he’ll lead a surgical team. A nurse will not lead this team”; “I think An’ll be a cashier because she says that she’ll use a scanner and calculator, which are common at supermarkets and stores. She also says she needs basic math skills, and she must be patient to customers. A mechanic will not need to use scanner or calculator.”*  ***Key:***  Khang – surgeon An – cashier |
| **Task 5: Work in groups. Think about the job that you like or know well. Discuss the type of training, skill(s), and personal qualities which are necessary for it. Now present your group’s ideas and have the class guess the job you are describing.** (8 mins) | | |
| - Remind Ss that to describe a job, they can mention three aspects: *the type of training, skill(s), and personal qualities which are necessary to do the job*. Elicit or provide them some more words for each aspect if needed.  - Have Ss work individually. Tell them to make note of a job that they like or know well. They need to note the type of training, skill(s), and personal qualities which are necessary to do the job. If time is limited or the class is not a strong one, give each student one of the jobs in Getting Started and A closer look 1, and have them make note about that job.  - Divide Ss into groups of four or five. Ss use their notes to describe the jobs to other members and let them guess.  - Ask some Ss to give their talk in front of the class and the class guesses the job they are describing.  - Comment on Ss’ talks.  **Extra activity**  - Write some common jobs on the board and ask Ss to choose one to write on a piece of paper.  - Put Ss in groups. Tell them to swap their pieces of paper among the group members. They are not allowed to see the job in the paper.  - Tell Ss to show the paper they are having to other members and ask Yes/No questions about the job. *E.g. Do I need to have skilful hands and a creative mind? Do I work with patients?*  - Based on their friends’ answers, they guess the job they are holding. | - Listen and follow instructions  - Work individually to make note.  - Describe the jobs to other member in groups.  - Report  - Choose the job and write on a piece of paper.  - In groups, swap their pieces of paper with other members.  - Cannot see the job in the paper.  - Show the paper to other members and ask Yes/No questions.  - Guess the job. | **Suggested answer**  This job requires informal training. You can take a short course to learn the basic skills. In order to do the job well, you need to have skilful hands and a creative mind. You need to know the characteristics and meaning of different flowers. You should be patient and helpful to the customers.  **The job: Florist.** |

**e. Assessment**

**-** Teacher corrects students while going around to help when students are practising.

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Have Ss say what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

**Board Plan**

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| *Date of teaching*  **UNIT 12: CAREER CHOICES**  **Lesson 4: Communication**  **\*Warm-up**    **\* Everyday English**  Task 1: Listen and read the conversations. Pay attention to the highlighted parts.  Task 2: Work in pairs. Make similar conversations with the following situations.  **\* Natural Wonders And Tourism**  Task 3: Work in pairs. Read about the jobs that Khang and An want to do. Then complete the summary table.  Task 4: Work in pairs. Look at the jobs below. Which job might be appropriate for ach person in 3? Explain your choice.  Task 5: Work in groups. Think about the job that you like or know well. Discuss the type of training, skill(s), and personal qualities which are necessary for it. Now present your group’s ideas and have the class guess the job you are describing.  **\*Homework** |

**UNIT 12: CAREER CHOICES**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

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

**1. Knowledge**

- Read for main idea and specific information in an article about the future world of work.

- Talk about the job they want to do in the future.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Develop presentation skill

**3. Personal qualities**

- Understand more about city problems and their solutions.

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Unit 12, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of words. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | - Let students read the text again (if needed).  - Create a comfortable and encouraging environment for students to speak.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To help Ss understand and activate their knowledge of the topic;

**b. Content:**

- Brainstorm

- “Work in 2040” headlines

**c. Expected outcomes:**

- Students gain knowledge about the topic.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Option 1: Brainstorm**  - Write *nail artist*, *ticket seller*, and *online teacher* on the board.  - Ask Ss which of these jobs have been known for a long time, and which one(s) has recently become popular. Encourage them to talk about what leads to the popularity of the new job. Challenge them to list other jobs that have recently been created *(software engineer, internet security engineer, smartphone technician, etc.).*  *-* Tell Ss that they are going to read and talk about how the world of work is changing.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | - Look  - Answer the questions  - Talk about what leads to the the popularity of the new job.  - Listen | **Words:**  *nail artist*, *ticket seller*, and *online teacher*  **Questions:**  - Which of these jobs have been known for a long time?  - Which one(s) has recently become popular?  - What leads to the popularity of the new job? |
| **Option 2: “Work in 2040” headlines**  - Project “2040 Newspaper Headlines” on the board  - Ask Ss to work in pairs to create their own futuristic headlines.  - Share and discuss. | - Work in pairs  - Listen and follow | **Examples:**  *“AI Lawyer wins Landmark Case”*  *“3D-Printed Food Revolutionizes Dining”*  **Questions:**  - What trends do these headlines represent about the future workplace? |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: READING** (20 mins)

**a. Objectives:**

- To help Ss learn new vocabulary in the reading text.

- To improve Ss’ skill of reading for details (scanning).

**b. Content:**

- Task 1: Look at the jobs below and answer the questions.

- Task 2: Read the article and do the tasks that follow.

- Task 3: Read the article again and tick (√) T (True) or F (False).

**c. Expected outcomes:**

- Students improve their reading skills

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Look at the jobs below and answer the questions.** (3 mins) | | |
| - Have Ss quickly answer the questions. Then check as a class.  - Ask Ss to guess why jobs like nail artists and online teachers are becoming more and more popular.  - Alternatively, write “a school teacher” and “an online teacher” on the board. Ask Ss to compare these jobs in terms of the skills that each teacher will need *(e.g. computer skills, IT skill such as using video conference apps and other tools to create games online, teaching skills such as how to keep Ss’ attention during lessons, etc.)*.  - Tell them that besides there are many changes that are happening in the world of work and they will read about some in the article. | - Listen and answer questions  - Listen and follow instructions | **Question:**  - Why jobs like nail artist and online teachers are becoming more and more popular?  - Compare “School teacher” and “Online teacher” in terms of the skills that each teacher will need.  ***Answer key:***  1. Ticket seller, 2. Nail artists, 3. Online teacher |
| **Task 2: Read the article and do the tasks that follow.** (5 mins) | | |
| **a.**  - Have Ss look at the gaps 1-2-3 in the text. Elicit from them that the sentence which fits each gap must be the topic sentence of the paragraph.  - Tell Ss to read Sentences A-C and underline the key information.  - Ask Ss to think of vocabulary and/or ideas that may relate to each key information. For example, the information “kinds of job” can be illustrated in the reading text by a list of different jobs.  - Ask Ss to complete the matching Activity in 1.  - Check answer as a class  - Encourage explanation from Ss.  **b.**  - Ask Ss to read the first and the final paragraphs.  - Tell them to decide the best title for the article based on what they have read and the topic sentences that they have matched in 1 | - Read the text quickly  - Read sentences and underline key information.  - Think of vocabulary, ideas that may relate to each key information.  - Complete matching Activity in 1.  - Check.  - Read.  - Decide the best title. | ***Key information:***  *(way people do their jobs; types of training; kinds of job)*.  ***Answer key:***  *a.*  1 – C 2 – A 3 – B  ***Answer key:***  b. A |
| **Task 3: Read the article again and tick (√) T (True) or F (False).** (7 mins) | | |
| - Ask Ss what type of reading Activity they are doing and what skill is needed.  - Elicit/Briefly tell them the steps: Read the questions, underline the key words in each question, locate the key words in the text and find the information to answer the question. Ask Ss to repeat the steps if necessary.  - Ask Ss to do the Activity individually and then check their answers in pairs.  - Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers.    **TRANSITION FROM READING TO SPEAKING**  - To connect the reading and the speaking parts, draw a table and ask Ss to fill in the table with information from the reading text.   |  |  |  | | --- | --- | --- | | List of jobs | Skills | Types of training | |  |  |  | | - Listen and follow instructions  - Do the activity individually  - Check in pairs  - Fill in the table with information from the reading text. | ***Answer key***  1 False 2 False  3 True 4 True  5 False    ***Suggested Answer:*** |

**e. Assessment**

- Teacher checks students’ understanding with follow up questions.

**3. ACTIVITY 2: SPEAKING** (15 mins)

**a. Objectives:**

- To help students use what they have learnt so far to talk about the job they want to do in the future.

- To improve their speaking skill.

**b. Content:**

- Task 4: Complete the conversation with the sentences from the box. Then practise it with a partner.

- Task 5: Work in pairs to make similar conversation about the job you want to do in the future. Then report your conversation to the class.

**c. Expected outcomes:**

**-** Students can talk about their future job.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |

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| **Task 4:**  **Complete the conversation with the sentences from the box. Then practise it with a partner.** (7 mins) | | |
| - Ask Ss to work in pairs and complete the conversation**.**  - Check answers as a class. Have one or two pairs read aloud the conversation.  - Analyse the organization of the model conversation by eliciting a mind map from Ss with the following points: *name of job, reasons to do it, skills needed, job expectations.* | -Work in pairs to do the task.  - Check.  - Listen. | ***Answer Key:***   1. C 2. D 3. B   4. A  Mind map:  Name: reason    Job  Skills expectation |
| **Task 5: Work in pairs to make similar conversation about the job you want to do in the future. Then report your conversation to the class.**(8 mins) | | |
| - Set a time limit for Ss to brainstorm ideas about their future job. They need to note down *the* *name of job, reasons to do it, skills needed, job expectations*  -Put Ss in pairs. Tell them to make a conversation similar to the conversation in Activity 4. If necessary, T can get two strong Ss to perform an example conversation.  - Remind Ss to note down their friend’s answer.  - Invite some Ss to report their friends’ answers to the class. Tell them to use the given frame when talking: *My partner is …. She wants to be a ….. because….. She’ll need to learn many skills, such as …… She’ll do the job well since ….. She hopes that one day, she’ll…..*  *-* Ask other Ss to listen and give comments. Comment on Ss’ answers.  **Extra activity**  **-** Make a copy of this worksheet for each student. Alternatively, have Ss copy the worksheet content into their notebook.  - Prepare a list of common jobs, including the jobs that Ss have learnt in this Unit. Give each group of Ss a copy of the list or show them on the screen/ the board.  - Have Ss work in groups. They take turns to act as a student who want to seek for career advice while the others play the role of students’ career counsellors.  - In their group, they ask and answer about the students’ profile and discuss the appropriate job for the student. The counsellors also suggest the type of training, knowledge and skills needed to the student. | - Brainstorms  - Work in pairs  - Take note  - Report  - Copy the worksheet into notebook.  - Work in groups  - Take turn to act. | ***Sample answer:***  *My partner is Hoa. She wants to be a police officer because she wants to keep our city safe. She’ll need to gain knowledge about law and learn many skills, such as martial arts, negotiation and communication skills. She’ll do the job well since she is brave and calm. She hopes that one day, she’ll be an excellent police officer.*   |  |  | | --- | --- | | *Student’s profile* | | | Name: |  | | Age: |  | | Personality: |  | | Special ability (if there is): |  | |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Summarise what they have learnt in the lesson.

- Have Ss recall some things they can remember.

**b. Homework**

- Do exercises in the workbook

**Board Plan**

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| *Date of teaching*  **UNIT 12: CAREER CHOICES**  **Lesson 5: Skills 1**  **\*Warm-up**  **\* Reading**  Task 1: Look at the jobs below and answer the questions.  Task 2: Read the article and do the tasks that follow.  Task 3: Read the article again and tick (√) T (True) or F (False).  **\* Speaking**  Task 4: Complete the conversation with the sentences from the box. Then practise it with a partner.  Task 5: Work in pairs to make similar conversation about the job you want to do in the future. Then report your conversation to the class.  **\*Homework** |

**UNIT 12: CAREER CHOICES**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

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

1. **Knowledge**

- Listen for specific information in two talks about career paths.

- Write an email about their favourite future job.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be encouraged to express opinion about city life.

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Unit 12, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| 1. Students may have underdeveloped listening skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 2. Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To lead into the new lesson.

**b. Content:**

**-** Miming

**c. Expected outcomes:**

- Students can guess the jobs.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Miming**  - Invite some Ss to go to the board. Have them mime some jobs. Ask other Ss to guess the jobs.  - Lead to the new lesson. Introduce the objectives of the lesson. Write the objectives in the left corner of the board | - Listen and follow instruction | **Name of the jobs** |

**e. Assessment**

**-** Teacher corrects students (if needed)

**2. ACTIVITY 1: LISTENING** (20 mins)

**a. Objectives:**

- To help Ss develop their skill of listening for specific information.

**b. Content:**

- Task 1: Work in pairs. Which of the reasons below is the most important to you when choosing a job?

- Task 2: Listen to two people talking about their career paths and tick (√) T (True) or F (False).

- Task 3: Listen again and choose the correct answers.

**c. Expected outcomes:**

- Ss can listen for general and specific information to do the learning tasks.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Work in pairs. Which of the reasons below is the most important to you when choosing a job?** | | |
| - Have Ss work in pairs. They look at the list of reasons and choose the one most important to them when choosing a job.  - Encourage pairs to explain why they choose that reason.  - Pre teach some words/phrases if necessary, using pictures (e.g. *agricultural engineer, cooking certificate)* or explanation (*e.g. farming methods).* | - Work in pairs to choose the most important to them when choosing a job.  - Explain  - Listen | ***Example:***  Picking a job might feel like choosing a superpower, but you need to focus on your ability (what you good at, what makes you tick, what challenges you to tackle). That’s your secret weapon. When you pick a job that lets you use those powers, you’ll feel awesome at work, learn faster, work better. Remember, future you will thank you for choosing a job that fits your abilities like a perfectly-suited costume. |
| **Task 2:**  **Listen to two people talking about their career paths and tick (√) T (True) or F (False).** | | |
| - Tell Ss that they are going to listen to two people, Minh and Ann, talking about their jobs.  - Ask Ss to underline key words in each statement. Ask Ss to rephrase some of the key words e.g. “*a family member*” as in the question can rephrased as *a parent, brother, sister,* etc. in the talk).  - Play the recording for Ss to listen and decide if each statement is true or false.  - Ask one or two Ss to answer. Confirm the correct answers.  - Play part of the recording again when needed. | - Listen  - Underline key words  - Listen and do the task.  - Answer | ***Answer key:***   1. True 2. False   3. True 4. False  ***Audio script:***  **[Man]:** Hi, I’m Minh. My parents were farmers in a remote village. Though they worked very hard in the fields, they were still poor. I wanted to find ways for farmers like my parents to earn a better living. So I decided to learn agriculture engineering at university. Now I’m working for the local agriculture department in my hometown. I help farmers grow better crops by using farming technology. I also persuade them to try new farming methods. Though it’s a demanding job, I’m glad I’m doing well at it.  **[Woman]:** Hi, I’m Ann. When I was a child, my grandmother, who was a chef, taught me how to cook. I liked cooking so much that I attended a vocational college where I earned a cooking certificate. Now I’m a chef in a restaurant in a small hotel. I make tasty and healthy food which customers love very much. Though it’s a well-paid job, I want to develop my career further. I’m learning more about food and new cooking skills. Hopefully, in the next five years, I’ll have my own restaurant. |
| **Task 3: Listen again and choose the correct answers.** | | |
| - Tell Ss that they are going to listen to the talks again and choose the correct answer.  - Have Ss read the questions and underline the keywords in each question.  - Play the recording and ask Ss to listen again and choose the correct answer. Then Ss work in pairs to compare their answers with each other.  - Check the answers to Activity 3 with the whole class. Ask Ss to explain their choices. Confirm the correct answers.  **Transition from Listening to Writing**  - To connect the listening and the writing parts, ask Ss to answer the questions below with information of Minh and Ann that they can remember from the listening:  + What is his/her job?  + What training did they have?  + What does his/her job involve?  + What skills does the job need?  + How is the job? | - Listen and follow instructions.  - Underline keywords  - Listen and choose the correct answers  - Compare answers in pairs.  - Check    - Listen and answer questions. | ***Answer key:***  1A 2A 3B 4C |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: WRITING** (18 mins)

**a. Objectives:**

- To help Ss write an email to their friend telling him/her about their favourite future job.

**b. Content:**

- Task 4: Work in pairs. Ask and answer the following questions.

- Task 5: Write an email (100 - 120 words) to your friend telling him/her about your future favorite job. You can use the ideas from 4.

**c. Expected outcomes:**

**-** Students can write an email to their friend telling him/her about their favourite future job.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Work in pairs. Ask and answer the following questions.** | | |
| - Have Ss work in pairs to ask and answer the given questions. They can refer to the reading text in Communication lesson, and/or the listening passage for ideas.  - Have some Ss present their outlines. Give them comments.  - If needed, provide them with a summary of vocabulary items to answer each question. | - Ask and answer the given questions in pairs  - Present their outlines. | ***Questions:***  **1.** What is your favourite job?  **2.** What does this job involve?  **3.** What skills does this job need?  **4.** What personal qualities do you need to have for this job? |
| **Task 5: Write an email (100 - 120 words) to your friend telling him/her about your future favorite job. You can use the ideas from 4**. | | |
| - Review the template of an email given the textbook.  - Tell Ss to use their note in Activity 4 to write their email individually.  - When Ss have finished, if time permits, check one writing with the whole class or let them exchange their writings for peer feedback. Otherwise, collect some writings to correct at home.  **Extra activity**  **-** When monitoring students doing Activity 5, quickly take notes of the information of some students, including their names, their dream jobs and why they think such jobs are good matches for them.  - Before checking Ss’ writing with the whole class, show the dream jobs you have collected and have Ss guess whose dream jobs they are. Encourage Ss to provide reasons/ explanations for their guesses.  - Confirm the answers and move on with writing correction. | - Listen  - Use note in Activity 4 to write an email.  - Look and guess.  - Provide reasons/explanations for their guesses. | ***Sample answer:***  Dear Tom,  It’s nice to hear from you again. Let me tell you about the job I want to do in the future.  When I was a child, I decided that I would be a teacher like my mother. Now I’m sure that teaching English is my favourite future job. As a teacher, I will prepare interesting lessons, explain difficult concepts to my students, mark their exams and help them to make progress in English. I will need excellent knowledge of English and good skills of reading, listening, speaking and writing in English. I also need teaching skills and time management skills. I think this is the job for me because I’m confident, creative and persuasive.  How about your future job? Write to me soon.  Cheers, |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Rewrite the email in the notebooks.

- Do exercises in the workbook.

**Board Plan**

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| *Date of teaching*  **UNIT 12: CAREER CHOICES**  **Lesson 6: Skills 2**  **\*Warm-up**  **\*Listening**  Task 1: Work in pairs. Which of the reasons below is the most important to you when choosing a job?  Task 2: Listen to two people talking about their career paths and tick (√) T (True) or F (False).  Task 3: Listen again and choose the correct answers.  **\*Writing**  Task 4: Work in pairs. Ask and answer the following questions.  Task 5: Write an email (100 - 120 words) to your friend telling him/her about your future favorite job. You can use the ideas from 4.  **\*Homework** |

**UNIT 12: CAREER CHOICES**

**Lesson 7: 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 12

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

**2. Competences**

- Develop communication skills and creativity

- Develop presentation skill

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be encouraged to attend school activities.

- Actively join in class activities

**II. MATERIALS**

- Grade 9 textbook, Unit 12, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

**b. Content:**

- Brainstorming

**c. Expected outcomes:**

- Ss can list as many Unit 12 vocabulary as possible.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Brainstorming**  - Teacher divides the board, and divides the class into teams.  - Members of each team take turns and write as many vocabulary in Unit 12 as possible in 2 minutes.  - The group having more correct answers is the winner. | - Work in teams to play the games. | ***Suggested answers:***  IT engineer, vocational, assemble worker, … |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: VOCABULARY** (10 mins)

**a. Objectives:**

- To help Ss review the vocabulary of Unit 12

**b. Content:**

- Task 1: Put the words and phrases in the appropriate column.

- Task 2: Complete the sentences, using words/phrases from the box.

**c. Expected outcomes:**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Put the words and phrases in the appropriate column.** (5 mins) | | |
| - Have Ss do this activity individually then compare their answers with their partners.  - Ask for Ss’ answers or ask one student to write his/her answer on the board.  - Confirm the correct answers. Encourage them to add more words/phrases to the table. | - Do activity individually.  - Compare answers in pairs.  - Write answers on the board.  - Check | ***Answer key:***   |  |  |  | | --- | --- | --- | | **Jobs** | **Job features** | **Job skills** | | surgeon  assembly worker  software engineer | demanding  repetitive  well-paid | hand-eye coordination  designing  teamwork | |
| **Task 2: Complete the sentences, using words/phrases from the box.**(5 mins) | | |
| - Have Ss read the passage and complete the blanks with given words.  - Ask them to share their answers with a classmate.  - Invite some Ss to write the answers on the board. Confirm the correct answers. | - Do the task  - Share answers | ***Answer key:***   1. sewing 2. job   3. creative 4. rewarding 5. career |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: GRAMMAR** (10 mins)

**a. Objectives:**

- To help Ss revise adverb clauses of concession, result and reason in a text,

- To have Ss write sentences with correct use of adverb clauses of concession, result and reason.

**b. Content:**

- Task 3: Combine each pair of sentences into one, using the given word in the brackets.

- Task 4: Fill in each gap in the text with a conjunction from the box.

**c. Expected outcomes:**

- Recall the uses of the grammar that they have learnt in this unit (adverb clauses of concession, result and reason.)

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Combine each pair of sentences into one, using the given word in the brackets**.(5 mins) | | |
| - Review the form, meaning and use of adverb clauses of concession, result and reason.  - Have Ss do this Activity individually. Then, invite one or two Ss to write their sentences on the board. Confirm the correct answers | - Listen.  - Do the task individually.  - Compare answers in pairs. | ***Answer key:***  1. She accepted the job though the salary was low.  2. My sister is such a shy girl that she can’t be an MC.  3. He came back to his village because life in the city was too demanding.  4. Her back was so painful that she had to stop working in the factory.  5. Clara’s mom insisted that she go to university although she didn’t like academic subjects. |
| **Task 4: Fill in each gap in the text with a conjunction from the box.** (5 mins) | | |
| - Have Ss read the text and complete the blanks with given words and then compare their answers with a friend.  - Invite some Ss to read their answers aloud. Confirm the answer keys. | - Read the text and do the task  - Compare answers in pairs. | ***Answer key:***  1 such 2. Since 3 so  4. because 5. Although |

**e. Assessment**

**-** Teacher corrects the students as a whole class.

**4. ACTIVITY 3: PROJECT** (18 mins)

**a. Objectives:**

- To provide Ss a chance to develop their research and collaboration skills and to practice giving an oral presentation.

**b. Content:**

**-** Poster presentation

**c. Expected outcomes:**

**-** Students are able to present their posters about their Future Jobs.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |

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| 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 of survey results.  - 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 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. If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.  **-** Invite the assigned groups to give their presentations. Encourage the rest of the class to ask questions at the end.  - Give praise and give feedback after each presentation. T can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment.  **NOW I CAN…**  Finally ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and provide further practice if need be. | - Work in groups to prepare the presentation.  - Tick in the checklists. | Presentation  **Self-assessment:**    Peer assesment: |

**e. Assessment**

- Teacher gives corrections and feedback.

**5. CONSOLIDATION** (4 mins)

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Prepare for the next lesson

**Board Plan**

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| *Date of teaching*  **UNIT 12: CAREER CHOICES**  **Lesson 7: Looking back and Project**  **\*Warm-up**  **\*Vocabulary**  Task 1: Put the words and phrases in the appropriate column.  Task 2: Complete the sentences, using words/phrases from the box.  **\*Grammar**  Task 3: Combine each pair of sentences into one, using the given word in the brackets.  Task 4: Fill in each gap in the text with a conjunction from the box.  **\*Project**  **\* Homework** |