

D.O.P: 06/04/2025

**UNIT 9: CAREER PATHS**

D.O.T: 08/04/2025

Lesson: **Getting started – Q&A with a career adviser.**

Week: 29- Period: 84

**I. OBJECTIVES**

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

**1. Knowledge**

- Get an overview about the topic *Q&A with a career adviser*.
- Use vocabulary to talk about careers.

**2. Competences**

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

**3. Personal qualities**

- Be ready for their future career.
- Actively join in class activities

**II. MATERIALS**

- Grade 12 textbook, Unit 9, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

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

- To introduce the topic of the unit.
- To set the context for the listening and reading part.

**b. Content:**

- Mini game: The race

**c. Expected outcomes:**

- Students can answer some open questions about careers.

**d. Organisation:**

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<b>The race</b> <ul style="list-style-type: none"> <li>- Ss work in 2 teams Tiger and Rabbit.</li> <li>- Students raise hands and answer the questions in their team.</li> <li>- With each correct answer, the team's animal jumps one step above.</li> <li>- The first team that comes to the top is the winner.</li> <li>- T leads into the lesson.</li> </ul>	Ss' answers

**e. Assessment**

- T observes and gives feedback.

**2. ACTIVITY 1: PRESENTATION (5 mins)****a. Objectives:**

- To provide students with new words related the topic *Career paths*
- 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 to urbanisation.

#### d. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<b>Vocabulary pre-teaching</b> - Teacher gives the meaning of the new words and asks students to guess the words. - Students listen to the teacher's explanation and guess the words. - Teacher explains more by showing pictures or giving explanations. - Teacher asks students to give the Vietnamese meanings of the words.	<b>New words:</b> 1. automate (v) 2. adapt (v) 3. pursue (v) 4. look down on 5. in demand 6. soft skills (n) 7. applicant (n) 8. come up 9. keep up 10. critical thinking 11. job market 12. the sooner, the better

#### e. Assessment

- Teacher checks students' pronunciation & understanding and gives feedback.

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

#### a. Objectives:

- To introduce some vocabulary and the grammar points to be learnt in the unit.
- To check Ss' comprehension of the conversation.
- To introduce words and phrases related to career paths.
- To help Ss identify three-word phrasal verbs.

#### b. Content:

- Task 1: Listen and read. (p.116)
- Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (p.117)
- Task 3: Find words and phrases in Task 1 with the following meanings. (p.117)
- Task 4: Complete the sentences using phrasal verbs from the conversation in Task 1. (p.117)

#### c. Expected outcomes:

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

#### d. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and read. (8 mins)</b> - Focus Ss' attention on the title and heading. Check if Ss understand the meaning of the phrase career adviser. Have Ss explain it, e.g. a person who gives advice about careers. - Students look at the picture, ask and answer the questions.  - Set the context for listening and reading the conversation. Have Ss look at the picture and ask questions about it. - Students listen to the recording.  - Encourage Ss to give answers, but do not confirm whether their answers are right or wrong. - Students read the conversation aloud.  - Play the recording twice for Ss to listen and read along. Have Ss underline words	<b>Questions:</b> <i>What can you see?</i> <i>Can you name some of the jobs in the photo?</i>

<p>and phrases related to career while they are listening and reading.</p> <ul style="list-style-type: none"> <li>- Put Ss in pairs and have them compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.</li> <li>- Call on some Ss to read the conversation aloud.</li> </ul>	
<p><b>Task 2: Read the conversation again. Decide whether the following statements are true (T) or false (F). (7 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to work in pairs and read each statement carefully. Ask them to identify and underline the key words and important information in the statements, then read the conversation and decide whether each of the statements is true (T) or false (F).</li> <li>- Students work and compare the answers in pairs.</li> <li>- Have Ss share their answers with the class.</li> <li>- Confirm the correct answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. F</li> <li>2. T</li> <li>3. F</li> <li>4. T</li> </ol>
<p><b>Task 3: Find words and phrases in Task 1 with the following meanings. (8 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to read the definitions, then scan the conversation looking for words or phrases matching the meanings.</li> <li>- Students read the conversation again and work individually to do the activity.</li> <li>- Encourage students to look at the given initials of the words and phrases so that they can find them more quickly.</li> <li>- Have Ss compare and share their answers with the class.</li> <li>- Students share and check the answers.</li> <li>- Confirm the correct answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. pursue</li> <li>2. automated</li> <li>3. in demand</li> <li>4. soft skills</li> <li>5. adapt</li> </ol>
<p><b>Task 4: Complete the sentences using phrasal verbs from the conversation in Task 1. (7 mins)</b></p> <ul style="list-style-type: none"> <li>- Have Ss read the text individually. Encourage them to try to complete it with an appropriate verb phrase without referring to the conversation. Then ask them to find the answers in the conversation.</li> <li>- Students work individually to complete the sentences.</li> <li>- Check answers as a class. First ask the class to call out the phrasal verbs, then call on individual Ss to read the complete sentences.</li> <li>- Students share and check the answers.</li> <li>- Tell Ss that they will learn other three-word verbs in the following lesson.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. keep up with</li> <li>2. look down on</li> </ol>

### e. Assessment

- Teacher checks students' exercises individually and gives feedback.

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

### a. Objectives:

- To help Ss practise talking about urbanisation.

### b. Content:

- Role play
- Task 5: Work in pairs. Student A thinks of a career and tries to explain it to student B without telling the career's name. Student B guesses the job. And then they swap their positions. Extra question: Do you think your career can be replaced by AI in the future?

### c. Expected outcomes:

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

### d. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 5: Work in pairs. Student A thinks of a career and tries to explain it to student B without telling the career's name. Student B guesses the job. And then they swap their positions. Extra question: Do you think your career can be replaced by AI in the future? (10 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to work in pairs.</li> <li>- Elicit some careers and their characters.</li> <li>- Students work in pairs to follow the teacher's instruction.</li> <li>- Tell Ss to look at the vocabulary list and Task 1 again to find ideas.</li> <li>- When they know exactly what to do, ask them to work in pairs.</li> </ul> <p>Teacher may go around to observe and offer help if necessary.</p> <ul style="list-style-type: none"> <li>- Students practice in pairs.</li> <li>- Students perform in front of the class.</li> <li>- Invite some pairs to perform in front of the class.</li> </ul>	<p><i>Students' own creativity</i></p>

#### e. Assessment

- Teacher and other Ss listen to the instructions and comment.

### 5. CONSOLIDATION

#### a. Wrap-up

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

#### b. Homework

- Learn by heart new vocabulary
- Do exercises in the workbook.
- Prepare for Lesson 2 – Unit 9.
- Prepare for the project in Lesson 8

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**UNIT 9: CAREER PATHS**

D.O.T: 08/04/2025

Lesson: **Language**

Week: 29- Period: 85

**I. OBJECTIVES**

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

**1. Knowledge**

- Use the lexical items related to the topic *career paths*.
- Use three-word phrasal verbs correctly.
- Use sentence stress appropriately to speak with a natural rhythm.

**2. Competences**

- Develop communication skills
- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be ready for their future career.
- Actively join in class activities

**II. MATERIALS**

- Grade 12 textbook, Unit 9, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

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

- To activate students' prior knowledge and vocabulary related to the topic, the targeted vocabulary, and its pronunciation.

**b. Content:**

- Mini game: Hide and seek

**c. Expected outcomes:**

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

**d. Organisation:**

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<b>Game: Hide and seek</b> <ul style="list-style-type: none"> <li>- Teacher divides students into 4 groups and models how to play this game.</li> <li>- Students work in groups to do the activity.</li> <li>- Ss find the correct answer of job descriptions.</li> <li>- The group with the most correct answers will be the winner.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. B</li> <li>2. C</li> <li>3. A</li> </ol>

4. D  
5. B  
6. D  
7. C

### e. Assessment

- Teacher observes and gives feedback.

## 2. ACTIVITY 1: PRONUNCIATION (10 mins)

### a. Objectives:

- To help Ss recognise sentence stress and practise speaking sentences with natural rhythm.
- To help Ss practise saying sentences with correct stress and natural rhythm.

### b. Content:

- Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (p.118)
- Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (p.118)

### c. Expected outcomes:

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

### d. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Listen and repeat. Pay attention to the sentence stress and rhythm. (4 mins)</b></p> <ul style="list-style-type: none"> <li>- Have students look at the <b>Remember!</b> box to revise sentence stress and rhythm. Have them revise the types of words that are often stressed in sentences: nouns, verbs, adjectives, and adverbs.</li> <li>- Students read the <b>Remember!</b> Box.</li> <li>- Play the recording for Ss to listen and repeat. Ask Ss to pay attention to the sentence stress and natural rhythm.</li> <li>- Students listen to the recording and check the sentence stress.</li> <li>- Have Ss work in pairs to say these sentences with the correct sentence stress and natural rhythm.</li> <li>- Students listen again and repeat the sentences.</li> </ul>	<p><i>Audio scripts</i></p> <ol style="list-style-type: none"> <li>1. It <b>depends</b> on the <b>industry</b> and the <b>field</b> of <b>work</b> that you are <b>interested</b> in.</li> <li>2. There are many <b>jobs</b> that <b>don't</b> <b>require</b> a <b>university degree</b>.</li> <li>3. These <b>soft skills</b> will <b>help</b> you <b>adapt</b> to <b>changes</b> and <b>come up</b> with <b>solutions</b> to <b>challenging problems</b>.</li> </ol>
<p><b>Task 2: Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (6 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to listen to the sentences and underline the stressed words.</li> <li>- Students listen to the recording and check the stressed words</li> <li>- Play the recording several times, if necessary, pause after each sentence for Ss to repeat.</li> <li>- Students listen again and repeat the sentences.</li> <li>- Check answers as a class.</li> <li>- Put Ss into pairs and have them practise saying these sentences. Walk round the class, praising pairs for good effort and saying the sentences with correct sentence stress and natural rhythm.</li> </ul>	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> <li>1. I'd <u>like</u> to <u>apply</u> for the <u>position</u> of <u>Assistant Teacher</u>.</li> <li>2. We've <u>received</u> a lot of <u>application letters</u>.</li> <li>3. We've <u>chosen</u> the <u>best applicants</u> to <u>interview</u>. <u>Successful applicants</u> will <u>start work</u> in the <u>new office</u>.</li> </ol>

### e. Assessment

- Teacher observes and gives feedback.

### 3. ACTIVITY 2: VOCABULARY (11 mins)

#### a. Objectives:

- To introduce words and phrases related to future employment.
- To help Ss practise using the phrases in Activity 1 in meaningful contexts.

#### b. Content:

- Task 1: Match the words/phrase (1–5) with the phrases (a–e) to make phrases with the meanings below. (p.118)
- Task 2: Complete the sentences using the correct forms of the phrases in Task 1 (p.118)

#### c. Expected outcomes:

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

#### d. Organisation

TEACHER- STUDENTS' ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Match the words/phrase (1–5) with the phrases (a–e) to make phrases with the meanings below. (6 mins)</b> - Tell Ss that the meaning of each phrase is attached to the second part of the phrase. - Students read the words and do the matching.  - Ask Ss to read the definitions of the phrases. - Have Ss match the first and the second parts of the phrases individually. Make sure the phrases match their meanings. - Students work in pairs and check answers. - Have Ss compare their answers in pairs. - Check answers as a class. Call on one student to read a phrase aloud and another student to read its definition.	<b>Answer key:</b> 1. C 2. D 3. A 4. E 5. B	
<b>Task 2: Complete the sentences using the correct forms of the phrases in Task 1. (5 mins)</b> - Have Ss work in pairs. Tell them to read the sentences and decide which phrase in Task 1 can be used to complete each of the sentences. Explain that they can use the context clues to	<b>Answer key:</b> 1. pursue her passion for 2. gained work experience 3. have an outgoing personality 4. develop soft skills 5. deal with stressful situations	



<p>decide on the word or phrase needed, e.g. in sentence 1, the phrase 'left her current job in order to', gives us the hint about some personal plan. Among the given phrases, 'pursue ... passion for' is best suited.</p> <p>- Students work in pairs and practice reading the sentences.</p> <p>- Check answers as a class. Have individual Ss call out the phrase they have used in each sentence.</p> <p>- Confirm the correct answers. Ask Ss to explain why they have chosen the phrase for each sentence using context clues, e.g. In the second sentence, the phrases 'earned some money' and 'from my previous part-time jobs' give us a hint that the phrase 'gain work experience' is the answer.</p> <p>- Ask individual Ss to read the complete sentences.</p>		
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#### e. Assessment

- Teacher observes and gives feedback.

### 4. ACTIVITY 3: GRAMMAR (16 mins)

#### a. Objectives:

- To help Ss recognise and practise perfect gerunds.
- To help further practise three-word phrasal verbs in making true sentences about the career path of someone that they know.

#### b. Content:

- Task 1: Match the verbs in 1–4 with the adverbs (a–d) and the prepositions in a-d to make complete sentences. (p 119)
- Task 2: Work in pairs. Make true sentences about the career path of someone you know, using three-word phrasal verbs. (p 119)

#### c. Expected outcomes:

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

#### d. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Match the verbs in 1– with the adverbs (a–d) and the prepositions in a-d to make complete sentences. (8 mins)</b></p> <p>- Ask Ss to look at the <b>Remember!</b> box and read the notes</p>	<p><b>Answer key:</b></p> <p>1. d - C (get through to)</p> <p>2. a - D (keep up with)</p> <p>3. b - A (looking forward to)</p>



<p>about three-word phrasal verbs.</p> <ul style="list-style-type: none"> <li>- Students work and check in pairs.</li> </ul> <p>Check understanding by asking, e.g. <i>Can we guess the meaning of all three-word phrasal verbs from their parts?</i> (No, only some three-word phrasal verbs have an obvious meaning that we can guess from the parts. Many three-word phrasal verbs have idiomatic meanings); <i>Where does an object of a three-word phrasal verb come from?</i> (Immediately after the preposition)</p> <ul style="list-style-type: none"> <li>- Tell Ss to work in pairs or individually to complete the activity.</li> <li>- Check answers as a class.</li> <li>- Have Ss read out loud each of the complete sentence.</li> <li>- Students practice reading the sentences.</li> </ul>	<p>4. c – B (cut down on)</p>
<p><b>Task 2: Work in pairs. make true sentences about the career path of someone you know, using three-word phrasal verbs. (8 mins)</b></p> <ul style="list-style-type: none"> <li>- Have Ss read the instructions and example, and make sure they all understand the context and what they have to do.</li> <li>- Students work and check in pairs.</li> <li>- Put Ss in pairs and have them tell each other their sentences.</li> <li>- Invite some Ss to say their sentences to the class. Praise the Ss with good sentences.</li> <li>- Students practice reading the sentences.</li> </ul>	<p><b>Answer key:</b> Students' own performance</p>

### e. Assessment

- Teacher checks students' pronunciation and gives feedback.

## 5. CONSOLIDATION (3 mins)

### a. Wrap-up

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

### b. Homework

- Do exercises in the workbook.

**D.O.P: 06/04/2025**

## **CORRECTION FOR THE SECOND MID-TERM**

**D.O.T: 11/04/2025**

**Week: 29- Period: 86**

### **I. Objectives:**

**1. Knowledges:** *By the end of the lesson, students will be able to:*

After this correction students will be clearer about the test they have just done. And have to know how to try their best for the next test.

**2. Skills:** all skills

**3. Attitudes:** ss prefer English

### **II. Teaching aids:**

**1. Teacher:** the test paper, key for the test

**2. Students:** book, notebook,...

### **III. Procedures:** time 45'

**1. Review previous lesson:**

**2. New lesson:**

**3. Consolidation:**

**4. Homework:**

- prepare lesson Unit 4

**5. Experience:**

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