

D.O.P: 19/04/2025

UNIT 9: CAREER PATHS

D.O.T: 22/04/2025

Lesson: Writing- WRITING YOUR CV

Week: 31- Period: 90

I. OBJECTIVES

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

1. Knowledge

- Write a CV for a job application.

2. Competences

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

3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

II. MATERIALS

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

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

- To create an active atmosphere in the class before the lesson.
- To gain an overview of the line graph.
- To lead into the new lesson.


b. Content:

- Quiz

c. Expected outcomes:

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

d. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
Quiz <ul style="list-style-type: none"> - Teacher shows the questions one by one, the whole class competes to answer the questions. - Students listen to the instructions and do the task individually - After each question, teacher pauses for a moment to ask Ss to raise their hands to answer. - Teacher leads in the lesson. 	 <div data-bbox="1364 1384 1484 1579"> <p>CHOOSE THE CORRECT INFORMATION ABOUT WRITING YOUR CV</p> </div>

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITING (15 mins)**a. Objectives:**

- To help Ss develop ideas for their writing and get used to the format of a CV.

b. Content:

- Task 1: Work in pairs. Look at the following job advert and the CV of a student applying for the job. Match the headings in the box to the correct sections. (p.123)

c. Expected outcomes:

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

d. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Work in pairs. Look at the following job advert and the CV of a student applying for the job. Match the headings in the box to the correct sections. (10 mins)</p> <ul style="list-style-type: none"> - Ask Ss to look at the advertisement and read the information about the job being advertised. Check understanding, e.g. What job is being advertised? (teaching assistant); What are the applicants expected to have/be? (have a passion for teaching children, are good communicators, are interested in organizing learning activities). - Students listen to the instructions and work in pairs. - Focus Ss' attention on the requirement of the activity: complete the CV with the given phrases. - Tell Ss to look at the remember box to get to know the important sections of a CV - Let Ss look at the modal CV and read it carefully. Focus Ss' attention on the gaps and the information under each gap. - Put Ss in pairs and have them work together to complete the CV with the given phrases. - Walk around the class and offer help if necessary. - Students check answers with the class. - Check answers as a class. 	<p>Answers key:</p> <ol style="list-style-type: none"> 1. A - 2 2. B - 3 3. C - 4 4. D - 1

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (20 mins)**a. Objectives:**

- To help Ss practise writing their own CV to apply for the advertised job.

b. Content:

- Task 2: Look at the job advert in 1 again. Imagine that you also want to apply for the job. Write your own CV. (p.124)

c. Expected outcomes:

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

d. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2: Look at the job advert in Task 1 again. Imagine that you also want to apply for the job. Write your own CV. (8 mins)</p> <ul style="list-style-type: none"> - Tell Ss that they also want to apply for the job advertised in Task 1, and they need to write their own CV in order to apply for the job. - Students work in pairs and independently as instructed. - Set a time limit for Ss to write their CV in class. Walk round the class to provide help. - If time allows, encourage Ss to swap their CV with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft. - Collect Ss' CVs and give feedback in a scheduled time. 	<p><i>Students' own answers</i></p>

e. Assessment

- Teacher gives corrections and feedback.

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

a. Objectives:

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

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

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

d. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
Cross-checking <ul style="list-style-type: none"> - Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Students swap their piece of writing with their partners and give peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names. 	Writing rubric <ul style="list-style-type: none"> 1. Organisation: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 TOTAL: .../50

5. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

D.O.P: 20/04/2025

UNIT 9: CAREER PATHS

D.O.T: 22/04/2025

Lesson: Communication and Culture/ CLIL

Week: 31- Period: 91

I. OBJECTIVES

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

1. Knowledge

- To provide a model conversation in which speakers ask for and give clarification.
- To help Ss relate what they have learnt in the reading text to their own culture.

2. Competences

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

3. Personal qualities

- Be proud and respectful of the country's development.
- Actively join in class activities

II. MATERIALS

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

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

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

b. Content:

- Video watching

c. Expected outcomes:

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

d. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
Video watching <ul style="list-style-type: none"> - Teacher shows a short video about "How to find the right career". - Students watch the video and answer. - Teacher asks students to look at the questions and raise their hands to answer. - Teacher checks the answer and corrects it if it's necessary. 	Link: https://www.youtube.com/watch?v=zhpcgpqWclQ&t=1s

e. Assessment

- Teacher corrects for students (if needed)

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

- To provide a model conversation in which speakers ask for and give clarification.
- To review expressions for asking for and giving clarification.
- To help Ss practise asking for and giving clarification.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.124)
- Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (p.125)

c. Expected outcomes:

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

d. Organisation

TEACHER-STUDENTS' ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (7 mins)</p> <p>- Ask Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. <i>Who are the speakers?</i> (A: Mr Kien and Mai; B: Mark and Mai); <i>What are they talking about?</i> (A: asking for and giving clarification about the job application process; B: asking for and giving clarification about the References section in a CV)</p> <p>- Students do the task as instructed.</p> <p>- Have Ss listen and complete the conversation with the expressions from the box.</p> <p>- Check answers by asking two Ss to read out the conversation.</p> <p>- Have Ss underline expressions used to ask for clarification, e.g. <i>Could you explain...; Can you clarify ...?</i> and giving clarification, e.g. <i>Well, to put it another way, it means ...; In other words, ...</i></p> <p>- Put Ss in pairs and have them practise the conversations.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C_ Could you explain it 2. B_ to put it another way 3. A_ Can you clarify 4. D_ in other words 	

Task 2: Work in pairs. use the models in task 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions below to help you. (8 mins)

- Ask Ss to read through the situations, and check understanding. Ask them if they have been in or have ever heard of similar situations if they had to ask a career adviser or a teacher assistant at a language centre.
- Have Ss work in pairs. In weaker classes, underline the words and phrases in the conversations that Ss can replace with their own ideas. You can also write some prompts on the board. In stronger classes, encourage them to be more creative.
- Go through the useful expressions in the box and remind them to use them in their conversations.
- Have Ss spend a few minutes planning their conversations, e.g. decide on the roles (a grade 12 student / a career adviser; a new teaching assistant/ an experienced teaching assistant). Have Ss practise their conversations in pairs.
- Invite several pairs of Ss to act out their conversations in front of the class.
- Praise for good effort, clear pronunciation, fluent delivery, and appropriate use of the expressions for making an appointment.

- Students do the task as instructed.

Students' own performance

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE/ CLIL (20 mins)

a. Objectives:

- To help Ss learn about some popular careers in the future.
- To help Ss relate what they have learnt in the reading text to their own culture.

b. Content:

- Task 1: Read the text and answer the questions. (p.125)
- Task 2: Work in pairs. discuss the following questions: Which job do you find the most interesting and why? What other jobs do you think will become popular in the future? (p.125)

c. Expected outcomes:

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

d. Organisation

TEACHER- STUDENTS' ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the text and answer the questions. (7 mins)		
<ul style="list-style-type: none"> - Ask Ss some questions to find out what they already know about future jobs, e.g. <i>What jobs do you think will be popular in the future? Why do you think these jobs will be in demand?</i> - Ask Ss what they want to know about the topic, e.g. <i>What types of companies or businesses will need these jobs? Is there any available training for these jobs at present?</i> Write these questions on the board and tell Ss to answer them later. - Ask them to read the text 'Popular careers in the future' and answer the questions. Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class. - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. 	<ul style="list-style-type: none"> - Students do the task as instructed. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. data protection jobs 2. content creators 3. software developers and other coding careers
Task 2: Work in pairs. discuss the following questions. (13 mins)		

<ul style="list-style-type: none"> ● Which job do you find the most interesting and why? ● What other jobs do you think will become popular in the future? <p>- Have Ss call out the jobs that they have just read about in Task 1.</p> <p>- Ask Ss to work in pairs to discuss the questions and give the explanation for their answers.</p> <p>- Invite several pairs to report their discussion. Praise for good effort, clear pronunciation, fluent delivery and interesting ideas.</p>	<p>- Students do the task as instructed.</p>	<p><i>Students' own answers.</i></p>
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e. Assessment

- Teacher corrects for students as a whole class.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Prepare for the next lesson

D.O.P: 20/04/2025**D.O.T: 24/04/2025****Week: 31- Period: 92****UNIT 9: CAREER PATHS****Lesson: Looking back and project****I. OBJECTIVES**

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

1. Knowledge

- Review the vocabulary and grammar of Unit 9.
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Competences

- Develop communication skills and creativity.
- Develop presentation skills.
- Develop critical thinking skills.
- Be collaborative and supportive in pair work and team work.
- Actively join in class activities.

3. Personal qualities

- Be more creative when doing the project.
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 9, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- hoclieu.vn

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

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

b. Content:

- Video watching

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	CONTENTS
Video watching <ul style="list-style-type: none"> - Teacher shows a short video about “How to find the right career”. - Ss watch the video and answer the questions. - Teacher asks students to look at the questions and raise hands to answer. 	Link: https://www.youtube.com/watch?v=zhpcgpqWc1Q&t=1s

- Teacher checks the answer and corrects it if it's necessary.	
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e. Assessment

- Teacher observes the groups and gives feedback.

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

- To help Ss review sentence stress.
- To help Ss review words and phrases that they have learnt in this unit.
- To help Ss review the use of three-word phrasal verbs.

b. Content:

- **Task 1:** Underline the stressed words in the following sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (P. 126)

- **Task 2:** Complete the text, using the correct words and phrases in the box. (p.126)

- **Task 3:** Choose the correct answer A, B, C, or D. (p.126)

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Underline the stressed words in the following sentences. Listen and check. Then practise saying the sentences with a natural rhythm. (4 mins)</p> <ul style="list-style-type: none"> - Ask Ss to listen and underline the stressed words in the sentences. - Ask several Ss to compare their answers. - Confirm the correct answers. - Have Ss practise saying the sentences in pairs. <p>Praise for correct use of sentence stress and natural rhythm.</p>	<p>Answer key</p> <ol style="list-style-type: none"> 1. I <u>saw</u> a <u>new job advert</u> on the <u>school notice board</u>. 2. They're <u>seeking</u> a <u>volunteer</u> for their <u>new project</u>. 3. The <u>heritage site wants</u> to <u>hire</u> a <u>tour guide</u> with the <u>work experience</u>. 4. My <u>brother doesn't want</u> to <u>apply</u> for a <u>job</u> that <u>requires working</u> with <u>people</u>.
<p>Task 2: Complete the text. Use the correct words and phrases in the box. (4 mins)</p> <ul style="list-style-type: none"> - Have Ss read the text, and the words and phrase in the box. Tell Ss that the words and phrases have been taught and used throughout the unit. - Ask Ss to focus their attention on the gaps in the text. - Tell Ss to study the context carefully and decide on the words or phrases to fill in these gaps. - Have Ss compare their answers in pairs / groups. - Check answers as a class by asking individual Ss to 	<p>KEY:</p> <ol style="list-style-type: none"> 1. soft skills 2. automated 3. pursue 4. a passion 5. an outgoing personality

read the text.	
<p>Task 3: Choose the correct answer A, B, C, or D. (4 mins)</p> <ul style="list-style-type: none"> - Ask Ss to read each sentence and choose the correct option to complete it. - Remind Ss to study the context carefully and decide which option is the correct one. - Have Ss check their answers in pairs / groups. - Check answers by asking individual Ss to read the sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. D

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (26 mins)**a. Objectives:**

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a presentation/ report.

b. Content:

- Presentation of research about school-leavers' career plans.

c. Expected outcomes:

- Students practice working on a project.

d. Organisation

TEACHER'S ACTIVITIES	CONTENTS
<p>Work in groups. Ask questions to collect information from 8–10 classmates about their career plans. Report your survey results to the class.</p> <ul style="list-style-type: none"> - 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/report about school-leavers' career choices. - Have Ss work in their groups. Give them a few minutes to prepare for the presentation/report. - All groups make presentations. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them. - If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them. 	<p><i>Students' presentations</i></p>

- | | |
|---|--|
| <ul style="list-style-type: none">- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.- When one group make presentation, others listen and complete the evaluation sheet. | |
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e. Assessment

- T gives comments and feedback to all posters and presentations and awards a prize to the group which has the most votes.

4. CONSOLIDATION (2 mins)**a. Wrap-up**

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

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 10.