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| **Week 33 – Period 97**  *Date of planning: …./…../2021*  *Date of teaching: …/…../2021* | **UNIT 12: MY FUTURE CAREER**  **Lesson 4: COMMUNICATION** |

**I. OBJECTIVES:**

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

- Talking about choosing future jobs and reasons for the choices.

a. Vocabulary: Vocabulary about jobs and careers

b. Grammar: review

**c. Skills:** Read these posts and underline the reasons for their choices, Reading and discussing, interaction, reporting

**2. Competence development:** Groupwork, independent working, pairwork, linguistic competence, cooperative learning and communicative competence.

**3. Behavior :** Ss will be more responsible for and be more aware of studying hard to have a good job in the future

**II. TEACHING AIDS**

**1. Teacher:** Textbooks, computer, projector, plan.

**2. Students:** Textbooks.

**III. PROCEDURE**

**1. Checking:** During the lesson

**2. New lesson**

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| **Teacher**’s **and students**’ **activities** | **The main contents** |
| 1. **Warm up:- 3’**   **a. Aim:** To attract Ss’ attention to the lesson and to lead in the new lesson.  ***b, Contents:*** Ss answer teacher’s questions.  ***c, Outcome***: Ss can discuss what places they are and how they are different correctly.  ***d, Organization:*** | |
| - Ask Ss: Which jobs will you want to choose in the future? Why? | **\*Chatting.** |
| 1. **Presentation- 12’**   ***a. Aim:*** Help Ss know some vocabularies related to the topic my future career  ***b, Contents:***  + Ss learn some extra vocabulary.  + Ss work in pair todiscuss their career paths. Read these posts and underline the reasons for their choices.  ***c, Outcome***: Ss can know some vocabularies related to the topic my future career to do exercise correctly.  ***d, Organization:*** | |
| - Check if Ss understand the meanings of the words in the Extra vocabulary box. If they do not, quickly teach the words by using de­finitions, synonyms, or the equivalent phrases in Vietnamese.  - Have Ss skim-read the posts individually and try to remember the reasons each teen gives for their choice of career. Then, in pairs, Ss compare the reasons that each of them gives. Then Ss can read the posts a second time more slowly for details. | **\*Extra vocabulary.**  •can’t stand + V-ing: used to describe an activity or situation that you really don’t like, or ­find  extremely unpleasant  • make a bundle: earn a lot of money  • burn the midnight oil: work very hard; work through the night   1. **The *4Teen* website has launched a forum for teens to discuss their career paths. Read these posts** **and underline the reasons for their choices.** |
| **3.Practice- 17’**  ***a.Aim****:* Help Ss talkabout choosing future jobs and reasons for the choices.  ***b, Contents:*** Ss work in groups of four then look back at the posts and choose one post to discuss.  ***c, Outcome***: Ss can talkabout choosing future jobs and reasons for the choices.  ***d, Organization:*** | |
| - Put Ss in groups of four. Tell them that they can look back at the posts and choose one post to discuss. - Remind them that they can use the phrases to express agreeing or disagreeing in the box.  - Move around to observe and provide help. | **3.Read the posts again. In groups, discuss and decide** **whose reasons for choosing/not choosing the job you** **agree with and whose you disagree with. Say why.** **You can start with the phases below:**  *Sample comments on:* *Post from Tu:* - I agree that if Tu can sing, he should enroll in a school for performing arts. - Tu is right. A singer can make a bundle. - I can’t agree with Tu’s reason. Not every singer becomes famous. - I don’t think every singer can travel all over the world. *Post from Anh:* - I totally agree with Anh that it is a meaningful job, because architects can help improve people’s lives. - I can’t agree with Anh that architects work flextime. My dad is also an architect and he has to be at work at 8 a.m. every day. *Post from Duong:* - Duong is absolutely right. If he is curious about the natural world, that job can satisfy him in many ways. - I’m sorry, I can’t agree with Duong. He wants to become a physicist because he is curious about the world, but can he be sure that he is able to do the job? Is he good at physics? *Post from Dung:* - Exactly. What Dung says is true. Student doctors do have to burn the midnight oil. They have to learn about everything related to their patients because their advice affects the patients’ lives. - I totally agree with Dung because it is very hard to work in hospitals. All around you are patients waiting for your help. - Hold on… If everyone only thinks about the hardships, who will become doctors? Who will treat the patients, then? |
| **4.Application (12’)**  ***a, Aims:*** Ss can talk about a job they want/don’t want to do in the future  ***b, Contents:*** Ss work in pairs then tell their partner about a job they want/don’t want to do in the future.  ***c, Outcome***: Ss can talk about a job they want/don’t want to do in the future well.  ***d, Organization:*** | |
| -Have Ss work in pairs. Ask them to choose a couple of example careers, either from elsewhere in the unit or from ideas of their own. Ss should then ­figure out their own reasons why they do or do not want the chosen careers. Set a time limit of ten minutes. Tell them that they can also note down several key words/phrases related to their reasons. -Ask several pairs to report their decisions and reasons to the whole class. Have other Ss give comments.  - Say about whose jobs are the most suitable, why you think so. | **3 Tell your partner about a job you want/don’t want to do in the future. Remember to say why or why not.**  **And report your decisions to another pair or to the class.** |

1. **Guides for homework-1’**

Retell the main contents of the lesson

- Write about the changing roles of schools.

- Prepare next lesson: Skills 1.

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| **Week 33 – Period 98**  *Date of planning: …./…../2021*  *Date of teaching: …/…../2021* | **UNIT 12: MY FUTURE CAREER**  **Lesson 5: SKILLS 1** |

**I. OBJECTIVES:**

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

- Read for general and speci­fic information about choosing a career.  
- Talk about choosing future jobs and reasons for these choices.

a. Vocabulary: Vocabulary about jobs and careers

b. Grammar: review

c. Skills:Discussing the questions, Reading the article and checking your answers; matching words with meanings, Deciding if the statements are true (T) or false (F), talking, presenting

**2. Competence development:** Groupwork, independent working, pairwork, linguistic competence, cooperative learning and communicative competence.

**3. Behavior :** Ss will be more responsible for and be more aware of studying hard to have a good job in the future

**II. TEACHING AIDS**

**1. Teacher:** Textbooks, computer, projector, plan.

**2. Students:** Textbooks.

**III. PROCEDURE**

**1. Checking:** During the lesson

**2. New lesson**

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| **Teacher**’s **and students**’ **activities** | **The main contents** |
| 1. **Warm up (4’)**   ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents:*** Ss answer teacher’s questions.  ***c, Outcome***: Ss can discuss young people should choose the subject that they love or find a job easily? Why?  ***d, Organization:*** | |
| - Ask Ss: Do you think young people should choose the subject that they love or find a job easily? Why? | **\*Chatting.** |
| **2.Presentation- 15’**  ***a, Aims:*** Help Ssread for general and speci­fic information about choosing a career.  ***b, Contents:***  + Ss work in pair to discuss the questions. Read the article from a career guide website and check their answers.  + SS work in pair to match the highlighted words/phrases in the article with their meanings.  + Ss work individually to decide if the statements are true (T) or false (F).  ***c, Outcome***: Ss can study some new words related to the topic and read for specific information choosing a career well.  ***d, Organization:*** | |
| **1. Pre – Reading.**  - Ask Ss to work in pairs to discuss the questions. Elicit the answers from Ss. Give Ss three minutes to skim the article and compare their answers with the information from the article.  **2. While – reading.**  - Have Ss read the article to do the exercise in pairs. Ask some Ss to share their answers.  -Ask Ss to work individually. Remind them to pay attention to key words in each statement. Then allow them to share their answers before checking as a class. To check their understanding, ask some Ss to explain their answers. | **1. Discuss the questions. Read the article from a career guide website and check your** **answers.**  *Suggested answers:* 1. A job is something people do to earn money. 2. A career is more than a job. It is an ongoing process of learning and development of skills and experience. 3. Very different. (A job describes what you are doing now, a career describes your job choices over your working life, with the aim of improving your quality of life.)  **2. Match the highlighted words/phrases in the** **article with their meanings.**  *Key:* 1. career path  2. peers  3. ongoing  4. alternatively  5. take into account  **3. Decide if the statements are true (T) or false (F).**  *Key:*  1. T 2. F 3. F 4. T 5. T 6. T |
| **3.Practice- 10’**  ***a.Aim:*** Help Sstalk about choosing future jobs and reasons for these choices  ***b, Contents:***  + Ss work in group to think about the skills and abilities to do the jobs below then work together to make notes.  ***c, Outcome***: Ss can make a list and talk about choosing future jobs and reasons for these choices.  ***d, Organization:*** | |
| - Have Ss work in groups. Each group should choose one job to discuss. Ideally each group would have a different job. If you have more groups than jobs on the list, Ss can contribute more jobs. Ask them to make notes on a small poster, using the example as a guide. Set a time limit. | **4. Think about the skills and abilities to do the** **jobs below. Work together to make notes.** |
| **4.Application (15’)**  ***a, Aims:*** Help Ss can choose one job and present your group’s ideas  ***b, Contents:*** Ss choose one job from 4 and present their group’s ideas  ***c, Outcome***: Ss can present their group’s ideas confidently and fluently.  ***d, Organization:*** | |
| -Have each group present their ideas and opinions on their chosen job to the class. Once they have ­finished, ask the rest of the class to say whether they agree with the points or not and whether they should add some other points. - As an extension activity, ask groups to choose another job that they didn’t work on. Have Ss read the notes from the group who chose this job in **4**. Tell them to add any extra ideas their group may have. Ss report their ideas to the class. | **5. Choose one job from 4 and present your** **group’s ideas** |

**3. Guides for homework-1’**

Retell the main contents of the lesson

- Think about your job in the future.

- Prepare next lesson: Skills 2

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| **Week 33 – Period 99**  *Date of planning: …./…../2021*  *Date of teaching: …/…../2021* | **UNIT 12: MY FUTURE CAREER**  **Lesson 6: SKILLS 2** |

**I. OBJECTIVES:**

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

- Listen for general and speci­fic information about choosing future jobs and reasons for these choices.  
- Write about the qualities one needs to be able to do a certain job.

a. Vocabulary: Vocabulary about jobs and careers

b. Grammar: review

**c. Skills:** answering the questions, listening and completing, Listening and decide if the following statements are true (T) or false (F), discussing, supporting your opinion

**2. Competence development:** Groupwork, independent working, pairwork, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Ss will be more responsible for and be more aware of studying hard to have a good job in the future

**II. TEACHING AIDS**

**1. Teacher:** Textbooks, computer, projector, plan.

**2. Students:** Textbooks.

**III. PROCEDURE**

**1. Checking:** During the lesson

**2. New lesson**

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| **Teacher**’s **and students**’ **activities** | **The main contents** |
| **1.Warm up: 5’**  ***a. Aim:*** To attract Ss’ attention to the lesson and to lead in the new lesson.  ***b, Contents:*** Ss work individually to say what jobs their parents do.  ***c, Outcome***: Ss can talk what jobs their parents do fluently and correctly.  ***d, Organization:*** | |
| - Ask Ss to say what jobs their parents do. Ask them if they are aware of any difficulties which their parents face when doing those jobs. | **\*Chatting.** |
| **2.Presentation-15’**  ***a.Aim:*** Help Sslisten for general and speci­fic information about choosing future jobs and reasons for these choices  ***b, Contents:***  *+* Ss work in pairs and answer the questions below.  + Ss work individually to listen to the conversation and ­fill in the blanks with no more than THREE words.  + Ss work individually to listen again and decide if the following statements are true (T) or false (F).  ***c, Outcome***: Ss can Listen to get specific information about choosing future jobs and reasons for these choices and do listening exercises correctly.  ***d, Organization:*** | |
| - Ask Ss to work in pairs to answer the questions. Ask a pair to share their ideas with the class.  - Tell Ss that they are going to listen to a conversation between Phong and Mrs. Warner, Nick’s mother, about jobs that he and his friends want to do in the future. Ask them to read the information in 2 carefully. - Tell them to listen carefully to ­find out the words/phrases from the recording needed to ­fill in the blanks. - T can play the recording twice if necessary. Have two Ss write their answers on the board. Con­firm the correct answers.  - Have Ss work individually to underline the key words in the statements and predict the answers. Write their answers on the board without con­firming the correct answers. Play the recording again for Ss to check. T may pause at the sentences that include the information Ss need for their answers. Con­firm the correct answers. | **1. Work in pairs and answer the questions below.**  1. What job do you want to do in the future? 2.What qualities do you think you need to do that job?  **2. Phong is talking to Mrs. Warner, Nick’s mother,** **about future jobs he and his friends want to** **do. Listen to the conversation and ­fill in the** **blanks with no more than THREE words.**  *Key:*  1. mountains of work  2. work overtime  3. Rewarding  4. sociable  5. applied skills  6. good with his  **3. Listen again and decide if the following** **statements are true (T) or false (F).**  *Key:*  1. T 2. T 3. T 4. F 5. F 6. T |
| 1. **Practice-14’**   ***a. Aim:*** Help Sswrite about the qualities one needs to be able to do a certain job  ***b, Contents:***  *+* Ss work in pairs. Choose a job that you like. Discuss which three qualities would be necessary for people doing that job. You can use some of the ideas below. Remember to give reasons.  + Ss work individually to write a paragraph about the three most important qualities a person needs to be able to do a job well.  ***c, Outcome***: Ss can know how to write a short passage about the three most important qualities a person needs to be able to do a job well.  ***d, Organization:*** | |
| - First check that everybody understands the meaning of the adjectives in the box. If not, T can spend some time explaining them. Set a time limit for pairs to brainstorm the ideas and do the discussion. Ask them to refer back to2 and3 as examples for useful language and ideas. Ask some pairs to present their ideas to the whole class. Remind Ss that they should give examples and reasons to support their main points.  - Have Ss work individually to get their ideas down on paper and check the accuracy of what they have written. Give them ten minutes to write and edit their work. Swap their writing with a partner for peer review, comments, and corrections. Then ask Ss to write the second draft as homework. | **4. Work in pairs. Choose a job that you like.** **Discuss which three qualities would be** **necessary for people doing that job. You can** **use some of the ideas below. Remember to** **give reasons.**  **5. Based on your discussion in 4, write a paragraph about the three most important** **qualities a person needs to be able to do a job** **well. Remember to give reasons and examples** **to support your opinion.** |
| **4.Application (10’)**  ***a, Aims:*** Ss can talk about the three most important qualities a person needs to be able to do a job well.  ***b, Contents:*** Ss work individually to talk about the three most important qualities a person needs to be able to do a job well.  ***c, Outcome***: Ss can talk about the three most important qualities a person needs to be able to do a job well fluently.  ***d, Organization:*** | |
| T asks Ss to talk about the three most important qualities a person needs to be able to do a job well  Ss talk about the three most important qualities a person needs to be able to do a job well  T observes and corrects |  |

**3. Guides for homework- 1’**

Retell the main contents of the lesson

- Revise the writing.

- Prepare next lesson: Looking back - Project.

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***Vũ Thị Đua***