

Trường: TH&THCS Hiền Hào
Tổ: chuyên môn THCS

Họ và tên giáo viên:
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UNIT 12. MY FUTURE CAREER

Môn học: tiếng Anh- lớp 9
(Thời gian thực hiện: 7 tiết)

Period: 94-100

Class	Date of teaching	Attendance
9		

I. OBJECTIVES:

By the end of the lesson, Students are expected to achieve the following objectives:

1. Knowledge

- Vocabulary: use the lexical items related to the topic my future career.
- Grammar: Verb + to - infinitive / verb + V - ing
- Pronunciation: High tones.

2. Skill(s):

- Ss are expected to pronounce, know the meaning of the key words and understand the main grammatical points, then do the exercises that follow.
- Ss are expected to read for general and specific information about choosing a career; talk about a person's like/dislikes, personality traits, and abilities for a certain job; listen for general and specific information about choosing future jobs and reasons for these choices, write about the qualities one needs to be able.

3. Attitude

- Raise the awareness of studying.
- Have good guidelines for future career.

4. Competencies

- Co-operation
- Self- study
- know some lexical items related to jobs and career

II. PRERARATIONS

- Teacher: posters, laptop, pictures, ...
- Students: student book, notebook, pencil...

III. ANTICIPATED PROBLEMS AND SOLUTIONS

- It's difficult for weak Ss to complete all exercises.
- Concerns and suggestions for weak students.

IV. PROCEDURE:

Period: 94-Lesson 1: Getting started

Teacher and students' activities	Contents and board display
I. WARM UP(5'/GW) Introduction Before Ss open their books, review the previous unit by asking them to play a game. First, divide Ss into two equal	UNIT 12. MY FUTURE CAREER Lesson 1: Getting started

teams. Write the phrase 'The roles of teachers and schools in the future' on the board. Ask the two teams to write down as many words in the future as possible. Set a time limit of three minutes. The team with more correct words/phrases wins.

II. NEW LESSON

1. Getting-started:(15'/IW/PW)

Pre-teach some vocabulary.

1. Ask Ss what job a career they want to do in the future. Then ask them another question.

Do you have to choose some specific subjects to focus on if you want to do that job in the future.

Elicit answers from Ss. Now, tell them to look at the pictures and the heading 'What subjects' will you choose? and ask them these questions:

- Who can you see in the pictures?
- Where do you think they are?
- What do you think they are talking about ?

Have Ss answers as a class.

Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the conversation.

a. Ss work in pairs to label the pictures with the words given. Allow pair to share their answers before asking them to discuss as a class. Then ask some Ss to read the words aloud and correct their pronunciation if necessary.

b. Have Ss work individually. Ss find the words/phrase with the given meaning in the conversation.

Then have Ss share their answers with a partner before asking them to discuss as a class.

c. Have Ss read the conversation again to tick true (T), false (F), or not given (NG). Remind Ss that they can answer NG (not given) if they don't think information

I. Vocabulary

- Approach (n):
- Vocational(adj):
- Housekeeper (n):
- Staff (n):
- Qualification (n):
- Suffer from (v):

1. Listen and read.

a. Put a word/phrase from the box under each picture.

- work in pairs to do the exercise.

Key:

- | | |
|---------------------------|------------------|
| 1. lodging manager | 2. event planner |
| 3. customer service staff | 4. housekeeper |
| 5. tour guide | 6. biologist |

b. Find a word/phrase in the conversation that means:

Key:

1. GCSE
2. vocational subjects
3. academic subjects
4. applied approach
5. tourism
6. leisure

c. Tick True or False.

Key:

- | | | |
|-------|------|------|
| 1. T | 2. F | 3. F |
| 4. NG | 5. T | 6. F |

<p>was given as part of the conversation. Ss exchange their answers with a classmate. Ask for Ss' answers as well as their explanation for their choices. Write the correct answers on the board.</p> <p>2. Doing:(15'/IW)</p> <p>2a. Have Ss work in pairs to read the phrases and complete the task. Check the answers as a class.</p> <p>b. Ask Ss to work individually to complete the sentences with the right collocations. Then ask them to share their answers with a partner. Finally, check the answers as a class.</p> <p>III. WRAPPING UP(8'/GW)</p> <p>3. Ask Ss to work in groups of four. Ss take turns thinking of a job. The other ask Yes/No questions to find out information, and guess what the job is. The aim is to have Ss ask many questions as possible. T can tell them that they may ask questions about necessary qualifications, skills, likes, dislikes, working conditions, salary, colleagues, or people they are working with.</p> <p>4. Grammar.</p> <p>- note V + to-V</p> <p>IV. HOME ASSIGNMENTS(2')</p> <p>- T assigns the home assignments</p> <p>- Ss copy their home assignments</p> <p>- T explains it carefully</p>	<p>2.a. Look at the phrases and cross out any noun/phrase that doesn't go with the verb.</p> <p>Key: 1.a job 2. leisure time 3. a job 4. a living</p> <p>b. Complete each of the following sentences with a collocation in 2a...</p> <p>- work individually</p> <p>Key:</p> <p>1. take/do (an English) course 2. doing a nine - to - five job 3. work flexitime 4. earns money/earns a living 5. did course/ took a course 6. work overtime</p> <p>3. Game: What's my job?</p> <p>Grammar.</p> <p>- V + to-V</p> <p><i>I've decided to take a vocational.....</i> <i>My dad is encouraging me to choose.....</i> <i>We've discussed becoming a doctor...</i></p> <p>*HOME ASSIGNMENTS:</p> <p>- learn by heart the new words.</p> <p>- Prepare A closer look 1</p>
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Period: 95 - Lesson 2: A closer look 1

Teacher and students' activities	Contents and board display
<p>I. WARM UP(5'/PW)</p> <p>Introduction</p> <p>Start by reviewing the previous lesson. Begin by asking two pairs of Ss to come to</p>	<p>UNIT 12. MY FUTURE CAREER</p> <p>Lesson 2: A closer look 1</p>

the front to play a quick game. Ask them write as many jobs and collocations (or phrases) used to describe those jobs as possible. Set a time limit of three minutes. The pair with the most correct words and collocations wins.

II. NEW LESSON

1. Vocabulary(15'/IW/PW)

Ex1. Now have Ss turn to the book and work in pairs to identify the pictures. Ask them to briefly describe the pictures. Then let them do the matching exercise. Check the answers as a class. Then ask Ss:

Which of these Jobs would you like to do in the future ?

? Why would you like to do it?

Ask some Ss to answer the questions.

Ex2. Have Ss work individually to fill the blanks. Remind Ss that the form of the word may need to be changed to fit the sentence. Allow them to share their answers with a partner before checking as a class.

Ex3a. Give Ss a couple of minutes to work in pairs to do the matching. Then check the answers as a class.

Exb. Have Ss work individually to complete the sentences. Have them compare their answers in pairs. Afterwards, check Ss' answers as a class.

2. Pronunciation(15'/IW/PW)

High tones

Have Ss silently read the information and examples in the box. Ask some Ss to summarise the rules and read out examples in the box or to give their own examples. Ensure that Ss have understood the ideas before proceeding. Inform Ss that negative adjectives (awful, terrible) can be affected by tone in the same way as positive ones (excellent, brilliant).

Ex4. Play the recording for Ss to listen. Ask them to draw to illustrate Tom's tones. Play the recording again for Ss to repeat

I. Vocabulary.

1. Put the word/phrase under each picture. There is one extra word.

Key:

- | | |
|------------------|---------------------|
| 1. craftsman | 2. physicist |
| 3. opera singer | 4. fashion designer |
| 5. pharmacist | 6. architect |
| 7. businesswoman | 8. mechanic |

2. Fill each blank with a suitable job from 1.

Key:

- | | |
|--------------------------|---------------------|
| 1. physicist | 2. mechanic |
| 3. pharmacist | 4. fashion designer |
| 5. opera singer | 6. architects |
| 7. businesswomen and men | |
| 8. craftsmen and women | |

3a. Match a word/phrase in the left column with its meaning in the right one.

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

3b. Fill each gap with a word/phrase in 3a.

Key: 1. career 2. job 3. profession 4. career path

4. Listen to the conversations between Jenny and Tom. Notice how Tom uses high tones in his replies. Then practise

<p>the short dialogues playing attention to the tones. Call on some pairs to act out the short dialogues.</p> <p>III. WRAPPING UP(8'/PW)</p> <p>Ex5.Have Ss work in pairs to draw arrows to show the tones before reading out. Then play the recording. Ask the pair to listen and check their lines showing the tones. Confirm the correct answers. Ask some pair to practise the saying the pair of dialogues. Correct them if necessary.</p>	<p><i>the conversation with a partner.</i></p> <p><i>5. The responses to the pairs of sentences are the same but the speakers have opposite attitudes. Listen, draw arrows to show the tones, then repeat.</i></p>
<p>IV. HOME ASSIGNMENTS(2')</p> <ul style="list-style-type: none"> - Redo the Vocab. - Prepare for A closer look 2 	

Period: 96 - Lesson 3: A closer look 2

Teacher and students' activities	Contents and board display
<p>I. WARM UP(5'/Whole class)</p> <ul style="list-style-type: none"> - Check up old lesson 	<p>UNIT 12. MY FUTURE CAREER</p> <p>Lesson 3: A closer look 2</p>
<p>II. NEW LESSON</p> <p>A. Grammar 1(15'/IW)</p> <p>Despite/In spite of: review</p> <p>Have Ss read the Remember! box, then ask one or two Ss summarise the rules. T can write the example sentences on the board. Ask Ss to give further examples. Make it clear to Ss that these expressions can be used interchangeably. They both work with all the from: before a noun, a noun phrase, or an - ing form.</p> <p>1. Ask Ss to work individually to fill in the gaps. Check the answers as a class.</p> <p>Verb + to - infinitive/Verb + V - ing</p> <p>Ask Ss to read the bubble quoted from the GETTING STARTED conversation, then have them read the structures and example in the grammar box carefully. Help them with the meanings of the verbs if necessary.</p> <p>Divide the board into four columns. write Verb + to - infinitive/ Verb + V - ing, Verb + to - infinitive, or + V - ing with no change in meaning in each column, and a column for Verb + to - infinitive, or + V-ing with change in meaning, Ask four Ss to come to the board to write the verbs mentioned in the grammar box in the appropriate column. Ask other Ss to give</p>	<p>1. Complete each second sentence so that it has a similar meaning to the first. Write no more than THREE words.</p> <p>Key: 1. loving maths 2. studying hard</p> <p>3. laziness 4. being short</p> <p>5. poor health</p>

<p>examples with these verbs.</p> <p>2 & 3. Have Ss work individually. Allow Ss to share their answers with a partner. Then check their answers as a class. T can remind Ss that in both these exercises more than one of the options may be correct.</p> <p>B. Grammar 2(15'/PW/IW)</p> <p>Firstly, have Ss work in pairs to describe what is happening in the pictures. Then Ss can attempt to complete the sentences using the ideas and actions from the pictures. Check the answers as a class. Have Ss work individually to finish the sentences. Allow them to share their answer with a partner. Call on some Ss to write their answers on the board. Correct their answers if necessary.</p> <p>III. WRAPPING UP(8'/Whole class)</p> <p>? Retell Verb + to - infinitive / verb + V - ing</p> <p>IV. HOME ASSIGNMENTS(2')</p> <ul style="list-style-type: none"> - T assigns the home assignments - Ss copy their home assignments - T explains it carefully 	<p>2. Circle the correct words or phrases in bold. Sometimes both options are correct.</p> <p>Key:</p> <p>1. to give 2. to pass 3. choosing 4. taking</p> <p>3. Choose the correct answer(s).</p> <p>Key: 1.A 2.A 3.C 4.C 5.A&C 6.B</p> <p>4. Complete the sentences using the ideas in the pictures and the correct form of the verbs in brackets.</p> <p>Key:</p> <p>1. to lock 2. meeting 3. to contact 4. to send 5. working 6. talking 7. posting 8. to answer</p> <p>Key:</p> <p>1. The boy finally managed to deal with his peers at the vocational school. 2. She attempted to cooperate with the other in the team to finish the work. 3. He wasn't promoted in spite of/despite his efforts. 4. The boss denied bullying the new employee. 5. Despite being qualified for the job, he wasn't accepted/Despite qualifying for the job, he wasn't accepted.</p> <p>*HOME ASSIGNMENTS:</p> <ul style="list-style-type: none"> - Learn by heart all the structures - Do exercises in Work book - Prepare: Unit 12: Communication
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Period: 97 - Lesson 4: Communication

Teacher and students' activities	Contents and board display
<p>I. WARM UP(5'/GW)</p> <p>Discussion:</p> <p>WHAT JOB DO YOU WANT TO DO IN THE FUTURE?</p> <ul style="list-style-type: none"> - Ask Ss to work in groups of 5 to answer the questions. <p>II. NEW LESSON</p> <p>A. Communication 1(15'/IW/PW)</p> <ul style="list-style-type: none"> - Check if Ss understand the meaning of the words in Extra vocabulary box. <p>Can't stand +V-ing: Used to describe an activity or situation that you really don't like, or find extremely unpleasant.</p>	<p>UNIT 12. MY FUTURE CAREER</p> <p>Lesson 4: Communication</p> <p>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.</p>

<p>Burn the midnight oil: Work very hard, work through the night.</p> <p>Make a bundle: Earn a lot of money.</p> <p>1. Have Ss skim - read the posts individually and try to remember the reasons each teen gives for their choice of career.</p> <p>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.</p> <p>B. Communication 2(15'/GW/PW)</p> <p>2. 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.</p> <p>3.a) 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.</p> <ul style="list-style-type: none"> - 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. <p>III. WRAPPING UP(8'/PW)</p> <p>3.b) Ask several pairs to report their decisions and reasons to the whole class. Have other Ss give comments. This is an open exercise and there are no wrong answers.</p> <p>IV. HOME ASSIGNMENTS(2')</p> <ul style="list-style-type: none"> - T assigns the home assignments - Ss copy their home assignments - T explains it carefully 	<p>2. 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</p> <p>3 a. Work in pairs. Tell your partner about a job you want/don't want to do in the future. Remember to say why or why not.</p> <p>b Report your decisions to another pair or to the class.</p> <p>*HOME ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. Review this lesson 2. Do exercises in the workbook 3. Prepare lesson Skills 1
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Period: 98 - Lesson 5:Skills 1

Teacher and students' activities	Contents and board display
<p>I. WARM UP(5'/Whole class)</p> <p>Discussion:</p> <ol style="list-style-type: none"> 1. <i>What is a job? What is a career?</i> 2. <i>How different are they?</i> <p>Suggested answers :</p> <ol style="list-style-type: none"> 1. A job is something people do to earn money. 2. A career is more than a job. It is an - going process of learning and development of skills and experience. 	<p>UNIT 12. MY FUTURE CAREER</p> <p>Lesson 5:Skills 1</p>

3. Very different. (A job describes what you doing now, a career describes your job choices over your working life, with the aim of improving your quality of life).

II. NEW LESSON

1. Pre-Speaking

1. 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

2. While-Speaking

2. 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.

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.

2. 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:

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 flexitime. 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 Dzung:

- Exactly. What Dzung says is true. Student doctors do have to burn the midnight oil. They have to learn about

<p>3 a. 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.</p> <p>III. WRAPPING UP(5'/PW)</p> <p>b. Ask several pairs to report their decisions and reasons to the whole class. Have other Ss give comments. This is an open exercise and there are no wrong answers.</p>	<p>everything related to their patients because their advice affects the patients' lives.</p> <p>- I totally agree with Dzung because it is very hard to work in hospitals. All around you are patients waiting for your help.</p> <p>- Hold on... If everyone only thinks about the hardships, who will become doctors? Who will treat the patients, then?</p> <p>3.a. Work in pairs. Tell your partner about a job you want/don't want to do in the future. Remember to say why or why not.</p> <p>b. Report your decisions to another pair or to the class.</p>
<p>IV. HOME ASSIGNMENTS(2')</p> <ul style="list-style-type: none"> - T assigns the home assignments - Ss copy their home assignments - T explains it carefully 	<p>*HOME ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. Review this lesson 2. Do exercises (Workbook) 3. Prepare lesson Skills 2

Period: 99 - Lesson 6: Skills 2

Teacher and students' activities	Contents and board display
<p>I. WARM UP(5'/whole class)</p> <p>Chatting</p> <p>Introduction</p> <p>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.</p> <p>II. NEW LESSON</p> <p>A. Listening(15'/PW/IW)</p> <p>1 Ask Ss to work in pairs to answer the questions. Ask a pair to share their ideas with the class.</p> <p>2. 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</p>	<p>UNIT 12. MY FUTURE CAREER</p> <p>Lesson 6: Skills 2</p> <p>1. Work in pairs and answer the questions below.</p> <p>1. What job do you want to do in the future? => I want to do teacher.</p> <p>2. What qualities do you think you need to do that job? => I think teachers need kindness, patience.</p> <p>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.</p>

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.

3. 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.

B. Writing(15'/PW/IW)

4. 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 to 2 and 3 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.

III. WRAPPING UP(8'/IW)

5. 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.

IV. HOME ASSIGNMENTS(2')

- T assigns the home assignments
- Ss copy their home assignments
- T explains it carefully

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).

1.T	2.T	3.T	4.F	5.F	6.T
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4. Work in pairs. Choose a job that you like. Discuss which three qualities would be necessary for people doing that job. You use some of the ideas below. Remember give reasons.

To be a business person, you have to - be adaptable so that you can respond quickly to changes.

- be calm to deal with difficult problems which can appear anytime and you can't predict.

- be creative to think out new ideas and make new products to serve customers.

***HOME ASSIGNMENTS:**

1. Review this lesson

2. Do exercises in the workbook

Period: 100 - Lesson 7: Looking back and project

Teacher and students' activities	Contents and board display
<p>I. WARM UP(5'/Whole class) Encourage Ss not to refer back to the unit pages. Instead, they can use what they have learnt during the unit to help them do the exercises. Ss should record their results for each exercise to complete the self-assessment box at the end of the unit and identify areas to review.</p> <p>II. NEW LESSON</p> <p>A. Vocabulary & Grammar(15'/IW) For 1, 2, 3, 4, and 5, first have Ss work independently. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so that they can use that information in their self-assessment.</p> <p>B. Communication(10'/PW) 6. Have Ss work in pairs to think of two things that are true of the job they are assigned, and one thing that is not true about the job. Give them seven minutes to work together. When the pairs have finished preparing, ask them to take turns to come to the front to introduce themselves and repeat the three 'facts'. The class will together decide which 'facts' are true, and which is untrue. Finished! Finally ask Ss to complete the self-</p>	<p>UNIT 12. MY FUTURE CAREER Lesson 7: Looking back and project</p> <p>I. Vocabulary & Grammar Key: 1. <i>I. C 2. D 3. E 4. F 5. A 6. B</i> 2. <i>1. H 2. E 3. F 4. A 5. D 6. G 7. C 8. B</i> 3. <i>1. vocational, 2. dynamic, 3. empathetic,</i> 4. <i>academic subjects, 5. took into account,</i> 6. <i>professional, 7. burnt the midnight oil, 8. make a bundle</i> 4. <i>1. to lock 2. working 3. treating</i> 4. <i>to get 5. to finish 6. reading</i> 5. <i>1. working hard → to work hard</i> 2. <i>promised to make → no change</i> 3. <i>to be → being</i> 4. <i>refused to attend → no change</i> 5. <i>mind to burn → mind burning</i> 6. <i>managed getting → managed to get</i> 7. <i>admitted to study → no change</i> 8. <i>offer working → offer to work</i> 9. <i>prefer working → preferring to work</i> 10. <i>agreed to take → no change</i></p> <p>II. Communication</p>

assessment. Identify any difficulties and weak areas and provide further practice.

III. WRAPPING UP(13'/GW)

C. PROJECT

My future career path

The aim of this project is to encourage Ss to think about possible career paths they may want to follow, and to do some more research about the factors they have to consider if they are going to follow that pathway. This is a topic that is of immediate importance to the Ss' futures.

Divide Ss into groups of four or five and instruct them on what they have to do. Encourage them to think of a real path they might want to follow. Tell them to:

- give reasons for the choice
 - consider factors like qualifications, skills, hobbies, personalities, practical issues, and even the employment market
 - think about who can give them good advice, and why
- Ask Ss to draw a picture of their career path. Have them present their posters in the next lesson. When all the groups have given their presentations, let the whole class vote for the best one.

IV. HOME ASSIGNMENTS(2')

- T assigns the home assignments
- Ss copy their home assignments
- T explains it carefully

III. PROJECT

***HOME ASSIGNMENTS:**

- Review this lesson
- Do exercises in the workbook