

D.O.P: 14/09/2024

**UNIT 01: LIFE STORIES WE ADMIRE**

D.O.T: 16/09/2024

**Lesson: Language**

Week: 02- Period: 04

**I. OBJECTIVES**

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

**1. Knowledge**

- Use the lexical items related to the topic *Life stories we admire*;
- Recognise and practise diphthongs /eɪ/ and /əʊ/;
- Review the use of Past Simple and the Past Continuous tenses.

**2. Competences**

- Develop communication skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

**3. Personal qualities**

- Be proud and respectful of famous people in Vietnam and in the world;
- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Unit 1, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

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

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.

**b. Content:**

- Game: Say a name

**c. Expected outcomes:**

- Students can revise vocabulary related to famous people.

**d. Organisation:**

TEACHER AND STUENTS'S ACTIVITIES	CONTENTS
<p><b>Game: Say a name</b></p> <ul style="list-style-type: none"> <li>- Divide the class into two teams. There are 5 turns for each team.</li> <li>- Give instructions. There are two separate boxes. One box (A) contains the names of some nationalities, the other box (B) contains names of jobs. Students pick up one card from box A and one from box B. Students have to say the name of at least one famous person corresponding to their cards.</li> <li>- If one team cannot answer, they lose their turn, and the chance is transferred to the other team.</li> </ul> <p>For example, the card in box A says "South African" and box B says "politician" → students should say "Nelson Mandela".</p> <ul style="list-style-type: none"> <li>- Students work in groups to do the activity</li> </ul>	<p><b>Suggested ideas:</b></p> <p><b>Box A:</b> Vietnamese, American, British</p> <p><b>Box B:</b> politician, footballer, singer, writer</p> <p><b>Some possible answers:</b></p> <p><b>Vietnamese politician:</b> Ho Chi Minh, Nguyen Phu Trong, Le Duan</p> <p><b>Vietnamese footballer:</b> Nguyen Quang Hai, Nguyen Cong Phuong</p> <p><b>Vietnamese singer:</b> My Tam, My Linh</p> <p><b>Vietnamese writer:</b> To Hoai, Luu Quang Vu, Nam Cao</p> <p><b>American politician:</b> Donald Trump, Barack Obama</p> <p><b>American footballer:</b> Landon Donovan</p> <p><b>American writer:</b> Mark Twain, Ernest Hemingway</p> <p><b>American singer:</b> Micheal Jackson,</p>

<ul style="list-style-type: none"> <li>- Students pick the cards and say a name.</li> <li>- One point for a correct answer.</li> <li>- The group getting the highest points will be the winner.</li> </ul>	<i>Whitney Houston ...</i> <b>British politician:</b> <i>Margaret Thatcher, Theresa May ...</i> <b>British footballer:</b> <i>David Beckham, Raheem Sterling ...</i> <b>British singer:</b> <i>Adele, Elton John</i> <b>British writer:</b> <i>William Shakespeare, J.K Rowling...</i>
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**e. Assessment**

- Teacher observes and gives feedback.

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

- To help Ss recognise and practise diphthongs /eɪ/ and /əʊ/ in single words;
- To help Ss recognise and practise diphthongs /eɪ/ and /əʊ/ in a complete text.

**b. Content:**

- Task 1: Listen and repeat. Then practise saying the words. (p.9)
- Task 2: Work in pairs. Underline the words that contain the /eɪ/ and /əʊ/ sounds. Listen and check. Then practise reading the whole text aloud. (p.9)

**c. Expected outcomes:**

- Students can correctly pronounce diphthongs /eɪ/ and /əʊ/ in single words and in a complete text.

**d. Organisation**

TEACHER AND STUDENTS'S ACTIVITIES	CONTENTS										
<p><b>Task 1: Listen and repeat. Then practise saying the words.</b> (6 mins)- Ask Ss to listen to the recording. Have them pay attention to the highlighted letter(s) which contain the diphthongs /eɪ/ (blue) and /əʊ/ (orange).</p> <ul style="list-style-type: none"> <li>- Students listen to the recording, and then repeat the words</li> <li>- Ask Ss to listen to the recording again, but this time, have them repeat the words.</li> <li>- Students add more examples of the words that contain the diphthongs /eɪ/ and /əʊ/.</li> <li>- Tell students that they can find the /eɪ/ and /əʊ/ sounds in various spellings, such as:</li> </ul> <p><b>/eɪ/</b></p> <ul style="list-style-type: none"> <li>- ‘ae’ as in age, save, fame</li> <li>- ‘ai’ as in aim, again</li> <li>- ‘ay’ as in play, essay</li> <li>- ‘ei’ as in eight, vein</li> <li>- ‘ea’ as in break, great</li> </ul> <p><b>/əʊ/</b></p> <ul style="list-style-type: none"> <li>- ‘oa’ as in boat, coach</li> <li>- ‘ow’ as in snow, growth</li> <li>- ‘ou’ as in although, shoulder</li> </ul>	<table border="1"> <thead> <tr> <th>/eɪ/</th><th>/əʊ/</th></tr> </thead> <tbody> <tr> <td>age</td><td>soldier</td></tr> <tr> <td>saved</td><td>wrote</td></tr> <tr> <td>translated</td><td>hero</td></tr> <tr> <td>against</td><td>shows</td></tr> </tbody> </table>	/eɪ/	/əʊ/	age	soldier	saved	wrote	translated	hero	against	shows
/eɪ/	/əʊ/										
age	soldier										
saved	wrote										
translated	hero										
against	shows										

<p>- In stronger classes, ask them to add more to these examples.</p>	
<p><b>Task 2: Work in pairs. Underline the words that contain the /eɪ/ and /əʊ/ sounds. Listen and check. Then practise reading the whole text aloud (6 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to read quickly through the text to get a broad understanding.</li> <li>- Have Ss work in pairs to underline the words with the diphthongs /eɪ/ and /əʊ/ in each sentence.</li> <li>- Students underline the words with the diphthongs /eɪ/ and /əʊ/ first. Then listen to the recording.</li> <li>- Ask them to listen to the recording and check their answers.</li> <li>- Have Ss practise reading the whole text aloud in pairs.</li> <li>- Students read the whole text aloud.</li> <li>- In weaker classes, ask Ss to read the underlined words containing the diphthongs first before reading aloud the whole text.</li> <li>- In stronger classes, have pairs make 3-5 sentences about a specific topic (e.g. famous people), containing as many diphthongs /eɪ/ and /əʊ/ as possible. Invite them to read these sentences aloud in front of the class, and have other students listen and count the number of correct words with diphthongs. The pair(s) with the most correct diphthongs are winners.</li> </ul>	<p><b>Answer key:</b></p> <p><i>In the first year when ‘The Diary of Dang Thuy Tram’ was published, more than 300,000 copies were <u>sold</u>. The book was <u>also translated</u> into more than 16 different languages. A film <u>based</u> on the diary was <u>made</u> in 2009. Its <u>name</u> is ‘Don’t burn’.</i></p>

#### e. Assessment

- Teacher checks students’ pronunciation and gives feedback.
- Students in class listen and give feedback on their friends’ performance.

### 3. ACTIVITY 2: VOCABULARY (12 mins)

#### a. Objectives:

- To introduce words / phrases related to the topic *Life stories*.
- To help Ss practise the words in meaningful contexts.

#### b. Content:

- Task 1: Match the words/phrases (1–5) with the words/preposition (a–e) to make phrases with the meanings below. (p.10)
- Task 2: Complete the following sentences using the correct forms of the phrases in Task 1. (p.10)

#### c. Expected outcomes:

- Students understand the meaning of words, memorise them and are able to use them in meaningful contexts.

#### d. Organisation

TEACHER AND STUDENTS ’S ACTIVITIES	CONTENTS
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<p><b>Task 1: Match the words/phrases (1–5) with the words/preposition (a–e) to make phrases with the meanings below. (6 mins)</b></p> <ul style="list-style-type: none"> <li>- Tell Ss that the words / phrases in the activity are related to events happening in a person's life.</li> <li>- Students match each word/phrase on the left with the one on the right</li> <li>- Have Ss match each word/phrase on the left with the one on the right so that they make a phrase with the given meaning. Encourage Ss to study the meanings and underline key words. This way, they will develop a better understanding of the phrases.</li> <li>- Students study the meanings and underline key words.</li> <li>- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.</li> <li>- Check answers as a class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. c</li> <li>2. d</li> <li>3. b</li> <li>4. e</li> <li>5. a</li> </ol>
<p><b>Task 2: Complete the following sentences using the correct forms of the phrases in Task 1. (6 mins - Tell Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary.</b></p> <ul style="list-style-type: none"> <li>- Students read the sentences carefully and decide which words can be used.</li> <li>- Students explain the meaning of each phrase.</li> <li>- Check answers as a class. Have Ss call out the phrase they have used in each sentence first.</li> <li>- Students read the complete sentences.</li> <li>- Confirm the correct answers. Ask Ss to explain the meaning of each phrase using the definitions in Task 1.</li> <li>- Ask some Ss to read the complete sentences.</li> </ul> <p><b>Extension:</b> Invite individual Ss to add other topic-related words/phrases they have learnt from Getting started or Activity 1 (e.g. was born in, volunteer to, join the army). Have Ss study them for half a minute, then turn away. Erase one word from the board. Have Ss turn back and identify which word is missing. In stronger classes, ask Ss to make sentences with the word. Continue until the board is empty.</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. attended college</li> <li>2. had a long marriage</li> <li>3. had a difficult childhood</li> <li>4. impressive achievements</li> <li>5. admired for</li> </ol>

### e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

### 4. ACTIVITY 3: GRAMMAR (13 mins)

#### a. Objectives:

- To help Ss recognise the difference between the Past Simple and the Past Continuous;
- To help Ss practise the Past Simple and the Past Continuous.

#### b. Content:

- Task 1: Circle the correct answer to complete each of the sentences. (p.11)
- Task 2: Work in pairs. Tell the life stories of people you know and admire. Use the Past simple and past continuous. (p.11)

#### c. Expected outcomes:

- Students know how to use the Past simple or the Past continuous and can apply it to give a short talk on the given topic.

#### d. Organisation

TEACHER AND STUDENTS 'S ACTIVITIES	CONTENTS
<p><b>Task 1: Circle the correct answer to complete each of the sentences.</b></p> <p><b>6 mins</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to read the notes in the Remember box to review the differences between the Past Simple and the Past Continuous. Give more explanation and examples if necessary.</li> <li>- Students read the notes in the Remember box.</li> <li>- Ask Ss to circle the correct answers. Tell them to pay attention to the meaning of each sentence and the grammatical clue (i.e. which verb refers to the complete action or the one happening at a specific time, the setting or the completed action, the longer or shorter action).</li> <li>- Students circle the correct answers.</li> <li>- Students explain their answers.</li> <li>- Check answers as a class by having individual Ss write the sentences on the board. Go through each sentence and ask Ss to explain why they have used that particular form, e.g. 1. We use Past continuous here because it is an action which was happening at a specific point of time in the past.</li> </ul> <p><b>Extension:</b> Ask Ss to add 2-3 more sentences to each item, using the Past tense and/or Past Continuous where appropriate, e.g. <i>My dad was watching a documentary about war heroes at 9 p.m. on 30th April. He enjoyed the documentary very much. Sometimes, he turned to my mother, who was knitting on the sofa, to talk about the parts of the documentary he enjoyed the most...</i></p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. was watching</li> <li>2. was snowing, were blowing</li> <li>3. finished, applied</li> <li>4. started, became</li> </ol>
<p><b>Task 2: Work in pairs. Tell the life stories of people you know and admire. Use the Past simple and past continuous.</b></p> <p><b>7 mins</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to work in pairs. Ask them to take turns to tell the life stories of someone they know and admire. They should make 3-5 sentences, using the past simple and past continuous as much as they can.</li> <li>- Students work in pairs and think of a person they admire.</li> <li>- Encourage them to study the example in pairs first. Tell them to pay attention to the use of past simple and past continuous.</li> <li>- Students decide on the ideas they are going to say and make 3-5 sentences, using the past simple and past continuous.</li> <li>- Present their ideas in front of class.</li> <li>- Encourage them to speak without writing down the sentences. For weaker classes, allow them to write the sentences first before reading them aloud.</li> <li>- When they finish, invite some pairs to read the sentences aloud in front of the class. Correct any misuse of the past simple and past continuous.</li> </ul> <p><b>Extension:</b> Invite 3-4 pairs to read the sentences aloud, and have other Ss listen and count the correct uses of past simple and past continuous. The pair with the most correct uses win, and the pair with the best story voted by the whole class are</p>	<p><b>Suggested answers:</b></p> <p><i>When the war started, my grandfather was enjoying a happy life and marriage with my grandmother. Then he left his hometown to join the army. When he was fighting in the war, my grandmother was taking care of the whole family. While he was serving in the army, he was awarded a medal for bravery.</i></p>

also winners.	
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**e. Assessment**

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**5. CONSOLIDATION (3 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 Lesson 3 - Reading.

**D.O.P: 17/09/2024****UNIT 01: LIFE STORIES WE ADMIRE****D.O.T: 19/09/2024****Lesson: Reading - A creative genius****Week: 02- Period: 05****I. OBJECTIVES**

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

**1. Knowledge**

- Develop reading skills for general ideas and for specific information about a famous person.

**2. Competences**

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;
- Actively join in class activities.

**3. Personal qualities**

- Be respectful of a famous person – Steve Jobs and his achievements;
- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Unit 1, Reading
- Computer connected to the Internet
- Projector / TV

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

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

**b. Content:**

- Video watching

**c. Expected outcomes:**

- Students join the activity enthusiastically and gain knowledge on the topic.

**d. Organisation:****TEACHER AND STUDENTS 'S ACTIVITIES****CONTENTS****Video watching**

- Teacher divides the class into 2 groups.
- Students work in groups to do the activity.
- Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want.
- Students raise their hands to answer the questions.
- Teacher shows questions one by one, Ss raise their

**Link:**

<https://www.youtube.com/watch?v=bTpvbKCYaoQ>

**Questions:**

1. Where was he born? (San Francisco)
2. Who are Clara and Paul? (his foster parents)



<p>hands and say BINGO to grab the chance to answer.</p> <ul style="list-style-type: none"> <li>- If the answer is correct, they get one point for their team.</li> <li>- The team with the higher score will be the winner.</li> </ul>	<p>3. What does his dad do? (a mechanic)</p> <p>4. What does his mum do? (an accountant)</p> <p>5. Where did he meet his best friend? (in computer club)</p> <p>6. What do Steve Jobs and his best friend both love? (electronics)</p> <p>7. Which company did Steve Job and his best friend create? (Apple)</p>
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**e. Assessment**

- Teacher observes and gives feedback.

**2. ACTIVITY 1: PRE-READING (9 mins)****a. Objectives:**

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

**b. Content:**

- Task 1: Work in pairs. Discuss the questions. (p.11)
- Pre-teach vocabulary

**c. Expected outcomes:**

- Students can identify some vocabulary related to the topic.

**d. Organisation**

TEACHER'S AND STUDENTS'S ACTIVITIES	CONTENTS
<p><b>Task 1. Work in pairs. Discuss the questions. (4 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to work in pairs to answer the questions.</li> <li>- Students work in pairs and answer the questions.</li> <li>- Ask some pairs to share their answers with the whole class.</li> <li>- Students write questions they want to know on the board.</li> <li>- Ask what other information they want to know about him. Write their questions on the board.</li> <li>- Introduce the topic of the reading text.</li> </ul>	<p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. He is Steve Jobs.</li> <li>2. He is famous for co-founding the Apple company and inventing products such as the iPhone and the iPod.</li> </ol>
<p><b>Vocabulary pre-teaching (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Students listen to the teacher's explanation and guess the words.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Students write down the new words in their notebook</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. (to) bond</li> <li>2. cutting-edge (adj)</li> <li>3. blockbuster (n)</li> <li>4. (to) diagnose with</li> <li>5. visionary (adj)</li> </ol>

**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

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

- To get Ss to practise guessing the meaning of words from context;
- To help Ss develop reading skills for general information;
- To help Ss develop reading skills for specific information.

**b. Content:**

- Task 2: Read the article. Choose the words or phrases with the closest meaning to the highlighted words or phrases in the text. (p.11)
- Task 3: Read the article again. Match each section (a–c) with a heading (1–5). There are TWO extra headings. (p.12)
- Task 4: Read the article again. Complete the diagram with information from the text. Use one word for each gap. (p.12)

**c. Expected outcomes:**

- Students can thoroughly understand the content of the text and complete the tasks successfully

**d. Organisation**

TEACHER AND STUDENTS 'S ACTIVITIES	CONTENTS
<p><b>Task 2: Read the article. Choose the words or phrases with the closest meaning to the highlighted words or phrases in the text. (6 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to read the text. Ask them to locate the highlighted words/phrases in the text, e.g. 1. The word 'adopted' is found in the sentence: "He was adopted by Clara and Paul Jobs."</li> <li>- Students read the text and locate the highlighted words individually.</li> <li>- Students study the context and do the tasks as required.</li> <li>- Ask students to study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully, e.g. 1. The word 'adopted' is found among these sentences: His biological parents were not married and gave him up for adoption. He was adopted by Clara and Paul Jobs.</li> <li>- Encourage Ss to replace the word/phrase with each choice to see which one best replaces the word/phrase. E.g. 1. His biological parents were not married and gave him up for adoption. He was given birth to / taken by another family as their own child by Clara and Paul Jobs. The choice B. "taken by another family as their own child" best replaces the word 'adopted' because his biological parents gave him up.</li> <li>- In weaker classes, check their understanding of the words by asking Ss to make sentences with them.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. B</li> <li>3. A</li> <li>4. A</li> <li>5. A</li> </ol> <p><b>Strategy: Reading for vocabulary</b> To read and understand the meanings of words/phrases in context, students should:</p> <ol style="list-style-type: none"> <li>1. Locate the word or phrase in the text.</li> <li>2. Study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully.</li> <li>3. Try to replace the word/phrase with each choice to see which one best replaces the word/phrase.</li> </ol>
<p><b>Task 3: Read the article again. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (7 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to read the headings carefully. Make sure they understand them.</li> <li>- Students read the headings first, then skim through</li> </ul>	<p><b>Answer key:</b></p> <p>A-2 B-1 C-5</p> <p><b>Strategy: Reading for main ideas (Headings)</b></p>



<p>each section.</p> <ul style="list-style-type: none"> <li>- Ask Ss to skim through each section, and choose the heading that covers the ideas of the whole section.</li> <li>- Remind them that there are TWO extra headings. Remember that incorrect headings for a section are often “irrelevant” (i.e., not mentioned in the section), “incorrect” (i.e., not true according to the text), “too narrow” (i.e., only representing part of the section) or “too general” (i.e., not specific to that section only).</li> <li>- Students check answers with the whole class and give explanations for their choice.</li> <li>- Students choose the heading that covers the ideas of the whole section.</li> <li>- Check answers as a class.</li> <li>- Have Ss explain why certain headings are not needed, e.g. <i>Heading 3 only focuses on part of Section C so does not represent the main idea of the whole section. Similarly, Heading 4 is also incorrect since it only covers part of Section A.</i></li> </ul>	<p>To read and understand the main ideas of a text and select the best headings for a section, students should:</p> <ol style="list-style-type: none"> <li>1. Read the headings carefully. Make sure you understand them.</li> <li>2. Skim through each section, and choose the heading that covers the ideas of the whole section.</li> <li>3. Pay attention to the number of extra headings. Remember that incorrect headings for a section are often “irrelevant” (i.e., not mentioned in the section), “incorrect” (i.e., not true according to the text), “too narrow” (i.e., only representing part of the section) or “too general” (i.e., not specific to that section only).</li> </ol>
<p><b>Task 4: Read the article again. Complete the diagram with information from the text. Use one word for each gap.</b> (7 mins)</p> <ul style="list-style-type: none"> <li>- Ask Ss to study the timeline to get the general ideas. Make sure they understand that each number/year on the timeline is a milestone in the life of Steve Jobs. In weaker classes, give Ss an example, e.g. <i>In 1955, he was born in California ...</i></li> <li>- Students do as instructed to complete the diagram.</li> <li>- Students compare their answers with partners then check with the whole class.</li> <li>- Draw their attention to each gap. Encourage Ss to guess the type of information they need for each gap. <i>E.g. For Blank (1) we need a verb in passive voice. For Blank (2) it is an adjective.</i></li> <li>- Check answers as a class.</li> </ul> <p><b>Extension:</b> Play a game: Make some statements based on the text and have Ss decide whether they are True, False or Not Given by doing some actions. If the statement is True according to the text, they should raise their right hand. They should raise their left hand for a false statement, and stand up if it is Not given (No information is provided). <i>E.g. Steve Jobs was born in Oregon (False/left hand). His parents were rich (Not given/stand up). His friend was very good at computer engineering. (True/right hand)</i></p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. adopted</li> <li>2. Apple</li> <li>3. company</li> <li>4. products</li> <li>5. cancer</li> </ol>

#### e. Assessment

- Teacher’s observation on Ss’ performance.
- Teacher’s feedback and peers’ feedback.

#### 4. ACTIVITY 3: POST-READING (8 mins)

##### a. Objectives:

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

**b. Content:**

- Task 5: Work in pairs. Discuss the following question. *What do you admire the most about Steve Jobs?* (p.12)

**c. Expected outcomes:**

- Students can use the language and ideas from the unit to talk about their admiration for Steve Jobs.

**d. Organisation**

TEACHER AND STUDENTS 'S ACTIVITIES	CONTENTS
<p><b>Task 5: Work in pairs. Discuss the following question. <i>What do you admire the most about Steve Jobs?</i></b></p> <ul style="list-style-type: none"> <li>- Ask Ss to work in pairs. Have them discuss which achievement by Steve Jobs they find most admirable. Encourage them to explain why they admire that achievement the most.</li> <li>- Students practise speaking in pairs.</li> <li>- Students share their answers with the whole class.</li> <li>- Students listen and give feedback.</li> <li>- Invite some pairs to share their answers with the whole class.</li> <li>- Ask other Ss to give comments and correct any mistakes if possible.</li> </ul>	<p><b><i>Suggested answers:</i></b></p> <p>What I admire the most about Steve Jobs is how he overcame difficulties in his life to achieve a significant breakthrough in communication technology. He dedicated his life to building technology and inventing the first real personal computer, that is user-friendly, efficient and stylish.</p>

**e. Assessment**

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**5. CONSOLIDATION (3 mins)****a. Wrap-up**

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

**b. Homework**

- Write a short paragraph about the life stories of Steve Jobs and what you admire most about him.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

**IV. SELF- EVALUATION**

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D.O.P: 19/09/2024

**UNIT 01: LIFE STORIES WE ADMIRE**

D.O.T: 21/09/2024

**Lesson: Speaking - National heroes of Viet Nam**

Week: 02- Period: 06

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about the lives of a famous hero and heroine in Viet Nam;
- Memorise vocabulary to talk about the lives of a famous hero and heroine in Viet Nam.

**2. Competences**

- Develop communication skills;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

**3. Personal qualities**

- Be proud and respectful of national heroes of Viet Nam

**II. MATERIALS**

- Grade 12 textbook, Unit 1, Speaking
- Computer connected to the Internet
- Projector / TV

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

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part.

**b. Content:**

- Guessing game

**c. Expected outcomes:**

- Students join the game enthusiastically and gain knowledge on the topic.

**d. Organisation:**

<b>TEACHER AND STUDENTS 'S ACTIVITIES</b>	<b>CONTENTS</b>
<b>Guessing game</b> <ul style="list-style-type: none"> <li>- Teacher divides class into two groups.</li> <li>- Students take turns, choose a number and answer the question.</li> </ul>	<b>Questions:</b> <ol style="list-style-type: none"> <li>1. Which was a decisive Vietnamese military victory that brought an end to French colonial rule in Vietnam?</li> </ol>

<ul style="list-style-type: none"> <li>- Students guess the key word.</li> <li>- There are four questions, the answers of which provide four clues for the key word.</li> <li>- Each group choose a question. If they have a correct answer, they get one point.</li> <li>- Students explain their key word.</li> <li>- If a team can guess the key word, they will get 5 points.</li> <li>- The team with more points is the winner.</li> <li>- Teacher leads in the lesson.</li> </ul>	<p>(Dien Bien Phu)</p> <p>2. Which province is home to the World Heritage Phong Nha - Ke Bang National Park? (Quang Binh)</p> <p>3. Fill in the blank: They're calling on all men and boys over the age of 18 to join the _____. (army)</p> <p>4. When did Nguyen Tat Thanh start his journey abroad from Nha Rong Wharf? (1911)</p> <p>➔ KEY WORD: GENERAL VO NGUYEN GIAP</p>
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### e. Assessment

- Teacher observes and gives feedback.

## 2. ACTIVITY 1: CONTROLLED PRACTICE (25 mins)

### a. Objectives:

- To provide knowledge and language input for the main speaking task;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss practise talking about, listening to, and taking notes about the life of Vo Thi Sau and General Vo Nguyen Giap.

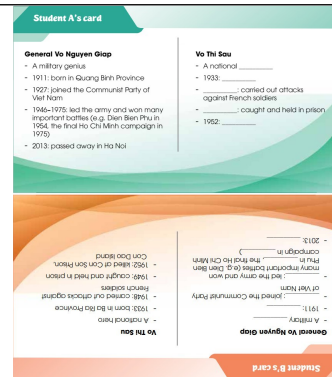
### b. Content:

- Task 1: Work in pairs. One of you is A, the other is B. A reads the information card about General Vo nguyen giap. B reads the information card about Vo Thi Sau below. Use the glossary (page 147) to help you. (p.13)
- Pre-teach vocabulary
- Task 2: Work in pairs. A should ask B questions to complete his/her card about Vo Thi Sau. Then B should do the same to complete his/her card about general Vo Nguyen Giap. Then compare your notes. (p.14)

### c. Expected outcomes:

- Students can identify and gain some vocabulary to complete speaking tasks.
- Students have an overview about the national heroes.

### d. Organisation

TEACHER AND STUDENTS ' ACTIVITIES	CONTENTS
<p><b>Task 1: Work in pairs. One of you is A, the other is B. A reads the information card about General Vo Nguyen Giap. B reads the information card about Vo Thi Sau below. Use the glossary (page 147) to help you. (10 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss if they know the two people in the photos. Invite some Ss to share what they know about each person briefly in front of the class.</li> <li>- Students share what they know about the two people.</li> <li>- Put the Ss in pairs. Assign them the roles of Student A and Student B.</li> <li>- Ask them to read the cards assigned to them in the book according to their roles. Remind them not to look at the other card.</li> <li>- Students read and understand the information on their cards.</li> <li>- Give Ss time to read and understand the information on their cards. Ask them to use the glossary if they do not know any word in the card. Check their understanding of some difficult</li> </ul>	 <p><b>Student A's card</b></p> <p><b>General Vo Nguyen Giap</b></p> <ul style="list-style-type: none"> <li>- A military genius</li> <li>- 1911: born in Quang Binh Province</li> <li>- 1922: joined the Communist Party of Viet Nam</li> <li>- 1948-1975: led the army and won many important battles (e.g. Dien Bien Phu in 1954, the final Ho Chi Minh campaign in 1975)</li> <li>- 2013: passed away in his 102nd year</li> </ul> <p><b>Vo Thi Sau</b></p> <ul style="list-style-type: none"> <li>- A national heroine</li> <li>- 1933: born in Quang Binh Province</li> <li>- 1954: joined the Communist Party of Viet Nam</li> <li>- 1975: led the army and won many important battles (e.g. Dien Bien Phu in 1954, the final Ho Chi Minh campaign in 1975)</li> <li>- 2013: passed away in his 102nd year</li> </ul> <p><b>Student B's card</b></p> <p><b>General Vo Nguyen Giap</b></p> <ul style="list-style-type: none"> <li>- A military genius</li> <li>- 1911: born in Quang Binh Province</li> <li>- 1922: joined the Communist Party of Viet Nam</li> <li>- 1948-1975: led the army and won many important battles (e.g. Dien Bien Phu in 1954, the final Ho Chi Minh campaign in 1975)</li> <li>- 2013: passed away in his 102nd year</li> </ul> <p><b>Vo Thi Sau</b></p> <ul style="list-style-type: none"> <li>- A national heroine</li> <li>- 1933: born in Quang Binh Province</li> <li>- 1954: joined the Communist Party of Viet Nam</li> <li>- 1975: led the army and won many important battles (e.g. Dien Bien Phu in 1954, the final Ho Chi Minh campaign in 1975)</li> <li>- 2013: passed away in his 102nd year</li> </ul>

words.	
<p><b>Vocabulary pre-teaching (5 mins)</b> - Teacher introduces the vocabulary.</p> <ul style="list-style-type: none"> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Students listen to the teacher's explanation and guess the words.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> <li>- Students write down the new words in their notebook</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. the Communist Party of Viet Nam</li> <li>2. battle (n)</li> <li>3. campaign (n)</li> <li>4. pass away</li> </ol>
<p><b>Task 2: Work in pairs. A should ask B questions to complete his/her card about Vo Thi Sau. Then B should do the same to complete his/her card about general Vo Nguyen Giap. Then compare your notes. (10 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Student A to talk about the life of General Vo Nguyen Giap, using the notes in the Student A's card. Encourage Student A to study the example before he/she starts.</li> <li>- Students work in pairs to ask and complete his/her card about General Vo Nguyen Giap or Vo Thi Sau.</li> <li>- Remind Student B to listen carefully to Student A and complete the notes about the life of General Vo Nguyen Giap on Student B's card.</li> <li>- For weaker class, allow Student A to repeat his/her talk for Student B to listen again and complete his/her notes.</li> <li>- Students compare their notes with their partners.</li> <li>- Ask each pair to swap roles. Specifically:</li> <li>- Ask Student B to talk about the life of Vo Thi Sau, using the notes in the Student B's card. Encourage Student B to study the example before he/she starts.</li> <li>- Remind Student A to listen carefully to Student B and complete the notes about the life of General Vo Nguyen Giap on Student A's card.</li> <li>- For weaker classes, allow Student B to repeat his/her talk for Student A to listen again and complete his/her notes.</li> <li>- Ask them to compare notes when they finish.</li> <li>- Walk around to provide help if necessary.</li> </ul>	<p><b>Students' practice</b></p>

### e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

### 3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (13 mins)

#### a. Objectives:

- To give Ss an opportunity to practise talking about the lives of a famous hero and heroine in front of the class;
- To help some students enhance presentation skills.

#### b. Content:

- Task 3. Use your notes to tell the life story of General Vo Nguyen Giap or Vo Thi Sau to the class. Vote for the best-told story. (p.14)

#### c. Expected outcomes:



- Students can use the language and ideas from the unit to talk about the lives of a famous hero and heroine in front of the class.

#### d. Organisation

TEACHER AND STUDENTS ACTIVITIES	CONTENTS
<p><b>Task 3: Use your notes to tell the life story of General Vo Nguyen Giap or Vo Thi Sau to the class. Vote for the best-told story.</b></p> <ul style="list-style-type: none"> <li>- Ask some Ss to use the notes they have just completed to talk about the life of General Vo Nguyen Giap or Vo Thi Sau in front of the class.</li> <li>- Students work in pairs, use the notes and talk about the life of General Vo Nguyen Giap or Vo Thi Sau in front of the class.</li> <li>- For stronger classes, encourage them to add more information they know about them, or share opinions about their lives in the talk.</li> <li>- Students add more details if they can</li> <li>- Ask the class to listen and vote for the best talk.</li> <li>- Vote for the best story.</li> </ul> <p><b>Extension:</b> Ask Ss to work in pairs and come up with a story about the life of another famous person. Invite them to share the stories in front of the class. Have the class listen and vote for the best story.</p>	<p><b><i>Suggested answer:</i></b></p> <p>We'd like to talk about the life of Vo Thi Sau, a national heroine of our country. She was born in 1933 in Ba Ria Province. At the age of 15, she joined the Viet Minh, the league for the independence of Viet Nam from French rule. In 1947, she was brave enough to carry out attacks against French soldiers. She managed to kill some of them by throwing grenades at them. Unfortunately, in another unsuccessful attempt in 1949, she was caught and put in prison. She was sentenced to death at Con Son Prison, Con Dao Island at the age of 19. Although she died nearly 80 years ago, many generations in Viet Nam still admire Vo Thi Sau for her great bravery and sacrifice for the independence of our country.</p>

#### e. Assessment

- Teacher checks students' pronunciation and gives feedback.

#### 4. CONSOLIDATION (2 mins)

##### a. Wrap-up

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

##### b. Homework

- Write a paragraph about the life of a national hero that you admire.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

#### IV. SELF- EVALUATION

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