D.O.P: 21/09/2024   **UNIT 01: LIFE STORIES WE ADMIRE**
D.O.T: 23/09/2024   **Lesson: Listening- The father of Mickey Mouse**
Week: 03- Period: 07

I. OBJECTIVES
By the end of this lesson, Ss will be able to:
1. Knowledge
- Gain an overview about Walt Disney;
- Memorize vocabulary to talk about Walt Disney.
2. Competences
- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills.
3. Personal qualities
- Be respectful of a famous person - Walt Disney and his achievements
- Develop self-study skills
II. MATERIALS
- Grade 12 textbook, Unit 1, Listening
- Computer connected to the Internet
- Projector / TV
III. PROCEDURES
1. WARM-UP (5 mins)

a. Objectives:
- To help Ss understand and activate their knowledge of the topic;
b. Content:
- Game: Lucky song
c. Expected outcomes:
- Students can join the game and gain knowledge on the topic.
d. Organisation

TEACHER AND STUDENTS ' ACTIVITIES	CONTENTS
Game: Lucky song - Students follow the teacher's instructions and play the game in two teams. - Class is divided into 2 groups. - Teacher asks each group to choose a number. There are 8 pieces of music, 5 of which are the soundtracks of Disney films. - If Ss open a soundtrack, they listen and guess the name of the film. Ss get one point if the answer is correct. - If they open a lucky piece of music, they get a point	*Suggested directions:* 1. I see the light - Tangled 2. Beauty and the beast - Beauty and the beast 3. A whole new world - Aladdin 4. Let it go - Frozen 5. Can you feel the love tonight? - Lion King

without having to answer the question. - The group with more points is the winner.	

e. Assessment
- Teacher corrects for students (if needed)
2. ACTIVITY 1: PRE-LISTENING (9 mins)

a. Objectives:
- To get students to 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. Solve the crossword to reveal the secret name. Share what you know about him or his films. (p.14)
- Vocabulary pre-teaching
c. Expected outcomes:
- Students understand the meaning and know how to pronounce some words from the recording.
d. Organisation

TEACHER AND STUDENTS 'S ACTIVITIES	CONTENTS
Task 1: Work in pairs. Solve the crossword to reveal the secret name. Share what you know about him or his films. (4 mins) - Ask Ss to work in pairs and solve the crossword. Tell them that there's a hidden name in the highlighted column. - Students work in pairs and solve the crossword. - Tell them to use the names of famous story characters as suggested in the pictures and clues. - For weaker classes, give an example first. - Check answers as a class. **Extension**: Invite some Ss to the board. Point at any picture in the book to the student only. Have him/her talk about the character in the story without revealing the name (e.g. This girl is a princess who is killed by poison). The whole class listen and guess the name of the character (e.g. Snow White).	*Answer key:* 1 m e r m a i d 2 w h i t e 3 m o u s e 4 l i o n 5 c i n d e r e l l a 6 b e a u t y
Vocabulary teaching (5 mins)- Teacher introduces the vocabulary. - Students say the meaning of the words. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms …) - Teacher checks students' understanding with the "Rub out and	*New words:* 1. profitable (adj) 2. theme park (n) 3. dwarf (n) 4. inspire (v)

remember" technique. - Teacher asks Ss to take notes on their notebooks. - Students write new words on their notebook.	

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

3. ACTIVITY 2: WHILE-LISTENING (20 mins)

a. Objectives: - To help Ss practise listening for the main idea; - To help Ss practise listening for specific information; - To provide Ss with some basic information about Walt Disney. **b. Content:** - Task 2: Listen to a talk about Walt Disney's life. Number the events in the order they are mentioned. (p.15) - Task 3: Listen to the talk again. Choose the correct answer A, B, or C. (p.15) **c. Expected outcomes:** - Students can catch the main idea as well as specific details of the recording and complete the tasks successfully. **d. Organisation**	

TEACHER AND STUDENTS 'ACTIVITIES	CONTENTS
Task 2: Listen to a talk about Walt Disney's life. Number the events in the order they are mentioned. (10 mins) - Tell Ss that they are going to listen to a talk about the life of Walt Disney. - Students make predictions before listening. - Have them read the main ideas A-E. Make sure they understand these ideas. Encourage them to predict the order of main ideas. E.g. It's very likely that after the introduction (B), the speaker is going to talk about Disney's life in time order, so I guess that A. A difficult beginning is the next main idea. - Ask Ss to listen carefully and select the main ideas in the order they hear. Suggest that they can take notes and use these notes to arrange the main ideas later if they want. - Listen and check the order. - Check answers as a class.	Answer key: B → A → D → E → C → F
TASK 3 - Tell Ss that they are going to listen to the recording again. This time, they should choose the correct answers A, B, C or D. - Have them read the questions and choices and underline the key words.	*Answer key:* 1. B

- Ask them to listen and pay attention to the key words, as well as paraphrases of these key words. - Ask Ss to choose the option that matches the information in the recording. Remind them that they should watch out for distractors, especially options that may be mentioned in part in the recording, but are not true. - For Question 3, remind them that they should choose the information NOT mentioned in the recording, so it's a good idea to cross out all the options that match the information in the recording. The remaining option is the correct answer. - Play the recording. Ask Ss to circle the correct answers. - Check answers as a class. Extension: Ask some additional questions to check Ss' comprehension of other details in the listening text, e.g. Who are his films popular with? (Both children and adults) How was his first company? (It was not very successful).	2. A 3. C 4. B 5. B

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

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:
- To check students' understanding and memorize the information in the recording;
- To help some students enhance presentation skills;
- To practise team working;
- To help Ss use the language and ideas from the listening to share opinions about Walt Disney's life and achievements.

b. Content:
- Task 4: Work in pairs. Discuss the question.
What do you think is most impressive about Walt Disney's life and achievements? (p.15)

c. Expected outcomes:
- Students can use the language and ideas from the unit to talk about Walt Disney.

d. Organisation

TEACHER AND STUDENTS ' ACTIVITIES	CONTENTS
Task 4: Work in pairs. Discuss the question. - Ask Ss to work in pairs. Have them discuss which - Students work in pairs and discuss. achievement by Walt Disney they find most impressive. Encourage them to explain why they are impressed by that achievement the most. - Invite some pairs to share their answers with the whole class.	*Suggested answer:* I am most impressed by his determination to overcome difficulties in his life to become successful. Although his first film company was a failure, he did not

Students share their ideas to the whole class	give up, but started over and built up a very successful business afterwards. It shows the importance of perseverance in achieving your goals and making your dreams come true.

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

5. CONSOLIDATION (3 mins)

a. Wrap-up
- Summarise the main points of the lesson.

b. Homework
- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

IV. SELF- EVALUATION
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D.O.P: 24/09/2024   **UNIT 01: LIFE STORIES WE ADMIRE**
D.O.T: 26/09/2024   **Lesson: Writing – A biography of Walt Disney**

Week: 03- Period: 08

I. OBJECTIVES
By the end of this lesson, Ss will be able to:
1. Knowledge
- Synthesise and summarise information in order to write a biography about the life of Walt Disney;
- Apply structures to write a biography.
2. Competences
- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;
3. Personal qualities
- Be proud and respectful of famous people in Viet Nam and in the world
II. MATERIALS
- Grade 12 textbook, Unit 1, Writing
- Computer connected to the Internet
- Projector / TV
III. PROCEDURES
1. WARM-UP (5 mins)

a. Objectives: - To create an active atmosphere in the class before the lesson; - To lead into the new lesson. **b. Content:** - Listen to music. Fill in the lyrics of a song. **c. Expected outcomes:** - Students can fill in the blanks to complete the lyrics of a Disney song and get ready for the lesson. **d. Organisation**	
TEACHER AND STUDENTS' ACTIVITIES	**CONTENTS**
Listen to music - Teacher prepares the hand-out of the song lyrics and asks Ss to read and guess the words to fill in the blanks. - Students listen to the song and fill in the blanks. - Teacher plays the song once. - Teacher checks answers with the whole class. - Teacher replays and pauses the song if necessary. - Students check their answers with the class.	*Link:* https://www.youtube.com/watch?v=ILRs2r6lcHY *Answer key:* 1. windows 2. starlight 3. lifted 4. different 5. chasing 6. crystal 7. lifted 8. different

e. Assessment
- Teacher observes and gives feedback.
Song: I see the light (Mandy Moore, Zachary Levi – Tangled OST)

All those days watching from the (1) _____
All those years outside looking in
All that time never even knowing
Just how blind I've been
Now I'm here, blinking in the (2) _____
Now I'm here, suddenly I see
Standing here, it's all so clear
I'm where I'm meant to be
And at last I see the light
And it's like the fog has (3) _____
And at last I see the light
And it's like the sky is new
And it's warm and real and bright
And the world has somehow shifted
All at once everything looks (4) _____
Now that I see you
All those days (5) _____ down a daydream
All those years living in a blur
All that time, never truly seeing
Things the way they were
Now she's here, shining in the starlight
Now she's here, suddenly I know
If she's here, it's (6) _____ clear
I'm where I'm meant to go
And at last I see the light
And it's like the fog has (7) _____
And at last I see the light
And it's like the sky is new
And it's warm and real and bright
And the world has somehow shifted
All at once, everything is (8) _____
Now that I see you
Now that I see you

2. ACTIVITY 1: PRE-WRITNG (9 mins)
a. Objectives:
- To help Ss recall and select the key information about Walt Disney's life from Listening;
- To help Ss read a webpage for more information about Walt Disney;
- To help Ss synthesise and summarise information from two different sources;
- To help students get familiar with the format of a biography.
b. Content:
- Task 1: Work in pairs. Answer these questions, using the information from Listening. Write NG (not given) if you cannot find the answer. (p.15)
- Task 2: Read some facts about Walt Disney. Then work in pairs to answer all the questions in Task 1. (p.15)
c. Expected outcomes:
- Students can select the appropriate information and have ideas to write about Walt Disney's life in the next part.
d. Organisation

TEACHER AND STUDENTS 'ACTIVITIES	CONTENTS
Task 1: Work in pairs. Answer these questions, using the information from Listening. Write NG	*Answer key:* 1. NG

(not given) if you cannot find the answer. (8 mins)	2. NG
- Ask Ss to skim through the questions individually. Make sure they understand the questions.	3. NG
- Students read the questions and understand them.	4. He created Mickey Mouse, and produced successful animated films such as Snow White and the Seven Dwarfs. He also won 26 Oscars.
- Students work in pairs and answer the questions.	5. He created the Disneyland theme park.
- Put Ss in pairs. Ask them to answer the questions by referring to information in the listening lesson.	6. NG
- Encourage them to look at their answers and notes in the listening section to recall the information. Remind them to write NG where they cannot find the answer.	7. NG
- Students write NG if they cannot find the answer.	
- Check their answers as a class.	

Task 2: Read some facts about Walt Disney. Then work in pairs to answer all the questions in Task 1. (8 mins)	*Answer key:*
- Tell the Ss that they may need to read more to find the answers to the NG questions in Activity 1.	1. He was born in Chicago in 1901.
- Students read the text and find information to answer NG questions in Task 1.	2. He attended Brenton Grammar School, but dropped out at the age of 16.
	3. He had talent for drawing and painting.
- Have the Ss to read a text about Walt Disney. Ask them to focus on information they need to answer the NG questions in Activity 1.	6. Yes, he was married and had two children.
- Walk around to provide support when necessary.	7. He died in 1966.
- Check their answers as a class.	
- Tell them that in a simple sense, by collecting and combining information from different sources, they are synthesising information. By selecting key information from what they read, they are summarising it. Both synthesising and summarising information are very important for them in reading in real life. Extension: Put them in pairs to discuss in what real-life situations they might need to synthesise and summarise information (e.g. writing a report, writing an article, preparing for a presentation), and what they might need to do when synthesising and summarising information (e.g. reading and listening skills, note-taking skills, summarising skills)	

e. Assessment
- Teacher checks students' answers as a whole class.
3. ACTIVITY 2: WHILE-WRITING (18 mins)

a. Objectives:
- To help Ss practise writing an article about the life of Walt Disney.
b. Content:
- Task 3: Write a biography (180 words) of Walt Disney for your school newspaper. Select and combine information from Task 1 and Task 2, and use the following outline and suggestions to help you. (p.15)
c. Expected outcomes:
- Students can write an article about the life of Walt Disney.
d. Organisation

TEACHER AND STUDENTS ' ACTIVITIES	CONTENTS
Task 3: Write a biography (180 words) of Walt Disney for your school newspaper. Select and combine information from Task 1 and Task 2, and use the following outline and suggestions to help you. - Tell Ss that they are going to write a 180-word biography of Walt Disney. They should use the information they have synthesised and summarised in Activity 1 and 2. - Students brainstorm for the ideas and the language necessary for writing - Ask them to study the outline and suggestions in 3 first. For weaker classes, ask questions to help them know what information to include in each part of the article. *E.g. What should we write in the Childhood and education section?* (Information about his birthplace and schools he went to) - Students write the first draft individually using the ideas in task 1 and 2. - Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk around the class to provide help when necessary.	*Suggested answer:* **WALT DISNEY – THE FATHER OF MICKEY MOUSE** Walt Disney is famous around the world for making a lot of successful films, which are loved by children and adults of many generations. **Childhood and education** Walt Disney was born in Chicago in 1901. During his childhood, he loved drawing and painting. He attended Brenton Grammar School, but he left school when he was 16. **Achievements** Disney was a very successful film maker, who created Mickey Mouse and produced successful animated films such as Snow White and the Seven Dwarfs. Throughout his career, Disney won or received 26 Oscars, three Golden Globe Awards, one Emmy Award – a record in history. He is also famous for building the first theme park in the world, called Disneyland. Now many more Disney parks have been built and have become popular worldwide. **Family** Walt Disney had three older brothers and a younger sister. He married Lillian Bounds, and they were together for 41 years. They had one biological daughter and one adopted daughter. **Death and the continued success of the Walt Disney Studios** Disney died from cancer in 1966, but the Walt Disney Studios continued to make live-action and animated films. These films inspire people of all ages to follow their dreams.

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 AND STUDENTS ' ACTIVITIES	CONTENTS
Cross-checking - 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* 1. Organization: …/10 2. Legibility: …/10 3. Ideas: …/10 4. Word choice: …/10 5. Grammar usage and mechanics: …/10 TOTAL: …/50

e. Assessment
- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.
4. CONSOLIDATION (2 mins)
a. Wrap-up
- Summarise the main points of the lesson.
b. Homework
- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.
IV. SELF- EVALUATION
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D.O.P: 26/09/2024   **UNIT 01: LIFE STORIES WE ADMIRE**
D.O.T: 28/09/2024   **Lesson: Communication and Culture / CLIL**
Week: 03- Period: 09

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Gain knowledge about some famous queens of the world;
- Review expressions for expressing pleasure and happiness and responding.

2. Competences

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

3. Personal qualities

- Be polite when expressing pleasure and happiness and responding;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 1, Communication and Culture / CLIL
- 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 enhance students' skills of cooperating with teammates.
b. Content:
- Game: Who says it?
c. Expected outcomes:
- Students can get knowledge about famous people in the world and their famous sayings.
d. Organisation

TEACHER AND STUDENTS ' ACTIVITIES	CONTENTS
Game: Who says it? (PPT slides) - Teacher divides class into two teams. - Students join the game and answer the questions. - Teacher shows 6 famous sayings by famous people on the PPT slides. - Students have to say who said that. - If the answer is correct, they get one point for their team. If the answer is incorrect, the chance is transferred to the other team. - The team with higher score is the winner.	***Suggested ideas:*** 1. *"Genius is one percent inspiration, ninety-nine percent perspiration."* - Thomas Edison 2. *"Stay hungry, stay foolish"* - Steve Jobs 3. *"Life is like riding a bicycle. To keep your balance, you must keep moving."* - Albert Einstein 4. *"If you want something said, ask a man; if you want something done, ask a woman."* - Margaret Thatcher 5. *"That's one small step for a man, a giant leap for mankind."* - Neil Armstrong 6. *"To be or not to be, that is the question."* - William Shakespeare

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)
a. Objectives:
- To provide a model conversation in which speakers offer express pleasure and happiness and respond;
- To review expressions for expressing pleasure and happiness and responding;
- To help Ss practise expressing pleasure and happiness and responding.
b. Content:
- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (p.16)
- 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. (p.16)
c. Expected outcomes:
- Students can use appropriate language to express pleasure and happiness and respond in certain situations.
d. Organisation

TEACHER AND STUDNETS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (6 mins) - Give Ss some time to skim through the conversations. Use the photos to illustrate the context of the conversation if necessary. - Students complete the conversation with words in the box. - Students listen to the recording. E.g: *Mark looks excited about something and he is sharing his news with* *Nam. Nam looks happy for Mark too.* - Play the recording once in stronger classes and twice in weaker classes. - Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers. - Students practise the conversation in pairs. - Put Ss into pairs and have them practise the conversation.	*Answer key:* 1. C 2. D 3. A 4. B
Useful expressions (7 mins) - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: expressing pleasure and happiness, and responding. - Teacher asks Ss to classify the expressions into two groups. - Ss work in groups to do the task. - Check as a class. - T asks if Ss can add some more expressions.	*** Expressing pleasure** - … is/was amazing/wonderful /great. - That was a(n) amazing/ wonderful/great … - It is/was (such) a pleasure to … - I was so pleased to … - I'm on top of the world/on cloud nine/over the moon. *** Responding** - Wow! - I'm so happy/excited for you. - Good for you!

	- That's fantastic/amazing /great! - I'm pleased to hear (that you like it).
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. (6 mins) - Make plan for the role-plan - Tell Ss that the words they used to fill in the gaps in Activity 1 are used to express pleasure and happiness and responding. - Put Ss in pairs and explain the task: to role-play conversations similar to the one in Activity 1, but based on the two situations. Ss should play the roles given in this activity. - Practise the role-play conversation, based on the two situations. - Give Ss a few minutes to plan their conversations before they role-play it (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles. - Swap the role and continue practising. - Perform in front of class. - Walk round the class and provide help when necessary. - Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery.	***Sample conversations:*** 1. A: Yesterday, I saw the new Disney movie, The Lion King. I enjoyed it so much. It's such a wonderful animated movie. B: That's great. I'm pleased to hear you like it. 2. B: I'm on cloud nine! My article about Steve Job's life and achievements has just been published in the local newspaper! A: Wow! I'm so happy for you! You've worked so hard on it!

e. Assessment
- Teacher checks students' answers as a whole class.
3. ACTIVITY 2: CULTURE (15 mins)
a. Objectives:
- To introduce words / phrases related to the topic;
- To help Ss learn about the lives of three famous queens in the world;
- To help Ss relate what they have learnt about famous queens in the world to the history of their own country.
b. Content:
- Task 1. Read the following text and complete the comparison table on page 18. (p.17)
- Task 2. Work in groups. Discuss the questions. (p.18)
c. Expected outcomes:
- Students understand the meaning of words, memorise the information, and relate what they have learnt about famous queens in the world to the history of their own country.
d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the following text and complete the comparison table on page 18. (10 mins) - Ask Ss some questions to find out what they already know about the topic, *e.g. Do you know the people in the picture? Who were they? What made them famous?* - Students answer the name of the people in the picture.	***Suggested answers:*** 1. England 2. Russia 3. 21 4. 34 5. saved her country from

	becoming part of the expanding Roman Empire 6. defeated the powerful Spanish Navy; encouraged the development of arts
- Ask Ss what they want to know about the topic. Write their questions on the board, *e.g. Where were they from? (Egypt, England and Russia), In which period/era did they live? (69 BC –30 BC, 1533-1603, 1729-1796)* - Students study the content of the table and complete the missing information. - Ask Ss to study the comparison table in Activity 1. Make sure they understand the rows and columns. Encourage them to study the examples. - Tell Ss that they are going to read about three famous queens in history. As they read, they should fill in the comparison table to show the differences between their lives and achievements. - Explain or elicit any new or difficult words, *e.g. determination, Empire, rule/ruling.* In stronger class, encourage them to guess their meaning from context as they read the text. - Have Ss read the text and complete the table individually. - 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.	
Task 2: Work in groups. Discuss the questions. (5 mins) - Read the question and check understanding. - Put Ss in groups to discuss the answers. - Students work in groups to discuss the question. - For weaker classes, give some examples about famous women in Vietnam, such as Hai Ba Trung, Queen Le Ngoc Han, Queen Mother Y Lan. - Ask some Ss to share their answers in front of the class. - Students share their ideas in front of class. **Extension**: Ask the students to play the "Guess who?" game, in which a student is invited to the front of the class. He/she is shown a picture of a famous female figure in history (preferably among those the Ss have talked or discussed about in the lesson/unit). Then the student talks about the figure until the whole class can guess the name of the figure.	*Suggested answers:* **Hai Ba Trung**: The Trung sisters were military leaders who led the people against the colonial government of the Han Dynasty. They are regarded as national heroines of Viet Nam. They were both well educated. **Queen Mother Y Lan**: She was the wife of King Ly Thanh Tong, and the mother of King Ly Can Duc. She knew a lot about Buddhism, and helped build hundreds of temples around the country. **Queen Le Ngoc Han**: As the only daughter of King Le Hien Tong, she helped to improve education and social status of women by giving titles to female scholars and educating female domestic servants.

e. Assessment
- Teacher corrects for students as a whole class.
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 8 – Looking back and project.

VI. SELF- EVALUATION

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