

D.O.P: 07/09/2024

GUIDING ENGLISH 12

D.O.T: 09/09/2024

Week: 01- Period: 01

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

- Recognize English 12 textbook's format
- Identify something about UK, England and English

2. Competences: By the end of the lesson, students will be able to:

- Develop competences of communication, co-operation and self-management

3. Qualities: By the end of the lesson, students will be able to:

- raise ss' love for English and ss' love for their new school
- Enhance ss; good attitude to work in groups, individual work, pairwork.

II. TEACHING AIDS

- Teaching aids: lesson plan, textbooks, and handouts.
- Teaching method: Task-based learning, group work, pair work, individual work.

III. PROCEDURE**Activity 1: WARM UP****a) Aim:***The purpose of this task is:*

- to create a friendly and atmosphere in the class before lesson
- to give T and ss a chance to introduce themselves
- to lead into the unit

b) Content:*Have some warm-up activities to create a friendly and relaxed atmosphere to inspire ss to warm up to the new class.***c) Outcome:***Have a chance to speak E. and focus on the topic of the lesson***d) Organization: teacher's instructions**

Teacher's and students' activities	Expected outcomes/ Contents
T: introduces herself, some warm up activities SS: introduce themselves T: encourage ss to talk in E as much as possible T: lead to the first unit of the new school year	+ Greeting + Chatting Introduce: name, age, address, likes, dislike, friend...

Activity 2: PRESENTATION**a) Aim:** *the aims of this activity is*

- to set the context for the introductory
- to introduce the topic of the unit, the Voc., the sounds, and the grammar points to be learnt

b) Content:

Some brief notes, introduction for English 12

c) Outcome:

Ss learn something about England, English, learn how to use English 12

d) Organization:

Teacher's and students' activities	Expected outcomes/ Contents
- T: ask ss some qs about England	Task 1: Some information about England "What do you know about England?"

<p>SS: listen and answer the question</p> <p>- T: give some information about UK and England “There are many interesting things about England and you’ll gradually know about them in the progress of learning E.”</p>	<p>England is located in North-west coast of Europe with very mild ewather not too hot but not too cold. It consists of four parts: England, Wales, Scotland and Ireland. It’s official name is UK. Each part has its own flag of UK.</p>
<p>- T: ask ss some questions about English and ask ss to discuss in groups of 4</p> <p>SS: listen and discuss in groups of 4 to answer T’s qs</p>	<p>Task 2. Introduction about English</p> <p>* Questions: 1. How many people speak E as their mother tongue?</p> <p>2. How many people speak E as their second language or first foreign language?</p> <p>3. Why do you learn E? Is it important? Difficult? Useful? Interesting?</p> <p>* Keys:</p> <p>English is an international language. Hundreds of million people speak E. in the world. 400 million people speak E as their first language, 600 million people speak E as their second language or first foreign language. 4/5 of the world’s computers use program in E. $\frac{3}{4}$ of all international correspondence is in E. It's allso very important, useful and interesting. It is the means of communication to one another.</p>
<p>T: ask ss to open the book and ask some qs</p> <p>SS: look at book and answer</p> <p>T: introduce the textbook</p> <p>SS: listen</p>	<p>Task 3: English 12: has 10 units</p> <p>* Questions: 1. How many units are there in English 12 textbook?</p> <p>2. What are they about?</p> <p>* Answer:</p> <p>There are 10 units, each unit has 8 sections, providing materials for 8 classroom lessons of 45 minutes. At the beginning of each unit, there are explicit learning objectives that clearly state the main language points and skills to be taught in the unit.</p> <ol style="list-style-type: none"> 1. Getting started: Introducing the overall topic of the unit 2. Language: Learning vocabulary, grammar and pronunciation 3. Reading: Developing reading skills and providing Sts with language and ideas about the topic 4. Speaking: Developing speaking skills and encouraging Sts to apply and share their own knowledge 5. Listening: Developing listening skills 6. Writing: Developing writing skills and helping Sts cope with ideas and necessary language 7. Communication and culture: providing Sts

	<p>with an opportunity for further practice and consolidation of the skills and the language learnt previously in the unit.</p> <p>8. Looking back and project:</p> <ul style="list-style-type: none"> - Revising and consolidating of the language in the unit - Providing Sts with an opportunity to apply the language and skills they learnt throughout the unit to perform a task in a realistic situation - After 2 units, Sts have one period for test themselves. It helps them test themselves about what they've learnt. <p>C. Tests:</p> <ul style="list-style-type: none"> 1- Checking frequency knowledge for the previous lesson. 2- Fifteen minutes test (3 times for each semester) 3- mid term test (once for each semester) 4- Semester test (Once for each semester)
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Activity 3: PRACTICE

a) Aim: The purpose of this activity is to help ss understand the lesson and classroom language

b) Content: some brief notes, classroom language

c) Outcome: (*blackboard writing, individual and pairworks*)

- ss learn something about England, English and classroom language

d) Organization: T's instructions

Teacher's and students' activities	Expected outcomes/ Contents
<ul style="list-style-type: none"> - T: ask ss to discuss and give ideas for some qs SS: listen, discuss and answer - T: give some more information SS: listen 	<p>Task 4. How to learn E. best?</p> <ul style="list-style-type: none"> - How do you learn E best? - How can you learn E. best? <p>“We can learn E. from many sources, always enrich your Voc., do exercises carefully, practice speaking, listening, writing, reading every day,...”. Ss should work hard everyday to improve their English.</p> <p>“Hard work is the key to success.”</p>

Activity 4: PRODUCTION

a) Aim: Students will be able to revise classroom languages.

b) Content: some brief notes, classroom language

c) Outcome:

- ss learn something about England, English and classroom language

d) Organization:

Teacher's and students' activities	Expected outcomes/ Contents
	<p>English is an international language.</p> <p>Hundreds of million people speak E. in the</p>

<ul style="list-style-type: none">- T: give some qs to introduce the class expressionsSS: listen- T: calls on some groups to give their ideas about E. againSS: give their ideas in class- T: gives feedback	<p>world. 400 million people speak E as their first language, 600 million people speak E as their second language or first foreign language. 4/5 of the world's computers use program in E. $\frac{3}{4}$ of all international correspondence is in E.</p> <p>It's allso very important, useful and interesting. It is the means of communication to one another.</p>
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V. HOMEWORK

- Ask ss to prepare next lesson: Achievement test

VI. SELF- EVALUATION

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D.O.P: 12/09/2024

UNIT 01: LIFE STORIES WE ADMIRE

D.O.T: 14/09/2024 Lesson: Getting started – The diary of Dang Thuy Tram

Week: 01- Period: 03

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Life stories we admire*;
- Gain vocabulary to talk about famous people's life stories;
- Get to know the language aspects: Past simple vs. Past continuous.

2. Competences

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

3. Personal qualities

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

II. MATERIALS

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

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

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.


b. Content:

- Game: Who is this?

c. Expected outcomes:

- Students can describe and guess the names of some famous people.

d. Organisation:

TEACHER AND STUDENTS'S ACTIVITIES -	CONTENTS
<p>Game: Who is this? (PPT slides)</p> <ul style="list-style-type: none"> - Teacher divides the class into two teams. - Students work in groups. - Teacher prepares the pictures of 7 famous people. - Teacher gives instructions for the game: <p>+ One student from each group comes and sees a picture. Students use their own words to describe the person so that their teammates can say the famous person's name.</p> <p>+ If the answer is correct, the team gets one point.</p> <p>+ If the answer is incorrect, the chance to answer is transferred to the other team.</p> <p>+ The team having more points is the winner of the game.</p>	<p><i>7 famous people:</i></p> 

- Students look at the picture that the teacher shows them and give descriptions of the famous figure.
- Other students try to guess the name.



1. Barack Obama
2. Dang Thuy Tram
3. Steve Jobs
4. Nelson Mandela
5. Vo Nguyen Giap
6. Pelé
7. Michael Jackson

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

- To provide students with new words related to the topic;
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to the topic.

d. Organization

TEACHER AND STUDENTS'S ACTIVITIES	CONTENTS
Vocabulary pre-teaching <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Students listen to the teacher's explanation and guess the words. <p>Teacher explains the meaning of the new vocabulary by pictures.</p> <ul style="list-style-type: none"> - Students write down the new words in their notebook. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	New words: <ol style="list-style-type: none"> 1. surgeon (n) 2. resistance (n) 3. enemy (n) 4. soldier (n) 5. devote (sth to sth)

e. Assessment

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

3. ACTIVITY 2: PRACTICE (22 mins)

a. Objectives:

- To help students get to know the topic;
- To introduce words and phrases related to life stories of Dang Thuy Tram;
- To help Ss identify the Past simple and Past continuous.

b. Content:

- Task 1: Listen and read. (p.8)
- Task 2: Read the conversation again and circle the correct answer to complete each of the sentences. (p.9)
- Task 3: Find words and a phrase in Task 1 with the following meanings. (p.9)
- Task 4: Complete the sentences based on the conversation. (p.9)

c. Expected outcomes:

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

d. Organization

TEACHER AND STUDENTS 'S ACTIVITIES	CONTENTS
<p>Task 1: Listen and read. (6 mins)- Set the context for the listening and reading.</p> <ul style="list-style-type: none"> - Ask Ss to look at the picture, the heading and the conversation, and ask questions. - Students look at the picture and answer the questions. - Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to life events (e.g. was born, joined the army, worked as a surgeon). - Students listen to the recording. - Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Students underline words/phrases related to life events of Dang Thuy Tram. - Call on two or three pairs of Ss to read the conversation aloud. - Students compare the words and phrases with their partners. - Students read the conversation aloud. - In stronger classes, teacher asks Ss to close their books and just listen to the conversation once. Teacher asks some comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. Who are the speakers? 2. What do you think they are discussing? 3. Who is the person in the picture? 4. Do you know anything about her? <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Nam and his friend, Mark. 2. They are talking about the person in the picture. 3. A woman called Dang Thuy Tram. 4. She's a Vietnamese heroine who wrote a famous diary during the war.
<p>Task 2: Read the conversation again and circle the correct answer to complete each of the sentences. 5 mins</p> <ul style="list-style-type: none"> - Ask Ss to read the conversation again and circle the correct answers. Ask them to identify and underline the key words in the statements first. Then have them read 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Hue 2. operated on 3. young 4. more than three decades

<p>the conversation again and locate the part that contains the information for each statement. Have them compare the information in the conversation with each statement to work out which is the correct answer, and why.</p> <ul style="list-style-type: none"> - Have Ss work in pairs to discuss and compare their answers. - Students work independently to do the activity. - Students compare the answers in pairs. - Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer. 	
<p>Task 3: Find words and a phrase in Task 1 with the following meanings. (6 mins)</p> <ul style="list-style-type: none"> - Have Ss look at the first letters of the words. Explain that these words are related to life stories and events and they are all in the conversation in Activity 1. - Ask Ss to read the definitions and find the words so that the words on the right match the definitions on the left, and they should start with the letters given. - Students read the conversation again and work independently to do the activity. - Allow Ss to share answers before discussing as a class. - Check answers as a class. - Students share and check the answers. - Write the correct answers on the board. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. accounts 2. death 3. devoting 4. youth
<p>Task 4: Complete the sentences based on the conversation. (5 mins)</p> <ul style="list-style-type: none"> - Tell Ss to read the summary. Focus attention on the blanks. - Students work individually to complete the sentences - Ask Ss to complete the sentences, using the words and phrases from the conversation in Activity 1. In weaker classes, remind them that they are all verbs and verb phrases. - Check answers as a class. - Students share and check the answers. - Elicit the verb tenses, i.e. Past Simple and Past Continuous 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. wrote 2. was working 3. was killed 4. was doing her duty 5. kept

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss memorize the key information about the life story of Dang Thuy Tram;
- To get Ss to speak about the main life events of Dang Thuy Tram.

b. Content:

- Poster presentation

c. Expected outcomes:

- Ss can design a poster and make a short presentation about life events of Dang Thuy Tram.

d. Organisation

TEACHER AND STUDENTS'S ACTIVITIES	CONTENTS
<p>Design a poster to introduce the life events of Dang Thuy Tram. (10 mins)- Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and coloured pencils.</p> <ul style="list-style-type: none"> - Students work in groups to follow teacher's instructions. - Give instructions to students. - Ask students to draw a brief timeline of Dang Thuy Tram's life events. They can use words, icons or images to illustrate. - Teacher asks all groups to stick their works on the blackboard. - Teacher calls on some groups to present their stories. - Students perform in front of the class. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group. 	<p><i>Students' own creativity</i></p>

e. Assessment

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

5. CONSOLIDATION**a. Wrap-up**

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

b. Homework

- Do exercises in the workbook.
- Prepare for the project in Lesson 8