

School: DO DANG TUYEN HIGH SCHOOL

Teacher's name: LE THI AI THI

Class: 12/5 ; 12/10

LESSON PLAN

(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)

UNIT 1: LIFE STORIES WE ADMIRE

Lesson 1: Getting started – The diary of Dang Thuy Tram

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.

4. Digital Competences:

- **1.1NC1a:** Determine information needs; find data, information, and content in the digital environment to meet information needs.
- **2.4NC1a:** Propose different digital tools and technologies for collaborative processes (during the poster/timeline project).

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. surgeon (n)	/ 'sɜːdʒən /	a doctor who is trained to perform surgery	bác sĩ phẫu thuật

2. resistance (n)	/rɪ'zɪstəns/	the act of using force to oppose somebody/something	sự chống lại
3. enemy (n)	/'enəmi/	a country or group that you are fighting a war against	quân địch
4. soldier (n)	/'səʊldʒə(r)/	a member of an army, especially one who is not an officer	người lính
5. devote (sth to sth)	/dɪ'vəʊt/	to give an amount of time, attention, etc. to something	cống hiến

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

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 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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Who is this? (PPT slides) - Teacher divides the class into two teams.	- Students work in groups. - Students look at the picture that the teacher shows them	<i>7 famous people:</i>

- Teacher prepares the pictures of 7 famous people. - Teacher gives instructions for the game: + 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. + If the answer is correct, the team gets one point. + If the answer is incorrect, the chance to answer is transferred to the other team. + The team having more points is the winner of the game.	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
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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. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Vocabulary pre-teaching - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - 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.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	New words: 1. surgeon (n) 2. resistance (n) 3. enemy (n) 4. soldier (n) 5. devote (sth to sth)
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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. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (6 mins)		
- Set the context for the listening and reading. - Ask Ss to look at the picture, the heading and the conversation, and ask 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). - Put Ss in pairs and ask them to compare the words and phrases they have	- Students look at the picture and answer the questions. - Students listen to the recording. - Students underline words/phrases related to life events of Dang Thuy Tram. - Students compare the words and phrases with their partners.	Questions: 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? Suggested answers:

underlined and discuss their meaning. Then check comprehension as a class. - Call on two or three pairs of Ss to 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.	- Students read the conversation aloud.	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.
Task 2: Read the conversation again and circle the correct answer to complete each of the sentences. (5 mins)		
- 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 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. - Have Ss work in pairs to discuss and compare their answers. - Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer.	- Students work independently to do the activity. - Students compare the answers in pairs.	Answer key: 1. Hue 2. operated on 3. young 4. more than three decades
Task 3: Find words and a phrase in Task 1 with the following meanings. (6 mins)		
- 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. - Allow Ss to share answers before discussing as a class. - Check answers as a class. - Write the correct answers on the board.	- Students read the conversation again and work independently to do the activity. - Students share and check the answers.	Answer key: 1. accounts 2. death 3. devoting 4. youth
Task 4: Complete the sentences based on the conversation. (5 mins)		

- Tell Ss to read the summary. Focus attention on the blanks. - 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. - Elicit the verb tenses, i.e. Past Simple and Past Continuous	- Students work individually to complete the sentences - Students share and check the answers.	Answer key: 1. wrote 2. was working 3. was killed 4. was doing her duty 5. kept
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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
- [NLS 1.1NC1a]: Direct Ss to use their smartphones/tablets to search for 1-2 more specific facts/images about Dang Thuy Tram's diary in the digital environment to enrich their poster.
- [NLS 2.4NC1a]: Ask Ss to propose if they want to use a digital tool (like Canva or PPT) or paper for this collaboration.

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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. - 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. - Teacher asks other groups to listen and give comments.	- Students work in groups to follow teacher's instructions. - Students perform in front of the class.	<i>Students' own creativity</i>

- Teacher gives feedback and gives marks to the best group.		
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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

Board plan

<i>Date of teaching</i> Unit 1: Life stories we admire Lesson 1: Getting started	
* Warm-up	
* Vocabulary	
1. surgeon (n)	
2. resistance (n)	
3. enemy (n)	
4. soldier (n)	
5. devote (sth to sth)	
Task 1: Listen and read.	
Task 2: Circle the correct answer.	
Task 3: Find words and a phrase.	
Task 4: Complete the sentences.	
Poster design	
*Homework	

UNIT 1: LIFE STORIES WE ADMIRE

Lesson 2: Language

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.

4. Digital Competencies:

- **1.1NC1a:** Identify information needs; search for data, information, and content in a digital environment to meet information needs (Xác định nhu cầu thông tin; tìm kiếm được dữ liệu, thông tin và nội dung trong môi trường số để đáp ứng nhu cầu thông tin).
- **2.4NC1a:** Use digital tools and technologies for collaborative processes (Sử dụng được các công cụ và công nghệ số cho các quá trình hợp tác).

II. MATERIALS

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

Language analysis

Past simple tense	Past continuous tense
1. Describe something started and finished in the past <i>E.g. You did a great job yesterday.</i>	1. Describe an action which was happening at a specific point of time in the past. <i>E.g. I was reading a good book at 10 p.m. last night.</i>
2. Describe main events in a story. <i>E.g. Mary read a few pages of her book and went to bed.</i>	2. Describe the settings of a story. <i>E.g. It was raining heavily outside. Mary read a few pages of her book and went to bed.</i>
• When one action in the past happens in the middle of another, we use the past simple to talk about the shorter action, and the past continuous for the longer action. <i>E.g. I was reading a book when the phone rang.</i> • When two or more actions in the past are happening at the same time, we use the past continuous for both/all.	

E.g. While I **was reading** a book, my mother **was watching** TV.

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Define expectation in explicit detail. - Continue to define expectations in small chunks (before every activity).

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
- **Digital Competency (1.1NC1a):** Students identify the need to find names of famous people and search for information if needed.

c. Expected outcomes:

- Students can revise vocabulary related to famous people.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Say a name - Divide the class into two teams. There are 5 turns for each team. - 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. - If one team cannot answer, they lose their turn, and the chance is transferred to the other team.	- Students work in groups to do the activity. - Students pick the cards and say a name.	Suggested ideas: Box A: Vietnamese, American, British Box B: politician, footballer, singer, writer Some possible answers: Vietnamese politician: Ho Chi Minh, Nguyen Phu Trong, Le Duan Vietnamese footballer: Nguyen Quang Hai, Nguyen Cong Phuong Vietnamese singer: My Tam, My Linh Vietnamese writer: To Hoai, Luu Quang Vu, Nam Cao American politician: Donald Trump, Barack Obama

For example, the card in box A says “South African” and box B says “politician” □ students should say “Nelson Mandela”. - One point for a correct answer. - The group getting the highest points will be the winner.	American footballer: Landon Donovan American writer: Mark Twain, Ernest Hemingway American singer: Micheal Jackson, Whitney Houston ... British politician: Margaret Thatcher, Theresa May ... British footballer: David Beckham, Raheem Sterling ... British singer: Adele, Elton John British writer: William Shakespeare, J.K. Rowling...
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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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS										
Task 1: Listen and repeat. Then practise saying the words. (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). - Ask Ss to listen to the recording again, but this time, have them repeat the words. - Tell students that they can find the /eɪ/ and /əʊ/ sounds in various spellings, such as: /eɪ/ - ‘ae’ as in age, save, fame - ‘ai’ as in aim, again - ‘ay’ as in play, essay - ‘ei’ as in eight, vein - ‘ea’ as in break, great /əʊ/	- Students listen to the recording, and then repeat the words. - Students add more examples of the words that contain the diphthongs /eɪ/ and /əʊ/.	<table><tr><td>/eɪ/</td><td>/əʊ/</td></tr><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></table>	/eɪ/	/əʊ/	age	soldier	saved	wrote	translated	hero	against	shows
/eɪ/	/əʊ/											
age	soldier											
saved	wrote											
translated	hero											
against	shows											

- ‘oa’ as in boat, coach - ‘ow’ as in snow, growth - ‘ou’ as in although, shoulder - In stronger classes, ask them to add more to these examples.		
Task 2: Work in pairs. Underline the words that contain the /ei/ and /əʊ/ sounds. Listen and check. Then practise reading the whole text aloud (6 mins)		
- Ask Ss to read quickly through the text to get a broad understanding. - Have Ss work in pairs to underline the words with the diphthongs /ei/ and /əʊ/ in each sentence. - Ask them to listen to the recording and check their answers. - Have Ss practise reading the whole text aloud in pairs. - In weaker classes, ask Ss to read the underlined words containing the diphthongs first before reading aloud the whole text. - In stronger classes, have pairs make 3-5 sentences about a specific topic (e.g. famous people), containing as many diphthongs /ei/ 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.	- Students underline the words with the diphthongs /ei/ and /əʊ/ first. Then listen to the recording. - Students read the whole text aloud.	Answer key: <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>

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)
- [2.4NC1a] Direct students to **hoclieu.vn** to complete the matching task interactively on the board or individual devices to collaborate on answers.

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words/phrases (1–5) with the words/preposition (a–e) to make phrases with the meanings below. (6 mins)		
- Tell Ss that the words / phrases in the activity are related to events happening in a person's life. - 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. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class.	- Students match each word/phrase on the left with the one on the right - Students study the meanings and underline key words.	Answer key: 1. c 2. d 3. b 4. e 5. a
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. - Check answers as a class. Have Ss call out the phrase they have used in each sentence first. - Confirm the correct answers. Ask Ss to explain the meaning of each phrase using the definitions in Task 1. - Ask some Ss to read the complete sentences. Extension: 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.	- Students read the sentences carefully and decide which words can be used. - Students explain the meaning of each phrase. - Students read the complete sentences.	Answer key: 1. <i>attended college</i> 2. <i>had a long marriage</i> 3. <i>had a difficult childhood</i> 4. <i>impressive achievements</i> 5. <i>admired for</i>

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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Circle the correct answer to complete each of the sentences. (6 mins)		
- 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. - 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). - 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. Extension: 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>	- Students read the notes in the Remember box. - Students circle the correct answers. - Students explain their answers.	Answer key: 1. <i>was watching</i> 2. <i>was snowing, were blowing</i> 3. <i>finished, applied</i> 4. <i>started, became</i>
Task 2: Work in pairs. Tell the life stories of people you know and admire. Use the Past simple and past continuous. (7 mins)		
- 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	- Students work in pairs and think of a person they admire.	Suggested answers:

sentences, using the past simple and past continuous as much as they can. - Encourage them to study the example in pairs first. Tell them to pay attention to the use of past simple and past continuous. - Encourage them to speak without writing down the sentences. For weaker classes, allow them to write the sentences first before reading them aloud. - 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. Extension: 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 also winners.	- Students decide on the ideas they are going to say and make 3-5 sentences, using the past simple and past continuous. - Present their ideas in front of class.	<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>
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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.

Board plan

<i>Date of teaching</i> Unit 1: Life stories we admire Lesson 2: Language * Warm-up Game: Say a name * Pronunciation - Task 1. Listen and repeat. - Task 2. Underline the words. * Vocabulary - Task 1. Match the words/phrases with the words/preposition. - Task 2. Complete the sentences.
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*** Grammar**

- Task 1. Circle the correct answer.
- Task 2. Tell the life stories of people you know and admire.

*** Homework**

UNIT 1: LIFE STORIES WE ADMIRE

Lesson 3: Reading – A creative genius

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.

4. Digital Competencies (Năng lực số):

- **1.1NC1a:** Identify information needs; find data, information, and content in digital environments – Meet information needs. (*Xác định được nhu cầu thông tin; tìm kiếm được dữ liệu, thông tin và nội dung trong môi trường số – Đáp ứng được nhu cầu thông tin.*)
- **2.1NC1a:** Interact through various digital technologies and understand digital communication means – Use multiple digital technologies to interact. (*Tương tác thông qua các công nghệ số khác nhau và nhận biết được phương tiện giao tiếp số – Sử dụng được nhiều công nghệ số để tương tác.*)

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. (to) bond	/bɒnd/	to develop or create a relationship of trust with somebody	gắn bó
2. cutting-edge (adj)	/ˌkʌtɪŋ ˈedʒ/	at the newest, most advanced stage in the development of something	tiên tiến
3. blockbuster (n)	/ˈblɒkbʌstə(r)/	something very successful, especially a very successful book or film	phim bom tấn
4. (to) diagnose with	/ˈdaɪəgnəʊz/	to say exactly what an illness or the cause of a problem is	chẩn đoán

5. visionary (adj)	/'vɪʒənri/	original and showing the ability to think about or plan the future with great imagination and intelligence	có tầm nhìn
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Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

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
- **Digital Competency (1.1NC1a):** Students identify and retrieve information from a digital source (video).

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher divides the class into 2 groups. - 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. - Teacher shows questions one by one, Ss raise their hands and say BINGO to grab the chance to answer. - If the answer is correct, they get one point for their team. - The team with the higher score will be the winner.	- Students work in groups to do the activity. - Students raise their hands to answer the questions.	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) 3. What does his dad do? (a mechanic) 4. What does his mum do? (an accountant) 5. Where did he meet his best friend? (in computer club)

		6. What do Steve Jobs and his best friend both love? (electronics) 7. Which company did Steve Job and his best friend create? (Apple)
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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 ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss the questions. (4 mins)		
- Ask Ss to work in pairs to answer the questions. - Ask some pairs to share their answers with the whole class. - Ask what other information they want to know about him. Write their questions on the board. - Introduce the topic of the reading text.	- Students work in pairs and answer the questions. - Students write questions they want to know on the board.	Suggested answers: 1. He is Steve Jobs. 2. He is famous for co-founding the Apple company and inventing products such as the iPhone and the iPod.
Vocabulary pre-teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - 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.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	New words: 1. (to) bond 2. cutting-edge (adj) 3. blockbuster (n) 4. (to) diagnose with 5. visionary (adj)

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)
- **Digital Competency (2.1NC1a):** Students use digital tools/platforms (hoclieu.vn) to access materials and interact with lesson content.

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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)		
- Ask Ss to read the text. Ask them to locate the highlighted words/phrases in the text, e.g. 1. <i>The word 'adopted' is found in the sentence: "He was adopted by Clara and Paul Jobs."</i> - Ask students to study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully, e.g. 1. <i>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.</i> - Encourage Ss to replace the word/phrase with each choice to see which one best replaces the word/phrase. E.g. 1. <i>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.</i> - In weaker classes, check their understanding of the words by asking Ss to make sentences with them.	- Students read the text and locate the highlighted words individually. - Students study the context and do the tasks as required.	Answer key: 1. B 2. B 3. A 4. A 5. A Strategy: Reading for vocabulary To read and understand the meanings of words/phrases in context, students should: 1. Locate the word or phrase in the text. 2. Study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully. 3. Try to replace the word/phrase with each choice to see which one best replaces the word/phrase.

Task 3: Read the article again. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (7 mins)		
- Ask Ss to read the headings carefully. Make sure they understand them. - Ask Ss to skim through each section, and choose the heading that covers the ideas of the whole section. - 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). - Check answers as a class. - 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>	- Students read the headings first, then skim through each section. - Students choose the heading that covers the ideas of the whole section. - Students check answers with the whole class and give explanations for their choice.	Answer key: A-2 B-1 C-5 Strategy: Reading for main ideas (Headings) To read and understand the main ideas of a text and select the best headings for a section, students should: 1. Read the headings carefully. Make sure you understand them. 2. Skim through each section, and choose the heading that covers the ideas of the whole section. 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).
Task 4: Read the article again. Complete the diagram with information from the text. Use one word for each gap. (7 mins)		
- 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> - 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> - Check answers as a class.	- Students do as instructed to complete the diagram. - Students compare their answers with partners then check with the whole class.	Answer key: 1. adopted 2. Apple 3. company 4. products 5. cancer

Extension: 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>		
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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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following question. <i>What do you admire the most about Steve Jobs?</i>		
- 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. - Invite some pairs to share their answers with the whole class. - Ask other Ss to give comments and correct any mistakes if possible.	- Students practise speaking in pairs. - Students share their answers with the whole class. - Students listen and give feedback.	Suggested answers: 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.

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.

Board plan

<i>Date of teaching</i> Unit 1: Life stories we admire Lesson 3: Reading			
* Warm-up Video watching			
Vocabulary 1. (to) bond 2. cutting-edge (adj) 3. blockbuster (n) 4. (to) diagnose with 5. visionary (adj)			
- Task 1: Discuss the questions. - Task 2: Choose the words with the closest meaning to the highlighted. - Task 3: Match each section with a heading. - Task 4: Complete the diagram. - Task 5: Discussion.			
* Homework			

UNIT 1: LIFE STORIES WE ADMIRE

Lesson 4: Speaking – National heroes of Viet Nam

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

4. Digital Competences:

- **1.1NC1b:** Apply search techniques to retrieve data, information, and digital content (from hoclieu.vn or search engines). (*Áp dụng được kỹ thuật tìm kiếm để lấy được dữ liệu, thông tin và nội dung số*).
- **2.4NC1a:** Propose various digital tools and technologies for collaborative processes (using digital platforms for group discussion and sharing information). (*Đề xuất được các công cụ và công nghệ số khác nhau cho các quá trình hợp tác*).

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. the Communist Party of Viet Nam	/ðə 'kɒmjənɪst pɑːti əv vi:et 'nɑ:m/	the single political party in power in Viet Nam	Đảng Cộng sản Việt Nam
2. battle (n)	/'bætl/	a fight between armies, ships or planes, especially during a war	trận chiến
3. campaign (n)	/kæm'peɪn/	a series of planned activities that are intended to achieve a particular social, commercial or political aim	chiến dịch
4. pass away	/ pɑ:s ə'wei/	to die	qua đời

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

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:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Guessing game - Teacher divides class into two groups. - There are four questions, the answers of which provide four clues for the key word. - Each group choose a question. If they have a correct answer, they get one point. - If a team can guess the key word, they will get 5 points. - The team with more points is the winner. - Teacher leads in the lesson.	- Students take turns, choose a number and answer the question. - Students guess the key word. - Students explain their key word.	Questions: 1. Which was a decisive Vietnamese military victory that brought an end to French colonial rule in Vietnam? (Dien Bien Phu) 2. Which province is home to the World Heritage Phong Nha - Ke Bang National Park? (Quang Binh) 3. Fill in the blank: They're calling on all men and boys over the age of 18 to join the _____. (army) 4. When did Nguyen Tat Thanh start his journey abroad from Nha Rong Wharf? (1911) □ KEY WORD: GENERAL VO NGUYEN GIAP

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)
- **Focus on 1.1NC1b:** Ss practice accessing and navigating digital content on hoclieu.vn to find additional details or vocabulary for the information cards.

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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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)		
- 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. - Put the Ss in pairs. Assign them the roles of Student A and Student B. - 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. - 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 words.	- Students share what they know about the two people. - Students read and understand the information on their cards.	
Vocabulary pre-teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	New words: 1. the Communist Party of Viet Nam 2. battle (n) 3. campaign (n) 4. pass away
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)		
- 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. - 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. - For weaker class, allow Student A to repeat his/her talk for Student B to listen again and complete his/her notes. - Ask each pair to swap roles. Specifically: - Ask Student B to talk about the life of Vo Thi Sau, using the notes in the Student B's	- Students work in pairs to ask and complete his/her card about General Vo Nguyen Giap or Vo Thi Sau. - Students compare their notes with their partners.	Students' practice

card. Encourage Student B to study the example before he/she starts. - 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. - For weaker classes, allow Student B to repeat his/her talk for Student A to listen again and complete his/her notes. - Ask them to compare notes when they finish. - Walk around to provide help if necessary.		
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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)
- **Focus on 2.4NC1a:** Ss use digital technology (e.g., a digital timer or a voting app like Mentimeter/Kahoot) to collaborate and evaluate each other's performances.

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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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.		
- 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. - For stronger classes, encourage them to add more information they know about them, or share opinions about their lives in the talk. - Ask the class to listen and vote for the best talk. Extension: Ask Ss to work in pairs and come up with a story	- 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. - Students add more details if they can. - Vote for the best story.	Suggested answer: 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

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.		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.
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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.

Board plan

<i>Date of teaching</i> Unit 1: Life stories we admire Lesson 4: Speaking	
* Warm-up	
Guessing game	
* Vocabulary	
1. the Communist Party of Viet Nam	
2. battle (n)	
3. campaign (n)	
4. pass away	
Task 1: Read the cards.	
Task 2: Ask and answer to fill in the blanks.	
Task 3: Talk about the life story of General Vo Nguyen Giap or Vo Thi Sau.	
* Homework	

UNIT 1: LIFE STORIES WE ADMIRE

Lesson 5: Listening – The father of Mickey Mouse

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

4. Digital Competences:

- **1.1NC1b:** Apply search techniques to retrieve data, information, and digital content (e.g., searching for facts about Walt Disney).
- **3.1NC1a:** Apply methods to create and edit digital content in different formats (e.g., creating a digital summary or presentation).

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. profitable (adj)	/ˈprɒfɪtəbl/	that makes or is likely to make money	có lợi nhuận
2. theme park	/ˈθi:m pɑ:k/	a large park where people go to enjoy themselves, for example by riding on large machines such as roller coasters, and where much of the entertainment is connected with one subject or idea	công viên giải trí
3. dwarf (n)	/dwɔ:f/	(in stories) a creature like a small man, who has magic powers and who is usually described as living and working under the ground, especially working with metal	chú lùn
4. inspire (v)	/mˈspaɪə(r)/	to give somebody the desire, confidence or enthusiasm to do something well	truyền cảm hứng

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	- Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

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
- **Digital Competence Integration (1.1NC1b):** If students don't know a song, T encourages them to use quick search techniques on their devices to identify the movie associated with the melody.

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Lucky song - 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 without having to answer the question. - The group with more points is the winner.	- Students follow the teacher's instructions and play the game in two teams.	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

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'S ACTIVITIES	STUDENTS' 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. - 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).	- Students work in pairs and solve the crossword.	Answer key:
Vocabulary teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.	- Students say the meaning of the words. - Students write new words on their notebook.	New words: 1. profitable (adj) 2. theme park (n) 3. dwarf (n) 4. inspire (v)

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'S ACTIVITIES	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. - 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. - Check answers as a class.	- Students make predictions before listening. - Listen and check the order.	Answer key: B ☐ A ☐ D ☐ E ☐ C ☐ F
Task 3: Listen to the talk again. Choose the correct answer A, B, or C. (10 mins)		
- 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. - 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	- Students read the questions and underline the key words. - Students choose the option that match in the information in the recording.	Answer key: 1. B 2. A 3. C 4. B 5. B

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).		
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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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in pairs. Discuss the question.		
- Ask Ss to work in pairs. Have them discuss which 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.	- Students work in pairs and discuss. - Students share their ideas to 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 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.
- **Digital Task (3.1NC1a):** Create a short digital infographic or a 1-slide presentation about another famous life story using Canva or PowerPoint and upload it to the class group/LMS (hoclieu.vn).

Board Plan

<i>Date of teaching</i> Unit 1: Life stories we admire Lesson 5: Listening *Warm-up Game: Lucky song * Reading - Task 1: Solve the crossword. - Vocabulary 1. profitable (adj) 2. theme park (n) 3. dwarf (n) 4. inspire (v) - Task 2: Listen and number. - Task 3: Choose the correct answer. - Task 4: Work in pairs and discuss. *Homework

UNIT 1: LIFE STORIES WE ADMIRE
Lesson 6: Writing – A biography of Walt Disney

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

4. Digital Competences:

- **[1.1NC1a]:** Identify information needs; find data, information, and content in digital environments to meet information needs (applied when searching/retrieving facts about Walt Disney).
- **[3.1NC1a]:** Create and edit digital content in various formats to express oneself; apply methods to create and edit digital content in different formats (applied when drafting the biography for a digital school newspaper).

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

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'S ACTIVITIES	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. - Teacher plays the song once. - Teacher checks answers with the whole class. - Teacher replays and pauses the song if necessary.	- Students listen to the song and fill in the blanks. - 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)
- **Digital Integration [1.1NC1a]:** Direct Ss to access *hoclieu.vn* or a digital source to find information for the "NG" (Not Given) questions.

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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Answer these questions, using the information from Listening. Write NG (not given) if you cannot find the answer. (8 mins)		
- Ask Ss to skim through the questions individually. Make sure they understand the questions. - Put Ss in pairs. Ask them to answer the questions by referring to information in the listening lesson. - 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. - Check their answers as a class.	- Students read the questions and understand them. - Students work in pairs and answer the questions. - Students write NG if they cannot find the answer.	Answer key: 1. NG 2. NG 3. NG 4. He created Mickey Mouse, and produced successful animated films such as Snow White and the Seven Dwarfs. He also won 26 Oscars. 5. He created the Disneyland theme park. 6. NG 7. NG
Task 2: Read some facts about Walt Disney. Then work in pairs to answer all the questions in Task 1. (8 mins)		
- Tell the Ss that they may need to read more to find the answers to the NG questions in Activity 1. - 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. - Walk around to provide support when necessary. - 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	- Students read the text and find information to answer NG questions in Task 1.	Answer key: 1. He was born in Chicago in 1901. 2. He attended Brenton Grammar School, but dropped out at the age of 16. 3. He had talent for drawing and painting. 6. Yes, he was married and had two children. 7. He died in 1966.

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)		
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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)
- **Digital Integration [3.1NC1a]:** Guide Ss to structure their text so it can be published digitally, applying methods to create digital-ready content.

c. Expected outcomes:

- Students can write an article about the life of Walt Disney.

d. Organisation

TEACHER'S ACTIVITIES	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. - 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. <i>E.g. What should we write in the Childhood and education section?</i> (Information about his	- Students brainstorm for the ideas and the language necessary for writing - Students write the first draft individually using the ideas in task 1 and 2.	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

birthplace and schools he went to) - 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.		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.
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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'S ACTIVITIES	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. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it.	- Students swap their piece of writing with their partners and give peer review.	Writing rubric 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 TOTAL: .../50

- 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.		
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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.

Board Plan

<i>Date of teaching</i> Unit 1: Life stories we admire Lesson 6: Writing *Warm-up Listen to music and fill in the blanks - Task 1: Answer the questions. - Task 2: Read some facts about Walt Disney. Answer all the questions. - Task 3: Write a biography of Walt Disney. - Peer review *Homework
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UNIT 1: LIFE STORIES WE ADMIRE
Lesson 7: Communication and Culture / CLIL

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.

4. Digital Competences:

- **1.1NC1a:** Identify information needs; search for data, information, and content in digital environments to meet information needs (specifically searching for historical facts about queens).
- **3.1NC1a:** Create and edit digital content in various formats to represent information (specifically using digital tools to present or summarize historical figures).

II. MATERIALS

- Grade 12 textbook, Unit 1, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. kingdom (n)	/ˈkɪŋdəm/	a country that has a king or queen as head of state	vương quốc
2. empire (n)	/ˈempaɪə(r)/	a group of countries or states that are controlled by one leader or government	đế chế
3. (to) rule	/ru:l/	to control and have authority over a country, a group of people, etc.	trị vì
4. navy (n)	/ˈneɪvi/	the part of a country's armed forces that fights at sea, and the ships that it uses	hải quân
5. (to) defeat	/dɪˈfi:t/	to win against somebody in a war, competition, sports game, etc	đánh bại

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Who says it? (PPT slides) - Teacher divides class into two teams. - 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.	- Students join the game and answer the questions.	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'S ACTIVITIES	STUDENTS' 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. E.g: <i>Mark looks excited about something and he is sharing his news with Nam. Nam looks happy for Mark too.</i> - 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. - Put Ss into pairs and have them practise the conversation.	- Students listen to the recording. - Students complete the conversation with words in the box. - Students practise the conversation in pairs.	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. - Check as a class. - T asks if Ss can add some more expressions.	- Ss work in groups to do the task.	* 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)		
- 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. - 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. - 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.	- Make plan for the role-plan - Practise the role-play conversation, based on the two situations. - Swap the role and continue practising. - Perform in front of class.	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)
- **Integration of 1.1NC1a:** T asks Ss to use their smartphones/tablets to search for 1-2 additional facts about Queen Elizabeth I or Catherine the Great that are NOT in the book to fill the "Achievements" section.
- **Integration of 3.1NC1a:** Instead of just speaking, T encourages groups to use a digital tool (like Padlet or a quick PPT slide) to present a mini-profile of a Vietnamese heroine.

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'S ACTIVITIES	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, <i>e.g. Do you know the people in the picture? Who were they? What made them famous?</i> - Ask Ss what they want to know about the topic. Write their questions on the board, <i>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)</i> - 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, <i>e.g. determination, Empire, rule/ruling</i>. 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.	- Students answer the name of the people in the picture. - Students study the content of the table and complete the missing information.	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
Task 2: Work in groups. Discuss the questions. (5 mins)		
- Read the question and check understanding. - Put Ss in groups to discuss the answers. - 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 work in groups to discuss the question. - Students share their ideas in front of class.	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.

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.		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.
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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.

Board Plan

<i>Date of teaching</i> Unit 1: Life stories we admire Lesson 7. Communication and Culture / CLIL *Warm-up Game: Who says it? *Everyday English Task 1: Listen and complete the conversations Task 2: Make similar conversations *Culture Task 1: Read the text and complete the table. Task 2: Discussion * Homework
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UNIT 1: LIFE STORIES WE ADMIRE

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 1;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

- Develop communication skills and creativity;
- Develop presentation skills;
- Develop critical thinking 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 Viet Nam and in the world
- Develop self-study skills.

4. Digital Competence:

- **1.1b:** Apply search techniques to retrieve data, information, and digital content in a digital environment for project research.
- **3.1a:** Apply methods to create and edit digital content in various formats (PowerPoint, digital posters, or comics) to express themselves

II. MATERIALS

- Grade 12 textbook, Unit 1, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity).

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: Lucky number

c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 1.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Lucky number (PPT slides) - Ss work in 2 teams. - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words or actions to describe it (without saying the word directly) - Other Ss try to guess the words. One point for a correct answer. - The group with the most points is the winner.	- Students join the game, describe and guess the words.	Suggested words: 1. determination 2. animation 3. genius 4. adopt 5. drop out

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review the pronunciation of the diphthongs /eɪ/ and /əʊ/.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the Past Simple and Past Continuous.

b. Content:

- Pronunciation: Underline the words that contain the /eɪ/ sound and circle the ones with the /əʊ/ sound in the sentences below. Then listen and check. Practise saying these sentences in pairs. (p.18)
- Vocabulary: Replace each underlined word or phrase with one word you have learnt in this unit. (p.18)
- Grammar: Circle the mistake in each sentence. Then correct it. (p.18)

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Underline the words that contain the /eɪ/ sound and circle the ones with the /əʊ/ sound in the sentences below. Then listen and check. Practise saying these sentences in pairs. (4 mins)		
- Ask Ss to read the sentences silently and identify the words containing the diphthongs /eɪ/ and /əʊ/. They should underline and circle those words respectively.	- Students join the game, describe and guess the words.	Answer key: 1. Cleopatra VII, a queen of <u>ancient</u> Egypt, was <u>famous</u> for her beauty. 2. I love Disney animated films like <u>Snow</u> White and the

- Check answers as a class by playing the recording. - Ask Ss to read these sentences aloud in pairs. Encourage them to pay attention to the words containing the diphthongs /eɪ/ and /əʊ/.		Seven Dwarfs and The Little <u>Mermaid</u>. 3. Vo Thi Sau attacked some French <u>soldiers</u> when she was <u>only</u> 14. 4. Steve Jobs passed <u>away</u> when he was only 56 years <u>old</u>.
Replace each underlined word or phrase with one word you have learnt in this unit. (4 mins)		
- Select some words from the unit to write on the board, one letter at a time (also known a slow reveal game, in which one letter of a word is given at a time from left to right until a student can guess the whole word). Have individual Ss call out their guesses. - Focus attention on the sentences and have Ss skim through them. Check if they know all the words. - Have Ss complete the activity. - Check answers as a class. - If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. devoted first appears in the Getting started section.	- Ss guess the words that teacher is writing on the board. - Ss pay attention on the sentences and replace the words as required.	Answer key: 1. devoted 2. genius 3. admired - achievements 4. attending
Circle the mistake in each sentence. Then correct it. (4 mins)		
- Explain to Ss that they are going to review the use of the Past Simple and Past Continuous. In weaker classes, give Ss some time to revise the grammar rules in the Language lesson before doing the activity. - Check answers as a class by asking individual Ss to identify the incorrect part, give corrections and reasons for their corrections, e.g. 1. C. was finding is incorrect. It should be found because the action is short (as opposed to was looking for, which is a longer action)	- Ss identify the incorrect part, give corrections and reasons for their corrections	Answer key: 1. C (found) 2. B (dropped) 3. B (was trying) 4. B (was reading)

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a presentation.

b. Content:

- Visual stories
- **Digital Skills:** T highlights how Ss used **1.1b** (search techniques) to find reliable info and **3.1a** (digital tools) to create their visual stories.

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a visual presentation. - Have Ss work in their groups. Give them a few minutes to get ready for the presentation. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentation and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, go through the assessment criteria to make sure Ss are familiar with them. - If most students are giving PowerPoint presentations, invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end. - If most students are giving poster presentations, organize a class exhibition where every group can display their posters and Ss walk around, listen to everyone's presentation and ask questions about their posters. - If most students are designing comics, ask them to pass their comics around in a circle and read them silently. Write down their comments or questions on an attached sheet. Near the end of the lesson, invite some groups to share their answers to the questions they have received on their comics. - Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.	- All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet.	<i>Students' presentations</i>

e. Assessment

- Teacher gives comments and feedback to all presentations.

4. 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 Unit 2.

Board Plan

Date of teaching

Unit 1: Life stories we admire

Lesson 8: Looking back and project

***Warm-up**

*** Looking back**

- Pronunciation
- Vocabulary
- Language

*** Project: Visual stories**

***Homework**