



Date of planning: 04/ 9 / 2025



ENGLISH 12

## Period 1: **INTRODUCTION**

### INSTRUCTIONS FOR USING TEXTBOOKS, STUDYING MATERIALS

**I. OBJECTIVES:** By the end of the lesson students will be able to gain the following things:

**1. Knowledge:**

- To introduce new Tiếng Anh 12 textbooks. Student's book and Workbook
- Tell students something about Great Britain; England and English. Students learn how to study English well and know the way to learn English.

\*Vocabulary: Use lexical items related to text book, and the way to learn English in class; at home... some classroom languages.

\* Grammar : to be; present simple tense; present continuous...

**2. Competence:** Students will be able to know how to study English effectively and how to use new Tiếng Anh textbooks and know the methods to study new Tiếng Anh 12 textbooks.

- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities

**3. Qualities:** To teach Ss the love of English; The awareness about \_importance of learning English. Developing self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 12 textbook, laptop, projector / TV/ pictures and cards.....
- Students : Text books, studying equipment....
- Computer connected to the Internet.
- Sach mem.vn

**III. PROCEDURE:**

#### 1. WARM UP & INTRODUCTION ( 3'- 5')

**Aims:**

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

\* **Content:** Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.

\* **Outcome:** Having a chance to speak English and focus on the topic of the lesson..

\* **Organisation:** Teacher's instructions...

Teacher's & Student's activities

Content



|   |   |
|---|---|
| <p>+ <b>Greeting</b><br/>+ <b>Chatting</b></p> <ul style="list-style-type: none"> <li>- Teacher (T) introduces himself/ herself</li> <li>- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class...</li> <li>- Have Ss to introduce themselves.</li> <li>- T encourages Ss to talk in English as much as possible</li> <li>+ Lead to the first unit of the new school year.</li> <li>- Write the unit title on the board and ask Ss guess what they are going to learn this unit ...</li> <li>- Ask Ss to open their book and introduce what they are going to study....</li> </ul> | <p>+ <b>Greeting</b><br/>+ <b>Chatting.</b>                      <b>T_Ss</b></p> <ul style="list-style-type: none"> <li>- Students (Ss) listen and learn how to introduce themselves.</li> <li>- Introduce themselves (name; age; address; likes; dislikes ...friends... )</li> <li>+ Students (Ss) listen and learn how to do the tasks.</li> <li>- Answer the teacher's questions</li> <li>- Open their book and write .</li> </ul> |
|---|---|

## 2. NEW LESSON (12'-15')

**Aims:** - To set the context for the introductory;  
- To introduce the topic of the unit, the vocabulary, and the grammar points to be learned.  
\* **Content:** Some brief notes; Something about England, English. Introduce New ENGLISH 12  
\* **Outcome:** Ss learn something about England, English; Learn how to use New ENGLISH 12  
\* **Organisation:** Teacher's instructions....

| Teacher's & Student's activities   | Content  |
|--|--|
| <p><b>1.</b> T. asks sts some questions about England.</p> <ul style="list-style-type: none"> <li>- What do you know about England?</li> <li>- T. gives sts something about England and English.</li> <li>- It located in North-west coast of Europe with very mild weather not too hot but not too cold.</li> <li>- It consists of four parts: England, Wales, Scotland and Ireland.</li> <li>- It's official name is the UK</li> <li>- Each part has its own flag of UK.</li> </ul> <p><b>2. English:</b></p> <ul style="list-style-type: none"> <li>- How many people speak English as their mother tongue?</li> <li>- How many people speak English as their first language?</li> <li>- How many people speak English as their second language or first foreign language?</li> <li>- Why do you learn English?</li> <li>- Is it important? Difficult? Useful? Interesting?</li> </ul> <p>=&gt; It's very important, useful, interesting. It is the means of communication to one another.</p> <p><b>3/ New English 12 text book:</b></p> <ul style="list-style-type: none"> <li>- How many units are there in English 12 text book?</li> <li>- What are they about?</li> </ul> | <ul style="list-style-type: none"> <li>- T_Ss</li> <li>- Listen carefully and read aloud.</li> <li>- Fulfill teacher's requirements</li> <li>- Give the answers</li> <li>- Ss answer if possible</li> <li>- Listen carefully and read aloud.</li> <li>- Find out the words related to the topic.</li> <li>- There are many interesting things of England and you'll gradually know about them in the progress of learning English.</li> </ul> <p><b>2/ Introduction:</b> English is an international language. Hundreds of million people speak English in the world. 400 million people speak English as their first language, 600 million people speak English as their second language or first foreign language. 4/5 of the world's computers use program in English. 3/4 of all international correspondence is in English.</p> <p><b>3/ English 12 has 10 Units.</b></p> <ul style="list-style-type: none"> <li>- T_Ss</li> <li>- Each unit has 8 lessons.</li> </ul> <p><b>- SECTION 5: LISTENING</b></p> |



There are 10 main units in the Student's Book. Each unit has 8 sections and provides language input for seven classroom lessons of 45 minutes each...At the beginning of each unit, there are explicit learning objectives that clearly state the main language points and skills to be taught in the unit.

**- Section 1 : GETTING STARTED.**

It begins with a conversation followed by activities which introduce the topic of the unit. It then presents the vocabulary and the grammar items to be learned and practised through the skills and activities of the unit.

**- Section 2: LANGUAGE FOCUS .**

This section deals with the main grammar point(s) of the unit. The new language point(s) taught in this section is / are already introduced in Getting Started. The exercises are well illustrated to help students remember and use the grammar items effectively. The Remember! boxes appear wherever necessary to give the rules or explanations and help students avoid common errors.

This section presents and practises the grammar, vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. Two sounds, which appear frequently in the unit, are given and practised in isolation and in context. Stress pattern of two-syllable words, three-syllable words, and rising and falling intonation for questions are also dealt with in the last units of the book. There are different exercises focusing on intensive practice of vocabulary and pronunciation.

**- SECTION 3: READING.**

This section is designed to help students improve reading skill, use vocabulary in the situations, Reading and this section aims to develop students' reading abilities. The reading text is often based on the vocabulary and structures that students have previously acquired to make the activity achievable. Speaking

**- SECTION 4: SPEAKING**

This section is designed to help students use functional language in real life contexts and consolidate what they have learnt in the previous sections.

The listening activity follows the oral practice in the Speaking section. It provides students with an opportunity to listen to the language that they have practised orally, and trains them to listen for general and specific information

This section aims to provide further practice to support students in their spoken English....

**- SECTION 6: WRITING.**

Writing

This section focuses on developing students' writing skills. It normally involves one of the text types required for students' skill development.

**SECTION 7: COMMUNICATION AND CULTURE**

It also gives students opportunities to learn and apply the cultural aspects of the language learnt to their lives and provides cultural information about Viet Nam and other countries.

Everyday English in this section gives students the skills to communicate effectively in various everyday situations...

**- SECTION 8: LOOKING BACK**

Looking Back recycles the language from the previous sections and links it with the unit topic. Its activities and exercises are designed to help students consolidate and apply what they have learnt in the unit. Teachers can use this section to evaluate their students' performance and provide further practice if necessary.

The Project activity helps students improve their ability to work independently and in a team. It extends their imagination in a field related to the unit topic.

*\* English is not too difficult but it requires you hard working.*

- Ss need learn by heart all vocabulary and their usage.

- Review the lesson every day.

- Learn English every day.

**3. PRACTICE (15')**



**Aims: To help Ss understand the lesson. Class room language**

\* **Content:** Some brief notes; Something about England, English. Classroom language...

\* **Outcome:** Ss learn something about England, English; Classroom languages...

\* **Organisation:** Teacher's instructions....

| Teacher's & Student's activities   | Content  |
|--|--|
| 3. How to learn English best?<br>- Tell us how you learn best?<br>- Tell us how you can learn English best?<br>* Some useful classroom languages:<br>- Who is the monitor?<br>- Who is absent today?<br>- Who is on duty today?<br>- May I go out?<br>- May I come in?.....<br>- How to improve your English:<br>- Listen to the teacher carefully, learn E. from many sources, always enrich your vocabulary, do exercises carefully, practice speaking, listening, writing, reading every day. ...<br>- Ss should work hard every day to improve their English.<br>“Hard work is the key to success” | - T_Ss<br>- Listen carefully<br><br>- Practice saying classroom languages.<br><br>- Work in groups; in pairs; present the projects.... |

**4. PRODUCTION/ FURTHER PRACTICE (8')**

**Aims: To revise / teach classroom languages.**

\* **Content:** Some brief notes; Something about England, English . Classroom languages...

\* **Outcome:** Ss know something about England, English; Classroom languages...

\* **Organisation:** Teacher's instructions.....

| Teacher's & Student's activities  | Content  |
|---|--|
| - T_Ss<br>- T gives some questions to introduce the class expressions.<br><br>- Have Ss listen and repeat.<br>- Teacher says “go out, please” □ Go out<br>- Teacher says “No” □ Don't go out<br>- Call on some pairs to practice in front of the class. | - The greetings : - Goodmorning<br>- Good afternoon<br>- Good morning<br>- Good bye ....<br><br>- We can say “May I go out”<br>- You can say “Stand up, please.<br>- Listen, please<br>- Read after me<br>- Repeat please..... |

**5. WRAP-UP & HOME WORK (2')**

\* Instruct/ guide students to do their homework.

- Prepare textbook, workbook, exercise book,

**\* HOME WORK**

- Learn classroom languages.

- Prepare new lesson Unit one

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Date of planning: 04/ 9 / 2025

School:

Teacher's name: Nguyễn Thị Tuyết Nhung

Class: 12

## LESSON PLAN

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

### PERIOD 2:

### 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.

### 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)           | /ˈenəmi/      | a country or group that you are fighting a war against    | quân địch  |
| 4. soldier (n)         | /ˈsəʊldʒə(r)/ | a member of an army, especially one who is not an officer | người lính |
| 5. devote (sth to sth) | /dɪˈvəʊt/     | to give an amount of time, attention, etc. to something   | cống hiến  |

### Assumption

| Anticipated difficulties                          | Solutions   |
|---|---|
| Students are reluctant to work in groups.         | <ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>  |
| Students may lack vocabulary to deliver a speech. | <ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul> |

## 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                |
|--|--|-------------------------|
| <b>Game: Who is this? (PPT slides)</b><br>- Teacher divides the class into two teams.<br>- Teacher prepares the pictures of 7 famous people. | - Students work in groups.<br>- Students look at the picture that the teacher shows them and give descriptions of the famous figure. | <i>7 famous people:</i> |

|  |  |  |
|--|--|--|
| <p>- Teacher gives instructions for the game:</p> <p>+ One student from each group comes and sees a picture. Students use their own words to describe the person so that their teammates can say the famous person's name.</p> <p>+ If the answer is correct, the team gets one point.</p> <p>+ If the answer is incorrect, the chance to answer is transferred to the other team.</p> <p>+ The team having more points is the winner of the game.</p> | <p>- Other students try to guess the name.</p> |  <ol style="list-style-type: none"> <li>1. <i>Barack Obama</i></li> <li>2. <i>Dang Thuy Tram</i></li> <li>3. <i>Steve Jobs</i></li> <li>4. <i>Nelson Mandela</i></li> <li>5. <i>Vo Nguyen Giap</i></li> <li>6. <i>Pelé</i></li> <li>7. <i>Michael Jackson</i></li> </ol> |
|--|--|--|

**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 |
|----------------------|----------------------|----------|
|----------------------|----------------------|----------|





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

**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   |
|---|---|--|
| <b>Task 1: Listen and read. (6 mins)</b>  |   |  |
| <ul style="list-style-type: none"><li>- Set the context for the listening and reading.</li><li>- Ask Ss to look at the picture, the heading and the conversation, and ask questions.</li><li>- 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).</li></ul> | <ul style="list-style-type: none"><li>- Students look at the picture and answer the questions.</li><li>- Students listen to the recording.</li><li>- Students underline words/phrases related to life events of Dang Thuy Tram.</li><li>- Students compare the words and phrases with their partners.</li></ul> | <p><b>Questions:</b></p> <ol style="list-style-type: none"><li>1. Who are the speakers?</li><li>2. What do you think they are discussing?</li><li>3. Who is the person in the picture?</li><li>4. Do you know anything about her?</li></ol> <p><b>Suggested answers:</b></p> |





|  |   |  |
|--|---|--|
| <ul style="list-style-type: none"><li>- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.</li><li>- Call on two or three pairs of Ss to read the conversation aloud.</li><li>- 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.</li></ul>   | <ul style="list-style-type: none"><li>- Students read the conversation aloud.</li></ul>   | <ol style="list-style-type: none"><li>1. Nam and his friend, Mark.</li><li>2. They are talking about the person in the picture.</li><li>3. A woman called Dang Thuy Tram.</li><li>4. She's a Vietnamese heroine who wrote a famous diary during the war.</li></ol> |
| <b>Task 2: Read the conversation again and circle the correct answer to complete each of the sentences. (5 mins)</b>   |   |  |
| <ul style="list-style-type: none"><li>- 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.</li><li>- Have Ss work in pairs to discuss and compare their answers.</li><li>- Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer.</li></ul> | <ul style="list-style-type: none"><li>- Students work independently to do the activity.</li><li>- Students compare the answers in pairs.</li></ul>                                | <p><b>Answer key:</b></p> <ol style="list-style-type: none"><li>1. Hue</li><li>2. operated on</li><li>3. young</li><li>4. more than three decades</li></ol>  |
| <b>Task 3: Find words and a phrase in Task 1 with the following meanings. (6 mins)</b>   |   |  |
| <ul style="list-style-type: none"><li>- 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.</li><li>- 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.</li><li>- Allow Ss to share answers before discussing as a class.</li><li>- Check answers as a class.</li></ul>  | <ul style="list-style-type: none"><li>- Students read the conversation again and work independently to do the activity.</li><li>- Students share and check the answers.</li></ul> | <p><b>Answer key:</b></p> <ol style="list-style-type: none"><li>1. accounts</li><li>2. death</li><li>3. devoting</li><li>4. youth</li></ol>  |



|   |   |  |
|---|---|--|
| - Write the correct answers on the board.   |   |  |
| <b>Task 4: Complete the sentences based on the conversation. (5 mins)</b>   |   |  |
| <ul style="list-style-type: none"> <li>- Tell Ss to read the summary. Focus attention on the blanks.</li> <li>- 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.</li> <li>- Check answers as a class.</li> <li>- Elicit the verb tenses, i.e. Past Simple and Past Continuous</li> </ul> | <ul style="list-style-type: none"> <li>- Students work individually to complete the sentences</li> <li>- Students share and check the answers.</li> </ul> | <b>Answer key:</b> <ol style="list-style-type: none"> <li>1. wrote</li> <li>2. was working</li> <li>3. was killed</li> <li>4. was doing her duty</li> <li>5. kept</li> </ol> |

**e. Assessment**

- Teacher checks students' exercises individually and gives feedback.

**4. ACTIVITY 3: PRODUCTION (10 mins)**

**a. Objectives:**

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

**b. Content:**

- Poster presentation

**c. Expected outcomes:**

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

**d. Organisation**

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



**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**

|   |
|---|
| <p style="text-align: center;"><i>Date of teaching</i><br/><b>Unit 1: Life stories we admire</b><br/><b>Lesson 1: Getting started</b></p> <p><b>* Warm-up</b></p> <p><b>* Vocabulary</b></p> <ol style="list-style-type: none"><li>1. surgeon (n)</li><li>2. resistance (n)</li><li>3. enemy (n)</li><li>4. soldier (n)</li><li>5. devote (sth to sth)</li></ol> <p>Task 1: Listen and read.<br/>Task 2: Circle the correct answer.<br/>Task 3: Find words and a phrase.<br/>Task 4: Complete the sentences.</p> <p>Poster design</p> <p><b>*Homework</b></p> |
|---|



Date of planning: 04/ 9 / 2025

**PERIOD 3:**  
**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.

**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<br><i>E.g. You <b>did</b> a great job yesterday.</i>  | 1. Describe an action which was happening at a specific point of time in the past.<br><i>E.g. I <b>was reading</b> a good book at 10 p.m. last night.</i> |
| 2. Describe main events in a story.<br><i>E.g. Mary <b>read</b> a few pages of her book and <b>went</b> to bed.</i>  | 2. Describe the settings of a story.<br><i>E.g. It <b>was raining</b> heavily outside. Mary read a few pages of her book and went to bed.</i>             |
| <ul style="list-style-type: none"><li>• 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.<br/><i>E.g. I <b>was reading</b> a book when the phone <b>rang</b>.</i></li><li>• When two or more actions in the past are happening at the same time, we use the past continuous for both/all.<br/><i>E.g. While I <b>was reading</b> a book, my mother <b>was watching</b> TV.</i></li></ul> |   |



### 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. | <ul style="list-style-type: none"> <li>- Play the recording many times if necessary.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul> |
| Some students will excessively talk in the class.                             | <ul style="list-style-type: none"> <li>- Define expectation in explicit detail.</li> <li>- Continue to define expectations in small chunks (before every activity).</li> </ul>   |

## III. PROCEDURES

### 1. WARM-UP (5 mins)

#### a. Objectives:

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

#### b. Content:

- Game: Say a name

#### c. Expected outcomes:

- Students can revise vocabulary related to famous people.

#### d. Organisation:

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



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|---|--|---|
| <ul style="list-style-type: none"> <li>- One point for a correct answer.</li> <li>- The group getting the highest points will be the winner.</li> </ul> |  | <p><b>American writer:</b> <i>Mark Twain, Ernest Hemingway</i></p> <p><b>American singer:</b> <i>Micheal Jackson, Whitney Houston ...</i></p> <p><b>British politician:</b> <i>Margaret Thatcher, Therasa May ...</i></p> <p><b>British footballer:</b> <i>David Beckham, Raheem Sterling ...</i></p> <p><b>British singer:</b> <i>Adele, Elton John</i></p> <p><b>British writer:</b> <i>William Shakespeare, J.K Rowling...</i></p> |
|---|--|---|

**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)   |   |  |      |      |     |         |       |       |            |      |         |       |
| <ul style="list-style-type: none"><li>- 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).</li><li>- Ask Ss to listen to the recording again, but this time, have them repeat the words.</li><li>- Tell students that they can find the /eɪ/ and /əʊ/ sounds in various spellings, such as:<br/><b>/eɪ/</b><ul style="list-style-type: none"><li>- ‘ae’ as in age, save, fame</li><li>- ‘ai’ as in aim, again</li><li>- ‘ay’ as in play, essay</li><li>- ‘ei’ as in eight, vein</li><li>- ‘ea’ as in break, great</li></ul><b>/əʊ/</b><ul style="list-style-type: none"><li>- ‘oa’ as in boat, coach</li></ul></li></ul> | <ul style="list-style-type: none"><li>- Students listen to the recording, and then repeat the words.</li><li>- Students add more examples of the words that contain the diphthongs /eɪ/ and /əʊ/.</li></ul> | <table><tr><th>/eɪ/</th><th>/əʊ/</th></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   |  |      |      |     |         |       |       |            |      |         |       |



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

**e. Assessment**

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

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

**a. Objectives:**

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

**b. Content:**

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

**c. Expected outcomes:**

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





**d. Organisation**

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

**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   |
|--|---|--|
| <b>Task 1: Circle the correct answer to complete each of the sentences. (6 mins)</b>   |   |  |
| <ul style="list-style-type: none"><li>- Ask Ss to read the notes in the Remember box to review the differences between the Past Simple and the Past Continuous. Give more explanation and examples if necessary.</li><li>- Ask Ss to circle the correct answers. Tell them to pay attention to the meaning of each sentence and the grammatical clue (i.e. which verb refers to the complete action or the one happening at a specific time, the setting or the completed action, the longer or shorter action).</li><li>- Check answers as a class by having individual Ss write the sentences on the board. Go through each sentence and ask Ss to explain why they have used that particular form, e.g. 1. We use Past continuous here because it is an action which was happening at a specific point of time in the past.</li></ul> <p><b>Extension:</b> Ask Ss to add 2-3 more sentences to each item, using the Past tense and/or Past Continuous where appropriate, e.g. <i>My dad was watching a documentary about war heroes at 9 p.m. on 30th April. He enjoyed the documentary very much. Sometimes, he turned to my mother, who was knitting on the sofa, to talk about the parts of the documentary he enjoyed the most...</i></p> | <ul style="list-style-type: none"><li>- Students read the notes in the Remember box.</li><li>- Students circle the correct answers.</li><li>- Students explain their answers.</li></ul> | <p><b>Answer key:</b></p> <ol style="list-style-type: none"><li>1. <i>was watching</i></li><li>2. <i>was snowing, were blowing</i></li><li>3. <i>finished, applied</i></li><li>4. <i>started, became</i></li></ol> |
| <b>Task 2: Work in pairs. Tell the life stories of people you know and admire. Use the Past simple and past continuous. (7 mins)</b>   |   |  |
| <ul style="list-style-type: none"><li>- Ask Ss to work in pairs. Ask them to take turns to tell the life stories of someone they know and admire. They should make 3-5</li></ul>   | <ul style="list-style-type: none"><li>- Students work in pairs and think of a person they admire.</li></ul>   | <p><b>Suggested answers:</b></p>   |



|   |  |   |
|---|--|---|
| <p>sentences, using the past simple and past continuous as much as they can.</p> <ul style="list-style-type: none"><li>- Encourage them to study the example in pairs first. Tell them to pay attention to the use of past simple and past continuous.</li><li>- Encourage them to speak without writing down the sentences. For weaker classes, allow them to write the sentences first before reading them aloud.</li><li>- When they finish, invite some pairs to read the sentences aloud in front of the class. Correct any misuse of the past simple and past continuous.</li></ul> <p><b>Extension:</b> Invite 3-4 pairs to read the sentences aloud, and have other Ss listen and count the correct uses of past simple and past continuous. The pair with the most correct uses win, and the pair with the best story voted by the whole class are also winners.</p> | <ul style="list-style-type: none"><li>- Students decide on the ideas they are going to say and make 3-5 sentences, using the past simple and past continuous.</li><li>- Present their ideas in front of class.</li></ul> | <p><i>When the war started, my grandfather was enjoying a happy life and marriage with my grandmother. Then he left his hometown to join the army. When he was fighting in the war, my grandmother was taking care of the whole family. While he was serving in the army, he was awarded a medal for bravery.</i></p> |
|---|--|---|

**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**

|   |
|---|
| <p><i>Date of teaching</i></p> <p><b>Unit 1: Life stories we admire</b></p> <p><b>Lesson 2: Language</b></p> <p><b>* Warm-up</b></p> <p>Game: Say a name</p> <p><b>* Pronunciation</b></p> <ul style="list-style-type: none"><li>- Task 1. Listen and repeat.</li><li>- Task 2. Underline the words.</li></ul> <p><b>* Vocabulary</b></p> <ul style="list-style-type: none"><li>- Task 1. Match the words/phrases with the words/preposition.</li></ul> |
|---|



**NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM**  
**CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI**

- Task 2. Complete the sentences.

**\* Grammar**

- Task 1. Circle the correct answer.

- Task 2. Tell the life stories of people you know and admire.

**\* Homework**



**NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM**  
**CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI**