



Date of planning: 08/ 9 / 2025

PERIOD 4:

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.

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)	/ˈvɪʒənri/	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.	<ul style="list-style-type: none"> - 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

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Students work in groups to do the activity. - Students raise their hands to answer the questions. 	<p>Link: https://www.youtube.com/watch?v=bTpvbKCYaoQ</p> <p>Questions:</p> <ol style="list-style-type: none"> 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)		
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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)		
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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)

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)		
<ul style="list-style-type: none">- Ask Ss to read the text. Ask them to locate the highlighted words/phrases in the text, e.g. 1. The word 'adopted' is found in the sentence: "He was adopted by Clara and Paul Jobs."- Ask students to study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully, e.g. 1. The word 'adopted' is found among these sentences: His biological parents were not married and gave him up for adoption. He was adopted by Clara and Paul Jobs.- Encourage Ss to replace the word/phrase with each choice to see which one best replaces the word/phrase. E.g. 1. His biological parents were not married and gave him up for adoption. He was given birth to / taken by another family as their own child by Clara and Paul Jobs. The choice B. "taken by another family as their own child" best replaces the word 'adopted' because his biological parents gave him up.- In weaker classes, check their understanding of the words by asking Ss to make sentences with them.	<ul style="list-style-type: none">- Students read the text and locate the highlighted words individually.- Students study the context and do the tasks as required.	<p>Answer key:</p> <ol style="list-style-type: none">1. B2. B3. A4. A5. A <p>Strategy: Reading for vocabulary To read and understand the meanings of words/phrases in context, students should:</p> <ol style="list-style-type: none">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)		
<ul style="list-style-type: none">- 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>	<ul style="list-style-type: none">- 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.	<p>Answer key: A-2 B-1 C-5</p> <p>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:</p> <ol style="list-style-type: none">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)		
<ul style="list-style-type: none">- 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. E.g. <i>For Blank (1) we need a verb in passive voice. For Blank (2) it is an adjective.</i>	<ul style="list-style-type: none">- Students do as instructed to complete the diagram.- Students compare their answers with partners then check with the whole class.	<p>Answer key:</p> <ol style="list-style-type: none">1. adopted2. Apple3. company4. products5. cancer



<p>- Check answers as a class.</p> <p>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></p>		
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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>		
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Students practise speaking in pairs. - Students share their answers with the whole class. - Students listen and give feedback. 	<p>Suggested answers:</p> <p>What I admire the most about Steve Jobs is how he overcame difficulties in his life to achieve a significant breakthrough in communication technology. He dedicated his life to building technology and inventing the first real personal computer, that is user-friendly, efficient and</p>



- Ask other Ss to give comments and correct any mistakes if possible.		stylish.
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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

- 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

<p><i>Date of teaching</i></p> <p>Unit 1: Life stories we admire</p> <p>Lesson 3: Reading</p> <p>* Warm-up</p> <p>Video watching</p> <p>Vocabulary</p> <ol style="list-style-type: none">1. (to) bond2. cutting-edge (adj)3. blockbuster (n)4. (to) diagnose with5. visionary (adj) <ul style="list-style-type: none">- 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. <p>* Homework</p>
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Date of planning: 08/ 9 / 2025

PERIOD 5:

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

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 pɑ:ti 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.	<ul style="list-style-type: none">- 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 <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Students take turns, choose a number and answer the question. - Students guess the key word. - Students explain their key word. 	Questions: <ol style="list-style-type: none"> 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) <p>□ KEY WORD: GENERAL VO NGUYEN GIAP</p>

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (25 mins)

a. Objectives:

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

b. Content:

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



Then B should do the same to complete his/her card about general Vo Nguyen Giap. Then compare your notes. (p.14)

c. Expected outcomes:

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

d. Organisation

TEACHER'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)		
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Students share what they know about the two people. - Students read and understand the information on their cards. 	
Vocabulary pre-teaching (5 mins)		
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 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)		
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<p>Students' practice</p>



<ul style="list-style-type: none">- 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:<ul style="list-style-type: none">- Ask Student B to talk about the life of Vo Thi Sau, using the notes in the Student B's card. Encourage Student B to study the example before he/she starts.- 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)

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.		
<ul style="list-style-type: none">- 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	<ul style="list-style-type: none">- 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.	<p><i>Suggested answer:</i></p> <p>We'd like to talk about the life of Vo Thi Sau, a national heroine of our country. She was born in 1933 in Ba Ria Province. At the age of 15, she joined the Viet Minh, the league for the independence of Viet Nam from French rule. In 1947, she was brave enough to carry out</p>



<p>them, or share opinions about their lives in the talk.</p> <p>- Ask the class to listen and vote for the best talk.</p> <p>Extension: Ask Ss to work in pairs and come up with a story about the life of another famous person. Invite them to share the stories in front of the class. Have the class listen and vote for the best story.</p>		<p>attacks against French soldiers. She managed to kill some of them by throwing grenades at them. Unfortunately, in another unsuccessful attempt in 1949, she was caught and put in prison. She was sentenced to death at Con Son Prison, Con Dao Island at the age of 19. Although she died nearly 80 years ago, many generations in Viet Nam still admire Vo Thi Sau for her great bravery and sacrifice for the independence of our country.</p>
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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

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 1: Life stories we admire</p> <p style="text-align: center;">Lesson 4: Speaking</p> <p>* Warm-up Guessing game</p> <p>* Vocabulary</p> <ol style="list-style-type: none">1. the Communist Party of Viet Nam2. battle (n)3. campaign (n)4. pass away <p>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.</p> <p>* Homework</p>
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Date of planning: 08/ 9 / 2025

PERIOD 6:

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

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)	/ɪnˈspaɪə(r)/	to give somebody the desire, confidence or enthusiasm to do something well	truyền cảm hứng
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Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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

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 <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Students follow the teacher's instructions and play the game in two teams. 	Suggested directions: <ol style="list-style-type: none"> 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)		
<ul style="list-style-type: none"> - 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. <p>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).</p>	<ul style="list-style-type: none"> - Students work in pairs and solve the crossword. 	<p>Answer key:</p> <pre> 1 m e r m a i d 2 w h i t e 3 m o u s e 4 l i o n 5 c i n d e r e l l a 6 b e a u t y </pre>
Vocabulary teaching (5 mins)		
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Students say the meaning of the words. - Students write new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 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)		
<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Students make predictions before listening.- Listen and check the order.	Answer key: B <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> C <input type="checkbox"/> F
Task 3: Listen to the talk again. Choose the correct answer A, B, or C. (10 mins)		
<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- 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



<p>- For Question 3, remind them that they should choose the information NOT mentioned in the recording, so it's a good idea to cross out all the options that match the information in the recording. The remaining option is the correct answer.</p> <p>- Play the recording. Ask Ss to circle the correct answers.</p> <p>- Check answers as a class.</p> <p>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).</p>		
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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.		
<p>- 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.</p> <p>- Invite some pairs to share their answers with the whole class.</p>	<p>- Students work in pairs and discuss.</p> <p>- Students share their ideas to the whole class.</p>	<p>Suggested answer:</p> <p>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</p>



		goals and making your dreams come true.
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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

- Summarise the main points of the lesson.

b. Homework

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

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	



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
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