



Date of planning: 15/ 9 / 2025

PERIOD 7:

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

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

<p><i>All those days watching from the (1) _____</i> <i>All those years outside looking in</i> <i>All that time never even knowing</i> <i>Just how blind I've been</i> <i>Now I'm here, blinking in the (2) _____</i> <i>Now I'm here, suddenly I see</i> <i>Standing here, it's all so clear</i> <i>I'm where I'm meant to be</i> <i>And at last I see the light</i> <i>And it's like the fog has (3) _____</i> <i>And at last I see the light</i> <i>And it's like the sky is new</i> <i>And it's warm and real and bright</i> <i>And the world has somehow shifted</i> <i>All at once everything looks (4) _____</i> <i>Now that I see you</i></p>	<p><i>All those days (5) _____ down a daydream</i> <i>All those years living in a blur</i> <i>All that time, never truly seeing</i> <i>Things the way they were</i> <i>Now she's here, shining in the starlight</i> <i>Now she's here, suddenly I know</i> <i>If she's here, it's (6) _____ clear</i> <i>I'm where I'm meant to go</i> <i>And at last I see the light</i> <i>And it's like the fog has (7) _____</i> <i>And at last I see the light</i> <i>And it's like the sky is new</i> <i>And it's warm and real and bright</i> <i>And the world has somehow shifted</i> <i>All at once, everything is (8) _____</i> <i>Now that I see you</i> <i>Now that I see you</i></p>
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2. ACTIVITY 1: PRE-WRITNG (9 mins)

a. Objectives:

- To help Ss recall and select the key information about Walt Disney's life from Listening;
- To help Ss read a webpage for more information about Walt Disney;
- To help Ss synthesise and summarise information from two different sources;
- To help students get familiar with the format of a biography.

b. Content:



- Task 1: Work in pairs. Answer these questions, using the information from Listening. Write NG (not given) if you cannot find the answer. (p.15)

- Task 2: Read some facts about Walt Disney. Then work in pairs to answer all the questions in Task 1. (p.15)

c. Expected outcomes:

- Students can select the appropriate information and have ideas to write about Walt Disney's life in the next part.

d. Organisation

TEACHER'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)		
<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- 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)		
<ul style="list-style-type: none">- 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 information are very important for them in reading in real life.	<ul style="list-style-type: none">- 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.



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)

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.		
<ul style="list-style-type: none"> - 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 birthplace and schools he went to) - Give Ss a time limit. In weaker classes, put Ss in pairs or groups 	<ul style="list-style-type: none"> - 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. 	<p><i>Suggested answer:</i></p> <p>WALT DISNEY – THE FATHER OF MICKEY MOUSE</p> <p>Walt Disney is famous around the world for making a lot of successful films, which are loved by children and adults of many generations.</p> <p>Childhood and education</p> <p>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.</p> <p>Achievements</p> <p>Disney was a very successful film maker, who created Mickey Mouse and produced successful animated films such as Snow White and the Seven Dwarfs. Throughout his</p>



to help each other. Walk around the class to provide help when necessary.		<p>career, Disney won or received 26 Oscars, three Golden Globe Awards, one Emmy Award – a record in history.</p> <p>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.</p> <p>Family</p> <p>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.</p> <p>Death and the continued success of the Walt Disney Studios</p> <p>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.</p>
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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		
<ul style="list-style-type: none">- 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.- Teacher then chooses one piece of writing and gives feedback on it as a model.	<ul style="list-style-type: none">- Students swap their piece of writing with their partners and give peer review.	<p>Writing rubric</p> <ol style="list-style-type: none">1. Organization: .../102. Legibility: .../103. Ideas: .../104. Word choice: .../105. Grammar usage and mechanics: .../10 <p>TOTAL: .../50</p>



<ul style="list-style-type: none">- 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

<p style="text-align: center;"><i>Date of teaching</i> Unit 1: Life stories we admire Lesson 6: Writing</p> <p>*Warm-up Listen to music and fill in the blanks</p> <ul style="list-style-type: none">- 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 <p>*Homework</p>
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Date of planning: 15/ 9 / 2025

PERIOD 8:

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.

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	/di'fi:t/	to win against somebody in a war, competition, sports game, etc	đánh bại
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Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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) <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Students join the game and answer the questions. 	Suggested ideas: <ol style="list-style-type: none"> 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)		
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Students listen to the recording. - Students complete the conversation with words in the box. - Students practise the conversation in pairs. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C 2. D 3. A 4. B
Useful expressions (7 mins)		
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Ss work in groups to do the task. 	<p>* Expressing pleasure</p> <ul style="list-style-type: none"> - ... is/was amazing/wonderful /great. - That was a(n) amazing/ wonderful/great ... - It is/was (such) a pleasure to ... - I was so pleased to ...



<p>- T asks if Ss can add some more expressions.</p>		<p>- 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).</p>
<p>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)</p>		
<p>- 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.</p>	<p>- 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.</p>	<p>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!</p>

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE (15 mins)

a. Objectives:

- To introduce words / phrases related to the topic;
- To help Ss learn about the lives of three famous queens in the world;
- To help Ss relate what they have learnt about famous queens in the world to the history of their own country.

b. Content:

- Task 1. Read the following text and complete the comparison table on page 18. (p.17)
- Task 2. Work in groups. Discuss the questions. (p.18)



c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about famous queens in the world to the history of their own country.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the following text and complete the comparison table on page 18. (10 mins)		
<ul style="list-style-type: none">- 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>i.e. the things Ss wanted to know about the topic</i>. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.	<ul style="list-style-type: none">- 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)		
<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- 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



<p>- Ask some Ss to share their answers in front of the class.</p> <p>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.</p>		<p>are regarded as national heroines of Viet Nam. They were both well educated.</p> <p>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.</p> <p>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.</p>
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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

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



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

*** Homework**



Date of planning: 15/ 9 / 2025

PERIOD 9:

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.

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.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- 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) <ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Students join the game, describe and guess the words.	Suggested words: <ol style="list-style-type: none">1. determination2. animation3. genius4. adopt5. 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)		
<ul style="list-style-type: none">- Ask Ss to read the sentences silently and identify the words containing the diphthongs /eɪ/ and /əʊ/. They should	<ul style="list-style-type: none">- Students join the game, describe and guess the words.	Answer key:



<p>underline and circle those words respectively.</p> <ul style="list-style-type: none">- 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/.		<ol style="list-style-type: none">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 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)		
<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Ss guess the words that teacher is writing on the board.- Ss pay attention on the sentences and replace the words as required.	<p>Answer key:</p> <ol style="list-style-type: none">1. devoted2. genius3. admired - achievements4. attending
Circle the mistake in each sentence. Then correct it. (4 mins)		
<ul style="list-style-type: none">- 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)	<ul style="list-style-type: none">- Ss identify the incorrect part, give corrections and reasons for their corrections	<p>Answer key:</p> <ol style="list-style-type: none">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

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- 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

<p><i>Date of teaching</i></p> <p>Unit 1: Life stories we admire</p> <p>Lesson 8: Looking back and project</p> <p>*Warm-up</p> <p>* Looking back</p> <ul style="list-style-type: none">- Pronunciation- Vocabulary- Language <p>* Project: Visual stories</p> <p>*Homework</p>
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