*Date of preparation: 30/08/2023*

**Period 01: INTRODUCTION OF ENGLISH 12**

* 1. **Aims:**
     + Help Ss to know about the English book grade 12 in general.(themes, tests, lessons etc.)
     + Introduce how to do an oral test, fifteen - minute tests and a written test.
     + Some requires of student to study well English.
     + To help Ss have the opportunities to develop their oral fluency.
     + To introduce the theme and units.
     + By the end of the lesson, students will be able to: know the topic, the theme and units.
  2. **Preparations:**-Teacher:Handouts,textbook,boards,colored chalks and lesson plan.
     + Students:Textbook.
  3. **Methods:** - The whole lesson: Integrated, mainly communicative.
  4. **Procedures:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **I> Warm-up** (8 minutes)  - Introduces myself to the students.  - Asks some students to introduce themselves:  What’s your name?  Do you like English?  Do you find English easy or difficult?  Which is the easiest, the most difficult?; Reading, speaking, listening, or writing?  Why do you learn English?  How long have you learned English?  Are you good or bad at English?  **II> Presentation** (20 minutes)  **ACTIVITY 1. Textbook introduction:**  The Structure of the book: -There are ten units. In each unit, there are eight main parts:  + Getting started  + Language: Vocabulary, pronunciation, grammar  + Reading  + Speaking  + Listening  + Writing  + Communication and culture  + Looking back and project  **2. The system of testing.**  **a. Listening skill:**  + Listen and match  + Listen and number  + Listen and tick  + Listen and complete  + Listen and select the correct option  + Listen and give short answer  + Other listening questions  **b. Reading skill**  + Read and match  + Read and number  + Read and tick  + Read and complete  + Read and select the correct option  + Read for the main idea  + Read for specific details  + Read and summarize  + Other reading questions  **c. Writing skill**  + Complete the sentences with a word or a phrase (picture can be used)  + Arrange the words to make complete sentences  + Use the provided words or phrases to write complete sentences  + Arrange sentences to make a complete paragraph  + Use the provided words or phrases to write a complete paragraph  + Use the provided words or phrases to write a short passage  + Write short passages about relevant and familiar topics  **d. Speaking skill**  + Introduction  + Interview  + Free talk  + Other speaking tasks  **e. Language**  **+**Multiple choice questions-MCQs  + Matching  + Gap filling  + Information gaps  + Reordering  + Word form  + Other similar and suitable questions  **3. Class regulations.**   * Read the lesson before studying in class. * Do all exercises at home. * It is good to find the meaning and the pronunciation of the new words in the dictionary at home.   -Listen to the teacher attentively and take part in the lesson actively and creatively.   * Take part in the activities that the teacher required such as pairs work,group work or individual * Each S has a notebook and book (student book and workbook)   **Books** \* Text – book English12 \* Work - book English12  **At home:**  - Prepare for the new lessons: content, structures, words and phrases, pronunciation  - Revise the old lessons + do all the homework  **At class:**  \* Participate in all activities  \* Keep the discipline  **ACTIVITY 2: introducing the way of testing**  - T introduces the structure of the 15 minute test, 2 MID TERM TESTS and 2 finals of the school year | **I> Warm-up** (8 minutes)  - Listen the teacher introduces herself .  - Ss answers may vary.  **II> Presentation** (30 minutes)   * Ss take note on their notebooks what T is talking. * Ss ask any question if they don’t understand clearly. * Pay attention to the time having a test and material for studying English 12. |
| **III> Exercise (15minutes)**  ***Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions.***  1. I can’t remember the name of the person\_\_\_\_\_\_ I gave the money.   |  |  |  |  | | --- | --- | --- | --- | | A. whoever | B. whose | C. whom | D. which |   2. A person \_\_\_\_\_\_ is a lecturer.   |  |  | | --- | --- | | A. whom teaches at the university | B. teaches at the university who | | C. who teaches at a university | D. who at the university teaches |   3.Global warming also has \_\_\_\_\_\_\_\_\_\_ impact on water supplies.  A. stable B. severe C. infectious D. easy  4. Are you interested\_\_\_\_\_\_literature?   |  |  |  |  | | --- | --- | --- | --- | | A. on | B. with | C. by | D. in |   5. Plants \_\_\_\_\_\_\_ carbon dioxide from the air.  A. absorb B. resource C. sort D. export  6. Why are your hands so dirty? - I \_\_\_\_\_\_\_\_\_\_\_ my bike.  A. have been repaired B. repaired C. have been repairing D. has been repaired  7. We \_\_\_\_\_\_ to several sports channels on television.   |  |  |  |  | | --- | --- | --- | --- | | A. subscribe | B. deliver | C. offer | D. notify |   8. One of the easiest ways to increase your life \_\_\_\_\_\_\_\_\_\_\_ is to eat a healthy diet.  A. expectant B. expecting C. expect  D. expectancy  9. It is **impolite** when you ask an American about their age, marriage and income.  A. courteous                         B. rude             C. friendly                            D. thoughtful  10. We finally managed to \_\_\_\_\_ her to come with us.  A. suggest                            B. insist          C. persuade                         D. attract  11.Somebody has left these socks on the bathroom floor, \_\_\_\_\_\_?  A. have they B. haven't they  C. has he D. hasn't he  12.If the government \_\_\_\_\_\_\_\_\_\_\_ the use of fossil fuels, our city will become a more liveable place.  A. reduce B. reduces C. to reduce D. reducing | **III> Do exercise**  ***Mark the letter A, B, C, or D to indicate the correct answer to each of the following questions.***  **1**. I can’t remember the name of the person\_\_\_\_\_\_ I gave the money.   |  |  |  |  | | --- | --- | --- | --- | | **A.**whoever | **B.**whose | **C.** **whom** | **D.**which |   2. A person \_\_\_\_\_\_ is a lecturer.   |  |  | | --- | --- | | **A.**whom teaches at the university | **B.**teaches at the university who | | C. **who teaches at a university** | **D.**who at the university teaches |   3.Global warming also has \_\_\_\_\_\_\_\_\_ impact  on water supplies.  A. stable **B. severe** C. infectious D. easy  **4**. Are you interested\_\_\_\_\_\_literature?   |  |  |  |  | | --- | --- | --- | --- | | **A**. on | **B**. with | **C**. by | **D**. **in** |   **5.** Plants \_\_\_\_\_\_\_ carbon dioxide from the air.  **A. absorb** B. resource C. sort D. export  **6**. Why are your hands so dirty? - I \_\_\_\_\_\_\_\_\_\_\_ my bike.  A. have been repaired B. repaired  **C. have been repairing** D. has been repaired  **7**. We \_\_\_\_\_\_ to several sports channels on television.   |  |  |  |  | | --- | --- | --- | --- | | **A**. **subscribe** | **B**. deliver | **C**. offer | **D**. notify |   **8.** One of the easiest ways to increase your life \_\_\_\_\_\_\_\_\_\_\_ is to eat a healthy diet.  A. expectant B. expecting C. expect  **D. expectancy**  **9.** It is **impolite** when you ask an American about their age, marriage and income.  **A.** courteous                         **B. rude**           **C.** friendly                            **D.** thoughtful  **10**. We finally managed to \_\_\_\_\_ her to come with us.  **A.** suggest                            **B.** insist          **C.** **persuade**                      **D.** attract  11.Somebody has left these socks on the bathroom floor, \_\_\_\_\_\_?  A. have they **B. haven't they** C. has he D. hasn't he  12.If the government \_\_\_\_\_\_\_\_\_\_\_ the use of fossil fuels, our city will become a more liveable place.  A. reduce **B. reduces** C. to reduce D. reducing |
| **Homework** (2 minutes)  - Prepare Unit 1:Lifestories Lesson1: Getting started | **Do their homework at home.** |

*Date of preparation: 01/09/2023*

**UNIT 1: LIFE STORIES**

**Period 02:** GETTING STARTED & Language (Vocabulary)

1. **Objectives:**
   1. **Language focus:**- To introduce the overall topic of Unit 1: “*Life Stories*”, lexical items related to *people’s life stories*, homophones, revision of *the past simple* vs. *the past continuous*.

- To check students’ comprehension thorough True /False

- To provide Ss with a chance to express their opinion about their choice.

- To help learners get started with some language items in Unit1

* 1. **Skills:**

- To help learners get started with 4 skills in Unit1.

- Reading: Reading for specific information in an article about Lifestories.

- Speaking: Talking about a historical figures.

- Listening: Listening for specific information.

- Writing: Write a lifestories.

* 1. **Attitudes:**

- To help Ss get started for Unit 1 with the topic "Lifestories"

- To provide Ss some motivation

1. **Preparations:** - Teacher: Handouts, textbook, lesson plan, papers and cassette.

- Students: Textbook

**C. Methods:** - The whole lesson: Integrated, mainly communicative.

**D. Procedures:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| 1. **WARM UP** (5 minutes)   T asks Ss some lead-in questions:   1. Who is your favourite singer / footballer/…? 2. Why do you like him /her? 3. Look at the picture on page 6 and answer questions: *Do you know who they are*? *What do you know aboutthem*   **II. PRESENTATION**  **Activity 1: *Listen and read*** (15 minutes)   * Tell Ss that they are going to listen to a conversation. * Supplies some **new words**   *1. waver /ˈweɪvə(r)/ (v): dao động, phân vân*  *2. talented/ˈtæləntɪd/ (a): có tài năng, có năng khiếu = gifted*  *3. influential /influenŞl/(n): có tầm ảnh hưởng*  *4. distinguished /dɪˈstɪŋɡwɪʃt/ (a): kiệt xuất, lỗi lạc*  *5. generosity /ˌdʒenəˈrɒsəti/(n): sự rộng lượng, tính hào phóng*  *6. innovation/ˌinəˈveiʃn/ (n):sự đổi mới, cách tân*  *7. respectable /rɪˈspektəbl/(a): đáng kính, đứng đắn*  *8. achievement /əˈtʃiːvmənt/(n): thành tích, thành tựu*  - Plays the recording   * Asks Ss listen to the recording and read the conversation.   **Activity 2: *Read the conversation again. Decide whether the statements are T or F.*** (10 minutes)   * Ask Ss to work individually and finish thetask * Ask them to exchange their answers with a partner.   ***1.****Quang can’t decide who he is going to talk about tomorrow.*  ***2.****Quang wants to become as famous as Steve Jobs and Michael Jackson.*  ***3.****Hung likes Michael Jackson’s singing.*  ***4.****Hung learnt to play a musical instrument because he was inspired by Michael Jackson’s songs.*  ***5.****Both Quang and Hung admire Christine* Ha.  **Activity 3: *Discuss with a partner*.**  If *you were Quang, who would you choose to talk about, Steve Jobs or Michael Jackson? Why* ***(4’)***   * T asks Ss to read the question and discuss their answers with a partner; elicits some answers and writes the best ones on the board.   **Activity 4: *Find the words in the conversation that have the same sounds as the following*. (2’)**  - T explains briefly to Ss that many English words (or combinations of words) may have the same pronunciation, but different spellings and different meanings. They are called homophones.  1*. too 2. eye 3. sea 4. one 5. no*  **Activity 5: *Read the conversation again and write the correct tenses of the verbs in brackets*. (2’)**  This activity focuses on revision of the past simple and the past continuous.  - T asks Ss to give the correct tenses of the verbs in brackets first, and then has Ss read the conversation to check their answers.  *I remember how excited I (feel)  when Christine (create)  those great-looking dishes.*  **Vocabulary:** (6 minutes)  **Activity 1:** *Write the words given next to their meanings***.**   * T asks Ss to match the words with their meanings * Ss read the words and helps Ss with some new words of their definitions in the box, then asks Ss to do the matching. * T checks answers as a class.   **Activity 2: *Complete the sentences with the correct forms of the words in 1*. (5’)**   * T asks Ss to pay attention to the grammar when using the words in 1. When using a noun, Ss need to consider its suitable form (singular orplural). * T has Ss complete the sentences individually, and then compare their answers in pairs. * T checks answers as aclass. | **WARM UP** (5 minutes)  Ss answer some lead-in questions:  ***Possible answers*:**  1. My favourite singer/ footballer is Sơn Tùng/ David Beckham.   1. I like Son Tung most because he not only sings beautifully but he is also really handsome. Or I like David Beckham very much because he both plays football excellently and ismanly.   3. I have no idea about the first photo. The second is Michael Jackson, a popular American singer and dancer. The third one is a good cook / chef. And the last one is two students. May be they are talking about the three people just mentioned.  **II. PRESENTATION**  **Activity 1: *Listen and read*** (15 minutes)   * Write down some new word in the text. * Ss listen to the recording and got some more information from T’s explaination about the characters in the text :   + Steven Paul “Steve” Jobs (February 24, 1955 – October 5, 2011) was an American entrepreneur, marketer, and inventor, who was the co-founder, chairman, and CEO of Apple Inc.  + Michael Joseph Jackson (August 29, 1958 – June 25, 2009) was an American singer, song writer, record producer, dancer, and actor.  + Christine Ha (May 9, 1979) is an American chef, the first blind contestant of the TV show Master Chef and winner of its third season in 2012.  **Activity 2: *Read the conversation again. Decide whether the statements are T or F.*** (10 minutes)   * Ss to work individually and then exchange their answers with the partner.   **Answer:**  **1/ T**(Quang says he hasn’t decided between Steve Jobs and Michael Jackson.)  **2/ NG**  **3/ F**(Hung thinks Michael Jackson was a great dancer, but not an excellent singer and his singing voice became weak and thin in his later years.)  **4/ F** (Quang says M. Jackson’s music inspired him to learn to play a musical  instrument.)  **5/ T** (Quang says Christine Ha won the US Master Chef trophy in 2012. Hung says Christine is a blind chef and a gifted writer, very talented and determined, and it was absolutely amazing to watch her use all the kitchen tools and prepare the dishes.)  **Activity 3: *Discuss with a partner*.**  - Ss discuss in pairs and answer thequestions.  ***Possible answers*:**   1. If I were Quang, I would choose to talk about Steve Jobs because he is amazingly talented - he was an entrepreneur, marketer, and inventor, who was the co-founder, chairman, and CEO of Apple Inc. 2. If I were Quang, I would choose to talk about Michael Jackson because he was a wonderful singer, a professional dancer, a great song writer, a leading record producer, and a popular actor.   **Activity 4: *Find the words in the conversation that have the same sounds as the following*.**   * Ss to work individually and then exchange their answers with the partner.   ***Feedback*:**  1. two 2. I 3. see 4. Won 5.know  **Activity 5: *Read the conversation again and write the correct tenses of the verbs in brackets*.**   * Ss to work individually and then exchange their answers with the partner.   ***Feedback*:**   1. felt, was creating   **Vocabulary:**  **Activity 1:** *Write the words given next to their meanings*   * Ss give the Vietnamese meanings of these words and then practise pronouncing them * Ss do the matching.   ***Feedback*:**  1/ Talented: có tài  2/ distinguished: lỗi lạc, xuất chúng  3/ respectable: đáng kính trọng  4/ Generosity: lòng bao dung  5/ achievement: thành tích  **Activity 2: *Complete the sentences with the correct forms of the words in 1*.**   * Ss pay attention to the grammar * Ss complete the sentences with the correct forms of the words in 1. Then compare their answers in pairs.   ***Feedback:***  1. distinguished  2. talented  3. achievements  4. respectable  5.generosity |
| 1. **Homework (1’)**   Asks Ss:   * Learn by heart NEW WORDS * Prepare period LANGUAGE | 1. **Homework (1’)**   -Learn by heart NEW WORDS  -Prepare period LANGUAGE |

*Date of preparation: 03/09/2023*

**UNIT 1: LIFE STORIES**

**Period 03**: LANGUAGE (pronunciation + Grammar)

1. **Aims and Objectives:**
   1. **Language focus:** - To provide learners some language items in Unit1
      * For vocabulary, that is words and phrases related to ***people’s lifestories***
      * For pronunciation, that is homophones in connected speech
      * For grammar, the use of the past simple vs. the past continuous and use of articles
   2. **Skills:** - To promote Ss to develop the skill of working in pairs and groups
   3. **Attitudes:** To encourage Ss to work harder, to provide Ss some motivation
2. **Preparations:**-Teacher:Handouts,textbook,pieces of papers,lesson plan and cassette.

- Students: Textbook

1. **Methods:** - The whole lesson: Integrated, mainly communicative.

***Checking up previous knowledge:***  ( DURING THE LESSON)

1. **Procedures:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **I. Warm up: (3’)**    Qs: What is she doing?  Sts: She is playing **the** piano    Qs: What’s his job?  Sts:He’s **a** doctor.  We use different articles (a, an or the) in different situations  - Lead in to the new lesson  **II>. New lesson**  **A. Pronunciation: Homophones** (7 minutes)  **Activity 1: *Listen to pairs of sentences. Write the correct words in the gaps.***   * T asks Ss to study the *Do you know…?* box and practise saying the pairs of homophones using the correct pronunciation; tells Ss that they are going to listen to the recording and write the words they hear in the blanks; asks Ss to read the two sentences a and b carefully, and decide on the part of speech of the missing words. * T checks answers as aclass.   **Activity 2: *Listen and repeat the sentences in 1*.**  - T plays the recording again and has Ss repeat each sentence chorally; asks Ss to read the sentences in pairs.  **B. Grammar: *The Past Simple vs. the Past Continuous***  **Activity 1: 1  Put the verbs in brackets in the past simple or the past continuous. (9’)**   * T has Ss **review** the use of the past simple and the past continuous;   1.  The most common use of the **past continuous** tense is to talk about something that was happening around a particular time in the past.  *What were you doing at 8 o’clock last night? I was watching television.*  (I started watching television before 8 o’clock and I continued watching it after 8 o’clock)  2. We often use the **past continuous** and the **past simple** tense together. When this happens, the **past continuous** describes a longer, ‘background’ action or situation and the**past simple** describes the action or events.  *When I woke up this morning it was raining and my father was singing in the kitchen.*  Often, the ‘action’ described by the **past simple** tense *interrupts*the ‘situation’ described by the **past continuous** tense.  *I broke my leg when I was skiing.*  *I was playing a computer game when the doorbell rang.*  Notice that the **past continuous** describes ‘situations’ that go on for some time – ‘skiing’ and ‘playing’ but the **past simple** describes ‘actions’ that happen quickly – ‘broke’ and ‘rang’. Notice too the important difference between these two sentences.  *When they arrived, Jeff was cooking dinner.*Jeff started cooking before they arrived.  *When they arrived, Jeff cooked dinner.*Jeff started cooking dinner after they arrived.   * Asks Ss to look at the ***Remember* box** and draws their attention to the examples and asks them guiding questions: *In the first example, which verb indicates an action in progress? Which verb indicates a shorter action that interrupts it? What kind of action does the second example indicate? Why is the adverb “always”used*?   **DEFINITE ARTICLES AND OMISSION OF ARTICLES**  **Activity 2: *Complete THE gaps with the where necessary. If an article is not necessary, write a cross (X)*.** (**5** minutes)   * T asks Ss to study the *Do you know…?* box and draw their attention to the special cases (use of *the* and omission ofarticles). * T asks Ss to complete the gaps with *the* or a cross (X) if an article is not necessary. * T has Ss compare their answers with apartner.   **INDEFINITE ARTICLES**  **Activity 3: *Complete the gaps with A, AN or a cross (X) if an article is not necessary*.(5’)**   * T asks Ss to study *Do you know…?*box. * Ss study the *Do you know…?* box. *DO YOUKNOW…?*   The definite article THE is generally used before a singular or plural noun when we talk about a specific thing or action.  *Examples: The dog that bit me ran away.*  *They like the films directed Steven Spielberg.*   * T asks Ss to complete the gaps with an indefinite article or a cross (X) if an article is not necessary and draw their attention to sentences 7 and 8, in which the nouns (*ice cream, coffee*) can be countable or uncountable.   **Activity 4: *Read the following story and complete each gap with an article. Write a cross (X) if an article is notnecessary*.(5’)**   * T tells Ss that to do Activity 4, they need to consider whether to use a definite article, an indefinite article, or no article at all for each gap in the story; asks Ss to read the whole story first to understand the context before completing the gaps; has Ss compare their answers with a partner. * T checks answers as aclass. | **I> Warm up: (3’)**  - Look at the pictures and answer the questions.  **II>. New lesson**  **A. Pronunciation: Homophones** (10 minutes)  **Activity 1: *Listen to pairs of sentences. Write the correct words in the gaps.***  Ss study the *Do you know…?* Box; listen to the recording and write thewords they hear in the blanks; Ss work in pairs, discuss the meaning of each word and choose the correct one for each sentence.  **Feedback**  2. a) His father is a guitarist, but he wasn't allowed to play any musical instruments until he was 15.      b) Please read the letter aloud to us.  3. a) You can write your life story and post it on this website.      b) I hope we're doing the right thing.  4. a) J.K. Rowling's new novel will come out next month.      b) I knew where he was hiding, but I didn't know why he was wanted.  5. a) Beethoven composed some of his finest works here in this house.     b) Did you hear the latest news about Steven Spielberg's film?  6. a) She has been involved in many community projects.     b) Yan has just posted his latest bean soup recipe on the Internet. You should try it out.  **Activity 2: *Listen and repeat the sentences in 1*.**   * Ss listen to the tape again and repeat the sentenceschorally. * Ss read the sentences in pairs.   **B. Grammar: *The Past Simple vs. the Past Continuous***  **Activity 1:  Put the verbs in brackets in the past simple or the past continuous.**  ***Feedback*:**  1. went,was having  2. met, was traveling  3. was working,was,were  4. shared, was always taking  5. called, was doing, did not hear  6. was constantly asking, was  7. requested, was composing  8. joined, was then leading    **DEFINITE ARTICLES AND OMISSION OF ARTICLES**  **Activity 2: *Complete THE gaps with the where necessary. If an article is not necessary, write a cross (X)*.** (6 minutes)   * Ss look at the *Remember* box and pay attention to the examples. * Ss read each sentence carefully and decide which action is in progress and which one is a shorter action that interrupts it. * Ss complete the sentences.   ***Feedback*:**  1. the 2. the, the 3. x, x 4. x 5. the, x, the 6. the, x,x, the, the  7. x, the, x 8. the, x  **INDEFINITE ARTICLES**  **Activity 3: *Complete the gaps with A, AN or a cross (X) if an article is not necessary*.**   * Ss read the sentences carefully and fill a, an, X into the gaps.   ***Feedback*:**  1. a  2. x, a  3. x, a, x  4. a, x, a  5. x, a  6. a, x, a  7. x, an  8.a, x  **Activity 4: *Read the following story and complete each gap with an article. Write a cross (X) if an article is not necessary*.**  ***Feedback*:**  1. a     2. x    3. a    4. a/the   5. the    6.x  7. the   8. the   9. a    10. the    11. a    12. a |
| **III>. Homework (1’)**   * T asks Ss to do exercises again at home &Prepare for the next lesson. | **III>. Homework (1’)**  Ss do exercises again at home &Prepare for the next lesson. |

*Date of preparation: 4/09/2023*

**UNIT 1: LIFE STORIES**

Period 04: LOOKING BACK

1. **Aims and Objectives:** - To help Ss pronounce revise what they have learned in unit1.

* To teach Ss some lexical items related to lifestories.
* To give them a chance to do a small project in which they can develop speaking skills
* By the end of the lesson Ss are ableto:

+ Use the homophones in connected speech correctly.

+ Use some key words of the life stories.

+ Do the exercises on past simple and past continuous tense**.**

1. **Preparations:**-Teacher:Handouts,textbook,pieces of papers,lesson plan and cassette.

- Students: Textbook

1. **Methods:** - The whole lesson: Integrated, mainly communicative.

***Checking up previous knowledge:***  ( DURING THE LESSON)

1. **Procedures:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **WARM UP (5ms)**  Write the words having the given sounds.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | [breik] | [sʌn] | [bai] | [diə] | [pi:s] | |  |  |  |  |  |  * T has Ss work in groups to write (on posters) the words having the given sounds. * Ss write (on posters) the words having the given sounds. * T gives the feedback and leads to the new lesson.   **NEW LESSON**  **Pronunciation:(4ms)**  **Activity 1:** *Tick the word that does not have the same sound as the other two***.**   * T helps Ss review homophones (words or combinations of words that have different spellings and meanings, but the samepronunciation). * T asks Ss to work with a partner to compare theanswers.   **Activity 2:** *Listen and write the correct homophones to complete thesentences***.(8 ms)**   * T plays the recording and has Ss listen and complete. * T asks Ss to repeat and has Ss spell the homophones. * T has Ss practise saying aloud these sentences in pairs.   **Grammar:**  **Activity 1:** *Read the following story about Tran Quoc Toan. Put the verbs in brackets in the past simple or the past continuous***.(10ms)**   * T has Ss read through the whole story about Tran Quoc Toan before deciding on the correct tense of each verb. * T has Ss do the activity individually first, and then compare their answers in pairs. * T checks answers as aclass.   **Activity 2:** *These sentences are incorrect. Correctthem, adding articles where necessary***.(7ms)**   * T asks Ss to underline the nouns or nounphrases. * T has Ss do the activity individually first, and thencompare. * T checks answers as a class. | **WARM UP**  Work in group  **Feedback:**  [breik]brake,break  [sʌn]son,sun  [bai]buy,by  [diə]dear,deer  [pi:s] peace,piece  **NEW LESSON**  **Pronunciation:**  **Activity 1:** *Tick the word that does not have the same sound as the other two***.**   * Ss say aloud the words in eachgroup. * Ss use a dictionary if they are unsure about the pronunciation. * Ss read the sentencesaloud.   **Feedback:** 1. brick 2. dare 3. wet 4. soon 5. greet 6. bay  **Activity 2:** *Listen and write the correct homophones to complete the sentences***.**   * Ss practise saying aloud these sentences in pairs.   **Feedback:**  1.wood,would  2. bored,board  3. weather,whether  4. hole,whole  **Grammar:**  **Activity 1:** *Read the following story about Tran Quoc Toan. Put the verbs in brackets in the past simple or the past continuous***.**   * Ss read through the whole story about Tran Quoc Toan before deciding on the correct tense of each verb. * Ss do the activity individually first, and then compare their answers in pairs.   **Feedback:**  1.was 2.began 3.gathered 4. was  5. became 6. was shouting 7.came  8.gave 9.ordered 10. were discussing  11. was still waiting 12.got 13.crushed  14. began 15. managed  16. were fighting 17. was always dashing  **Activity 2:** *These sentences are incorrect. Correctthem, adding articles where necessary***.**   * Ss underline the nouns or noun phrases and decide if these words need an article ornot.   **Feedback**: a (great time), the (USA) the (army), a (soldier), the (country) the (English) a (two-week holiday), the (Philippines) the (Louvre), a (boat trip), the (Seine), a (warm hat), a (new coat), a (pair of woolen gloves), the (bank), the (supermarket), the (theatre), the (way), the (rush hour), a (taxi) |
| **HOMEWORK (1m)**  Prepare the next lesson | **HOMEWORK**  Prepare the next lesson at home |

*Date of preparation: 05/09/2023*

**UNIT 1: LIFE STORIES**

**Period 05: READING**

1. **Aims and Objectives:** - To teach Ss to scan a text for specific information about two people’s life stories and carefully read it for more detailed information through completing the/ a table with correct information and answeringquestions.

- To teach Ss new vocabulary by finding words or expressions with the definitions given.

* 1. **Language focus:** To provide learners some vocabulary related to people’s lifestories.
  2. **Skills:** - To promote Ss to develop their reading skills
     + Skim the text to get the general idea
     + Scan the text to get some specific details
  3. **Attitudes:** - To encourage Ss to work harder/ - To provide Ss some motivation

1. **Preparations:**-Teacher:Handouts,textbook,pieces of papers,lesson plan and cassette.

- Students: Textbook

1. **Methods:** - The whole lesson: Integrated, mainly communicative.

***Checking up previous knowledge:***  ( DURING THE LESSON)

1. **Procedures:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **I>. CHECK UP** (5 mins) *Choose the correct words from the box to fill in the blanks.*   * T has 2 Ss do this on the poster hang on theboard. * Other Ss observe and givecomments.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | piece | genes | he’ll | threw | brake | | peace | jeans | hill | through | break |  1. You should have a now. You’ve been working non-stop for four hours. 2. Bryan’s got an ankle sprain, but I believe   overcome his injury to win the gold medal.   1. Alex said his day was very busy, and he just wants some and quiet now. 2. Angela a stone into the river.   5. Blue ,the most popular clothing item in the world,were invented by Jacob Davis.  **II>. NEW LESSON** (10 minutes)  **Giving back to the community Activity 1: *Discuss with a partner*.**  Who do you think the people in the pictures are? What do they need? What can you do to help them?  Use the words under the pictures to answer the questions.  Picture a: flood/food/shelter  Picture b: shabbyclassroom/study equipment  Picture c: cancer/ care/ comfort    **Activity 2: *Read two people's life stories and complete the table with facts about them*.** (10 minutes)   * Supplies some **new words**   *1*. amputate (v) : ['ӕmpjuteit]*cắt bỏ chi = phẫu thuật*  *2. anonymous /əˈnɒnɪməs/(a): ẩn danh, giấu tên*  *3. dedication /ˌdedɪˈkeɪʃn/(n): sự cống hiến, hiến dâng, tận tụy 🡪dedicated to*  *4. reveal: [ri'vi:l : bộc lộ, tiết lộ*  *5. relieve(v)làm dịu đi, nhẹ bớt, an ủi*  *6. starving = very hungry*   * T tells Ss that they are going to read the life stories of 2 people and complete the table with facts about them. * T checks answers in pairs and then as a class.   **Activity 3: *Find the words or expressions in the text that have the following meanings. Write them in the correct spaces*.** (7 minutes)   * T asks Ss to work in pairs and asks them to read thedefinitions. * Ss read the definitions and find the words orexpressions.   *1. people who do not have enough food or money \_\_\_\_\_\_\_\_*  *2. make something known to someone \_\_\_\_\_\_\_*  *3. unknown to other people \_\_\_\_\_\_\_\_\_\_\_\_*  *4. remove a body part in a medical operation \_\_\_\_\_\_\_\_\_\_\_\_*  *5. start, make something important begin \_\_\_\_\_\_\_\_\_*  *6. something remembered from the past \_\_\_\_\_\_\_\_\_\_*  **Activity 4: *Read the stories again. Answer thequestions*. (8’)**   * T asks Ss to read the stories individually again and answer the questions by writing complete sentences or just taking short notes; has Ss work in pairs, taking turns to ask and answer the questions. - T checks answers as aclass.   *1. What did Larry Stewart do to help those in need?*  *2. Why was he called ‘Secret Santa’ ?*  *3. How has his act of kindness influenced other people since his death?*  *4. What did Thanh Thuy do to help other people?*  *5. What title was Thuy awarded?*  *6. How does The Tuoi Tre manage Thuy's Dream Programme?*  **Activity 5: *Discuss with a partner*. (4’)**  *Have you ever taken part in the Sunflower Festival to support Thuy's Dream Programme?*  - T has Ss work in pairs and discuss the questions. - If Ss have never heard of Thuy’s Dream Programme or the Sunflower Festival, T encourages them to search the Internet for information before they answer question b. | **Check up**  *Choose the correct words from the box to fill in the blanks.*  ***Feedback*:**  1. break  2.he’ll  3.peace  4. threw  5.jeans  **II>. NEW LESSON**  **Giving back to the community Activity 1: *Discuss with a partner*.**  ***Who and what they need***   1. flood victims who need food and shelter 2. students studying in a shabby/ dilapidated classroom who need study equipment and a decent place to study 3. young cancer patients who need care and comfort   **What to do:**  a. donating money, rice, old clothes, fresh water   1. donating books,money 2. visiting them and giving gifts, organising different fun activities   ***Feedback*:** The answers vary.  **Activity 2: *Read two people's life stories and complete the table with facts about them*.** (10 minutes)   |  |  |  | | --- | --- | --- | | Name | Larry Stewart | Le Thanh Thuy | | Born | 1948 | 1988 | | Died | 2007 | 2007 | | Nationality | American | Vietnamese | | Health Problem | Cancer | Bone cancer | | Dedicated life to…. | The needy | Young cancer patients |   **Activity 3: *Find the words or expressions in the text that have the following meanings. Write them in the correct spaces*.** (7 ‘)  ***Feedback*:**  1/ the needy: người thiếuthốn['ni:di]  2/ reveal: bộc lộ, tiếtlộ[ri'vi:l  3/ anonymous [ə'nɒniməs]vôdanh  4/ amputate ['ӕmpjuteit]cắtchi  5/ initiate [i'niʃieit]khởixướng  6/ memory: trí nhớ['meməri]  **Activity 4: *Read the stories again. Answer thequestions*.**   * Ss read the stories individually again and answer the questions by writing complete sentences or just taking short notes; * Ss work in pairs, taking turns to ask and answer the questions.   ***Feedback*:**  1. Every Christmas, Larry handed out thousands of dollars to needy people in public places.  2. Because he gave money to people during the festive season of December while his identity was hidden.  3. People have been inspired to continue his mission of kindness and charitable work.  4. Thuy organised charity activities to relieve young cancer patients' pain.  5. She was awarded the title ‘Ho Chi Minh City Outstanding Young Citizen’.  6. The newspaper holds annual events to support her programme. One of them is the Sunflower Festival, where children and their families get together and have fun. Gifts are given to the young patients, and the memory of Thuy is kept alive by her story about love and sharing.  **Activity 5: *Discuss with a partner*.**  ***Possible answers*:**  No, I didn’t.  I’d like to do it in the future. I’d paint portraits/ make sunflowers /perform chicken dance to help. I would like to do these things in order to ease cancer patients’ sufferings. |
| **Homework** (1 minute)   * Ask students to prepare for the nextlesson. | **Homework** (1 minute)   * students prepare for the nextlesson. |

*Date of preparation: 06/09/2023*

**UNIT 1: LIFE STORIES**

***Period 06: LISTENING***

1. **Aims and Objectives:** - To teach Ss listen for specific information about a talk show on

privacy and disclosure of people’s private lives.

* + To provide learners some vocabulary related to the topic of lifestories.
  + To help Ss develop the skill of working in pairs andgroups
  + By the end of the lesson, students will be ableto:

+ Listen and dothetasks. + Develop the listening skills for specific details.

+ Talk about the topic of life stories

+ Identify specific information through multiple-choice task and question answering

1. **Preparations:** - Teacher: Handouts, textbook, pieces of papers and cassette.
   * Students:Textbook
2. **Methods:** - The whole lesson: Integrated, mainly communicative.

***Checking up previous knowledge:***  ( DURING THE LESSON)

1. **Procedures:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **WARM UP** (5 ms)  **Question: -** Are you often interested in the life of celebrities or famous people?  -Do you like reading or watching information about your idols on the newspaper or Internet?  **NEW LESSON**  **LEARNING FROM PEOPLE’S LIVES**  **Task 1: *Why are people often interested in the life of celebrities or famous people? Tick the possible reasons and add some more, if you can*. (6 ms)**   * T has Ss discuss the question with a partner; asks Ss to tick the reasons why people are interested in the life of celebrities or famous people. * If necessary, T explains the meanings of some new words that Ss will hear (*overwhelm, slander,misfortune, take advantage of*) * Ss tick the possible reasons and add some more.   **Task 2:** *Listen to a talk show with host Cindy Brown and guest speaker Andy Lewis, a sociologist. Choose the best answer to complete each statement***.** (12ms)   * T tells Ss to read through the statements and the answer options so that they have some ideas about what they have to listen for; helps Ss to identify the key words in each statement .   - T checks as aclass.  **Cindy:** Welcome to our talk show with guest speaker Mr Andy Lewis, a sociologist. Mr Lewis...  **Andy:** Please call me Andy. I don't want to be too formal.  **Cindy:** No problem, Andy. These days, our audience seem to be overwhelmed with stories in the newspapers or on the Internet - stories about celebrities, political figures, or even ordinary people around us.  **Andy:** You mean we're living in a world of stories and scandals?  **Cindy:** Right. As a sociologist, do you have any advice for our audience?  **Andy:** I think there're two sides to this issue. We need some life skills to protect ourselves. First, we don't want other people to take advantage of our stories. They may use our private lives for blackmail or slander... in order to harm our reputation or just for fun.  **Cindy:** For whatever purpose, it could be extremely damaging.  **Andy:** Exactly. So we should not reveal too much of our private life on social networking sites.  **Cindy:** I agree. But how about the stories of other people? Should we read or follow these stories?  **Andy:** That's the second point I want to discuss. Another life skill is learning from other people's lives. Everyone's life story is like a book that can teach us something. So we should open that book and read it critically.  **Cindy:** Critically? Can you explain this?  **Andy:** It means we should make careful judgements when reading a life story and ask ourselves questions like, ‘Why is this story told?’ or ‘What lessons can I learn from it?’  **Cindy:** Lessons such as...?  **Andy:** Such as a person's reasons for failure or success. This may help us to avoid similar failure or to adopt a new way of life so we can improve ourselves and become better human beings.  **Cindy:** Very interesting. Thank you, Andy, for your advice and for sharing your thoughts with our listeners. Next week...  **Task 3: *Listen again. Answer the questions*. (**17ms)   * T has Ss listen again for more specific details to answer the questions.   *1>. What life skills does Andy think people should have?*  *2. According to Andy, what questions should we ask ourselves when reading or hearing a life story?*  *3. What can we benefit from learning about a person's failures or successes?*   * T checks answers as a class | **WARM UP**   * 1 or 2 ss answer in front of the class and other ss observe.     **NEW LESSON**  **Task 1:** *Why are people often interested in the life of celebrities or famous people? Tick the possible reasons and add some more, if you can*.  **Feedback:** Students’ answers  1. √ 2. √ 3. √ 4. √5.Ø  6. Just for fun.  7. To show that they are well-informed.  **Task 2:** *Listen to a talk show with host Cindy Brown and guest speaker Andy Lewis, a sociologist. Choose the best answer to complete each statement***.**   * Ss to read through the statements and the answer options so that they have some ideas about what they have to listen for * Ss compare their answers.   **Feedback:** 1.B 2.A 3.C 4.A  **Task 3: *Listen again. Answer the questions*.**   * Ss listen again for more specific details to answer the questions.   **Feedback:**  1. The audience should have life skills to protect themselves and to learn from other people's lives.  2. We should ask ourselves two questions:  'Why is this story told?’  'What lessons can I learn from it?’  3.  We can learn how to avoid similar mistakes or to adopt a new way of life so we can improve ourselves and become better human beings. |
| **HOMEWORK (**5ms)  **Task 5: *Do you agree with Andy that everyone’s life story like a book that can teach us something. Discuss with a partner*.**  - T asks Ss some guiding questions before they start the discussion:  What can we learn from a person’s life? Can we learn from his/ her good or bad experiences or deeds?  Think about a famous person (for example Steve Jobs). What can we learn from his / her life? | **HOMEWORK**  **Do Task 5 at home:** *Do you agree with Andy that everyone’s life story like a book that can teach us something. Discuss with a partner*. |

*Date of preparation: 07/09/2023*

**UNIT 1: LIFE STORIES**

***Period 07: WRITING***

1. **Aims and Objectives:** - To teach Ss to write about a lifestory.
   * To teach Ss to develop ability to think in a logical way when re arranging sets of jumbled paragraphs to form a well-structured text.
   * By the end of the lesson, students will be ableto:

+ Learn about the life stories./ + Write about a life story.

+ Develop the writing skills in general. Build up vocabulary supported for writing.

1. **Preparations:** - Teacher: Handouts, textbook, lesson plan and pieces ofpapers.
   * Students:Textbook
2. **Methods:** - The whole lesson: Integrated, mainly communicative.

***Checking up previous knowledge:***  ( DURING THE LESSON)

1. **Procedures:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **HOMEWORK CHECKING (10ms)**  ***Questions***:  1>. Why shouldn’t we let other people take advantage of our stories?  2>. How can we learn from other people’slives?  **NEW LESSON**  **Task 1:** *Read the story of a champion swimmer and complete the blanks. Use the words in the box***.(**10ms**)**   * This activity aims to provide Ss with a sample story. * T asks Ss to read the story and asks Ss to complete it.   **Task 2:** *Put the following parts of the story in the correct order***.(**5ms)   * T asks Ss to read through the list(a-g).     **Task 3:** *Use the given information to write another story of about 180-250words. (****24ms)***   * T asks Ss to work in pairs and discuss the suggested ideas about ThuHa. * T collects some of Ss’ final drafts and gives comments. | **HOMEWORK CHECKING**  Answer:  1. Because they may use our private lives for blackmail or slander … in order to harm our reputation or just forfun.  2>. By reading reasons for a person’s failure or success may help us avoid similar failure or to adopt a new way of life so we can improve ourselves and become better humanbeings.  **NEW LESSON**  **Task 1:** *Read the story of a champion swimmer and complete the blanks. Use the words in the box***.**   * Ss read the story and complete the blanks.   **Feedback:**  1.adopted 2.obsessed  3.helpless 4. overcome  5. competed 6.misfortune  **Task 2:** *Put the following parts of the story in the correct order***.**   * Ss read through the list(a-g).   **Possible answers:** 1.e 2.a 3.d 4.c 5.g 6.b 7.f  **Task 3:** *Use the given information to write another story of about 180-250words.*   * Ss discuss the suggested ideas about Thu Ha; write drafts individually, and exchange their writing. * Ss make revisions, if necessary.   **Suggested answer:** Poverty is no shame  ByThuHa *Published*: 06:00 GMT, 20September  *My parents died in a traffic accident when I was ten years old, so I was brought up by 70-year-old grandmother who was too old and weak to work. I had to leave school and did odd jobs to earn a living: selling lottery tickets, washing dishes and doing babysitting. When I was 15, my grandma encouraged me to attend evening classes, so I could improve my literacy and job prospects.*  *After lots of hardship and effort, I completed secondary school and passed a challenging exam to enter Medical University, which is the dream of many students. However, I could not pay the school fees and had to reject the offer. The door to a new life was closed before me. I was completely disappointed and saw only gloomy days ahead. Then something incredible happened: I was awarded a scholarship from the Thanh Nien newspaper for college students from poor families. This was really a turning point in my life because I could continue my university studies and hope for a betterfuture.*  *Six years of hard work at the university and of trying to live on a very tight budget came to an end at last. Now I am working as a doctor at a hospital, but I will never forget those difficult days. I am planning to set up and run a charitable organisation to help poor students, as a way to acknowledge other people for supportingme.*  *I’ve told my own story hoping to encourage other people like me to overcome hard times. Don’t let poverty defeat you and destroy your hopes for a better future. This is my motto*. |
| **Homework** (1m)   * Asks Ss to prepare the next lesson | Take note homework |

*Date of preparation: 08/09/2023*

**UNIT 1: LIFE STORIES**

**Period 08: COMMUNICATION and CULTURE**

**Aims and Objectives:**

* 1. **Language focus:** To provide learners some communication and cultural items
  2. **Skills:** - To develop their communication skills and cultural understanding

- To help Ss develop the skill of working in pairs and groups

* 1. **Attitudes:** - To encourage Ss to work harder. To provide Ss some motivation.

- By the end of the lesson, students will be able to:

+ Understand and communicate about communication skills and cultural understanding

+ Talk about life stories.

**Preparations:** - Teacher: Handouts, textbook, lesson plan and pieces of papers.

- Students: Textbook

**Methods:** The whole lesson: Integrated, mainly communicative.

***Checking up previous knowledge:***  ( DURING THE LESSON)

**Procedures:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **WARM-UP: (5ms)**  - Shows a short extract of the film Sherlock Holmes and asks Ss if they know what film it is.  - Have a talk with Ss about the film and the author of the film.  🡪 Leads in: Informs the class of the lesson objectives: further skill development  **NEW LESSON**  **1. Communication**: **Family stories**  **Activity 1:** *Listen to An’s story. Complete the statements* ***(10ms)***   * T tells Ss that they are going to listen to An’sstory. * T asks Ss to read the statements and underline the keywords. * T plays the recording once or twice for Ss to takenotes. * T has Ss work with a partner to compare theiranswers. * T checks as aclass.   **Activity 2:** *Discuss the questions in pairs***. (**10ms**)**   * T has Ss read question 1 and asks them if they know what family storiesmean * T asks Ss to work in pairs and discuss thequestions.   **2. Culture: *The creator of Sherlock Holmes***  **Activity 1:** *Read and decide whether the statements about it are true (T), false (F), or not given (NG). Tick the correct boxes***. (19ms)**   * T has Ss read the text about Arthur ConanDoyle. * T encourages Ss to compare their answers inpairs. * T checks as aclass. | - Watch a short extract of the film Sherlock Holmes and tell the name of the film.  - Have a talk with the T about the film and the author of the film.  - Listen and take notes.  **NEW LESSON**  **1. Communication**: **Family stories**  **Activity 1:** *Listen to An’s story. Complete the statements*   * Ss listen, answer the questions and takenotes.   **Feedback**:  1. people’s life stories  2. walking/well-known historical figures  3.unreal  4. the countryside  5. respect/real  **Activity 2:** *Discuss the questions in pairs***.**   * Ss discuss the questions inpairs.   **Suggested answers*:*** *Family stories should be told to children because this is the best way to teach children about the family’s history and traditions. Children will know more about their ancestors and feel strongly attached to their family. Moreover, when stories are told, everybody recalls memories of the past, which provides the best opportunity for family members to spend time together*.  **2. Culture: *The creator of Sherlock Holmes***  **Activity 1:** *Read and decide whether the statements about it are true (T), false (F), or not given (NG). Tick the correct boxes***.**   * Ss read the text about Arthur Conan Doyle, and decide if the statements are true, false, or notgiven. * Ss compare the answers inpairs.   **Possible answers:**  1. NG  2. T (par. 2, lines 2…4)  3. F (par. 2, lines 5-6.)  4. T (par. 3, line1)5. T (par. 4, lines5- 6.)  6. NG (A statue of Sherlock Holmes was built in London. => A statue of Doyle was built in Crowborough.) |
| **HOMEWORK (1m)**  Prepare for the next lesson | **HOMEWORK**  Prepare for the next lesson |

*Date of preparation: 09/09/2023*

**UNIT 1: LIFE STORIES**

Period 09: SPEAKING + PROJECT

1. **Aims and Objectives:** -To teach Ss to talk about some famous historical figures of

Vietnam to be able to talk about a historical figure’s life story.

- By the end of the lesson, students will be able to:

+ Express their opinion about some famous historical figures.

+ Perform their viewpoints to other people in real life.

+ To give them a chance to do a small project in which they can develop speaking skills

1. **Preparations:**

- Teacher: Handouts, textbook, lesson plan and pieces of papers.

- Students: Textbook

1. **Methods:** - The whole lesson: Integrated, mainly communicative.

***Checking up previous knowledge:***  ( DURING THE LESSON)

1. **Procedures:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **WARM UP (3ms)**  Look at the picture and say who he is.  tải xuống  **A HISTORICAL FIGURE**  \*Supplies some **new words**  -encyclopaedist [en,saikləu'pi:dist] nhà bách khoa  -philosopher (n): nhà triết học  -perseverance (n):tính bền bỉ , kiên trì  - encyclopaedic [en,saikləu'pi:dik]  -nominate (v): công nhận  - self-accusation ([,ækju:'zei∫n]: sự tự thú tội, tự buộc tội  -invader(n): quân xâm lược  **Activity 1: *Choose the correct sentences (a-e) to complete the conversation between two friends*. (**10ms)   * T has Ss read the conversation quickly to get the main idea. * T has Ss read the conversation again and complete the information about NguyenTrai.   **Activity 2: *Practise the conversation with a partner*. (**8ms)   * T asks Ss to practise the conversation in pairs.   **Activity 3: *Choose one topic. Use the information below or your own ideas to make a similar conversation*. (**23mins)  **PROJECT:(outside classroom)**  **Activity 1:** *Your group is going to take part in the Public Speaking Contest organised by your school on the topic***:**  “*A famous person you admire*”.   * Ss work in groups of four. * T allows Ss one week to collect information about a famous person, write his / her profile, and organize their presentations.   Each group member chooses a famous person, creates his  / her profile, and gives a presentation about this person. | ***Possible answer***: He is Nguyen Trai, a famous historical figure ofVietnam.  **Activity 1: *Choose the correct sentences (a-e) to complete the conversation between two friends*.**   * Ss practise pronouncing new and difficult words.   ***Feedback*:** 1.d 2.a 3.c 4.e 5.b  **Activity 2: *Practise the conversation with a partner*.**   * Ss practise the conversation in pairs.   **Activity 3: *Choose one topic. Use the information below or your own ideas to make a similar conversation*.**   * Ss choose one topic and make a similar conversation.   ***Feedback:* Conversation 2**  **John**: Hi, Van. What are you doing? Why are you talking to the mirror?  **Van**: Well … I’m practising for the storytelling contest next week. I want to see my expression while I’m speaking  **John**: I see. The topic is the life of a historical figure, isn’t it?  **Van**: That’s right. I’ve decided to talk about Le Quy Don.  **John**: Le Quy Don? Who is he?  **Van**: He was a distinguished philosopher, poet, and encyclopaedist ([en,saikləu'pi:dist] nhà bách khoa), he was responsible for a large number of encyclopaedic ([en,saikləu'pi:dik]), historical and philosophical ([,filə'sɔfikl]) works.  **John**: Wow! He is a real national hero. Do you know any stories about him? An interesting story will hold the attention of your audience and the examiners.  **Van**: Yes. This is an interesting story about him: When he was still a child, he created a poem, using words with double meanings to describe the characteristics of different types of snakes. The poem can also be interpreted as a lazy student’s self-accusation ([,ækju:'zei∫n]) and promise to study harder. He is respected for his sharp wit and wide knowledge.  **John**: Excellent. Can you read the poem to me?  **Van**: Yes, I’ll read it at the contest. Why don’t you come to the contest and listen to the poem?  **John**: OK, I will. I really want to know more about this famous man.  **PROJECT**  **Activity 1:** *Your group is going to take part in the Public Speaking Contest organised by your school on the topic***:**  “*A famous person you admire*”.  Each group member chooses a famous person, creates his/ her profile, and gives a presentation about this person.  **Feedback:** Charlie Chaplin   1. Where and when was he/she born? 16 April 1889 inLondon 2. Where did he grow up? InLondon 3. What is he famous for? an English comic actor and film- maker 4. Something interesting facts abouthim:   - worked mainly in the US/ - appeared as a humorous character with a small moustache, abowler hat, a walking stick, walked in a funny way with the backs of his feet together and his toes pointing out to the sides  5. Lessons to learn from his/her life story:  During his childhood he lived in poverty and hard ship but he tried hard to achieve success. |
| **Homework** (1 minute)   * Ask students to prepare for the next lesson. | **Homework** (1 minute)   * students prepare for the next lesson. |