**Date of preparation: August 24th, 2024 Full name: Vo Thi Ngoc Luu**

**UNIT 1: LIFE STORIES WE ADMIRE**

**Total number of periods: 8 (from 2 to 9)**

**Lesson 2: Language, Period: 03**

**Classes: 12A3, 12A6**

**I. OBJECTIVES**

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

**1. Knowledge**

- Use the lexical items related to the topic *Life stories we admire;*

- Recognise and practise diphthongs /eɪ/ and /əʊ/;

*-* Review the use of Past Simple and the Past Continuous tenses.

**2. Competences**

- Develop communication skills;

- Be collaborative and supportive in pair work and team work;

- Actively join in class activities.

**3. Personal qualities**

- Be proud and respectful of famous people in Vietnam and in the world;

- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Unit 1, Language

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

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

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge on the topic;

- To enhance students’ skills of cooperating with teammates.

**b. Content:** Game: Say a name

**c. Expected outcomes:** Students can revise vocabulary related to famous people.

***Suggested ideas:***

**Box A:** Vietnamese, American, British

**Box B:** politician, footballer, singer, writer

***Some possible answers:***

**Vietnamese politician:** *Ho Chi Minh, Nguyen Phu Trong, Le Duan*

**Vietnamese footballer***: Nguyen Quang Hai, Nguyen Cong Phuong*

**Vietnamese singer:** *My Tam, My Linh*

**Vietnamese writer:** *To Hoai, Luu Quang Vu, Nam Cao*

**American politician:** *Donald Trump, Barack Obama*

**American footballer:** *Landon Donovan*

**American writer:** *Mark Twain, Ernest Hemingway*

**American singer:** *Micheal Jackson, Whitney Houston …*

**British politician***: Margaret Thatcher, Therasa May …*

**British footballer***: David Beckham, Raheem Sterling …*

**British singer:** *Adele, Elton John*

**British writer:** *William Shakespeare, J.K Rowling…*

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Game: Say a name**  - Divide the class into two teams. There are 5 turns for each team.  - Give instructions. There are two separate boxes. One box (A) contains the names of some nationalities, the other box (B) contains names of jobs. Students pick up one card from box A and one from box B. Students have to say the name of at least one famous person corresponding to their cards.  - If one team cannot answer, they lose their turn, and the chance is transferred to the other team.  For example, the card in box A says “South African” and box B says “politician” students should say “Nelson Mandela”.  - One point for a correct answer.  - The group getting the highest points will be the winner.  **-** Observe and give feedback. | - Work in groups to do the activity.  - Pick the cards and say a name. |

**2. Presentation and Practice:** (35 mins)

**\* ACTIVITY 1: PRONUNCIATION** (10 mins)

**a. Objectives:**

- To help Ss recognise and practise diphthongs /eɪ/ and /əʊ/ in single words;

- To help Ss recognise and practise diphthongs /eɪ/ and /əʊ/ in a complete text.

**b. Content:**

- Task 1: Listen and repeat. Then practise saying the words. (p.9)

- Task 2: Work in pairs. Underline the words that contain the /eɪ/ and /əʊ/ sounds. Listen and check. Then practise reading the whole text aloud. (p.9)

**c. Expected outcomes:** Students can correctly pronounce diphthongs /eɪ/ and /əʊ/ in single words and in a complete text.

**Suggested answers:**

**\*Task 1:**

|  |  |
| --- | --- |
| **/eɪ/** | **/əʊ/** |
| age | soldier |
| saved | wrote |
| translated | hero |
| against | shows |

**\* Task 2:**

***Answer key:***

*In the first year when ‘The Diary of Dang Thuy Tram’ was published, more than 300,000 copies were* ***sold****. The book was* ***also******translated*** *into more than 16 different languages. A film* ***based*** *on the diary was* ***made*** *in 2009. Its* ***name*** *is ‘Don’t burn’.*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task 1: Listen and repeat. Then practise saying the words.** (6 mins) | |
| - Ask Ss to listen to the recording. Have them pay attention to the highlighted letter(s) which contain the diphthongs /eɪ/ (blue) and /əʊ/ (orange).  - Ask Ss to listen to the recording again, but this time, have them repeat the words.  - Tell students that they can find the /eɪ/ and /əʊ/ sounds in various spellings, such as:  **/eɪ/**  - ‘ae’ as in age, save, fame  - ‘ai’ as in aim, again  - ‘ay’ as in play, essay  - ‘ei’ as in eight, vein  - ‘ea’ as in break, great  **/əʊ/**  - ‘oa’ as in boat, coach  - ‘ow’ as in snow, growth  - ‘ou’ as in although, shoulder  - In stronger classes, ask them to add more to these examples. | - Listen to the recording, and then repeat the words.  - Add more examples of the words that contain the diphthongs /eɪ/ and /əʊ/. |
| **Task 2: Work in pairs. Underline the words that contain the /**eɪ**/ and /**əʊ**/ sounds. Listen and check. Then practise reading the whole text aloud** (6 mins) | |
| - Ask Ss to read quickly through the text to get a broad understanding.  - Have Ss work in pairs to underline the words with the diphthongs /eɪ/ and /əʊ/ in each sentence.  - Ask them to listen to the recording and check their answers.  - Have Ss practise reading the whole text aloud in pairs.  - In weaker classes, ask Ss to read the underlined words containing the diphthongs first before reading aloud the whole text.  **-** In stronger classes, have pairs make 3-5 sentences about a specific topic (e.g. famous people), containing as many diphthongs /ei/ and /əʊ/ as possible. Invite them to read these sentences aloud in front of the class, and have other students listen and count the number of correct words with diphthongs. The pair(s) with the most correct diphthongs are winners.  - Checks students’ pronunciation and gives feedback.  - Students in class listen and give feedback on their friends’ performance. | - Underline the words with the diphthongs /eɪ/ and /əʊ/ first. Then listen to the recording.  - Read the whole text aloud. |

**\* ACTIVITY 2: VOCABULARY** (10 mins)

**a. Objectives:**

- To introduce words / phrases related to the topic *Life stories*.

- To help Ss practise the words in meaningful contexts.

**b. Content:**

- Task 1: Match the words/phrases (1–5) with the words/preposition (a–e) to make phrases

with the meanings below. (p.10)

- Task 2: Complete the following sentences using the correct forms of the phrases in Task 1. (p.10)

**c. Expected outcomes:** Students understand the meaning of words, memorise them and are able to use them in meaningful contexts.

**Suggested answers:**

**\* Task 1:** 1. c 2. d 3. b 4. e 5. A

**\* Task 2:** 1. attended college 2. had a long marriage 3. had a difficult childhood

4. impressive achievements 5. admired for

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task 1:** **Match the words/phrases (1**–**5) with the words/preposition (a**–**e) to make phrases with the meanings below.** (5 mins) | |
| - Tell Ss that the words / phrases in the activity are related to events happening in a person’s life.  - Have Ss match each word/phrase on the left with the one on the right so that they make a phrase with the given meaning. Encourage Ss to study the meanings and underline key words. This way, they will develop a better understanding of the phrases.  - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.  - Check answers as a class. | - Match each word/phrase on the left with the one on the right  - Study the meanings and underline key words. |
| **Task 2: Complete the following sentences using the correct forms of the phrases in Task 1. (5 mins)** | |
| - Tell Ss to read the sentences carefully and decide which word in Task 1 can be used to complete each of the sentences. Tell them to change the forms of some words if necessary.  - Check answers as a class. Have Ss call out the phrase they have used in each sentence first.  - Confirm the correct answers. Ask Ss to explain the meaning of each phrase using the definitions in Task 1.  - Ask some Ss to read the complete sentences.  **Extension:** Invite individual Ss to add other topic-related words/phrases they have learnt from Getting started or Activity 1 (e.g. was born in, volunteer to, join the army). Have Ss study them for half a minute, then turn away. Erase one word from the board. Have Ss turn back and identify which word is missing. In stronger classes, ask Ss to make sentences with the word. Continue until the board is empty.  - Teacher’s observation on Ss’ performance.  - Teacher’s feedback and peers’ feedback. | - Read the sentences carefully and decide which words can be used.  - Explain the meaning of each phrase.  - Read the complete sentences. |

**\* ACTIVITY 3: GRAMMAR** (15 mins)

**a. Objectives:**

- To help Ss recognise the difference between the Past Simple and the Past Continuous;

- To help Ss practise the Past Simple and the Past Continuous.

**b. Content:**

- Task 1: Circle the correct answer to complete each of the sentences. (p.11)

- Task 2: Work in pairs. Tell the life stories of people you know and admire. Use the Past

simple and past continuous. (p.11)

**c. Expected outcomes:**

- Students know how to use the Past simple or the Past continuous and can apply it to give a short talk on the given topic.

***Answer key:***

**\* Task 1:**1. was watching 2. was snowing, were blowing

3. finished, applied 4. started, became

**\* Task 2:**

When the war started, my grandfather was enjoying a happy life and marriage with my grandmother. Then he left his hometown to join the army. When he was fighting in the war, my grandmother was taking care of the whole family. While he was serving in the army, he was awarded a medal for bravery.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task 1:** **Circle the correct answer to complete each of the sentences.** (7 mins) | |
| - Ask Ss to read the notes in the Remember box to review the differences between the Past Simple and the Past Continuous. Give more explanation and examples if necessary.  - Ask Ss to circle the correct answers. Tell them to pay attention to the meaning of each sentence and the grammatical clue (i.e. which verb refers to the complete action or the one happening at a specific time, the setting or the completed action, the longer or shorter action).  - Check answers as a class by having individual Ss write the sentences on the board. Go through each sentence and ask Ss to explain why they have used that particular form, e.g. 1. We use Past continuous here because it is an action which was happening at a specific point of time in the past.  **Extension**: Ask Ss to add 2-3 more sentences to each item, using the Past tense and/or Past Continuous where appropriate, *e.g. My dad was watching a documentary about war heroes at 9 p.m. on 30th April. He enjoyed the documentary very much. Sometimes, he turned to my mother, who was knitting on the sofa, to talk about the parts of the documentary he enjoyed the most…* | - Read the notes in the Remember box.  - Circle the correct answers.  - Explain their answers. |
| **Task 2: Work in pairs. Tell the life stories of people you know and admire. Use the Past simple and past continuous. (8 mins)** | |
| - Ask Ss to work in pairs. Ask them to take turns to tell the life stories of someone they know and admire. They should make 3-5 sentences, using the past simple and past continuous as much as they can.  - Encourage them to study the example in pairs first. Tell them to pay attention to the use of past simple and past continuous.  - Encourage them to speak without writing down the sentences. For weaker classes, allow them to write the sentences first before reading them aloud.  - When they finish, invite some pairs to read the sentences aloud in front of the class. Correct any misuse of the past simple and past continuous.  **Extension**: Invite 3-4 pairs to read the sentences aloud, and have other Ss listen and count the correct uses of past simple and past continuous. The pair with the most correct uses win, and the pair with the best story voted by the whole class are also winners.  - Teacher’s observation on Ss’ performance.  - Teacher’s feedback and peers’ feedback. | - Work in pairs and think of a person they admire.  - Decide on the ideas they are going to say and make 3-5 sentences, using the past simple and past continuous.  - Present their ideas in front of class. |

**3. Production (5 ms)**

**a.** **Aim:** To give Ss more practice in using the past simple and past continuous and topic-related vocabulary in real contexts.

**b. Content:** Writing short paragraph **c. Expected** **Outcomes:** Students can master the use of the past simple and past continuous and vocabulary related to the topic “ Life stories we admire”  
**d. Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| - Ask Ss to write a short paragraph about someone’s life stories, using two tenses.  - Collect some paper and give feedback. | - Apply the vocabulary and grammar they have learnt for writing about their routine. |

**\*Homework ( 2ms)**

- Do exercises in the workbook.

- Prepare for Lesson 3 - Reading.