**Date of preparation: September 1st, 2024 Full name: Vo Thi Ngoc Luu**

**UNIT 1: LIFE STORIES WE ADMIRE**

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

**Lesson 3: Reading – A creative genius, Period: 04**

**Classes: 12A3, 12A6**

**I. OBJECTIVES**

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

**1. Knowledge**

- Develop reading skills for general ideas and for specific information about a famous person.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Develop presentation skills;

- Actively join in class activities.

**3. Personal qualities**

- Be respectful of a famous person – Steve Jobs and his achievements;

- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Unit 1, Reading

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

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

**a. Objectives:**

- To stir up the atmosphere and activate students’ knowledge about the figure they are going to learn about in the lesson;

- To set the context for the reading part;

- To enhance students’ skills of cooperating with teammates.

**b. Content:** Video watching

**c. Expected outcomes:** Students join the activity enthusiastically and gain knowledge on the topic.

***Link:*** <https://www.youtube.com/watch?v=bTpvbKCYaoQ>

***Questions:***

1. Where was he born? (San Francisco)

2. Who are Clara and Paul? (his foster parents)

3. What does his dad do? (a mechanic)

4. What does his mum do? (an accountant)

5. Where did he meet his best friend? (in computer club)

6. What do Steve Jobs and his best friend both love? (electronics)

7. Which company did Steve Job and his best friend create? (Apple)

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Video watching**  - Divide the class into 2 groups.  - Before playing the video, ask Ss to watch carefully and try to remember as many details as possible.  - Show questions one by one, Ss raise their hands and say BINGO to grab the chance to answer.  - If the answer is correct, they get one point for their team.  - The team with the higher score will be the winner.  **-** Observe and give feedback. | - Work in groups to do the activity.  - Take notes if they want.  - Raise their hands to answer the questions. |

**2. PRE-READING** (9 mins)

**a. Objectives:**

- To get Ss learn vocabulary related to the topic;

- To activate prior knowledge about the topic and get Ss involved in the lesson.

**b. Content:**

- Task 1: Work in pairs. Discuss the questions. (p.11)

- Pre-teach vocabulary

**c. Expected outcomes:** Ss can identify some vocabulary related to the topic.

***Suggested answers:***

***\* Task 1:***

1. He is Steve Jobs.

2. He is famous for co-founding the Apple company and inventing products such as the iPhone and the iPod.

***New words:***

1. (to) bond 2. cutting-edge (adj)

3. blockbuster (n) 4. (to) diagnose with 5. visionary (adj)

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task 1. Work in pairs. Discuss the questions.** (4 mins) | |
| - Ask Ss to work in pairs to answer the questions.  - Ask some pairs to share their answers with the whole class.  - Ask what other information they want to know about him. Write their questions on the board.  - Introduce the topic of the reading text. | - Work in pairs and answer the questions.  - Write questions they want to know on the board. |
| **Vocabulary pre-teaching** (5 mins) | |
| - Introduce the vocabulary.  - Explain the meaning of the new vocabulary by pictures.  - Check students’ understanding with the “Rub out and remember” technique.  - Reveal that these five words will appear in the reading text and asks students to open their textbook to discover further.  - Check Ss’ pronunciation and gives feedback.  - Observe Ss’ writing of vocabulary in their notebooks. | - Listen to the teacher’s explanation and guess the words.  - Write down the new words in their notebook. |

**3. WHILE-READING** (20 mins)

**a. Objectives:**

- To get Ss to practise guessing the meaning of words from context;

- To help Ss develop reading skills for general information;

- To help Ss develop reading skills for specific information.

**b. Content:**

**- Task 2**: Read the article. Choose the words or phrases with the closest meaning to the

highlighted words or phrases in the text. (p.11)

**- Task 3:** Read the article again. Match each section (a–c) with a heading (1–5). There are

TWO extra headings. (p.12)

- **Task 4:** Read the article again. Complete the diagram with information from the text. Use one word for each gap. (p.12)

**c. Expected outcomes:** Students can thoroughly understand the content of the text and complete the tasks successfully

***Answer key:***

**\* Task 2:** 1. B 2. B 3. A 4. A 5. A

***Strategy: Reading for vocabulary***

To read and understand the meanings of words/phrases in context, students should:

1. Locate the word or phrase in the text.

2. Study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully.

3. Try to replace the word/phrase with each choice to see which one best replaces the word/phrase.

**\* Task 3:** A-2 B-1 C-5

**Strategy: Reading for main ideas (Headings)**

To read and understand the main ideas of a text and select the best headings for a section, students should:

1. Read the headings carefully. Make sure you understand them.

2. Skim through each section, and choose the heading that covers the ideas of the whole section.

3. Pay attention to the number of extra headings. Remember that incorrect headings for a section are often “irrelevant” (i.e., not mentioned in the section), “incorrect” (i.e., not true according to the text), “too narrow” (i.e., only representing part of the section) or “too general” (i.e., not specific to that section only).

**\* Task 4:** 1. adopted 2. Apple 3. Company 4. products 5. cancer

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task 2: Read the article. Choose the words or phrases with the closest meaning to the**  **highlighted words or phrases in the text.** (6 mins) | |
| - Ask Ss to read the text. Ask them to locate the highlighted words/phrases in the text, e.g. *1. The word ‘adopted’ is found in the sentence: “He was adopted by Clara and Paul Jobs.”*  - Ask Ss to study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully, e.g. *1. The word ‘adopted’ is found among these sentences: His biological parents were not married and gave him up for adoption. He was adopted by Clara and Paul Jobs.*  - Encourage Ss to replace the word/phrase with each choice to see which one best replaces the word/phrase.  E.g. *1. His biological parents were not married and gave him up for adoption. He was given birth to / taken by another family as their own child by Clara and Paul Jobs. The choice B. “taken by another family as their own child” best replaces the word ‘adopted’ because his biological parents gave him up.*  - In weaker classes, check their understanding of the words by asking Ss to make sentences with them. | - Read the text and locate the highlighted words individually.  - Study the context and do the tasks as required. |
| **Task 3: Read the article again. Match each section (A–C) with a heading (1–5). There are**  **TWO extra headings.** (7 mins) | |
| - Ask Ss to read the headings carefully. Make sure they understand them.  - Ask Ss to skim through each section, and choose the heading that covers the ideas of the whole section.  - Remind them that there are TWO extra headings. Remember that incorrect headings for a section are often “irrelevant” (i.e., not mentioned in the section), “incorrect” (i.e., not true according to the text), “too narrow” (i.e., only representing part of the section) or “too general” (i.e., not specific to that section only).  - Check answers as a class.  - Have Ss explain why certain headings are not needed, e.g. *Heading 3 only focuses on part of Section C so does not represent the main idea of the whole section. Similarly, Heading 4 is also incorrect since it only covers part of Section A.* | - Read the headings first, then skim through each section.  - Choose the heading that covers the ideas of the whole section.  - Check answers with the whole class and give explanations for their choice. |
| **Task 4: Read the article again. Complete the diagram with information from the text. Use one word for each gap.** (7 mins) | |
| - Ask Ss to study the timeline to get the general ideas. Make sure they understand that each number/year on the timeline is a milestone in the life of Steve Jobs. In weaker classes, give Ss an example, *e.g. In 1955, he was born in California ...*  - Draw their attention to each gap. Encourage Ss to guess the type of information they need for each gap. *E.g. For Blank (1) we need a verb in passive voice. For Blank (2) it is an adjective.*  - Check answers as a class.  - Observe on Ss’ performance.  - Give feedback and peers’ feedback.  **Extension**: Play a game: Make some statements based on the text and have Ss decide whether they are True, False or Not Given by doing some actions. If the statement is True according to the text, they should raise their right hand. They should raise their left hand for a false statement, and stand up if it is Not given (No information is provided). *E.g. Steve Jobs was born in Oregon (False/left hand). His parents were rich (Not given/stand up). His friend was very good at computer engineering. (True/right hand)* | - Do as instructed to complete the diagram.  - Compare their answers with partners then check with the whole class. |

**4. POST-READING** (8 mins)

**a. Objectives:**

- To check students’ understanding about the reading passage;

- To help some students enhance presentation skills;

- To practise team working;

- To give students authentic practice in using target language**.**

**b. Content:** Task 5: Work in pairs. Discuss the following question. *What do you admire the most about Steve Jobs?* (p.12)

**c. Expected outcomes:** Ss can use the language and ideas from the unit to talk about their admiration for Steve Jobs.

***Suggested answers:***

What I admire the most about Steve Jobs is how he overcame difficulties in his life to achieve a significant breakthrough in communication technology. He dedicated his life to building technology and inventing the first real personal computer, that is user-friendly, efficient and stylish.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task 5: Work in pairs. Discuss the following question. *What do you admire the most about Steve Jobs?*** | |
| - Ask Ss to work in pairs. Have them discuss which achievement by Steve Jobs they find most admirable. Encourage them to explain why they admire that achievement the most.  - Invite some pairs to share their answers with the whole class.  - Ask other Ss to give comments and correct any mistakes if possible.  - Observe on Ss’ performance.  - Give feedback and peers’ feedback. | - Practise speaking in pairs.  - Share their answers with the whole class.  - Listen and give feedback. |

**\*Homework**

- Write a short paragraph about the life stories of Steve Jobs and what you admire most about him.

- Do exercises in the workbook.

- Prepare for the next lesson – Speaking.