**TIẾT HỌC TẠI THƯ VIỆN**

**Giáo viên thực hiện: Trương Thị Thúy Diễm, Tiết 2 sáng thứ 3 ngày 15/04/2025**

**(Period: 94)**

**UNIT 10: LIFELONG LEARNING**

**Lesson: READING**

**Class: 12A6**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to achieve all the goals set in the following areas.

**1. Knowledge**

- Read for main ideas and specific information about lifelong learning in a letter to secondary school students.

**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**

- Develop self-study skills.

**II. TEACHING AIDS AND MATERIALS**

- Grade 12 textbook, Unit 10, Reading

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- 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 enhance students’ skills of cooperating with teammates.

**b. Content:**

**-** Watching a video

**c. Expected outcomes:**

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

**d. Organisation:**

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| **Teacher’s activities** | **Students’ activities** |
| **\* Watch a video**  - Have Ss watch a video and answer the question: *What is the video about?*  - Call on some Ss to give the ideas  - Give feedback  - Lead to the new lesson  Link: *https://www.youtube.com/watch?v=0WYz7TnmjpY* | - Ss watch a video and answer the questions  - Give the ideas |

**2. ACTIVITY 1: PRE-READING** (**10 mins**)

**a. Objectives:**

- To get students to learn vocabulary related to the topic;

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

**b. Content:**

- Task 1: Work in pairs. Discuss the following questions. (p.132)

- Pre-teach vocabulary

**c. Expected outcomes:**

Students can identify some vocabulary related to the topic.

- Task 1: Actually, students at our school have never received any formal letters from the school head. However, our school head usually talks about the importance of learning in our life. She has tried her best to create an environment that supports our learning activities.

**d. Organisation**

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1. Work in pairs. Discuss the following questions. (**5 mins**)** | | |
| - Ask Ss about their school head and what he or she usually does to encourage Ss to learn.  - Put Ss in pairs and have them discuss the questions.  ***Questions:***  *1. Have you ever thought of continuing learning after finishing your secondary education?*  *2. If yes, how will you continue your learning?*  - Invite some pairs to share their answers with the class. | - Listen to the teacher  - Work in pairs and discuss the questions  - Share the ideas in front of the class |
| **Pre-teach Vocabulary** (5 mins**)**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher checks students’ understanding with the “Rub out and remember” technique.  - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.  **New words:**  1. vocational school (n): trường nghề  2. enrol (v): đăng ký học  3. martial art (n): võ thuật | - Students listen to the teacher’s explanation and guess the words.  - Students write down the new words on their notebook. |

**3. ACTIVITY 2: WHILE-READING** (20mins)

**a. Objectives:**

- To help Ss practise guessing the meaning of words from context.

- To help Ss practise reading for main ideas (question 1) and specific information (questions 2, 3, 4, and 5) in multiple choice questions.

**b. Content:**

- Task 2: Read a letter written by a head teacher to her students on the school website.

Circle the phrases with the closest meaning to the highlighted words.

- Task 3: Read the letter again. Choose the correct answer A, B, C, or D.

**c. Expected outcomes:**

Students can thoroughly understand the content of the text and complete the tasks successfully.

**d. Organisation**

- Task 2: 1. A 2. B 3. A 4. B 5.B

- Task 3: 1. D 2. B 3. D 4. A 5. C

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| **Teacher’s activities** | **Students’ activities** |
| **Task 2: Read a letter written by a head teacher to her students on the school website. Circle the phrases with the closest meaning to the highlighted words**. (10 mins) | | |
| - Have Ss read the text, paying attention to the context of each highlighted word, and looking for clues that they can use to guess the meaning, e.g. *The first word ’wonder’ in this context is usedafter a direct question ‘Haven’t we learnt enough in secondary*  *school?’. Among the two given options, option ‘A’ (think about something and try to guess what is true or will happen) is the best match for this word.*  - Tell Ss to work in groups to discuss the clues and compare answers.  - Check answers as a class. | - Students read the text and locate the highlighted words individually.  - Work in groups to discuss the clues and compare the answers  - Give the answers. |
| **Task 3: Read the letter again. Choose the correct answer A, B, C, or D. (**10 mins) | | |
| - Elicit strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions.  - Tell Ss to look through the questions, and check their understanding.  - Ask Ss to read the four options, then read the whole letter to understand the overview of the letter. Tell Ss to pay attention to the first or the last sentences of each paragraph to get the main idea. The correct answer should best summarise the main idea of the whole letter. Tell Ss to watch out for distractors, especially choices that are “irrelevant” , i.e not mentioned in the text, “incorrect” (i.e., not true according to the text), “too narrow” (i.e, only representing part of the text) or “too general” (i.e., not specific to that section only).  - Ask Ss to work in pairs to compare their answers.  - Check answers as a class. In stronger classes, ask Ss to explain their choices. | - Listen to the teacher  - Look through the questions  - Read the four options, then read the whole letter to understand the overview of the letter  - Compare the answers  - Students check answers with the whole class and give explanations for their choice. |

**4. ACTIVITY 3: POST-READING** (10 mins)

**a. Objectives:**

To help Ss personalize the language and ideas in the reading.

**b. Content:**

Task 4: Work in pairs. Discuss the following questions.

**c. Expected outcomes:**

Students can use the language and ideas from the unit to reply to the head teacher.

*If I received such a letter, I would feel very lucky because I would have a very devoted and experienced person guide me and tell me what I should do after leaving school. I would say thank you to him and ask him for more specific guidelines that may help me see things better.*

**d. Organisation**

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| **Teacher’s activities** | **Students’ activities** |
| - Ask Ss to read the questions and prepare for their answer.  - Have Ss work in pairs to discuss their answers.  - Encourage Ss to explain why they would reply in that way. Walk around the class and offer help with any words or expressions Ss may not know. Invite some pairs of Ss to share their ideas with the whole class.  - Praise for interesting ideas and fluent delivery. | - Read the questions and prepare for their answer.  - Work in paris to discuss the answer  - Students share their answers with the whole class.  - Students listen and give feedback |

***\** HOMEWORK**

- Prepare for the next lesson: Unit 10: Speaking

- Finish all the exercises in the workbook

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| **SỞ GIÁO DỤC & ĐÀO TẠO BÌNH ĐỊNH**  **TRƯỜNG THPT NGUYỄN TRUNG TRỰC** | **CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM**  **Độc lập – Tự do – Hạnh phúc** |

**BIÊN BẢN HỌP TỔ NGOẠI NGỮ**

\* Thời gian: 8h30 phút. Ngày 12/04/2025

\* Địa điểm: phòng học số 14

\* Thành phần tham dự: 7 giáo viên của tổ (Vắng 0)

\* Chủ trì: Tổ trưởng - Cô Võ Thị Hằng

\* Nội dung sinh hoạt chuyên môn: CHUẨN BỊ TIẾT HỌC TẠI THƯ VIỆN

**NỘI DUNG**

**1.Phân công nhiệm vụ:**

- Soạn kế hoạch bài dạy: Cô Trương Thị Thúy Diễm

- Hỗ trợ kĩ thuật: Cô Trần Thị Thanh Nhựt

- Lưu hình ảnh: Cô Trương Thị Thúy Diễm và học sinh

- Hỗ trợ sách, tài liệu tham khảo: Cô Trần Thị Sương ( Nhân viên thư viện)

**2. Kế hoạch thực hiện tiết học tại thư viện:**

- Thời gian: Sáng thứ 3 ngày 15/04/2025, tiết 2 - Lớp: 12A6

- Đơn vị kiến thức: Unit 10: LIFELONG LEARNING (Reading) **(tiết theo PPCT: 94)**

Buổi sinh hoạt kết thúc lúc 9 h 30 phút cùng ngày.

***Phù Mỹ, ngày 12 tháng 04 năm 2025***

**Tổ trưởng Thư ký**

**Võ Thị Hằng Trương Thị Thúy Diễm**