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| |  |  | | --- | --- | | **School: Tran Phu high school** | **Week: 3**  **Date: 16/9/24** | | **Class: 12A6** | **Period: 5** | |  |
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**UNIT 1: LIFE STORIES**

**Lesson 2.1: Vocabulary and Listening (Pages 8 & 9)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- learn and use idioms related to life stories.

- practice listening for the main idea and specific information.

- learn and practice functional English (Introducing a story)

- improve listening skills.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

- express your feeling during different experiences

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, DCR– Phần mềm tương tác trực quan, DHA – Ứng dụng trò chơi tương tác, projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Fill in the blanks with the correct phrases.  - Talk about how they felt during different experiences.  - Listen and fill in the blanks | - Ss’ answers.  - Ss’ answers/presentation.  - Ss’ answers. | - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm-up: 5 mins**

a. Objectives: to introduce the topic.

b. Content: Let’s talk.

c. Expected outcomes: Ss can express how they feel during different situations.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Let’s talk: Look at the pictures. How do you think these people feel? Which life events do you think they’re experiencing? What situations or events would make you feel the same?**    - Ask Ss to work in pairs, look at the picture and discuss the questions (using the DCR/ PPTs slides).  - Call some pairs to give their answers.  - Give feedback. | - Work in pairs, look at the picture and answer the questions.  ***Answer Keys***  *The woman is happy. She's holding the key of her new e-bike.*  **Ss’ own answers** |

**B. New Lesson: 35 mins**

**1. Vocabulary – 15 mins**

a. Objectives: To help Ss learn and use adverbial clauses of manner to describe your feelings

b. Content: tasks a, b, c, and WB p.4 – task a

c. Expected outcomes: Ss can learn adverbial clauses of manner to express their feelings for an event.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read the idioms and definitions, then fill in the blanks with the correct idioms. Use the correct verb form and possessive adjectives. Listen and repeat.**  - Ask Ss to work in pairs, read the idioms and definitions, and then fill in the blanks.  - Check Ss’ answers around the class.  - Ask Ss to listen and repeat. | - Work with a partner and fill in the blanks.  - Listen and repeat.  ***Answer Keys:***  *1. couldn't wrap my head around it 2. was on cloud nine 3. was/got bent out of shape 4. was beyond my wildest dreams 5. was a blessing in disguise 6. my life depended on it 7. had/got butterflies in my stomach 8. the end of the world* |
| **Extra practice – WB – P.4: Task a: Match the phrases to the definition**  - Ask Ss to read the idioms and match the phrases to the definitions  - Check Ss’ answers around the class | ***Answer Keys:***  *A. 2 E. 4*  *B.6 F. 7*  *C.5 G. 1*  *D. 8 H. 3* |
| **Task b:** **Which of the idioms below do you know? What do they mean?**  - Demonstrate the activity.  - Have Ss say which idioms they know and their meanings  - Check Ss’ answers around the class. | ***Suggested answers:***  *- look/feel like a million bucks: to look/feel extremely good - cost an arm and a leg: to cost/pay a lot of money - a piece of cake: easy - go around in circles: to work hard at or discuss something without making any progress - a fish out of water: a person who feels uncomfortable because they are in an environment that is not familiar* |
| **Task c: In pairs: Use the new idioms to talk about how you felt during different experiences.**  - Ask Ss to work with their partner, talking about how they felt during different experiences.  - Check Ss’ answers around the class.  - Pick some Ss to talk about their story. | -Work with their partner, and share their stories. |

**2. Pre & While-Listening – 12 mins**

a. Objectives: To help Ss listen for the main idea and specific information.

b. Content: tasks a, b, and c.

c. Expected outcomes: Ss can listen for the main idea and specific information,and understand what feelings the girl mentions.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **You will hear a girl talking about a presentation she did. What feelings do you think the girl will mention? Circle three**  - Ask Ss to work in pairs and read the question.  - Have pairs of Ss predict the feelings the girl will mention  - Pick some Ss to share their ideas and show the evidence to justify their answer. | **-** Discuss in pairs  ***Answer Keys:*** *Ss’ own ideas* |
| **Task b:** **Now, listen and put the feelings she mentions in the order you hear. Write a number on the line. How many feelings did you guess correctly?**    - Ask Ss to read the question  - Play audio. Have Ss listen and put the feelings in the order they hear.  - Set the time and monitor the class.  - Have Ss share how many answers they guessed correctly  - Check Ss’ answers (using the DCR). | - Read the question and the words  - Listen to find the key words.  ***Answer Keys***  *1. happy*  *2. nervous*  *3. confident* |
| **Task c:** **Listen again and fill in the blanks with no more than four words**  - Have Ss read the sentences  **-** Play audio. Have Ss listen and fill in the blanks with no more than 4 words  - Check answers around the class | -Listen and fill in the blanks without more than 4 words.  ***Answer Keys:***  *1. practiced really hard 2. was on cloud nine 3. go first – go last 4. little things go wrong 5. choose her topic* |

**3. Post-Listening – 8 mins**

a. Objectives: to help Ss to use the language in the Conversation Skill box.

b. Content: tasks d, e, and f

c. Expected outcomes: Ss can practice using the phrases in the Conversation Skill box in a real situation

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task d: Read the Conversation Skill box, then listen and repeat**  - Have Ss read the Conversation Skill box. - Clarify the use of the conversation skill. - Play audio. Have Ss listen and repeat. | *-* Listen and repeat phrases in the Conversation box. |
| **Task e: Now, listen to the conversation again and circle the phrase you hear**  - Play audio. Have Ss listen and circle the phrase they hear. - Check the answer as a whole class | - Listen and circle the phrase they hear  ***Answer Key:***  *Hey, you’re not going to believe this, but …* |
| **Task e: In pairs: What would make you experience the feelings Alice had? Why?**  **-** Have Ss work in pairs  - Have Ss discuss the question  - Check answers around the class |  |

**C. Consolidation and homework assignments – 5 mins**

**-** Vocabulary: *(be) on cloud nine, (be) beyond one’s wildest dreams, (have/get) butterflies in my stomach, (be) the end of the world, (be) a blessing in disguise, my life depended on it, (be) bent out of shape, (could/couldn’t) wrap one’s head around it*

- Do Vocabulary & Listening exercises in the workbook on page 4.

- Prepare the next lesson: Lesson 2.2 – Grammar, pages 9 & 10.

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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