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| |  |  | | --- | --- | | **School: Tran Phu high school** | **Week: 4**  **Date: 23/9/24** | | **Class: 12A6** | **Period: 8** | |  |
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**UNIT 1: LIFE STORIES**

**Lesson 3.1: Listening and Reading (Pages 12 & 13)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- practice listening and reading for gist and specific information

**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** |
| - Listen and match  - Listen and circle *True* or *False*  - Read and match | - Ss’ answers.  - Ss’ answers.  - 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 their opinion about inspiring people.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Let’s talk: In pairs: Look at the pictures. Do you know these people and what they have done? Do you think they are inspiring? What do you think makes a person inspiring?**    - 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.  ***Suggested answers:***  *• First picture: Nick Vujicic. He was born with no arms and just two small feet, but he overcame his physical challenges. • Second picture: Taylor Swift. She's won lots of awards for her music and inspired millions of young girls around the world. • Third picture: Elon Musk. He's started several important tech companies. • Things that make people inspiring: being the first to do something, putting others before themselves, doing something people didn't believe they could* |

**B. New Lesson: 35 mins**

**1. Listening – 15 mins**

a. Objectives: to help Ss understand what people talk about inspiring people.

b. Content: tasks a, b, and c

c. Expected outcomes: Ss can understand and talk about inspiring people

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Listen to three students talking about inspiring people. Match the student with the person he/she finds inspiring**  - Have Ss look at the students' names and people.  - Play audio. Have Ss listen and match the student with the person he/she finds inspiring.  - Check Ss’ answers around the class. | - Listen to the audio and match.  ***Answer Keys:***  *Carol – an actor Andy – a scientist Amanda – a leader* |
| **Task b:** **Now, listen and circle *True* or *False***  - Have Ss read the sentences  - Play audio. Have Ss listen and circle *True* or *False*  - Check Ss’ answers around the class. | ***Answer Keys:***  *1. True 2. True 3. False 4. True 5. False 6. False* |
| **Task c: In pairs: Do you think the people in the pictures and the Listening are inspiring? Who do you find the most inspiring?**  - Ask Ss to work with their partner  - Have Ss discuss the question  - Check Ss’ answers around the class. | -Work with their partner, and discuss the question |

**2. Reading – 20 mins**

a. Objectives: to help Ss practice reading for gist and specific information.

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

c. Expected outcomes: Ss can read for the main idea and specific information,about a biography

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read the biography about Nellie Bly. What can be said about her? Choose the correct answer.**  - Ask Ss read the question and guess the answers  - Have Ss read the biography and choose the correct answer  - Check Ss’ answer. | ***Answer Keys:*** *1* |
| **Task b:** **Match the bold words in the text with their definitions**  - Ask Ss to read the definitions  - Have Ss match the definitions with the bold words in the biography.  - Have Ss check their answers with a partner  - Check Ss’ answers | - Read the definitions and match  ***Answer Keys***  *1. asylum 2. investigative 3. impress 4. reject 5. expose* |
| **Task c:** **Now, read and answer the questions**  - Have Ss read the questions  **-** Have Ss read the biography again and answer the questions. - Have Ss check their answers with a partner  - Check answers around the class | ***Answer Keys:***  *1. B 2. A 3. By agreeing to pretend to be a mentally unwell to investigate a mental asylum. 4. A 5. She was inspired by Jules Verne's novel Around the World in Eighty Days* |
| **Task d:** **Listen and read**  - Have Ss listen and repeat |  |
| **Task e:** **In pairs: What do you think about Nellie Bly?**  - Have Ss work in pairs  - Have Ss discuss the question - Have Ss check their answers with a partner  - Check answers around the class |  |

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

**-** Practice listening and reading for gist and specific information

- Do Listening & Reading exercises in the workbook on page 6.

- Prepare the next lesson: Lesson 3.2 – Speaking & Writing, page 13 & 14

**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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