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|  |  |

**UNIT 1: LIFE STORIES**

**Lesson 3.2: Writing and Speaking (Pages 13 & 14)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- practice using time expressions (writing skills)

- practice talking about inspiring people’s stories

- practice writing a biography of someone

**1.2. Competences**

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

**1.3. Attributes**

- talk about someone’s background

**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**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Fill in the blanks  - Ask and answer questions  - Write a biography | - Ss’ answers.  - Ss’ answers.  - Ss’ answers | - Observation.  - Observation.  - Observation. |

**4. Procedures**

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

a. Objectives: to review the previous lesson.

b. Content: Let’s talk.

c. Expected outcomes: Ss can review what they have learnt.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Mini-game:**  - Organize a mini-game for Ss to review the previous lesson |  |

**B. New Lesson: 35 mins**

**1. Writing – 10 mins**

a. Objectives: to help Ss understand and use time expression correctly.

b. Content: tasks a, and b

c. Expected outcomes: Ss can understand and use time expressions correctly

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read about using time expressions, then read the biography about Nellie Bly again and circle the time expressions that were used.**  - Have Ss read the Writing Skill and the biography again  - Have Ss circle the time expressions that were used in the text.  - Have Ss check answers with their friends.  - Check Ss’ answers around the class. | - Read and circle  ***Answer Keys:***  *During*  *At the age of* |
| **Task b:** **Fill in the blanks with *at the age of, as a, during* or *for***  - Have Ss read the sentences  - Have Ss fill in the blanks with the correct words or phrases  - Check Ss’ answers around the class. | - Fill in the blanks  ***Answer Keys:***  *1. at the age of 2. During 3. as a 4. For* |

**2. Speaking – 15 mins**

a. Objectives: To help Ss talk about the life of inspiring people.

b. Content: tasks a, and b

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

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **You're working on a project about inspiring people. In pairs: Student B, p 122. File 1. Student A, you want to find out about Yvonne Young Clark. Ask Student B questions and complete the notes below.**  - Demonstrate the activity by practicing with a student. - Divide the class into pairs. - Have Student B turn to page 122, File 1. - Have Student A ask questions about Yvonne Young Clark and complete the notes, have Student B answer. |  |
| **Task b:** **Swap roles and repeat. Student A, answers Student B's questions about Nguyễn Ngọc Ký.**  - Have Ss swap roles and repeat.  - Have Student B ask questions about Nguyễn Ngọc Ký and complete the notes, and have Student A answer.  - Have some pairs demonstrate the activity in front of the class. | - Work in pairs and practice asking and answering the questions |

**3. Useful Language – 10 mins**

a. Objectives: To help Ss write a biography of an inspiring person

b. Content: tasks a, and b.

c. Expected outcomes: Ss can write the life of an inspiring person using time expressions

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read the biography about Nellie Bly again. In which paragraph do you see the following phrases? Write the paragraph numbers (1–5) on the lines.**  - Have Ss read the notes about using time expressions. - Have Ss read the biography again and write the correct paragraph numbers.  - Check Ss’ answers | ***Answer Keys:***  *Paragraph 2: She started (her career) …*  *Paragraph 1: She was best known for …* |
| **Task b:** **Use the information in the Listening and the Useful Language box to write sentences for their biographies**  - Have Ss read useful phrases.  - Have Ss use the information in the Listening and the phrases to write the sentences for their biographies.  - Have some students share their sentences with the class. | ***Sample answers:*** *Bruce Lee was best known for his martial arts and movies. Marie Curie was remembered as the first woman to win the Nobel Prize. Võ Nguyên Giáp was considered one of the greatest leaders of Vietnam.* |

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

**-** Practice using time expressions and writing a biography of someone

- Do Writing exercises in the workbook on page 7.

- Prepare the next lesson: Unit 2 Lesson 1.1 – Vocabulary and Listening, pages 14 & 15

**5. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

b. What I learned from this lesson today:

…………………………………………………………………………………………

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

…………………………………………………………………………………………