

**School:**

**Teacher's name:**

**Class:**

## **LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

### **UNIT 2: A MULTICULTURAL WORLD**

#### **Lesson 1: Getting started – At the International Cultural Festival**

#### **I. OBJECTIVES**

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

##### **1. Knowledge**

- Gain an overview about the topic *A multicultural world*;
- Gain vocabulary to talk about international cultural festival;
- Get to know the language aspects: the article.

##### **2. Competences**

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

##### **3. Personal qualities**

- Be proud and respectful of Vietnamese culture;
- Develop self-study skills.

#### **II. MATERIALS**

- Grade 12 textbook, Unit 2, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

#### **Language analysis**

Form	Pronunciation	Meaning	Vietnamese equivalent
1. cultural diversity (n)	/ˈkʌltʃərəl daɪˈvɜːsəti/	the quality of diverse or different cultures	sự đa dạng văn hoá
2. cuisine (n)	/kwiˈziːn/	a style of cooking	ẩm thực
3. autograph (n)	/ˈɔːtəɡrɑːf/	a signature (= your name written by yourself), especially of a famous person	chữ kí
4. booth (n)	/buːð/	a small space like a box that a person can go into	gian hàng
5. tug of war (n)	/ˌtʌɡ əv ˈwɔːr/	a type of sport in which two teams show their strength by pulling against each other at the opposite ends of a rope, and each team tries to pull the other over a line on the ground	kéo co

### Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

## III. PROCEDURES

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

#### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the listening and reading part;

- To enhance students' skills of cooperating with teammates.


**b. Content:**

- Game: What is this?

**c. Expected outcomes:**

- Students can describe and guess the names of some famous people.

**d. Organisation:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>Game: What is this?</b></p> <ul style="list-style-type: none"> <li>- Teacher divides the class into two teams.</li> <li>- Teacher prepares the pictures of 6 signature dishes of Viet Nam, Japan and Korea.</li> <li>- Teacher gives instructions for the game:</li> <li>+ Students work in 4 teams, look at the picture and raise their hand to answer.</li> <li>+ If the answer is correct, the team gets one point.</li> <li>+ If the answer is incorrect, the chance to answer is transferred to the other team.</li> <li>+ The team having more points is the winner of the game.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in groups.</li> <li>- Students look at the picture that the teacher shows them and give the name of the food.</li> </ul>	<p><b>6 signature dishes:</b></p>  <ol style="list-style-type: none"> <li>1. kimchi</li> <li>2. tteokbokki – spicy rice cakes</li> <li>3. bun cha – grilled pork meatballs with noodles</li> <li>4. spring rolls</li> <li>5. sushi</li> <li>6. sashimi</li> </ol>

**e. Assessment**

- T observes and gives feedback.

**2. ACTIVITY 1: PRESENTATION (5 mins)**

**a. Objectives:**

- To provide students with new words related the topic;
- To help students be well-prepared for the listening and reading tasks.

**b. Content:**

- Vocabulary pre-teaching

**c. Expected outcomes:**

- Students can identify some new words related to the topic.

**d. Organisation:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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<b>Vocabulary pre-teaching</b> - 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.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	<b>New words:</b> 1. cultural diversity (n) 2. cuisine (n) 3. autograph (n) 4. booth (n) 5. tug of war (n)
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**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

**3. ACTIVITY 2: PRACTICE (22 mins)**

**a. Objectives:**

- To help students get to know the topic;
- To introduce words and phrases related to the International Cultural Festival;
- To help Ss identify the articles.

**b. Content:**

- Task 1: Listen and read. (p.20-21)
- Task 2: Read the conversation again and complete the table. (p.21)
- Task 3: Find words and a phrase in Task 1 with the following words and phrases. (p.21)
- Task 4: Complete the sentences based on the conversation. (p.21)

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and read. (6 mins)</b>		
- Set the context for the listening and reading. - Ask Ss to look at the picture, the heading and the conversation, and ask questions. - Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to the culture in the conversation. - Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.	- Students look at the picture and answer the questions. - Students listen to the recording. - Students underline words/phrases related to the culture in the conversation. - Students compare the words and phrases with their partners. - Students read the conversation aloud.	<b>Questions:</b> 1. What can you see in the first photo? 2. What does the second picture show? 3. Where can you buy the souvenirs in the third photo? 4. Who are the speakers?  <b>Suggested answers:</b> 1. a bowl of kimchi, bun cha, rice cake

<ul style="list-style-type: none"> <li>- Call on three Ss to read the conversation aloud.</li> <li>- In stronger classes, teacher asks Ss to close their books and just listen to the conversation once. Teacher asks some comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.</li> </ul>		2. some teenagers playing tug-of-war – a Vietnamese traditional game 3. England 4. Nam, Mai and Linda
<b>Task 2: Read the conversation again and complete the table. (5 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs and look at the given table carefully. Ask them to identify the part of speech which is needed to fill in each blank (<i>E.g: 1-Noun (name of food); 2: noun; 3 – noun (name of food); 4- noun (name of food)</i>). Then read the conversation and locate the part of the conversation that contains the information.</li> <li>- Have Ss work in pairs to discuss and compare their answers.</li> <li>- Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer.</li> </ul> <p><b>Extension:</b> Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g., <i>Where was the Festival organised? Which booth did Linda want to visit most? Which booth would they visit first?</i></p>	<ul style="list-style-type: none"> <li>- Students work independently to do the activity.</li> <li>- Students compare the answers in pairs.</li> </ul>	<p><b>Answer key:</b></p> 1. sushi 2. group / singers and get autographs 3. fish and chips 4. bun cha
<b>Task 3: Find words and a phrase in Task 1 with the following words and phrases. (6 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to identify the part of speech of four given words and phrases and work out their meanings.</li> <li>- Have Ss read the conversation quickly again, and find suitable words which have the same or similar meaning to the given words or phrases.</li> <li>- Allow Ss to share answers before discussing as a class.</li> <li>- Check answers as a class.</li> <li>- Write the correct answers on the board.</li> </ul>	<ul style="list-style-type: none"> <li>- Students read the conversation again and work independently to do the activity.</li> <li>- Students share and check the answers.</li> </ul>	<p><b>Answer key:</b></p> 1. diversity 2. cuisine 3. delicious 4. attractions
<b>Task 4: Complete the sentences based on the conversation. (5 mins)</b>		
<ul style="list-style-type: none"> <li>- Tell Ss to read the summary. Focus attention on the blanks.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work individually to complete the sentences</li> </ul>	<p><b>Answer key:</b></p>

<ul style="list-style-type: none"> <li>- Ask Ss to complete the sentences, using the words and phrases from the conversation in Activity 1. In a weaker class, encourage Ss to read the conversation again and underline the sentences which have the same information. Then try to fill in the correct article.</li> <li>- Check answers as a class.</li> <li>- Elicit the use of articles.</li> </ul>	<ul style="list-style-type: none"> <li>- Students share and check the answers.</li> </ul>	<ol style="list-style-type: none"> <li>1. the</li> <li>2. Ø</li> <li>3. a</li> <li>4. an</li> </ol>
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**e. Assessment**

- Teacher checks students' exercises individually and gives feedback.

**4. ACTIVITY 3: PRODUCTION (10 mins)**

**a. Objectives:**

- To help Ss memorise the key information about the International Cultural Festival;
- To get Ss to speak about the International Cultural Festival.

**b. Content:**

- Design a poster to introduce the International Cultural Festival.

**c. Expected outcomes:**

- Ss can design a poster and make a short presentation about the International Cultural Festival.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Design a poster to introduce the International Cultural Festival (10 mins)</b>		
<ul style="list-style-type: none"> <li>- Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours.</li> <li>- Give instructions to students.</li> <li>- Ask students to draw a diagram of activities in the International Cultural Festival. They can use words, icons or images to illustrate.</li> <li>- Teacher asks all groups to stick their works on the blackboard.</li> <li>- Teacher calls on some groups to present their stories.</li> <li>- Teacher asks other groups to listen and give comments.</li> <li>- Teacher gives feedback and gives marks to the best group.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in groups to follow the teacher's instruction.</li> <li>- Students perform in front of the class.</li> </ul>	<i>Students' own creativity</i>

**e. Assessment**

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

## 5. CONSOLIDATION

### a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

### b. Homework

- Do exercises in the workbook.
- Prepare for the project in Lesson 8.

### Board plan

<p><i>Date of teaching</i></p> <p><b>Unit 2: A multicultural world</b></p> <p><b>Lesson 1: Getting started – At the international cultural festival</b></p> <p><b>* Warm-up</b></p> <p><b>* Vocabulary</b></p> <ol style="list-style-type: none"><li>1. cultural diversity (n)</li><li>2. cuisine (n)</li><li>3. autograph (n)</li><li>4. booth (n)</li><li>5. tug of war (n)</li></ol> <p>Task 1: Listen and read.</p> <p>Task 2: Read and complete the table.</p> <p>Task 3: Find words and a phrase.</p> <p>Task 4: Complete the sentences.</p> <p>Poster design</p> <p><b>*Homework</b></p>
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# UNIT 2: A MULTICULTURAL WORLD

## Lesson 2: Language

### I. OBJECTIVES

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

#### 1. Knowledge

- Use the lexical items related to the topic *Cultural diversity*;
- Recognise and practise diphthongs /ɔɪ/, /aɪ/, and /aʊ/;
- Review and extend the use of articles.

#### 2. Competences

- Develop communication skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

#### 3. Personal qualities

- Be proud and respectful of Cultural diversity;
- Develop self-study skills.

### II. MATERIALS

- Grade 12 textbook, Unit 2, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

### Language analysis

There are two types of articles in English: indefinite (*a/an*) and definite (*the*).

- We use the indefinite articles *a* and *an* before singular, countable nouns when the reader or the listener does not know which one we are referring to.

*Example: I want to buy a souvenir.*

- We use the definite article *the* before singular or plural nouns when we think that the reader or the listener knows what we are referring to because of the following:

- there is only one in general or only one in that context.

*Example: The sun rises in the east.*

- it has already been mentioned.

*Example: A boy lost a watch. A woman found the watch and returned it to the boy.*

- we refer to a musical instrument.

*Example: I'm learning to play the piano.*

- We also use the definite article *the* with:

- countries whose names include words like kingdom or state, or countries which have plural nouns as their names.

*Example: the UK (the United Kingdom), the US (the United States of America), the Philippines*

- oceans, seas, mountain ranges, etc.

*Example: The Pacific is the largest of all oceans.*

- We do not need an article with plural, countable nouns or uncountable nouns which are used in a generic or non-specific way.

*Example: Tigers are endangered animals.*



### Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none"><li>- Play the recording many times if necessary.</li><li>- Encourage students to work in pairs, in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Define expectation in explicit detail.</li><li>- Continue to define expectations in small chunks (before every activity).</li></ul>

## III. PROCEDURES

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

#### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.

#### b. Content:

- Listen to a song

#### c. Expected outcomes:

- Students can revise vocabulary related to cultural diversity.

#### d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Listen to a song</b> <ul style="list-style-type: none"><li>- Teacher prepares the hand-out of the song lyrics and asks Ss to read and guess the words to fill in the blanks.</li><li>- Teacher plays the song once.</li><li>- Teacher checks answers with the whole class.</li><li>- Teacher replays and pauses the song if necessary.</li></ul>	<ul style="list-style-type: none"><li>- Students listen to the song and fill in the blanks.</li><li>- Students check their answers with the class.</li></ul>	<b>Link:</b> <a href="https://www.youtube.com/watch?v=moSF1vxnbGk">https://www.youtube.com/watch?v=moSF1vxnbGk</a> <b>Answer key:</b> <ul style="list-style-type: none"><li>1. the</li><li>2. A</li><li>3. the</li><li>4. distance</li><li>5. rules</li><li>6. the</li><li>7. an</li><li>8. the</li></ul>

#### e. Assessment

- Teacher observes and gives feedback.

*Song: Let it go (Idina Menzel)*



*The snow glows white on \_\_\_\_\_ mountain tonight  
Not a footprint to be seen  
\_\_\_\_\_ kingdom of isolation  
And it looks like I'm the queen  
The wind is howling like this swirling storm inside  
Couldn't keep it in, heaven knows I tried  
Don't let them in, don't let them see  
Be \_\_\_\_\_ good girl you always have to be  
Conceal, don't feel, don't let them know  
Well, now they know  
Let it go, let it go  
Can't hold it back anymore  
Let it go, let it go  
Turn away and slam the door  
I don't care what they're going to say  
Let the storm rage on  
The cold never bothered me anyway  
It's funny how some \_\_\_\_\_ makes everything seem small  
And the fears that once controlled me can't get to me at all  
It's time to see what I can do  
To test the limits and break through  
No right, no wrong, no \_\_\_\_\_ for me  
I'm free  
Let it go, let it go  
I am one with \_\_\_\_\_ wind and sky  
Let it go, let it go  
You'll never see me cry  
Here I stand and here I stay  
Let the storm rage on  
My power flurries through the air into the ground  
My soul is spiraling in frozen fractals all around  
And one thought crystallizes like \_\_\_\_\_ icy blast  
I'm never going back, the past is in the past  
Let it go, let it go  
And I'll rise like the break of dawn  
Let it go, let it go  
That perfect girl is gone  
Here I stand in \_\_\_\_\_ light of day  
Let the storm rage on  
The cold never bothered me anyway*

## **2. ACTIVITY 1: PRONUNCIATION (12 mins)**

### **a. Objectives:**

- To help Ss recognise and practise diphthongs /ɔɪ/, /aɪ/, and /aʊ/ in words and in sentences.

### **b. Content:**

- Task 1: Listen and repeat. Then practise saying the words. (p.21)



- Task 2: Work in pairs. Underline the words that contain the /ɔɪ/, /aɪ/, and /aʊ/ sounds. Listen and check. Then practise reading the whole text aloud (p.21)

**c. Expected outcomes:**

- Students can correctly pronounce diphthongs /ɔɪ/, /aɪ/, and /aʊ/ in single words and in a complete text.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS									
<b>Task 1: Listen and repeat. Then practise saying the words. (6 mins)</b>											
<ul style="list-style-type: none"> <li>- Write three words: <i>point, try, now</i> on the board and call on one or two Ss to read it. Check if Ss can say out the correct sounds of three words containing three diphthongs.</li> <li>- Play the recording and ask Ss to listen and repeat, paying attention to the words.</li> <li>- Ask Ss to listen to the recording again, but this time, have them repeat the words.</li> <li>- Tell students that they can find the /ɔɪ/, /aɪ/, and /aʊ/ sounds in various spellings, such as:</li> </ul> <p><b>/ɔɪ/</b></p> <ul style="list-style-type: none"> <li>- 'oi' as in <i>choice, oil</i></li> <li>- 'oy' as in <i>enjoy, employ</i></li> </ul> <p><b>/aɪ/</b></p> <ul style="list-style-type: none"> <li>- 'uy' as in <i>buy</i></li> <li>- 'ei' as in <i>height</i></li> <li>- 'i' as in <i>line, high</i></li> <li>- 'ie' as in <i>tie, lie</i></li> </ul> <p><b>/aʊ/</b></p> <ul style="list-style-type: none"> <li>- 'ow' as in <i>cow, bow</i></li> <li>- 'ou' as in <i>house, cloud</i></li> <li>- In stronger classes, ask them to add more to these examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Students listen to the recording, and then repeat the words.</li> <li>- Students add more examples of the words that contain the diphthongs /ɔɪ/, /aɪ/, and /aʊ/.</li> </ul>	<table border="1"> <thead> <tr> <th>/ɔɪ/</th><th>/aɪ/</th><th>/aʊ/</th></tr> </thead> <tbody> <tr> <td>join</td><td>spicy</td><td>crowded</td></tr> <tr> <td>boy</td><td>buy</td><td>around</td></tr> </tbody> </table>	/ɔɪ/	/aɪ/	/aʊ/	join	spicy	crowded	boy	buy	around
/ɔɪ/	/aɪ/	/aʊ/									
join	spicy	crowded									
boy	buy	around									
<b>Task 2: Work in pairs. Underline the words that contain the /ɔɪ/, /aɪ/, and /aʊ/ sounds. Listen and check. Then practise reading the whole text aloud (6 mins)</b>											
<ul style="list-style-type: none"> <li>- Ask Ss to read quickly through the text to get a broad understanding.</li> <li>- Have Ss underline the words that contain the three diphthongs in each sentence individually. Then ask them to work in pairs to compare their answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Students underline the words with the diphthongs /ɔɪ/, /aɪ/, and /aʊ/ first. Then listen to the recording.</li> <li>- Students read the whole text aloud.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <u>Joyce</u> feels so <u>proud</u> to become a top designer.</li> <li>2. The country's <u>identity</u> as a separate nation was never <u>destroyed</u>.</li> <li>3. <u>Mike</u> and <u>Diana</u> came to the fair to <u>enjoy</u> food from <u>around</u> the world.</li> </ol>									



<ul style="list-style-type: none"> <li>- Check answers as a class by playing the recording. Pause after each sentence and confirm the answers.</li> <li>- Put Ss in pairs and have them practise reading the sentences aloud.</li> </ul> <p><b>Extension:</b> Ss work in pairs and make up new sentences using words which contain these three diphthongs. Then they take turn to read out their sentences and the other S has to tell how many words containing /ɔɪ/, /aɪ/, and /aʊ/ they can hear.</p>		<p>4. A <u>noisy crowd</u> cheered as the band <u>finally</u> appeared on stage.</p> <p>5. The detective <u>tried</u> to <u>find out</u> where the strange <u>sound</u> came from.</p>
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#### e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Students in class listen and give feedback on their friends' performance.

### 3. ACTIVITY 2: VOCABULARY (12 mins)

#### a. Objectives:

- To introduce words / phrases related to the topic *Cultural identity*.
- To help Ss practise the words in meaningful contexts.

#### b. Content:

- Task 1: Match the words with their meanings. (p.22)
- Task 2: Complete the sentences using the correct forms of the words in Task 1. (p.22)

#### c. Expected outcomes:

- Students understand the meaning of words, memorise them and are able to use them in meaningful contexts.

#### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Match the words with their meanings. (6 mins)</b>		
<ul style="list-style-type: none"> <li>- Tell Ss that the words in the activity are related to cultural diversity.</li> <li>- Have Ss match each word on the left with the meaning on the right. Encourage Ss to study the meanings and underline key words.</li> <li>- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.</li> <li>- Check answers as a class.</li> </ul>	<ul style="list-style-type: none"> <li>- Students match each word on the left with the meaning on the right</li> <li>- Students study the meanings and underline key words.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>c</li> <li>a</li> <li>e</li> <li>b</li> <li>d</li> </ol>
<b>Task 2: Complete the sentences using the correct forms of the words in Task 1. (6 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to work individually. Tell them to read the sentences carefully to decide which word in 1 can be used to complete each of</li> </ul>	<ul style="list-style-type: none"> <li>- Students read the sentences carefully and decide which words can be used.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>identity</li> <li>festivities</li> </ol>



<p>the sentences. Remind them to use the contextual clues to decide on the word/phrase.</p> <ul style="list-style-type: none"> <li>- Have Ss compare their answers in pairs. Check answers as a class. Have individual Ss call out the word they have used for each sentence first.</li> <li>- Confirm the correct answers. In stronger classes, ask Ss to explain why they have chosen the word for each sentence using contextual clues, e.g. <i>The first sentence needs a noun and it refers to a feature of a nation/ culture. The second sentence needs a noun to go with 'New Year's', and the word 'festivities' is the best choice.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Students explain the meaning of each phrase.</li> <li>- Students read the complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>3. origin</li> <li>4. trends</li> <li>5. popularity</li> </ul>
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**e. Assessment**

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**4. ACTIVITY 3: GRAMMAR (13 mins)**

**a. Objectives:**

- To help Ss recognise the use of articles;
- To help Ss practise using articles.

**b. Content:**

- Task 1: Circle the correct answer to complete each of the sentences. (p.23)
- Task 2: Work in pairs. Ask and answer questions about the following topics using the correct articles. (p.23)

**c. Expected outcomes:**

- Students know how to use articles and can apply the knowledge about articles to give a short talk on the given topic.

**d. Organisation:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Circle the correct answer to complete each of the sentences. (6 mins)</b>		
<ul style="list-style-type: none"> <li>- Tell Ss to look at the sentences with articles in Activity 4 in GETTING STARTED. Elicit the formation of articles e.g. <i>How many types of articles? When are they used?</i></li> <li>- Have Ss read the explanation and examples in the Remember! box. Check understanding and provide more examples if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Students read the notes in the Remember box.</li> <li>- Students circle the correct answers.</li> <li>- Students explain their answers.</li> </ul>	<p><b>Answer key:</b></p> <ul style="list-style-type: none"> <li>1. the full moon</li> <li>2. the Atlantic</li> <li>3. Vietnamese women</li> <li>4. the US</li> <li>5. Rome</li> </ul>



<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs to choose the correct phrase to complete the sentences. Clarify the difference between two options in each sentence: one phrase has an article and the other doesn't.</li> <li>- Call on individual Ss to write their answers on the board. Check answers as a class. Have Ss explain their choice by telling the use of articles in each sentence, e.g. 1. <i>the full moon</i> – <i>the only one</i>; 2. <i>the Atlantic</i> – <i>the ocean</i>; 3. <i>Vietnamese women</i> – <i>a group of people</i>; 4. <i>the US</i> – <i>a country whose name includes states</i>; 5. <i>Rome</i> – <i>a city</i>.</li> </ul>		
<b>Task 2: Work in pairs. Ask and answer questions about the following topics using the correct articles. (7 mins)</b>		
<ul style="list-style-type: none"> <li>- Have Ss read the instruction and example, make sure they all understand the context and what they have to do. In weaker classes, model a short conversation with a student.</li> <li>- Point to the example and the article in these sentences. Ask <i>What are the uses of these articles?</i> (We use the definite article <i>the</i> with some musical instruments.)</li> <li>- Put Ss in pairs to make questions and answer using the correct articles in given topics.</li> <li>- In stronger classes, set a time limit of four minutes and have pairs come up with as many sentences as they can.</li> <li>- Invite pairs to share their interviews with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in pairs and make questions and answers using the correct articles in given topics.</li> <li>- Present their ideas in front of class.</li> </ul>	<p><b><i>Suggested answers:</i></b></p> <p>A: Can you play <b>the</b> guitar?</p> <p>B: No, I can't, but I can play <b>the</b> piano.</p>

**e. Assessment**

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**5. CONSOLIDATION (3 mins)**

**a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.



**b. Homework**

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

**Board plan**

<p style="text-align: center;"><i>Date of teaching</i> <b>Unit 2: A multicultural world</b> <b>Lesson 2: Language</b></p> <p><b>* Warm-up</b> Listening to a song</p> <p><b>* Pronunciation</b> - Task 1: Listen and repeat. - Task 2: Underline the words.</p> <p><b>* Vocabulary</b> - Task 1: Match the words with the meanings. - Task 2: Complete the sentences.</p> <p><b>* Grammar</b> - Task 1: Circle the correct answer. - Task 2: Ask and answer questions about the topics.</p> <p><b>* Homework</b></p>
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## UNIT 2: A MULTICULTURAL WORLD

### Lesson 3: Reading – Globalisation and cultural identity

#### 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 globalisation and cultural identity.

##### 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 cultural diversity;
- Develop self-study skills.

#### II. MATERIALS

- Grade 12 textbook, Unit 2, Reading
- Computer connected to the Internet
- Projector / TV
- [hoclieu.vn](http://hoclieu.vn)

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. globalisation (n)	/ˌgləʊbəlaɪˈzeɪʃn/	the fact that different cultures and economic systems around the world are becoming connected and similar to each other because of the influence of large multinational companies and of improved communication	sự toàn cầu hoá
2. custom (n)	/ˈkʌstəm/	an accepted way of behaving or of doing things in a society or a community	phong tục
3. ingredient (n)	/ɪnˈɡriːdiənt/	one of the things from which something is made, especially one of the foods that are used together to make a particular dish	nguyên liệu





4. speciality (n)	/ˌspeʃiˈæləti/	a type of food or product that a restaurant or place is famous for because it is so good	đặc sản
5. captivate (v)	/ˈkæptɪveɪt/	to keep somebody's attention by being interesting, attractive, etc.	làm say đắm
6. keep up with (ph.v)	/kiːp ʌp wið/	to continue to be in contact with somebody	theo kịp

### Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

## 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.

#### d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Video watching</b> - Teacher divides the class into 2 groups. - Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want.	- Students work in groups to do the activity. - Students raise their hands to answer the questions.	<b>Link:</b> <a href="https://www.youtube.com/watch?v=zfn0XHCfDHA">https://www.youtube.com/watch?v=zfn0XHCfDHA</a> <b>Questions:</b> 1. Environmental problems of globalisation include global warming, the _____ of



<ul style="list-style-type: none"> <li>- Teacher shows questions one by one, Ss raise their hands and say BINGO to grab the chance to answer.</li> <li>- If the answer is correct, they get one point for their team.</li> <li>- The team with the higher score will be the winner.</li> </ul>		<p>natural resources and the production of harmful chemicals.</p> <p>2. Polluting industries, logging forest and exploiting _____ are consequences of globalisation.</p> <p>3. Loss of _____ is another effect of globalisation.</p> <p>4. Globalisation supports faster _____ growth and quicker access to new technology.</p> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. depletion</li> <li>2. labour</li> <li>3. culture</li> <li>4. economic</li> </ol>
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**e. Assessment**

- Teacher observes and gives feedback.

**2. ACTIVITY 1: PRE-READING (9 mins)**

**a. Objectives:**

- To get students 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.23)
- Pre-teach vocabulary

**c. Expected outcomes:**

- Students can identify some vocabulary related to the topic.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Work in pairs. Discuss the questions. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs to answer the questions.</li> <li>- Ask some pairs to share their answers with the whole class.</li> <li>- Ask what other information they want to know about globalisation. Write their questions on the board.</li> <li>- Introduce the topic of the reading text.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in pairs and answer the questions.</li> <li>- Students write questions they want to know on the board.</li> </ul>	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is globalisation?</li> <li>2. How does globalisation affect local cultures?</li> </ol>
<b>Vocabulary pre-teaching (5 mins)</b>		



<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>	<ul style="list-style-type: none"> <li>- Students listen to the teacher's explanation and guess the words.</li> <li>- Students write down the new words on their notebook.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. globalisation (n)</li> <li>2. custom (n)</li> <li>3. ingredient (n)</li> <li>4. speciality (n)</li> <li>5. captivate (v)</li> <li>6. keep up with (ph.v)</li> </ol>
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**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

**3. ACTIVITY 2: 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 and specific information;

**b. Content:**

- Task 2: Read the article again. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (p.23-24)
- Task 3: Read the article again and choose the correct answer A, B, or C. (p.24-25)

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2: Read the article again. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (8 mins)</b>		
<ul style="list-style-type: none"> <li>- Read the four headings and check understanding.</li> <li>- Ask Ss to read the text and identify the main idea of each paragraph, then match each heading with a suitable paragraph. Remind Ss to underline key words or phrases in the text which help them identify the correct heading.</li> <li>- Check answers as a class. Ask individual Ss to call out their answers and provide evidence for each one from the text.</li> </ul>	<ul style="list-style-type: none"> <li>- Students read the headings first, then skim through each section.</li> <li>- Students choose the heading that covers the ideas of the whole section.</li> <li>- Students check answers with the whole class and give explanations for their choice.</li> </ul>	<p><b>Answer key:</b> A - 3 B - 4 C - 2</p> <p><b>Strategy: Reading for main ideas (Headings)</b> To read and understand the main ideas of a text and select the best headings for a section, students should:</p> <ol style="list-style-type: none"> <li>1. Read the headings carefully. Make sure you understand them.</li> <li>2. Skim through each section, and choose the heading that covers the ideas of the whole section.</li> <li>3. Pay attention to the number of extra headings. Remember that incorrect headings for a section</li> </ol>



		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).
<b>Task 3: Read the article again and choose the correct answer A, B, or C. (12 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read the questions and four options, and underline the key words in each of them.</li> <li>- Check whether Ss have got the right keywords.</li> <li>- Ask Ss to scan the text to locate the key words, as well as paraphrases of these keywords. Then choose the option that matches the information in the text. Remind them to watch out for distractors, especially options that may be mentioned in part in the text, but are not true.</li> <li>- Have Ss work in pairs or groups to compare answers.</li> <li>- In weaker classes, check answers as a class and give the clues by highlighting the phrases or sentences that contain the information in the article.</li> <li>- In stronger class, ask Ss to explain their answers by providing clues from the text.</li> </ul>	<ul style="list-style-type: none"> <li>- Students read the headings first, then skim through each section.</li> <li>- Students choose the heading that covers the ideas of the whole section.</li> <li>- Students check answers with the whole class and give explanations for their choice.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. B</li> <li>3. A</li> <li>4. B</li> <li>5. B</li> </ol> <p><b>Exam strategy: Reading for specific information:</b></p> <ol style="list-style-type: none"> <li>1. Read the questions and three options (A, B, and C ) and underline the key words in the questions.</li> <li>2. Read the text and locate the key words, as well as paraphrases of these keywords.</li> <li>3. Choose the option that matches the information in the text. Watch out for distractors, especially options that may be mentioned in part in the text, but are not true.</li> </ol> <p><b>Exam strategy: reading for negative facts</b></p> <ol style="list-style-type: none"> <li>1. Read and underline the key words in the questions and four options.</li> <li>2. Read the text and locate the key words, as well as paraphrases of these keywords.</li> <li>3. Eliminate the options containing the ideas/information mentioned in the text. The answer is the option which has wrong/ different information or not stated in the text.</li> </ol>

**e. Assessment**

- Teacher’s observation on Ss’ performance.
- Teacher’s feedback and peers’ feedback.



#### 4. ACTIVITY 3: 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 4: Work in groups. Discuss the following question. *What are some other effects of globalisation on cultural diversity? Give some examples in the context of Viet Nam.* (p.25)

##### c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about other effects of globalisation on cultural diversity and give examples in the context of Viet Nam

##### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 5: Work in groups. Discuss the following question. <i>What are some other effects of globalisation on cultural diversity? Give some examples in the context of Viet Nam.</i></b>		
<ul style="list-style-type: none"> <li>- Ask Ss to work in groups. Have them discuss which achievement by Steve Jobs they find most admirable. Encourage them to explain why they admire that achievement the most.</li> <li>- Invite some groups to share their answers with the whole class.</li> <li>- Ask other Ss to give comments and correct any mistakes if possible.</li> </ul>	<ul style="list-style-type: none"> <li>- Students practise speaking in groups.</li> <li>- Students share their answers with the whole class.</li> <li>- Students listen and give feedback.</li> </ul>	<p><b>Suggested answers:</b> Globalisation can foster cultural exchange, enabling individuals from different backgrounds to learn from one another, celebrate diversity, and develop a deeper appreciation for varied cultural expressions.</p>

##### e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

#### 5. CONSOLIDATION (3 mins)

##### a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

##### b. Homework

- Write a short paragraph about the effects of globalisation on cultural identity.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

#### Board plan

Date of teaching



**Unit 2: A multicultural world**  
**Lesson 3: Reading**

**\* Warm-up**

Video watching

- Task 1: Discuss the questions.
- Vocabulary
  1. globalisation (n)
  2. custom (n)
  3. ingredient (n)
  4. speciality (n)
  5. captivate (v)
  6. keep up with (ph.v)
- Task 2: Match each section with a heading.
- Task 3: Choose the correct answer A, B, or C.
- Task 4: Discussion.

**\* Homework**



## UNIT 2: A MULTICULTURAL WORLD

### Lesson 4: Speaking – Planning a Cultural Diversity Day

#### I. OBJECTIVES

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

##### 1. Knowledge

- Gain an overview about how to plan a culture day;
- Memorise vocabulary to talk about plans for a culture day.

##### 2. Competences

- Develop communication skills;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

##### 3. Personal qualities

- Be proud and respectful of the cultures of Vietnam.

#### II. MATERIALS

- Grade 12 textbook, Unit 2, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. spicy (adj)	/ˈspaɪsi/	(of food) having a strong taste because spices have been added to it	cay
2. focus on (v)	/ˈfəʊkəs ɒn/	to give attention, effort, etc. to one particular subject, situation or person rather than another	tập trung vào
3. professional (adj)	/prəˈfeʃənl/	doing something as a paid job rather than as a hobby	chuyên nghiệp

#### Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

#### III. PROCEDURES



## 1. WARM-UP (5 mins)

### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part.



### b. Content:

- Guessing game

### c. Expected outcomes:

- Students join the game enthusiastically and gain knowledge on the topic.

### d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Guessing game</b> <ul style="list-style-type: none"> <li>- Teacher divides the class into two groups.</li> <li>- There are four questions, the answers of which provide four clues for the keyword.</li> <li>- Each group chooses a question. If they have a correct answer, they get one point.</li> <li>- If a team can guess the keyword, they will get 5 points.</li> <li>- The team with more points is the winner.</li> <li>- Teacher leads in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Students take turns, choose a number and answer the question.</li> <li>- Students guess the keyword.</li> <li>- Students explain their keyword.</li> </ul>	<p><b>Questions:</b></p> <p>1. What is the name of this music band?</p>  <p>(Blackpink)</p> <p>2. Who are they?</p>  <p>(BTS)</p> <p>3. Fill in the blank: They're going to organise a _____ Diversity Day next weekend. (Cultural)</p> <p>4. What is the name of a spicy food which is mainly made from Chinese cabbage? (kimchi)</p> <p>-&gt; KEY WORD: South Korea</p>

### e. Assessment

- Teacher observes and gives feedback.

## 2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

### a. Objectives:

- To provide knowledge and language input for the main speaking task;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss practise talking about and taking notes about the similarities and differences in Vietnamese and Korean cultures.

### b. Content:





- Task 1: Work in pairs. Discuss the differences between Vietnamese culture and some other cultures you know about. Use the ideas in Getting Started and Reading, and the table and examples below to help you. (p.25)

- Pre-teach vocabulary

- Task 2: Work in groups. Your school is organising a Cultural Diversity Day. Discuss what the event should include. Use the ideas in 1 to create the event programme. (p.26)

**c. Expected outcomes:**

- Students can identify and gain some vocabulary to complete speaking tasks.

- Students can come to the final plan for a culture day.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Work in pairs. Discuss the differences between Vietnamese culture and some other cultures you know about. Use the ideas in Getting Started and Reading, and the table and examples below to help you. (10 mins)</b>		
<ul style="list-style-type: none"> <li>- Remind Ss of the reading text about the Korean Wave, and elicit what its effects on the life of Vietnamese people.</li> <li>- Ask, <i>How much do you know about Korean culture?</i> and encourage Ss to come up with as many points as they can (tradition, cuisine, clothes, music, ...)</li> <li>- Then ask Ss to read the table to see if any of their points are included there. Have them work in pairs and discuss the similarities and differences between South Korean and Vietnamese cultures.</li> <li>- Check answers as a class.</li> <li>- Recap the comparison Ss have found and write some of them on board, e.g.  <b>* Similarities:</b> <i>both countries eat rice and noodles, a lot of vegetables and soups; use chopsticks; street food is a big part of both cultures. They both worship ancestors, celebrate Lunar New Year, Middle Autumn Festival, Buddha's Birthday. They have traditional clothes.</i>  <b>* Differences:</b> <i>Koreans eat spicy food and a lot of kimchi; each person eats their own bowl, plates and dishes; they don't talk when eating and don't hold their bowl; greetings...</i> </li> </ul>	<ul style="list-style-type: none"> <li>- Students share what they know about the two people.</li> <li>- Students read and understand the information on their cards.</li> </ul>	<p><b>Example:</b>  <b>A:</b> South Koreans seem to eat a lot of spicy food, such as kimchi and tteokbokki, while our traditional dishes, like bun cha and pho, are not very spicy in general.  <b>B:</b> I agree. How about music? I think in both countries, young people like to listen to pop music, but K-pop focuses mainly on dance groups while our pop music is usually produced by solo artists.</p>



<b>Vocabulary pre-teaching (5 mins)</b>		
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>- Students listen to the teacher's explanation and guess the words.</li> <li>- Students write down the new words on their notebook.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. spicy (adj)</li> <li>2. focus on (v)</li> <li>3. professional (adj)</li> </ol>
<b>Task 2: Work in groups. Your school is organising a Cultural Diversity Day. Discuss what the event should include. Use the ideas in 1 to create the event programme. (15 mins)</b>		
<ul style="list-style-type: none"> <li>- Put Ss in groups and have them discuss their own plan for a Cultural Diversity Day. Remind Ss to think of the popularity of culture diversity in Viet Nam (regarding to the reading section)</li> <li>- In weaker classes, write some guiding questions on the board and ask Ss to think of the answers to these questions. E.g. <i>What activities will you include in the programme? ; Who will be the participants? Where/when will you organise the event?...</i></li> <li>- Walk around and provide help if necessary.</li> <li>- Invite Ss to share their plans with the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in groups to discuss how to organise the event.</li> <li>- Students compare their notes with their partners.</li> </ul>	<b>Suggested answer:</b> <b>A:</b> We've decided to organise a Cultural Diversity Day in our school. Let's discuss what activities to include. <b>B:</b> First, we should set up some food stalls offering traditional dishes from different cultures. <b>C:</b> That sounds fun! We can call them 'Taste the World'. We can also show visitors how to cook these dishes. <b>D:</b> I like your idea, but we don't have any cooking experience. We may need to involve professional cooks.

**e. Assessment**

- Teacher gives corrections and feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

**3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (8 mins)**

**a. Objectives:**

- To give Ss an opportunity to present their group discussion to the class;
- To help some students enhance presentation skills.

**b. Content:**

- Task 3: Report your group's ideas to the whole class. Vote for the best Cultural Diversity Day programme. (p.26)



**c. Expected outcomes:**

- Students can use the language and ideas from the unit to talk about their ideas for the Cultural Diversity Day.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 3: Report your group's ideas to the whole class. Vote for the best Cultural Diversity Day programme.</b>		
<ul style="list-style-type: none"> <li>- Have a representative from all groups share their plan in front of the class.</li> <li>- Praise for good effort, well-structured responses and fluent delivery.</li> <li>- After all groups present their plans to a situation, ask the class to vote for the best programme (suggested criteria: number of activities, duration, participants, preparation for the event...). Remind Ss not to vote for their own plan. Count the votes for each group and announce the best plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in pairs, use the notes and talk about their ideas of a culture day they want to organise.</li> <li>- Students add more details if they can.</li> <li>- Vote for the best story.</li> </ul>	

**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.

**4. CONSOLIDATION (2 mins)**

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Write a paragraph about the similarities and differences in Vietnamese and Korean cultures.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

**Board plan**

<p><i>Date of teaching</i></p> <p><b>Unit 2: A multicultural world</b></p> <p><b>Lesson 4: Speaking</b></p> <p><b>* Warm-up</b></p> <p>Guessing game</p> <p>Task 1: Discuss and complete the table.</p> <p>Vocabulary</p>
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1. spicy (adj)

2. focus on (v)

3. professional (adj)

Task 2: Discuss the plans for the event.

Task 3: Report the discussion.

**\* Homework**



## UNIT 2: A MULTICULTURAL WORLD

### Lesson 5: Listening – Celebrating Halloween in Viet Nam

#### I. OBJECTIVES

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

##### 1. Knowledge

- Gain an overview about Halloween and how it is celebrated in Vietnam;
- Memorise vocabulary to talk about Halloween.

##### 2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills.

##### 3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

#### II. MATERIALS

- Grade 12 textbook, Unit 2, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. celebrate (v)	/ˈselibreɪt/	to show that a day or an event is important by doing something special on it	làm lễ kỉ niệm
2. annually (adv)	/ˈænjuəli/	once a year	hàng năm
3. be of importance	/bi: əv ɪmˈpɔːtns/	be important	quan trọng

#### Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> <li>- Make sure they understand the meaning and pronunciation of important words.</li> </ul>



	<ul style="list-style-type: none"> <li>- Teach them the skill of underlining key words in the questions before they listen.</li> <li>- Play more time if necessary.</li> </ul>
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### III. PROCEDURES

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

##### a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

##### b. Content:

- Game: Lucky number

##### c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

##### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Game: Lucky number</b> <ul style="list-style-type: none"> <li>- Class is divided into 2 groups.</li> <li>- Teacher asks each group to choose a number. There are 6 numbers, 5 of which include a picture of a world festival.</li> <li>- If Ss look at the picture and say the name of the festival. Ss get one point if the answer is correct.</li> <li>- If they open a lucky number, they get a point without having to answer the question.</li> <li>- The group with more points is the winner.</li> </ul>	<ul style="list-style-type: none"> <li>- Students follow the teacher's instructions and play the game in two teams.</li> </ul>	<b>Suggested directions:</b> <ol style="list-style-type: none"> <li>1. Mid-autumn festival</li> <li>2. Christmas</li> <li>3. Halloween</li> <li>4. Hung Kings' festival</li> <li>5. Lim festival</li> </ol>

##### e. Assessment

- Teacher corrects for students (if needed)

#### 2. ACTIVITY 1: PRE-LISTENING (9 mins)

##### a. Objectives:

- To get students to 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. Label the following pictures. Do you often see them in Viet Nam? (p.26)
- Vocabulary pre-teaching

##### c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

##### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Work in pairs. Label the following pictures. Do you often see them in Viet Nam? (4 mins)</b>		
- Ask Ss to look at the pictures and then say: <i>In the first picture, we see</i>	- Students work in pairs and label the picture.	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. trick or treating</li> </ol>



<p><i>some kids holding buckets, wearing hats and asking for candies. The second one shows a house which is mysterious and located in an isolated area. The third one displays some fire pumpkins.</i></p> <ul style="list-style-type: none"> <li>- Ask Ss to work in pairs, label the pictures using the given letters and guess the name of a festival. Explain that that festival will appear in the recording.</li> <li>- Call on some pairs to share their answers. Correct answers as a whole class.</li> <li>- Have Ss share what they know about Halloween and their experience if any.</li> </ul>		<p>2. haunted house 3. pumpkin</p>
<b>Vocabulary teaching (5 mins)</b>		
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>- Students say the meaning of the words.</li> <li>- Students write new words on their notebook.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. celebrate (v)</li> <li>2. annually (adv)</li> <li>3. be of importance (v)</li> </ol>

**e. Assessment**

- Teacher checks students' pronunciation and answers and gives feedback.

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

**a. Objectives:**

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information about celebrating Halloween in Vietnam.

**b. Content:**

- Task 2: Listen to an interview. What do Minh and Mai think about Halloween? Circle the correct words or phrase. (p.26)
- Task 3: Listen to the interview again and complete each sentence with no more than TWO words. (p.26)

**c. Expected outcomes:**

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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**Task 2: Listen to an interview. What do Minh and Mai think about Halloween? Circle the correct words or phrase. (10 mins)**

<ul style="list-style-type: none"> <li>- Have Ss read four statements, and make guesses before listening. Ss can also underline other key words besides the two options in each statement to have more clues. E.g. 1. <i>Halloween</i>; 2. <i>History</i>, <i>Halloween</i>; 3. <i>celebrate</i>, <i>Viet Nam</i>; 4. <i>popularity</i>, <i>Western festivals</i></li> <li>- Play the recording and tell Ss to listen, pay attention to the key words and circle the correct word or phrase. For this kind of question – listen for opinions, remind Ss to pay attention to words or expressions the speaker may use to describe likes, dislikes, agreement, disagreement etc. as well as his/her tone of voice to choose the correct option that best reflect his/her attitudes. E.g. <i>Question 1. Minh says “it’s great fun” when the interviewer asked if he likes taking part in Halloween parties; so the answer for question 1 is “likes”.</i></li> <li>- Have Ss compare their answers in pairs / groups.</li> <li>- Check answers as a class and confirm the correct ones. Invite individual Ss to explain why they have chosen that option and give evidence from the listening.</li> <li>- In weaker classes, play the recording again, pausing at the places where they can get the information.</li> </ul>	<ul style="list-style-type: none"> <li>- Students make predictions before listening.</li> <li>- Listen and do the task.</li> <li>- Correct the answers as a whole class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. likes</li> <li>2. interesting</li> <li>3. shouldn’t</li> <li>4. no cause for alarm</li> </ol>
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**Task 3: Listen to the interview again and complete each sentence with no more than TWO words. (10 mins)**

<ul style="list-style-type: none"> <li>- Have Ss read each of the statements, underline key words, and identify the part of speech to fill in each blank; e.g. 1. (a noun) <i>Students</i>, <i>New Era school</i>, <i>preparing</i>; 2.(an adjective) <i>Halloween</i>, <i>celebrated</i>, <i>Minh’s school</i>; 3.(an adjective) <i>Halloween</i>, <i>roots</i>, <i>Celtic festival</i>, <i>Ireland</i>; 4. (a prepositional phrase) <i>Halloween</i>, <i>popular</i>; 5. (a plural noun) <i>Viet Nam</i>, <i>of great importance</i>.</li> <li>- Tell Ss to pay more attention to these words and phrases, and the context around them. Remind Ss that the statements may include paraphrased from what they hear in</li> </ul>	<ul style="list-style-type: none"> <li>- Students read the questions and underline the key words.</li> <li>- Students listen to the recording and do the task.</li> <li>- Correct the answers as a whole class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. special event</li> <li>2. popular</li> <li>3. ancient</li> <li>4. in Asia</li> <li>5. traditional festivals</li> </ol>
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<p>the recording so they should listen for synonyms, or phrases with similar meanings.</p> <ul style="list-style-type: none"> <li>- In stronger classes, ask Ss to complete the sentences based on what they remember from the first listening.</li> <li>- Play the recording and have Ss fill in the missing words. Remind them not to exceed the word limit (no more than TWO words for each blank)</li> <li>- Have Ss compare their answers in pairs / groups.</li> <li>- Check answers as a class. Invite individual Ss to say out the word/ phrase for each blank.</li> <li>- Let Ss listen again, pausing at the places where Ss can find the information.</li> </ul>		
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**e. Assessment**

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**4. ACTIVITY 3: POST-LISTENING (8 mins)**

**a. Objectives:**

- To help some students enhance presentation skills;
- To practise team working;
- To give Ss the opportunity to use the ideas and language in the listening to give opinions and reasons.

**b. Content:**

- Task 4: Work in groups. Discuss the question. (p.27)

**c. Expected outcomes:**

- Students can use the language and ideas from the unit to give opinions and reasons about festivals in the world.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 4: Work in groups. Discuss the question.</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs. Have them discuss other festivals which are celebrated in Viet Nam. Encourage them to explain why they are popular in Viet Nam.</li> <li>- Invite some pairs to share their answers with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in groups and discuss.</li> <li>- Students share their ideas to the whole class.</li> </ul>	<p><b><i>Suggested answer:</i></b></p> <p>Some Western festivals are celebrated in Viet Nam such as Valentine, Christmas, New Year Eve. The reasons why they are becoming popular are they are organised based on the solar calendar and they are organised all over the world. Moreover, many young Vietnamese people learn English as their second language so they want to celebrate these festivals to learn</p>



		language and explore western cultures.
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**e. Assessment**

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

**5. CONSOLIDATION (3 mins)**

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

**Board Plan**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>Unit 2: A multicultural world</b></p> <p style="text-align: center;"><b>Lesson 5: Listening</b></p> <p><b>*Warm-up</b></p> <p>Game: Lucky song</p> <p><b>* Listening</b></p> <ul style="list-style-type: none"><li>- Task 1: Work in pairs and label the pictures.</li><li>- Vocabulary</li><li>1. celebrate (v)</li><li>2. annually (adv)</li><li>3. be of importance (v)</li><li>- Task 2: Listen and circle.</li><li>- Task 3: Listen and complete.</li><li>- Task 4: Work in groups and discuss.</li></ul> <p><b>*Homework</b></p>
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## UNIT 2: A MULTICULTURAL WORLD

### Lesson 6: Writing – An opinion essay on the impacts of world festivals on young Vietnamese people

#### I. OBJECTIVES

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

##### 1. Knowledge

- Synthesise and summarise information in order to write an essay to present their opinions on the impact of world festivals on young Vietnamese people;
- Apply structures to write an opinion essay.

##### 2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;

##### 3. Personal qualities

- Be proud and respectful of festivals in the world.

#### II. MATERIALS

- Grade 12 textbook, Unit 2, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

#### Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none"><li>- Play the recording many times if necessary.</li><li>- Encourage students to work in pairs, in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>

#### III. PROCEDURES

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

###### a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

###### b. Content:

- Game: Hot seat

###### c. Expected outcomes:

- Students can recall some words related to the topic.

###### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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<b>Hot seat</b> - Teacher divides the class into four teams and prepares a chair on the stage. - Teacher calls one student at a time to sit on the table and show the student a word. - The chosen student will describe the word using action and related words. - The teams will raise their hands to answer. The fastest will get the chance. - When the game is finished, teacher counts how many correct answers each team has. The winner will be the one with the most correct answers. - Teacher leads in the new lesson by asking some questions.	- Students listen to the clues and guess the words. - Students check their answers with the class.	<b>Word lists:</b> 1. trick or treat 2. trend 3. globalisation 4. spring rolls 5. haunted house
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**e. Assessment**

- Teacher observes and gives feedback.

**2. ACTIVITY 1: PRE-WRITING (9 mins)**

**a. Objectives:**

- To help Ss recall and select the key information about the effects of world festivals on young Vietnamese people;
- To help students have the ideas for their writing.

**b. Content:**

- Task 1: Work in pairs. Decide whether the following points are positive or negative impacts of celebrating world festivals. Discuss the reasons. (p.27)

**c. Expected outcomes:**

- Students can select the appropriate information and have ideas to write about the effects of world festivals on young Vietnamese people

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Work in pairs. Decide whether the following points are positive or negative impacts of celebrating world festivals. Discuss the reasons. (8 mins)</b>		
- Have Ss work in pairs. Tell them to read the statements and discuss which of them are positive or negative effects of celebrating Western festivals. Ss may refer to the ideas in the listening sections (the celebrations of Western festivals in Viet Nam). - Ask Ss to discuss the reasons for their choices. <b>For example:</b> * <i>Negative effects:</i>	- Students read the given points and decide whether they are positive or negative. - Students share their opinions with the whole class.	<b>Answer key:</b> Positive: 2,4,6 Negative: 1,3,5



<p>+ <i>Western festivals are expensive one to celebrate: most students don't have a lot of money to buy Halloween costumes or Christmas decorations.</i></p> <p>+ <i>They may make young people ignore local festivals: more young people attend Western festivals than local ones and their dates are easier to remember than local ones which are organised according to the lunar calendar.</i></p> <p>+ <i>They may make young people lose their sense of identity: young people tend to remember the history, customs and dress up like Westerners in those festivals</i></p> <p><b>* Positive effects:</b></p> <p>+ <i>encourage extra-curricular activities: students can organise Christmas fairs or Halloween parties, prepare cultural performances ...</i></p> <p>+ <i>bring a lot of fun, happiness and joy: they can relax and spend time with friends and family, enjoy musical performances or taste traditional dishes of those festivals</i></p> <p>+ <i>help young people learn about other cultures: they learn about the origin and history of a festival, the tradition and customs of the people in other countries</i></p> <p>- Call on some pairs to share their answers.</p> <p>- Check answers as a class.</p>		
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**e. Assessment**

- Teacher checks students' answers as a whole class.

**3. ACTIVITY 2: WHILE-WRITING (18 mins)**

**a. Objectives:**

- To help Ss practise writing an essay to present their opinions on the impact of world festivals on young Vietnamese people.

**b. Content:**

- Task 2: Write an opinion essay (180 words) on the following topic. Use the ideas in 1 and the outline and suggestions below to help you. (p.27)

**c. Expected outcomes:**

- Students can write an opinion essay on the impacts of world festivals on young Vietnamese people.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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**Task 2: Write an opinion essay (180 words) on the following topic. Use the ideas in 1 and the outline and suggestions below to help you.**

- Ask Ss to study the outline and the useful expressions and check understanding.
- Review the structure of an opinion essay. Write its parts on the board, but jumbled up, and ask Ss to put them in the correct order. Have Ss refer to the Writing section in Unit 10 – Tiếng Anh 11 to check their answers if possible
- Put Ss into groups and have them brainstorm ideas for their essays. Encourage Ss to use the ideas in 1 and think of reasons to support their view.
- Set a time limit for the task. Walk round the class to give further support if needed.
- When Ss finish writing, give them time to check their essays.- Put Ss in pairs and ask them to swap their essays for peer review. Encourage them to comment on each other's ideas, vocabulary and grammar. If time allows, ask Ss to make revisions based on peer feedback before they produce a final draft.
- Collect Ss' essays to mark and provide written feedback in the next lesson.

**Extension:** In stronger classes, introduce another type of essay – the two-sided argumentative or discussion essay, in which a writer presents both points of view objectively before giving their own opinion. Have Ss work in groups and try to write an introductory paragraph for this type of essay, e.g. *There has been a lot of discussion on the effects of Western festivals on local youth. Some people consider these festivals are good chances for young people to learn other cultures while others are*

- Students brainstorm for the ideas and the language necessary for writing.
- Students write the first draft individually using the ideas in task 1 and 2.

***Suggested answer:***

Nowadays, more and more young people celebrate Western festivals in Viet Nam. Some people think there is nothing wrong with this while others are worried about the influence of foreign cultures. In my opinion, celebrating Western festivals has more positive than negative effects on young Vietnamese.

Firstly, festivals are a great way to understand a nation's culture. Taking part in celebrations can help young people learn more about other people's traditions and customs. For example, Christmas is a typical holiday in Western countries so when joining the festivities, young people can learn about its origin and history, the tradition of decorating one's home and getting presents for family and close friends, and putting them under the Christmas tree.

Secondly, festivals are special events that help bring fun, happiness and joy to young people's lives. They give an opportunity for young people to relax and spend enjoyable time with their friends and family. They can enjoy the festive spirit by watching performances, dressing up and eating festive food.

Finally, it cannot be denied that Western festivals also encourage extra-curricular activities at schools. Organising special events every year, such as Halloween parties or Christmas fairs, encourages students to discover interesting things about the festivals, socialise with friends from other cultures or create their own performances.

In conclusion, I firmly believe that celebrating Western festivals in Viet



worried about the loss of national identity. This essay will discuss both points of view and argue in favour of the latter/former. - Encourage Ss to write their two-sided argumentative essays at home.		Nam does more good than harm to young people. They can have fun, broaden their cultural knowledge and enjoy their school life more.
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**e. Assessment**

- Teacher gives corrections and feedback.

**4. ACTIVITY 3: POST-WRITING (12 mins)**

**a. Objectives:**

- To do a cross-check and final check on students' writing.

**b. Content:**

- Students exchange their work for cross-checking.

**c. Expected outcomes:**

- Students can evaluate others' work as well as improve their own pieces of writing.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Cross-checking</b>		
<ul style="list-style-type: none"> <li>- Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss.</li> <li>- Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.</li> </ul>	<ul style="list-style-type: none"> <li>- Students swap their piece of writing with their partners and give peer review.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> </ul>	<p><b>Writing rubric</b></p> <ol style="list-style-type: none"> <li>1. Organization: .../10</li> <li>2. Legibility: .../10</li> <li>3. Ideas: .../10</li> <li>4. Word choice: .../10</li> <li>5. Grammar usage and mechanics: .../10</li> </ol> <p style="text-align: right;">TOTAL: .../50</p>

**e. Assessment**

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

**4. CONSOLIDATION (2 mins)**

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebook.
- Do exercises in the workbook.
- Prepare for Lesson 7 – Communication & Culture.

**Board Plan**

<i>Date of teaching</i>
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**Unit 2: A multicultural world**  
**Lesson 6: Writing**

**\*Warm-up**

Hot seat

- Task 1: Decide whether the given points are positive or negative..
- Task 2: Write an opinion essay.
- Peer review

**\*Homework**





## UNIT 2: A MULTICULTURAL WORLD

### Lesson 7: Communication and Culture / CLIL

#### I. OBJECTIVES

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

##### 1. Knowledge

- Expand vocabulary with the topic of the unit;
- Gain knowledge about culture shock;
- Review expressions for making introductions and responding to them.

##### 2. Competences

- Develop communication skills and creativity;
- Develop presentation skill;
- Be collaborative and supportive in pair work and teamwork.

##### 3. Personal qualities

- Be sensible when making introductions and responding to them;
- Actively join in class activities.

#### II. MATERIALS

- Grade 12 textbook, Unit 2, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

#### Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"><li>- Explain expectations for each task in detail.</li><li>- Continue to explain task expectations in small chunks (before every activity).</li><li>- Provide vocabulary and useful language before assigning tasks</li><li>- Encourage students to work in groups so that they can help each other.</li></ul>

#### III. PROCEDURES

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

###### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.

###### b. Content:

- Board race

###### c. Expected outcomes:



- Students can get knowledge about famous people in the world and their famous sayings.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Board race</b> <ul style="list-style-type: none"> <li>- Teacher divides the class into four teams and the board in four sections and gives a board pen to one of the Ss in each team.</li> <li>- Teacher calls out the theme (<i>Festivals</i>) and gives them two minutes to write as many names of festivals as they can in 2 minutes.</li> <li>- Each student of the team comes to the board and writes down a name.</li> <li>- When the game is finished, Teacher has teams check each other's spelling and count how many correct names each team has written.</li> <li>- Teacher leads in the new lesson by asking some questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Students come to the board one by one to write the answer.</li> <li>- Students check their answers with the class.</li> </ul>	<i>Students' answers</i>

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)**

**a. Objectives:**

- To provide a model conversation in which speakers make introductions and respond.
- To review how to make introductions and respond.
- To help Ss practise making introductions and responding.

**b. Content:**

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (p.28)
- Useful expressions
- Task 2: Work in groups of three. Use the models in 1 to make similar conversations for these situations. One of you is A, the others are B and C. Use the expressions below to help you. (p.28)

**c. Expected outcomes:**

- Students can use appropriate language to make introductions and respond.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (6 mins)</b>		



<ul style="list-style-type: none"> <li>- Ask Ss to read through the two incomplete conversations. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are they talking about? What is the difference between conversation 1 and conversation 2?</i></li> <li>- Give Ss a few minutes to read the expressions in the box and check student's understanding.</li> <li>- In stronger classes, encourage Ss to fill in the gaps based on context clues.</li> <li>- Have Ss listen and complete the conversation with the words from the box.</li> <li>- Check answers by asking two Ss to read out the conversations.</li> <li>- Have Ss underline expressions used to make introductions and respond (<i>I'd like you to meet...; this is...; It's nice to meet you...; Pleased to meet you...</i>)</li> <li>- Put Ss in pairs and have them practise the conversation.</li> <li>- Invite some pairs to role play the conversation in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Students listen to the recording.</li> <li>- Students complete the conversation with words in the box.</li> <li>- Students practise the conversation in pairs.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. A</li> <li>3. C</li> <li>4. D</li> </ol>
<p><b>Useful expressions (7 mins)</b></p> <ul style="list-style-type: none"> <li>- Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: Introducing people and responding to introduction</li> <li>- Teacher asks Ss to classify the expressions into two groups.</li> <li>- Check as a class.</li> <li>- T asks if Ss can add some more expressions.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss work in groups to do the task.</li> </ul>	<p><b>* Introducing people</b> <b>Formal/ Semi-formal</b></p> <ul style="list-style-type: none"> <li>• <i>I'd like you to meet ...</i></li> <li>• <i>I'd like to introduce/present ...</i></li> <li>• <i>It's a pleasure to introduce ...</i></li> <li>• <i>May I introduce/present ...?</i></li> </ul> <p><b>Informal</b></p> <ul style="list-style-type: none"> <li>• <i>This is ...</i></li> <li>• <i>I want you to meet ...</i></li> <li>• <i>Let me introduce you to ...</i></li> <li>• <i>Please meet ...</i></li> <li>• <i>Have you met ...?</i></li> </ul> <p><b>* Responding</b> <b>Formal/ Semi-formal</b></p> <ul style="list-style-type: none"> <li>• <i>It's nice to meet you.</i></li> <li>• <i>How nice to meet you.</i></li> <li>• <i>It's a pleasure to meet you.</i></li> <li>• <i>How do you do?</i></li> </ul> <p><b>Informal</b></p>



		<ul style="list-style-type: none"> <li>• <i>Hi, great/ nice to meet you.</i></li> <li>• <i>Pleased/ Happy to meet you.</i></li> </ul>
<b>Task 2: Work in groups of three. Use the models in 1 to make similar conversations for these situations. One of you is A, the others are B and C. Use the expressions below to help you. (6 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read through the situations and check students' understanding. Ask them if they have been in similar situations, e.g. if their class or club has a new member, how they make introductions and respond.</li> <li>- Have Ss work in groups of three. In weaker classes, underline words and phrases in the model conversation that Ss can replace with information from the new situations. You can also write some prompts on the board.</li> <li>- Go through the <i>Useful expressions</i> in the box and remind Ss to use them in their conversations.</li> <li>- Give Ss a few minutes to plan their conversations. Have them write down some prompts to help them, e.g. <i>how they are going to start the conversation, how they introduce a new member to the whole class, how their class will respond...</i></li> <li>- Walk around the class and provide help if needed.</li> <li>- Call on some groups to role play their conversations in front of the class. Praise for good effort, appropriate use of the expressions for making introductions and responses, clear pronunciation and fluent delivery.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in groups of three.</li> <li>- Make plan for the role-plan</li> <li>- Practice the role-play, based on the two situations.</li> <li>- Swap the role and continue practising.</li> <li>- Perform in front of class.</li> </ul>	<p><b>Sample conversations:</b></p> <p>1.</p> <p><b>Student A:</b> Hello class. I would like to introduce Nam – a new member of our class. He has just moved from Nam Dinh High School. Please welcome him.</p> <p><b>Student B:</b> Hello, everyone. My name is Nam. It's nice to meet you.</p> <p><b>Student C:</b> Hi, Nam. Nice to meet you, too. Welcome to our class</p> <p>2.</p> <p><b>Student B:</b> Hey, Long. Have you met Pit? He has joined our football club this week.</p> <p><b>Student A:</b> Not yet. Hi, happy to meet you, Pit. I'm Long.</p> <p><b>Student C:</b> Hi Long, great to meet you, too.</p>

**e. Assessment**

- Teacher checks students' answers as a whole class.

**3. ACTIVITY 2: CULTURE (15 mins)**

**a. Objectives:**

- To introduce words / phrases related to the topic;
- To help Ss learn about culture shock;
- To help Ss relate what they have learnt about culture shock to the situation in Viet Nam.

**b. Content:**

- Task 1: Read the text and put a tick (✓) or cross (X) in the box next to the pictures to show the appropriate behaviour in different cultures. (p.29)
- Task 2: Work in groups. Discuss the questions. (p.29)

**c. Expected outcomes:**



- Students understand the meaning of words, memorise the information, and relate what they have learnt about culture shock to the situation in Viet Nam.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Read the text and put a tick (✓) or cross (X) in the box next to the pictures to show the appropriate behaviour in different cultures. (7 mins)</b>		
<ul style="list-style-type: none"><li>- Ask Ss some questions to find out what they already know about the topic, e.g. <i>What does culture shock mean? Have you ever experienced culture shock? Who do you think often experience culture shock?</i></li><li>- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. <i>What is culture shock? How can people overcome culture shock? Can you list some examples of culture shock?</i></li><li>- Put Ss into pairs. Ask them to read the text and complete the question by putting a tick or a cross in the box. Walk round the class and offer help, explaining unfamiliar words or answering questions.</li><li>- Check answers as a class calling on pairs to write their answers on the board. Have Ss provide evidence from the text for each answer.</li><li>- Go back to the questions on the board, i.e., the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.</li></ul>	<ul style="list-style-type: none"><li>- Students answer the questions.</li><li>- Students work in pairs to read the text and complete the question by putting a tick or a cross in the box.</li></ul>	<p><b>Suggested answers:</b></p> <ol style="list-style-type: none"><li>1. ✓</li><li>2. X</li><li>3. ✓</li><li>4. X</li></ol>
<b>Task 2: Work in groups. Discuss the questions. (8 mins)</b>		
<ul style="list-style-type: none"><li>- Ask Ss to work in groups to discuss the two questions.</li><li>- In weaker classes, ask questions to brainstorm ideas as a class, e.g. <i>Do foreigners experience culture shock when they visit Viet Nam? What are they?</i></li><li>- To answer the first question, encourage Ss to compare the cultural features of Viet Nam with other western countries, e.g: <i>eating habits (using chopsticks, street foods), transportation (full of vehicles on the road), languages (different dialects across regions; shopping (street markets, bargaining).</i> Then they come up with some solutions to help foreigners</li></ul>	<ul style="list-style-type: none"><li>- Students work in groups to discuss the question.</li><li>- Students share their ideas in front of class.</li></ul>	<p><b>Suggested answers:</b></p> <p>Visitors may experience different kinds of culture shock when they come to Viet Nam. For example, they may not be used to using chopsticks when eating or enjoying many dishes in the streets. Some may find Vietnamese people in different regions (the North, Middle and the South) have different dialects.</p>



overcome these shocks ( <i>make friends with foreigners and guide them, design leaflets/clips/videos about cultural features of Viet Nam..</i> ) - Invite some groups to present a summary of their discussion to the class.		To help these visitors, we can make friends with them and guide them when they want to explore the city or culture. Moreover, we can design some clips or leaflet to introduce special features of Vietnamese culture and some taboo topics they should avoid.
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**e. Assessment**

- Teacher corrects students' answers as a whole class.
- Teacher checks students' pronunciation and gives feedback.

**5. CONSOLIDATION (3 mins)**

**a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.
- Prepare for Lesson 8 – Looking back and project.

**Board Plan**

<p style="text-align: center;"><i>Date of teaching</i> <b>Unit 2: A multicultural world</b> <b>Lesson 7: Communication and Culture / CLIL</b></p> <p><b>*Warm-up</b> Board race</p> <p><b>*Everyday English</b> Task 1: Listen and complete the conversations. Task 2: Make similar conversations.</p> <p><b>*CLIL</b> Task 1: Read the text and put a tick or cross. Task 2: Discussion</p> <p><b>* Homework</b></p>
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## UNIT 2: A MULTICULTURAL WORLD

### Lesson 8: Looking back and project

#### I. OBJECTIVES

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

##### 1. Knowledge

- Review the vocabulary and grammar of Unit 2;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

##### 2. Core competence

- Develop communication skills and creativity;
- Develop presentation skills;
- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

##### 3. Personal qualities

- Be proud and respectful of Vietnamese and other cultures
- Develop self-study skills.

#### II. MATERIALS

- Grade 12 textbook, Unit 2, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

#### Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Explain expectations for each task in detail.</li><li>- Continue to explain task expectations in small chunks (before every activity).</li></ul>

#### III. PROCEDURES

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

###### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.

###### b. Content:

- Game: Lucky number

###### c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 2.





#### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Game: Lucky number</b> - Ss work in 2 teams. - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words or actions to describe it (without saying the word directly). - Other Ss try to guess the words. One point for a correct answer. - The group with the most points is the winner.	- Students join the game in two teams, describe and guess the words.	<b>Suggested words:</b> 1. originate 2. trend 3. identity 4. cuisine 5. booth

#### e. Assessment

- Teacher observes the groups and gives feedback.

### 2. ACTIVITY 1: LOOKING BACK (12 mins)

#### a. Objectives:

- To help Ss review the pronunciation of the diphthongs /ɔɪ/, /aɪ/, and /aʊ/.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the Past Simple and Past Continuous.

#### b. Content:

- Pronunciation: Read the following sentences and write the words containing the /ɔɪ/, /aɪ/, and /aʊ/ sounds in the correct column. Then listen and check. Practise saying the sentences in pairs. (p.30)
- Vocabulary: Choose the correct word to complete each of the sentences. (p.30)
- Grammar: Choose the best answer A, B, C, or D. (p.30)

#### c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

#### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS								
Read the following sentences and write the words containing the /ɔɪ/, /aɪ/, and /aʊ/ sounds in the correct column. Then listen and check. Practise saying the sentences in pairs. (4 mins)										
- Ask Ss to read the sentences silently and identify the words containing the diphthongs /eɪ/ and /əʊ/. They should underline and circle those words respectively.	- Students do the task individually. - Students listen to the recording and check the	<div>Answer key:</div> <table><tr><td></td><td>/ɔɪ/</td><td>/aɪ/</td><td>/aʊ/</td></tr><tr><td>1</td><td></td><td>my, idols</td><td>shouted, loudly</td></tr></table>		/ɔɪ/	/aɪ/	/aʊ/	1		my, idols	shouted, loudly
	/ɔɪ/	/aɪ/	/aʊ/							
1		my, idols	shouted, loudly							





<ul style="list-style-type: none"><li>- Check answers as a class by playing the recording.</li><li>- Ask Ss to read these sentences aloud in pairs. Encourage them to pay attention to the words containing the diphthongs /eɪ/ and /əʊ/.</li></ul>	answers as a whole class.	<table><tr><td>2</td><td>enjoyed</td><td>Mike, life, despite</td><td></td></tr><tr><td>3</td><td>choice</td><td>wide, spicy</td><td></td></tr><tr><td>4</td><td></td><td>final</td><td>announced</td></tr></table>	2	enjoyed	Mike, life, despite		3	choice	wide, spicy		4		final	announced
2	enjoyed	Mike, life, despite												
3	choice	wide, spicy												
4		final	announced											
<b>Choose the correct word to complete each of the sentences. (4 mins)</b>														
<ul style="list-style-type: none"><li>- Ask Ss to read each sentence and check comprehension. Then focus Ss' attention on the options and differentiate them.</li><li>- Tell Ss to study the context carefully and decide on the suitable word to complete each sentence.</li><li>- Have Ss check their answers in pairs.</li><li>- Check answers as a class by asking individual Ss to read the sentences.</li></ul>	<ul style="list-style-type: none"><li>- Students do the task individually.</li><li>- Students check their answers with their partners.</li></ul>	<b>Answer key:</b> 1. trend 2. originate 3. identity 4. cuisine												
<b>Choose the best answer A, B, C, or D. (4 mins)</b>														
<ul style="list-style-type: none"><li>- Ask Ss to read the text and then decide which option is needed for each blank.</li><li>- Have Ss check their answers in pairs / groups.</li><li>- Check answers by asking individual Ss to read a blank each and elicit the use of articles in each blank.</li></ul>	<ul style="list-style-type: none"><li>- Ss read the text and then decide which option is needed for each blank.</li><li>- Students check the answers in pairs.</li></ul>	<b>Answer key:</b> 1. A 2. B 3. A 4. D 5. B												

**e. Assessment**

- Teacher observes Ss's work and gives feedback.

**3. ACTIVITY 2: PROJECT (28 mins)**

**a. Objectives:**

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a presentation.

**b. Content:**

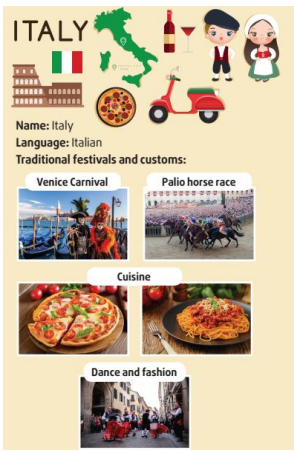
- Introduce a culture

**c. Expected outcomes:**

- Students practice giving a presentation.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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<ul style="list-style-type: none"> <li>- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster.</li> <li>- Have Ss work in their groups. Give them a few minutes to get ready for their poster presentation. Ask them to decide who is going to stand by the group poster and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters.</li> <li>- Have groups display their posters. Ask the group representative to stand next to their posters while the rest of the class walk around, study the posters and ask questions about them. In stronger classes, you can have group members take turns to stand by the poster and answer questions.</li> <li>- Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster.</li> <li>- You can also give Ss marks for their posters and poster presentations as part of their continuous assessment.</li> </ul>	<ul style="list-style-type: none"> <li>- All groups exhibit their posters and make presentations.</li> <li>- When one group makes a presentation, others listen and complete the evaluation sheet.</li> </ul>	<p><b><i>Students' presentations</i></b></p> 
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#### **e. Assessment**

- Teacher gives comments and feedback to all presentations.

#### **4. CONSOLIDATION (3 mins)**

##### **a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

##### **b. Homework**

- Do exercises in the workbook.
- Prepare for Unit 3.

#### **Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 2: A multicultural world</b></p> <p><b>Lesson 8: Looking back and project</b></p>
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NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM  
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI

\* **Warm-up**

\* **Looking back**

- Pronunciation

- Vocabulary

- Language

\* **Project: Introduce a culture**

\* **Homework**