



Date of planning: 22/ 9 / 2024

PERIOD 10:

## 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)	/ˈɔːtəgrɑːf/	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)	/ˌtʌg 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
<p><b>Vocabulary pre-teaching</b></p> <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 in their notebook.</li> </ul>	<p><b>New words:</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>

**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>		
<ul style="list-style-type: none"> <li>- Set the context for the listening and reading.</li> <li>- Ask Ss to look at the picture, the heading and the conversation, and ask questions.</li> <li>- Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to the culture in the conversation.</li> <li>- Put Ss in pairs and ask them to compare</li> </ul>	<ul style="list-style-type: none"> <li>- Students look at the picture and answer the questions.</li> <li>- Students listen to the recording.</li> <li>- Students underline words/phrases related to the culture in the conversation.</li> <li>- Students compare the words and phrases with their partners.</li> </ul>	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What can you see in the first photo?</li> <li>2. What does the second picture show?</li> <li>3. Where can you buy the souvenirs in the third photo?</li> <li>4. Who are the speakers?</li> </ol> <p><b>Suggested answers:</b></p>



<p>the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.</p> <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>	<ul style="list-style-type: none"> <li>- Students read the conversation aloud.</li> </ul>	<ol style="list-style-type: none"> <li>1. a bowl of kimchi, bun cha, rice cake</li> <li>2. some teenagers playing tug-of-war – a Vietnamese traditional game</li> <li>3. England</li> <li>4. Nam, Mai and Linda</li> </ol>
<p><b>Task 2: Read the conversation again and complete the table. (5 mins)</b></p>		
<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> <ol style="list-style-type: none"> <li>1. sushi</li> <li>2. group / singers and get autographs</li> <li>3. fish and chips</li> <li>4. bun cha</li> </ol>
<p><b>Task 3: Find words and a phrase in Task 1 with the following words and phrases. (6 mins)</b></p>		
<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> </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> <ol style="list-style-type: none"> <li>1. diversity</li> <li>2. cuisine</li> <li>3. delicious</li> <li>4. attractions</li> </ol>



- Check answers as a class. - Write the correct answers on the board.		
<b>Task 4: Complete the sentences based on the conversation. (5 mins)</b>		
- Tell Ss to read the summary. Focus attention on the blanks. - 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. - Check answers as a class. - Elicit the use of articles.	- Students work individually to complete the sentences - Students share and check the answers.	<b>Answer key:</b> 1. the 2. Ø 3. a 4. an

**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>	<p><i>Students' own creativity</i></p>
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**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>
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Task 3: Find words and a phrase.

Task 4: Complete the sentences.

Poster design

**\*Homework**





Date of planning: 22/ 9 / 2024

PERIOD 11:

## 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
<p><b>Listen to a song</b></p> <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>	<p><b>Link:</b> <a href="https://www.youtube.com/watch?v=moSFlvxnbkg">https://www.youtube.com/watch?v=moSFlvxnbkg</a></p> <p><b>Answer key:</b></p> <ol 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> </ol>

#### 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: /ɔɪ/ - 'oi' as in <i>choice, oil</i> - 'oy' as in <i>enjoy, employ</i> /aɪ/ - 'uy' as in <i>buy</i> - 'ei' as in <i>height</i> - 'i' as in <i>line, high</i> - 'ie' as in <i>tie, lie</i> /aʊ/ - 'ow' as in <i>cow, bow</i> - 'ou' as in <i>house, cloud</i> - 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" data-bbox="1198 607 1557 719"> <thead> <tr> <th data-bbox="1198 607 1289 640">/ɔɪ/</th> <th data-bbox="1289 607 1401 640">/aɪ/</th> <th data-bbox="1401 607 1557 640">/aʊ/</th> </tr> </thead> <tbody> <tr> <td data-bbox="1198 640 1289 674">join</td> <td data-bbox="1289 640 1401 674">spicy</td> <td data-bbox="1401 640 1557 674">crowded</td> </tr> <tr> <td data-bbox="1198 674 1289 707">boy</td> <td data-bbox="1289 674 1401 707">buy</td> <td data-bbox="1401 674 1557 707">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>									



<p>- Check answers as a class by playing the recording. Pause after each sentence and confirm the answers.</p> <p>- Put Ss in pairs and have them practise reading the sentences aloud.</p> <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 <b>noisy crowd</b> cheered as the band <b>finally</b> appeared on stage.</p> <p>5. The detective <b>tried</b> to <b>find out</b> where the strange <b>sound</b> 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 <b>1</b> 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>	<ol style="list-style-type: none"> <li>3. origin</li> <li>4. trends</li> <li>5. popularity</li> </ol>
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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> <ol 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> </ol>



<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 – the only one</i>; 2. <i>the Atlantic – the ocean</i>; 3. <i>Vietnamese women – a group of people</i>; 4. <i>the US – a country whose name includes states</i>; 5. <i>Rome – a city</i>.</li> </ul>		
<p><b>Task 2: Work in pairs. Ask and answer questions about the following topics using the correct articles. (7 mins)</b></p>		
<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>Suggested answers:</b> A: Can you play <b>the</b> guitar? 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><i>Date of teaching</i></p> <p><b>Unit 2: A multicultural world</b></p> <p><b>Lesson 2: Language</b></p>
<p><b>* Warm-up</b></p> <p>Listening to a song</p>
<p><b>* Pronunciation</b></p> <ul style="list-style-type: none"><li>- Task 1: Listen and repeat.</li><li>- Task 2: Underline the words.</li></ul>
<p><b>* Vocabulary</b></p> <ul style="list-style-type: none"><li>- Task 1: Match the words with the meanings.</li><li>- Task 2: Complete the sentences.</li></ul>
<p><b>* Grammar</b></p> <ul style="list-style-type: none"><li>- Task 1: Circle the correct answer.</li><li>- Task 2: Ask and answer questions about the topics.</li></ul>
<p><b>* Homework</b></p>





Date of planning: 22/ 9 / 2024

PERIOD 12:

**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*

**Language analysis**

Form	Pronunciation	Meaning	Vietnamese equivalent
1. globalisation (n)	/ˌglɔʊbəlɪzəʃn/	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)	/'kʌstəm/	an accepted way of behaving or of doing things in a society or a community	phong tục
3. ingredient (n)	/ɪn'ɡri:diənt/	one of the things from which something is made, especially	nguyên liệu





		one of the foods that are used together to make a particular dish	
4. speciality (n)	/,speʃi'æləti/	a type of food or product that a restaurant or place is famous for because it is so good	đặc sản
5. captivate (v)	/'kæptɪveɪt/	to keep somebody's attention by being interesting, attractive, etc.	làm say đắm
6. keep up with (ph.v)	/ki:p 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.	- 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>



<ul style="list-style-type: none"> <li>- 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.</li> <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>		<ol style="list-style-type: none"> <li>1. Environmental problems of globalisation include global warming, the _____ of natural resources and the production of harmful chemicals.</li> <li>2. Polluting industries, logging forest and exploiting _____ are consequences of globalisation.</li> <li>3. Loss of _____ is another effect of globalisation.</li> <li>4. Globalisation supports faster _____ growth and quicker access to new technology.</li> </ol> <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>	<p><b>New words:</b></p> <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>

**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></p> <p>A - 3 B - 4 C - 2</p> <p><b>Strategy: Reading for main ideas (Headings)</b></p> <p>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</li> </ol>



		incorrect headings for a section 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**