



Date of planning: 29/ 9 / 2024

PERIOD 13:

**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)	/'spaisi/	(of food) having a strong taste because spices have been added to it	cay
2. focus on (v)	/'fəʊkəs ɒn/	to give attention, effort, etc. to one particular subject, situation or person rather than another	tập trung vào
3. professional (adj)	/prə'feʃənl/	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
<p><b>Guessing game</b></p> <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
<p><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></p>		
<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.               <ul style="list-style-type: none"> <li>* <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></li> <li>* <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> </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></p> <p><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.</p> <p><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>	<p><b>New words:</b></p> <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>	<p><b>Suggested answer:</b></p> <p><b>A:</b> We've decided to organise a Cultural Diversity Day in our school. Let's discuss what activities to include.</p> <p><b>B:</b> First, we should set up some food stalls offering traditional dishes from different cultures.</p> <p><b>C:</b> That sounds fun! We can call them 'Taste the World'. We can also show visitors how to cook these dishes.</p> <p><b>D:</b> I like your idea, but we don't have any cooking experience. We may need to involve professional cooks.</p>

**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...).</li> </ul> <p>Remind Ss not to vote for their own plan. Count the votes for each group and announce the best plan.</p>	<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>* Warm-up</p> <p>Guessing game</p>
<p>Task 1: Discuss and complete the table.</p>



Vocabulary

1. spicy (adj)
2. focus on (v)
3. professional (adj)

Task 2: Discuss the plans for the event.

Task 3: Report the discussion.

**\* Homework**



Date of planning: 29/ 9 / 2024

PERIOD 14:

## 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)	/'selibreit/	to show that a day or an event is important by doing something special on it	làm lễ kỉ niệm
2. annually (adv)	/'ænjuəli/	once a year	hàng năm
3. be of importance	/bi: əv ɪm'pɔ:tns/	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> <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> - Class is divided into 2 groups. - Teacher asks each group to choose a number. There are 6 numbers, 5 of which include a picture of a world festival. - If Ss look at the picture and say the name of the festival. Ss get one point if the answer is correct. - If they open a lucky number, they get a point without having to answer the question. - The group with more points is the winner.	- Students follow the teacher's instructions and play the game in two teams.	<b>Suggested directions:</b> 1. Mid-autumn festival 2. Christmas 3. Halloween 4. Hung Kings' festival 5. Lim festival

##### 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>		





<ul style="list-style-type: none"> <li>- Ask Ss to look at the pictures and then say: <i>In the first picture, we see 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></li> <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>	<ul style="list-style-type: none"> <li>- Students work in pairs and label the picture.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. trick or treating</li> <li>2. haunted house</li> <li>3. pumpkin</li> </ol>
<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
<b>Task 2: Listen to an interview. What do Minh and Mai think about Halloween? Circle the correct words or phrase. (10 mins)</b>		
<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, Halloween</i>; 3. <i>celebrate, Viet Nam</i>; 4. <i>popularity, 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>
<b>Task 3: Listen to the interview again and complete each sentence with no more than TWO words. (10 mins)</b>		
<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, New Era school, preparing</i>; 2.(an adjective) <i>Halloween, celebrated, Minh’s school</i>; 3.(an adjective) <i>Halloween, roots, Celtic festival, Ireland</i>; 4. (a prepositional phrase) <i>Halloween, popular</i>; 5. (a plural noun) <i>Viet Nam, 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</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>



<p>include paraphrased from what they hear in 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>Suggested answer:</b> 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</p>



		to celebrate these festivals to learn 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> <b>Unit 2: A multicultural world</b> <b>Lesson 5: Listening</b></p> <p><b>*Warm-up</b> 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><ol style="list-style-type: none"><li>1. celebrate (v)</li><li>2. annually (adv)</li><li>3. be of importance (v)</li></ol><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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Date of planning: 29/ 9 / 2024

PERIOD 15:

## 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
<p><b>Hot seat</b></p> <ul style="list-style-type: none"> <li>- Teacher divides the class into four teams and prepares a chair on the stage.</li> <li>- Teacher calls one student at a time to sit on the table and show the student a word.</li> <li>- The chosen student will describe the word using action and related words.</li> <li>- The teams will raise their hands to answer. The fastest will get the chance.</li> <li>- 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.</li> <li>- Teacher leads in the new lesson by asking some questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Students listen to the clues and guess the words.</li> <li>- Students check their answers with the class.</li> </ul>	<p><b>Word lists:</b></p> <ol style="list-style-type: none"> <li>1. trick or treat</li> <li>2. trend</li> <li>3. globalisation</li> <li>4. spring rolls</li> <li>5. haunted house</li> </ol>

**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
<p><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></p>		
<ul style="list-style-type: none"> <li>- 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).</li> </ul>	<ul style="list-style-type: none"> <li>- Students read the given points and decide whether they are positive or negative.</li> <li>- Students share their opinions with the whole class.</li> </ul>	<p><b>Answer key:</b></p> <p>Positive: 2,4,6 Negative: 1,3,5</p>



<p>- Ask Ss to discuss the reasons for their choices.</p> <p><b>For example:</b></p> <p>* <b>Negative effects:</b></p> <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
<b>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.</b>		
<ul style="list-style-type: none"><li>- Ask Ss to study the outline and the useful expressions and check understanding.</li><li>- 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</li><li>- 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.</li><li>- Set a time limit for the task. Walk round the class to give further support if needed.</li><li>- 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.</li><li>- Collect Ss' essays to mark and provide written feedback in the next lesson.</li></ul> <p><b>Extension:</b> 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. <i>There has been a lot of discussion on the effects of Western festivals on local youth. Some people</i></p>	<ul style="list-style-type: none"><li>- Students brainstorm for the ideas and the language necessary for writing.</li><li>- Students write the first draft individually using the ideas in task 1 and 2.</li></ul>	<p><b>Suggested answer:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>





<p><i>consider these festivals are good chances for young people to learn other cultures while others are worried about the loss of national identity. This essay will discuss both points of view and argue in favour of the latter/former.</i> - Encourage Ss to write their two-sided argumentative essays at home.</p>		<p>from other cultures or create their own performances. In conclusion, I firmly believe that celebrating Western festivals in Viet Nam does more good than harm to young people. They can have fun, broaden their cultural knowledge and enjoy their school life more.</p>
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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**





*Date of teaching*

**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**