

D.O.P: 23/09/2023

D.O.T: 25/09/2023

Week: 04 - Period: 10

Unit 2: CULTURAL DIVERSITY

Lesson: Speaking

UNIT 1: LIFE STORIES WE ADMIRE **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 some famous queens of the world;
- Review expressions for expressing pleasure and happiness and responding.

2. Competences

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

3. Personal qualities

- Be polite when expressing pleasure and happiness and responding;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 1, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV

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: Who says it?

c. Expected outcomes:

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

d. Organisation

TEACHER AND STUDENTS '

CONTENTS

ACTIVITIES	
<p>Game: Who says it? (PPT slides)</p> <ul style="list-style-type: none"> - Teacher divides class into two teams. - Students join the game and answer the questions. - Teacher shows 6 famous sayings by famous people on the PPT slides. - Students have to say who said that. - If the answer is correct, they get one point for their team. If the answer is incorrect, the chance is transferred to the other team. - The team with higher score is the winner. 	<p><i>Suggested ideas:</i></p> <ol style="list-style-type: none"> 1. <i>“Genius is one percent inspiration, ninety-nine percent perspiration.”</i> - Thomas Edison 2. <i>“Stay hungry, stay foolish”</i> - Steve Jobs 3. <i>“Life is like riding a bicycle. To keep your balance, you must keep moving.”</i> - Albert Einstein 4. <i>“If you want something said, ask a man; if you want something done, ask a woman.”</i> - Margaret Thatcher 5. <i>“That’s one small step for a man, a giant leap for mankind.”</i> - Neil Armstrong 6. <i>“To be or not to be, that is the question.”</i> - William Shakespeare

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 offer express pleasure and happiness and respond;
- To review expressions for expressing pleasure and happiness and responding;
- To help Ss practise expressing pleasure and happiness and responding.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (p.16)
- Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. (p.16)

c. Expected outcomes:

- Students can use appropriate language to express pleasure and happiness and respond in certain situations.

d. Organisation

TEACHER AND STUDNETS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (6 mins)</p> <ul style="list-style-type: none"> - Give Ss some time to skim through the conversations. Use the photos to illustrate the context of the conversation if necessary. - Students complete the conversation with words in the box. - Students listen to the recording. E.g: <i>Mark looks excited about something and he is sharing his news with Nam. Nam looks happy for Mark too.</i> - Play the recording once in stronger classes and twice in weaker classes. - Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers. - Students practise the conversation in pairs. - Put Ss into pairs and have them practise the conversation. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C 2. D 3. A 4. B
<p>Useful expressions (7 mins)</p> <ul style="list-style-type: none"> - Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: expressing pleasure and happiness, and responding. - Teacher asks Ss to classify the expressions into two groups. - Ss work in groups to do the task. - Check as a class. - T asks if Ss can add some more expressions. 	<p>* Expressing pleasure</p> <ul style="list-style-type: none"> - ... is/was amazing/wonderful /great. - That was a(n) amazing/wonderful/great ... - It is/was (such) a pleasure to ... - I was so pleased to ... - I'm on top of the world/on cloud nine/over the moon. <p>* Responding</p> <ul style="list-style-type: none"> - Wow!

	<ul style="list-style-type: none"> - I'm so happy/excited for you. - Good for you! - That's fantastic/amazing /great! - I'm pleased to hear (that you like it).
<p>Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. (6 mins)</p> <ul style="list-style-type: none"> - Make plan for the role-plan - Tell Ss that the words they used to fill in the gaps in Activity 1 are used to express pleasure and happiness and responding. - Put Ss in pairs and explain the task: to role-play conversations similar to the one in Activity 1, but based on the two situations. Ss should play the roles given in this activity. - Practise the role-play conversation, based on the two situations. <ul style="list-style-type: none"> - Give Ss a few minutes to plan their conversations before they role-play it (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles. - Swap the role and continue practising. - Perform in front of class. - Walk round the class and provide help when necessary. - Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery. 	<p>Sample conversations:</p> <p>1. A: Yesterday, I saw the new Disney movie, The Lion King. I enjoyed it so much. It's such a wonderful animated movie. B: That's great. I'm pleased to hear you like it.</p> <p>2. B: I'm on cloud nine! My article about Steve Job's life and achievements has just been published in the local newspaper! A: Wow! I'm so happy for you! You've worked so hard on it!</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 the lives of three famous queens in the world;
- To help Ss relate what they have learnt about famous queens in the world to the history of their own country.

b. Content:

- Task 1. Read the following text and complete the comparison table on page 18. (p.17)
- Task 2. Work in groups. Discuss the questions. (p.18)

c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about famous queens in the world to the history of their own country.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Read the following text and complete the comparison table on page 18. (10 mins)</p> <ul style="list-style-type: none"> - Ask Ss some questions to find out what they already know about the topic, <i>e.g. Do you know the people in the picture? Who were they? What made them famous?</i> - Students answer the name of the people in the picture. - Ask Ss what they want to know about the topic. Write their questions on the board, <i>e.g. Where were they from? (Egypt, England and Russia), In which period/era did they live? (69 BC –30 BC, 1533-1603, 1729-1796)</i> - Students study the content of the table and complete the missing information. - Ask Ss to study the comparison table in Activity 1. Make sure they understand the rows and columns. Encourage them to study the examples. - Tell Ss that they are going to read about three famous queens in history. As they read, they should fill in the comparison table to show the differences between their lives and achievements. - Explain or elicit any new or difficult words, <i>e.g. determination, Empire, rule/ruling</i>. In stronger class, 	<p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> 1. England 2. Russia 3. 21 4. 34 5. saved her country from becoming part of the expanding Roman Empire 6. defeated the powerful Spanish Navy; encouraged the development of arts

<p>encourage them to guess their meaning from context as they read the text.</p> <ul style="list-style-type: none"> - Have Ss read the text and complete the table individually. - Check answers as a class. - 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. 	
<p>Task 2: Work in groups. Discuss the questions. (5 mins)</p> <ul style="list-style-type: none"> - Read the question and check understanding. - Put Ss in groups to discuss the answers. - Students work in groups to discuss the question. - For weaker classes, give some examples about famous women in Vietnam, such as Hai Ba Trung, Queen Le Ngoc Han, Queen Mother Y Lan. - Ask some Ss to share their answers in front of the class. - Students share their ideas in front of class. <p>Extension: Ask the students to play the “Guess who?” game, in which a student is invited to the front of the class. He/she is shown a picture of a famous female figure in history (preferably among those the Ss have talked or discussed about in the lesson/unit). Then the student talks about the figure until the whole class can guess the name of the figure.</p>	<p>Suggested answers:</p> <p>Hai Ba Trung: The Trung sisters were military leaders who led the people against the colonial government of the Han Dynasty. They are regarded as national heroines of Viet Nam. They were both well educated.</p> <p>Queen Mother Y Lan: She was the wife of King Ly Thanh Tong, and the mother of King Ly Can Duc. She knew a lot about Buddhism, and helped build hundreds of temples around the country.</p> <p>Queen Le Ngoc Han: As the only daughter of King Le Hien Tong, she helped to improve education and social status of women by giving titles to female scholars and educating female domestic servants.</p>

e. Assessment

- Teacher corrects for students as a whole class.

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.

UNIT 1: LIFE STORIES WE ADMIRE

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 1;
- 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 famous people in Viet Nam and in the world
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 1, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards

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 1.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Lucky number (PPT slides)</p> <ul style="list-style-type: none"> - Ss work in 2 teams. - Students join the game, describe and guess the words. - 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. 	<p><i>Suggested words:</i></p> <ol style="list-style-type: none"> 1. determination 2. animation 3. genius 4. adopt 5. drop out

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 /eɪ/ and /əʊ/.
- 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: Underline the words that contain the /eɪ/ sound and circle the ones with the /əʊ/ sound in the sentences below. Then listen and check. Practise saying these sentences in pairs. (p.18)
- Vocabulary: Replace each underlined word or phrase with one word you have learnt in this unit. (p.18)

- Grammar: Circle the mistake in each sentence. Then correct it. (p.18)

c. Expected outcomes:

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

d. Organisation

TEACHER AND STUDENTS ' ACTIVITIES	CONTENTS
<p>Underline the words that contain the /eɪ/ sound and circle the ones with the /əʊ/ sound in the sentences below. Then listen and check. Practise saying these sentences in pairs. (4 mins)</p> <ul style="list-style-type: none"> - 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 join the game, describe and guess the words. - Check answers as a class by playing the recording. - Ask Ss to read these sentences aloud in pairs. Encourage them to pay attention to the words containing the diphthongs /eɪ/ and /əʊ/. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Cleopatra VII, a queen of <u>ancient</u> Egypt, was <u>famous</u> for her beauty. 2. I love Disney animated films like <u>Snow</u> White and the Seven Dwarfs and The Little <u>Mermaid</u>. 3. Vo Thi Sau attacked some French <u>soldiers</u> when she was <u>only</u> 14. 4. Steve Jobs passed <u>away</u> when he was only 56 years <u>old</u>.
<p>Replace each underlined word or phrase with one word you have learnt in this unit. (4 mins)</p> <ul style="list-style-type: none"> - Select some words from the unit to write on the board, one letter at a time (also known as a slow reveal game, in which one letter of a word is given at a time from left to right until a student can guess the whole word). Have individual Ss call out their guesses. - Ss guess the words that teacher is writing on the board. - Focus attention on the sentences and have Ss skim through them. - Check if they know all the words. - Have Ss complete the activity. - Check answers as a class. - Ss pay attention on the sentences and replace the words as required. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. devoted 2. genius 3. admired - achievements 4. attending

<ul style="list-style-type: none"> - If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. devoted first appears in the Getting started section. 	
<p>Circle the mistake in each sentence. Then correct it. (4 mins)</p> <ul style="list-style-type: none"> - Explain to Ss that they are going to review the use of the Past Simple and Past Continuous. In weaker classes, give Ss some time to revise the grammar rules in the Language lesson before doing the activity. - Ss identify the incorrect part, give corrections and reasons for their corrections - Check answers as a class by asking individual Ss to identify the incorrect part, give corrections and reasons for their corrections, e.g. 1. C. was finding is incorrect. It should be found because the action is short (as opposed to was looking for, which is a longer action) 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C (found) 2. B (dropped) 3. B (was trying) 4. B (was reading)

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

<p>a. Objectives:</p> <ul style="list-style-type: none"> - To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a presentation. <p>b. Content:</p> <ul style="list-style-type: none"> - Visual stories <p>c. Expected outcomes:</p> <ul style="list-style-type: none"> - Students practice giving a presentation. <p>d. Organisation</p>	
TEACHER AND STUDENTS ' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a visual presentation. - Have Ss work in their groups. Give them a few minutes to get ready for the presentation. - All groups exhibit their posters and make presentations. 	<p><i>Students' presentations</i></p>

<ul style="list-style-type: none"> - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentation and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, go through the assessment criteria to make sure Ss are familiar with them. - If most students are giving PowerPoint presentations, invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end. - If most students are giving poster presentations, organize a class exhibition where every group can display their posters and Ss walk around, listen to everyone's presentation and ask questions about their posters. - If most students are designing comics, ask them to pass their comics around in a circle and read them silently. Write down their comments or questions on an attached sheet. Near the end of the lesson, invite some groups to share their answers to the questions they have received on their comics. - When one group makes a presentation, others listen and complete the evaluation sheet. - Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment. 	
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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 2.

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

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

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-STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching <ul style="list-style-type: none">- Teacher introduces the vocabulary.- Teacher explains the meaning of the new vocabulary by pictures.- Students listen to the teacher's explanation and guess the words.- 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 write down the new words in their notebook.	New words: <ol style="list-style-type: none">1. cultural diversity (n)2. cuisine (n)3. autograph (n)4. booth (n)5. tug of war (n)

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-STUDENTS' ACTIVITIES

Task 1: Listen and read. (6 mins)

- Set the context for the listening and reading.

- Ask Ss to look at the picture, the heading and the conversation, and ask questions.
- Students look at the picture and answer the 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.

- Students listen to the recording.
- 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 compare the words and phrases with their partners.

- Call on three Ss to read the conversation aloud.

- Students read the conversation aloud.

CONTENTS

Questions:

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?

Suggested answers:

1. a bowl of kimchi, bun cha, rice cake
2. some teenagers playing tug-of-war – a Vietnamese traditional game
3. England
4. Nam, Mai and Linda

<p>- 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.</p>	
<p>Task 2: Read the conversation again and complete the table. (5 mins)</p> <p>- 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></p> <p>- Students work independently to do the activity.</p> <p>Then read the conversation and locate the part of the conversation that contains the information.</p> <p>- Have Ss work in pairs to discuss and compare their answers.</p> <p>- Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer.</p> <p>- Students compare the answers in pairs.</p> <p>Extension: Ask Ss some additional comprehension</p>	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. sushi 2. group / singers and get autographs 3. fish and chips 4. bun cha

<p>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>	
<p>Task 3: Find words and a phrase in Task 1 with the following words and phrases. (6 mins)</p> <ul style="list-style-type: none"> - Ask Ss to identify the part of speech of four given words and phrases and work out their meanings. - Students read the conversation again and work independently to do the activity. - Have Ss read the conversation quickly again, and find suitable words which have the same or similar meaning to the given words or phrases. - Students share and check the answers. - Allow Ss to share answers before discussing as a class. - Check answers as a class. <p>- Write the correct answers on the board.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. diversity 2. cuisine 3. delicious 4. attractions
<p>Task 4: Complete the sentences based on the conversation. (5 mins)</p> <ul style="list-style-type: none"> - Tell Ss to read the summary. Focus attention on the blanks. <p>- Students work individually to complete the sentences</p> <p>- 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</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. the 2. Ø 3. a 4. an

conversation again and underline the sentences which have the same information. Then try to fill in the correct article.

- Students share and check the answers.
- Check answers as a class.
- Elicit the use of articles.

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- STUDENTS' ACTIVITIES	CONTENTS
<p>Design a poster to introduce the International Cultural Festival (10 mins)</p> <ul style="list-style-type: none"> - Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours. - Students work in groups to follow the teacher's instruction. - Give instructions to students. 	<p><i>Students' own creativity</i></p>

- | | |
|---|--|
| <ul style="list-style-type: none">- Ask students to draw a diagram of activities in the International Cultural Festival. They can use words, icons or images to illustrate.- Teacher asks all groups to stick their works on the blackboard.- Students perform in front of the class.- Teacher calls on some groups to present their stories.- Teacher asks other groups to listen and give comments.- Teacher gives feedback and gives marks to the best group. | |
|---|--|

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.

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*

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-STUDENTS' ACTIVITIES	CONTENTS
Listen to a song	<i>Link:</i>

- Teacher prepares the hand-out of the song lyrics and asks Ss to read and guess the words to fill in the blanks.
- Teacher plays the song once.
- Students listen to the song and fill in the blanks.
- Teacher checks answers with the whole class.
- Students check their answers with the class.
- Teacher replays and pauses the song if necessary.

<https://www.youtube.com/watch?v=moSFlvxnbgk>

Answer key:

1. the
2. A
3. the
4. distance
5. rules
6. the
7. an
8. the

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*

e. Assessment

- Teacher observes and gives feedback

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-STUDENTS' ACTIVITIES	CONTENTS						
<p>Task 1: Listen and repeat. Then practise saying the words. (6 mins)</p> <ul style="list-style-type: none">- Write three words: <i>point</i>, <i>try</i>, <i>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.- Play the recording and ask Ss to listen and repeat, paying attention to the words.- Ask Ss to listen to the recording again, but this time, have them repeat the words.- Students listen to the recording, and then repeat the words.- Tell students that they can find the /ɔɪ/, /aɪ/, and /aʊ/ sounds in various spellings, such as: <p>/ɔɪ/</p> <ul style="list-style-type: none">- ‘oi’ as in <i>choice</i>, <i>oil</i>- ‘oy’ as in <i>enjoy</i>, <i>employ</i> <p>/aɪ/</p> <ul style="list-style-type: none">- ‘uy’ as in <i>buy</i>	<table><tr><th>/ɔɪ/</th><th>/aɪ/</th><th>/aʊ/</th></tr><tr><td>join boy</td><td>spicy buy</td><td>crowde d around</td></tr></table>	/ɔɪ/	/aɪ/	/aʊ/	join boy	spicy buy	crowde d around
/ɔɪ/	/aɪ/	/aʊ/					
join boy	spicy buy	crowde d around					

- 'ei' as in *height*
 - 'i' as in *line, high*
 - 'ie' as in *tie, lie*
- /aʊ/**
- 'ow' as in *cow, bow*
 - 'ou' as in *house, cloud*
 - In stronger classes, ask them to add more to these examples.
 - Students add more examples of the words that contain the diphthongs /ɔɪ/, /aɪ/, and /aʊ/.

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)

- Ask Ss to read quickly through the text to get a broad understanding.
- 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.
- Check answers as a class by playing the recording. Pause after each sentence and confirm the answers.
- Students underline the words with the diphthongs /ɔɪ/, /aɪ/, and /aʊ/ first. Then listen to the recording.
- Put Ss in pairs and have them practise reading the sentences aloud.

Answer key:

1. Joyce feels so proud to become a top designer.
2. The country's identity as a separate nation was never destroyed.
3. Mike and Diana came to the fair to enjoy food from around the world.
4. A noisy crowd cheered as the band finally appeared on stage.

Extension: 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.

- Students read the whole text aloud.

5. The detective tried to find out where the strange sound came from.

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-STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins) <ul style="list-style-type: none">- Tell Ss that the words in the activity are related to cultural diversity.- Have Ss match each word on the left with the meaning on the right. Encourage Ss to study the meanings and underline key words.- Students match each word on the left with the meaning on the right- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.- Students study the meanings and underline key words.- Check answers as a class.	Answer key: <ul style="list-style-type: none">1. c2. a3. e4. b5. d
Task 2: Complete the sentences using the correct forms of the words in Task 1. (6 mins) <ul style="list-style-type: none">- 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 the sentences. Remind them to use the contextual clues to decide on the word/ phrase.- Students read the sentences carefully and decide which words can be used- 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.- Students explain the meaning of each phrase- Confirm the correct answers. In stronger classes, ask Ss to	Answer key: <ul style="list-style-type: none">1. identity2. festivities3. origin4. trends5. popularity

explain why they have chosen the word for each sentence using contextual clues, e.g. *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.*

- Students read the complete sentences.

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-STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Circle the correct answer to complete each of the sentences. (6 mins)-</p> <p>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></p> <ul style="list-style-type: none"> - Have Ss read the explanation and examples in the Remember! box. Check understanding and provide more examples if necessary. <p>- Students read the notes in the Remember box</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. the full moon 2. the Atlantic 3. Vietnamese women 4. the US 5. Rome

<ul style="list-style-type: none"> - 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. - 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>. - Students circle the correct answers - Students explain their answers 	
<p>Task 2: Work in pairs. Ask and answer questions about the following topics using the correct articles. (7 mins)</p> <ul style="list-style-type: none"> - 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. - Students work in pairs and make questions and answers using the correct articles in given topics. - 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.) - Put Ss in pairs to make questions and answer using the correct articles in given topics. - In stronger classes, set a time limit of four minutes and have pairs come up with as many sentences as they can. - Invite pairs to share their interviews with the whole class. 	<p><i>Suggested answers:</i></p> <p>A: Can you play the guitar? B: No, I can't, but I can play the piano.</p>

- | | |
|--|--|
| - Present their ideas in front of class. | |
|--|--|

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.

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*

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-STUDENTS' ACTIVITIES	CONTENTS
Video watching <ul style="list-style-type: none">- Teacher divides the class into 2 groups.- Students work in groups to do the activity.- Before playing the video, teacher asks Ss to	Link: https://www.youtube.com/watch?v=zfn0XHCfDHA

<p>watch carefully and try to remember as many details as possible. Ss can take notes if they want.</p> <ul style="list-style-type: none"> - Students raise their hands to answer the questions. - Teacher shows questions one by one, Ss raise their hands and say BINGO to grab the chance to answer. - If the answer is correct, they get one point for their team. - The team with the higher score will be the winner. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. Environmental problems of globalisation include global warming, the _____ of natural resources and the production of harmful chemicals. 2. Polluting industries, logging forest and exploiting _____ are consequences of globalisation. 3. Loss of _____ is another effect of globalisation. 4. Globalisation supports faster _____ growth and quicker access to new technology. <p>Answers:</p> <ol style="list-style-type: none"> 1. depletion 2. labour 3. culture 4. economic
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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-STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss the questions. (4	Questions:

<p>mins)</p> <ul style="list-style-type: none"> - Ask Ss to work in pairs to answer the questions. - Students work in pairs and answer the questions. - Ask some pairs to share their answers with the whole class. - Students write questions they want to know on the board. - Ask what other information they want to know about globalisation. Write their questions on the board. - Introduce the topic of the reading text. 	<ol style="list-style-type: none"> 1. What is globalisation? 2. How does globalisation affect local cultures?
<p>Vocabulary pre-teaching (5 mins)</p> <ul style="list-style-type: none"> - 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. - Students listen to the teacher's explanation and guess the words. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. - Students write down the new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. globalisation (n) 2. custom (n) 3. ingredient (n) 4. speciality (n) 5. captivate (v) 6. keep up with (ph.v)

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-STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2: Read the article again. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (8 mins)</p> <ul style="list-style-type: none">- Read the four headings and check understanding.- 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.- Students read the headings first, then skim through each section.- Check answers as a class. Ask individual Ss to call out their answers and provide evidence for each one from the text.- Students check answers with the whole class and give explanations for their choice.	<p>Answer key:</p> <p>A - 3 B - 4 C - 2</p> <p>Strategy: Reading for main ideas (Headings)</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">1. Read the headings carefully. Make sure you understand them.2. Skim through each section, and choose the heading that covers the ideas of the whole section.3. Pay attention to the number of extra headings. Remember that 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).
<p>Task 3: Read the article again and choose the correct answer A, B, or C. (12 mins)</p> <ul style="list-style-type: none">- Ask Ss to read the questions and four options, and underline the key words in each of them.- Students read the headings first, then skim through each section.- Check whether Ss have got the right keywords.- 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,	<p>Answer key:</p> <ol style="list-style-type: none">1. C2. B3. A4. B5. B <p>Exam strategy: Reading for specific information:</p> <ol style="list-style-type: none">1. Read the questions and three options (A, B, and C) and underline the key words in the questions.

<p>especially options that may be mentioned in part in the text, but are not true. Students choose the heading that covers the ideas of the whole section.</p> <ul style="list-style-type: none"> - Have Ss work in pairs or groups to compare answers. - Students check answers with the whole class and give explanations for their choice. - 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. - In stronger class, ask Ss to explain their answers by providing clues from the text. 	<p>2. Read the text and locate the key words, as well as paraphrases of these keywords. 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.</p> <p>Exam strategy: reading for negative facts</p> <p>1. Read and underline the key words in the questions and four options. 2. Read the text and locate the key words, as well as paraphrases of these keywords. 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.</p>
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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	CONTENTS
Task 5: Work in groups. Discuss the following	<i>Suggested answers:</i>

question. *What are some other effects of globalisation on cultural diversity? Give some examples in the context of Viet NAM*

- 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.
- Students share their answers with the whole class.
- Invite some groups to share their answers with the whole class.
- Ask other Ss to give comments and correct any mistakes if possible.
- Students listen and give feedback.

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.

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.

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*

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.

Organisation:

TEACHER-STUDENTS' ACTIVITIES	CONTENTS
<p>Guessing game</p> <ul style="list-style-type: none"> - Teacher divides the class into two groups. - There are four questions, the answers of which provide four clues for the keyword. - Students take turns, choose a number and answer the question - Each group chooses a question. If they have a correct answer, they get one point. 	<p>Questions:</p> <p>1. What is the name of this music band?</p> 

- Students guess the keyword.
- Students explain their keyword.
- If a team can guess the keyword, they will get 5 points.
- The team with more points is the winner.
- Teacher leads in the lesson.

(Blackpink)

2. Who are they?



(BTS)

3. Fill in the blank:

They're going to organise a _____
Diversity Day next weekend.

(Cultural)

4. What is the name of a spicy food
which is mainly made from Chinese
cabbage?

(kimchi)

-> KEY WORD: South Korea

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-STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Discuss the differences between Vietnamese culture and some other cultures you know	Example: A: South Koreans seem to eat

about. Use the ideas in Getting Started and Reading, and the table and examples below to help you. (10 mins)

- Remind Ss of the reading text about the Korean Wave, and elicit what its effects on the life of Vietnamese people.
- Ask, *How much do you know about Korean culture?* and encourage Ss to come up with as many points as they can (tradition, cuisine, clothes, music, ...)
- 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.
- Students share what they know about the two people.

- Check answers as a class.
- Recap the comparison Ss have found and write some of them on board, e.g.
- Students read and understand the information on their cards.

* **Similarities:** *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.*

* **Differences:** *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...*

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: 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.

Vocabulary pre-teaching (5 mins)

- Teacher introduces the vocabulary.
- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)
- Students listen to the teacher's explanation and guess the words.
- Teacher checks students' understanding with the "Rub out and remember" technique.
- Teacher asks Ss to take notes on their notebooks.
- Students write down the new words on their notebook.

New words:

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

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)

- 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)
- Students work in groups to discuss how to organise the event.
- In weaker classes, write some guiding questions on the board and ask Ss to think of the answers to these questions. E.g. *What activities will you include in the programme? ; Who will be the participants? Where/when will you organise the event?...*
- Walk around and provide help if necessary.
- Students compare their notes with their partners.
- Invite Ss to share their plans with the class.

Suggested answer:

A: We've decided to organise a Cultural Diversity Day in our school. Let's discuss what activities to include.

B: First, we should set up some food stalls offering traditional dishes from different cultures.

C: That sounds fun! We can call them 'Taste the World'. We can also show visitors how to cook these dishes.

D: 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-STUDENTS' ACTIVITIES

CONTENTS

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

- Have a representative from all groups share their plan in front of the class.
- Students work in pairs, use the notes and talk about their ideas of a culture day they want to organise.
- Students add more details if they can.
- Praise for good effort, well-structured responses and fluent delivery.
- 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.
- Vote for the best story.

Hi, everyone! We've decided to organise a Cultural Diversity Day in our school, so we have discussed what activities to include, and the following ones are our suggestions. For cultural performances, we could invite students to showcase traditional dances, music, or even theatre from various cultures. We can create a schedule for performances throughout the day. It will be a fantastic way for everyone to experience the richness of different cultures. To involve everyone, we will organize a multicultural fashion show. Students can showcase traditional clothing or even modern outfits inspired by their cultural heritage. Finally, we could also incorporate technology by creating QR codes for each culture, linking to short videos or presentations that provide more in-depth insights into their customs, traditions, and celebrations. We hope you will vote Cultural Diversity Day programme for the best. Thank you very much for listening.

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.

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

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-STUDENTS' ACTIVITIES

CONTENTS

Game: Lucky number

- Students follow the teacher's instructions and play the game in two teams.
 - Class is divided into 2 groups.
 - Teacher asks each group to choose a number.
- There are 6 numbers, 5 of which include a picture

Suggested directions:

1. Mid-autumn festival
2. Christmas
3. Halloween
4. Hung Kings' festival
5. Lim festival

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.

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-STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Work in pairs. Label the following pictures. Do you often see them in Viet Nam? (4 mins)</p> <ul style="list-style-type: none"> - 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> - 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. - Students work in pairs and label the picture. - Call on some pairs to share their answers. Correct answers as a whole class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. trick or treating 2. haunted house 3. pumpkin

- Have Ss share what they know about Halloween and their experience if any.	
Vocabulary teaching (5 mins) - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...) -Teacher checks students' understanding with the "Rub out and remember" technique. - Students say the meaning of the words. - Teacher asks Ss to take notes on their notebooks. - Students write new words on their notebook.	New words: 1. celebrate (v) 2. annually (adv) 3. be of importance (v)

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-STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to an interview. What do Minh and Mai think about Halloween? Circle the correct words or phrase. (10 mins) - 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. <i>1. Halloween; 2. History, Halloween; 3. celebrate, Viet Nam; 4. popularity, Western festivals</i> - Students make predictions before listening.	Answer key: 1. likes 2. interesting 3. shouldn't 4. no cause for alarm

- 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. 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”*

- Listen and do the task.

- Have Ss compare their answers in pairs / groups.

- 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.

- Correct the answers as a whole class.

- In weaker classes, play the recording again, pausing at the places where they can get the information.

Task 3: Listen to the interview again and complete each sentence with no more than TWO words. (10 mins)

- 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*) Students, New Era school, preparing; 2. (*an adjective*) Halloween, celebrated, Minh’s school; 3. (*an adjective*) Halloween, roots, Celtic festival, Ireland; 4. (*a prepositional phrase*) Halloween, popular; 5. (*a plural noun*) Viet Nam, of great importance.

- Students read the questions and underline the key words.

- 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 the recording so they should listen for synonyms, or phrases with similar meanings.

- Students listen to the recording and do the task.

- In stronger classes, ask Ss to complete the sentences based on what they remember from the first listening.

- Play the recording and have Ss fill in the missing words.

Answer key:

1. special event
2. popular
3. ancient
4. in Asia
5. traditional festivals

Remind them not to exceed the word limit (no more than TWO words for each blank) - Have Ss compare their answers in pairs / groups. - Check answers as a class. Invite individual Ss to say out the word/ phrase for each blank. - Correct the answers as a whole class. - Let Ss listen again, pausing at the places where Ss can find the information.	
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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-STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in groups. Discuss the question - Ask Ss to work in pairs. Have them discuss other festivals which are celebrated in Viet Nam. - Students work in groups and discuss. Encourage them to explain why they are popular in Viet Nam. - Invite some pairs to share their answers with the whole class. Students share their ideas to the whole class.	<i>Suggested answer:</i> 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 language and explore western cultures.

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.

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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*

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-STUDENTS' ACTIVITIES	CONTENTS
<p>Hot seat</p> <ul style="list-style-type: none">- Teacher divides the class into four teams and prepares a chair on the stage.- Students listen to the clues and guess the words.- 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 check their answers with the class.	<p><i>Word lists:</i></p> <ol style="list-style-type: none">1. trick or treat2. trend3. globalisation4. spring rolls5. haunted house

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-STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Work in pairs. Decide whether the following points are positive or negative impacts of celebrating world festivals. Discuss the reasons. (8 mins)</p> <p>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).</p> <ul style="list-style-type: none">- Students read the given points and decide whether they are positive or negative.- Ask Ss to discuss the reasons for their choices.- Students share their opinions with the whole class.- Call on some pairs to share their answers.- Check answers as a class.	<p>Answer key: Positive: 2,4,6 Negative: 1,3,5</p> <p>For example: * Negative effects: + <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> + <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> + <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>* Positive effects: + <i>encourage extra-curricular activities: students can organise Christmas fairs or Halloween parties, prepare cultural</i></p>

	<p><i>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>
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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-STUDENTS' ACTIVITIES	CONTENTS
<p>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> <ul style="list-style-type: none"> - Ask Ss to study the outline and the useful expressions and check understanding. - Students brainstorm for the ideas and the language necessary for writing. - 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 	<p><i>Suggested answer:</i></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>10 – Tieng Anh 11 to check their answers if possible</p> <ul style="list-style-type: none"> - 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. - Students write the first draft individually using the ideas in task 1 and 2. - Collect Ss' essays to mark and provide written feedback in the next lesson. <p>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. <i>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 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>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 from other cultures or create their own performances.</p> <p>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-STUDENTS' ACTIVITIES	CONTENTS
Cross-checking <ul style="list-style-type: none">- 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.- Students swap their piece of writing with their partners and give peer review.- Teacher then chooses one piece of writing and gives feedback on it as a model.- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss.- Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.- After peer review, Ss give the writing back to the owner and discuss how to improve it.	Writing rubric 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 TOTAL: .../50

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

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

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-STUDENTS' ACTIVITIES	CONTENTS
Board race - 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.	<i>Students' answers</i>

<ul style="list-style-type: none"> - Students come to the board one by one to write the answer. - 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. - Each student of the team comes to the board and writes down a name. - When the game is finished, Teacher has teams check each other's spelling and count how many correct names each team has written. - Teacher leads in the new lesson by asking some questions. - Students check their answers with the class. 	
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e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

<p>a. Objectives:</p> <ul style="list-style-type: none"> - 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. <p>b. Content:</p> <ul style="list-style-type: none"> - 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) <p>c. Expected outcomes:</p> <ul style="list-style-type: none"> - Students can use appropriate language to make introductions and respond. <p>d. Organisation</p>	
TEACHER-STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (6 mins)- Ask Ss to read through the two</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. A

<p>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></p> <ul style="list-style-type: none"> - Give Ss a few minutes to read the expressions in the box and check student's understanding. - In stronger classes, encourage Ss to fill in the gaps based on context clues. - Have Ss listen and complete the conversation with the words from the box. - Students listen to the recording. - Students complete the conversation with words in the box. <ul style="list-style-type: none"> - Check answers by asking two Ss to read out the conversations. - 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>) - Put Ss in pairs and have them practise the conversation. - Invite some pairs to role play the conversation in front of the class. - Students practise the conversation in pairs. 	<p>3. C 4. D</p>
<p>Useful expressions (7 mins)- 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</p> <ul style="list-style-type: none"> - Teacher asks Ss to classify the expressions into two groups. - Ss work in groups to do the task. - Check as a class. - T asks if Ss can add some more expressions. 	<p>* Introducing people <i>Formal/ Semi-formal</i></p> <ul style="list-style-type: none"> • <i>I'd like you to meet ...</i> • <i>I'd like to introduce/present ...</i> • <i>It's a pleasure to introduce ...</i> • <i>May I introduce/present ...?</i> <p><i>Informal</i></p> <ul style="list-style-type: none"> • <i>This is ...</i> • <i>I want you to meet ...</i> • <i>Let me introduce you to ...</i> • <i>Please meet ...</i> • <i>Have you met ...?</i> <p>* Responding</p>

	<p>Formal/ Semi-formal</p> <ul style="list-style-type: none"> • <i>It's nice to meet you.</i> • <i>How nice to meet you.</i> • <i>It's a pleasure to meet you.</i> • <i>How do you do?</i> <p>Informal</p> <ul style="list-style-type: none"> • <i>Hi, great/ nice to meet you.</i> • <i>Pleased/ Happy to meet you.</i>
<p>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)</p> <ul style="list-style-type: none"> - 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. - Students work in groups of three. - 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. - Make plan for the role-plan - Go through the <i>Useful expressions</i> in the box and remind Ss to use them in their conversations. - 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> - Practice the role-play, based on the two situations. - Walk around the class and provide help if needed. - 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. - Swap the role and continue practising. 	<p>Sample conversations:</p> <p>1.</p> <p>Student A: 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>Student B: Hello, everyone. My name is Nam. It's nice to meet you.</p> <p>Student C: Hi, Nam. Nice to meet you, too. Welcome to our class</p> <p>2.</p> <p>Student B: Hey, Long. Have you met Pit? He has joined our football club this week.</p> <p>Student A: Not yet. Hi, happy to meet you, Pit. I'm Long.</p> <p>Student C: Hi Long, great to meet you, too.</p>

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|------------------------------|--|
| - Perform in front of class. | |
|------------------------------|--|

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-STUDENTS' ACTIVITIES	CONTENTS
<p>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)</p> <ul style="list-style-type: none"> - 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> - 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> - Students answer the questions. - 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. - Students work in pairs to read the text and complete the question by putting a tick or a cross in the box. - Check answers as a class calling on pairs to write their answers on the board. Have Ss provide evidence from the text 	<p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> 1. ✓ 2. X 3. ✓ 4. X

<p>for each answer.</p> <ul style="list-style-type: none"> - 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. 	
<p>Task 2: Work in groups. Discuss the questions. (8 mins)</p> <ul style="list-style-type: none"> - Ask Ss to work in groups to discuss the two questions. - Students work in groups to discuss the question. - 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> - Students share their ideas in front of class. - 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 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. 	<p><i>Suggested answers:</i></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. 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.</p>

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.

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*

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-STUDENTS' ACTIVITIES	CONTENTS
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Game: Lucky number\ - Ss work in 2 teams. - Students join the game in two teams, describe and guess the words. - 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.	Suggested words: 1. originate 2. trend 3. identity 4. cuisine 5. booth
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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-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) - Students do the task individually. - Students do the task individually.	Answer key:			
		/ɔɪ/	/aɪ/	/aʊ/
	1		my, idols	shouted, loudly
	2	enjoyed	Mike, life,	

<ul style="list-style-type: none">- 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.- Check answers as a class by playing the recording.- Ask Ss to read these sentences aloud in pairs. Encourage them to pay attention to the words containing the diphthongs /eɪ/ and /əʊ/.- Students listen to the recording and check the answers as a whole class.			despit e	
	3	choice	wide, spicy	
	4		final	announc ed
<p>Choose the correct word to complete each of the sentences. (4 mins)</p> <ul style="list-style-type: none">- Students do the task individually.- Ask Ss to read each sentence and check comprehension. Then focus Ss’ attention on the options and differentiate them.- Tell Ss to study the context carefully and decide on the suitable word to complete each sentence.- Have Ss check their answers in pairs.- Check answers as a class by asking individual Ss to read the sentences.- Students check their answers with their partners.	<p><i>Answer key:</i></p> <ol style="list-style-type: none">1. trend2. originate3. identity4. cuisine			
<p>Choose the best answer A, B, C, or D. (4 mins)</p> <ul style="list-style-type: none">- Ask Ss to read the text and then decide which option is needed for each blank.Ss read the text and then decide which option is needed for each blank.- Have Ss check their answers in pairs / groups.- Check answers by asking individual Ss to read a blank each and elicit the use of articles in each blank.- Students check the answers in pairs.	<p><i>Answer key:</i></p> <ol style="list-style-type: none">1. A2. B3. A4. D5. B			

e. Assessment

- Teacher observes Ss' 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-STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - 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. - All groups exhibit their posters and make presentations. - 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. - 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. - Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster. - You can also give Ss marks for their posters and poster presentations as part of their continuous assessment. - When one group makes a presentation, others listen and complete the evaluation sheet 	<p><i>Students' presentations</i></p>

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.

