

D.O.P: 06/10/2024

**UNIT 2: A MULTICULTURAL WORLD**

D.O.T: 08/10/2024

**Lesson: Language**

Week: 05- Period: 12

**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**

- 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.

**Link:**

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

**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*

	<p>             _____ 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           </p>
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**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><b>Task 1: Listen and repeat. Then practise saying the words.</b> (6 mins)</p> <ul style="list-style-type: none"><li>- 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.</li><li>- Play the recording and ask Ss to listen and repeat, paying attention to the words.</li><li>- Ask Ss to listen to the recording again, but this time, have them repeat the words.</li></ul> <p>- Students listen to the recording, and then repeat the words.</p> <p>- Tell students that they can find the /ɔɪ/, /aɪ/, and /aʊ/ sounds in various spellings, such as:</p> <p><b>/ɔɪ/</b></p> <ul style="list-style-type: none"><li>- ‘oi’ as in <i>choice</i>, <i>oil</i></li><li>- ‘oy’ as in <i>enjoy</i>, <i>employ</i></li></ul> <p><b>/aɪ/</b></p> <ul style="list-style-type: none"><li>- ‘uy’ as in <i>buy</i></li><li>- ‘ei’ as in <i>height</i></li><li>- ‘i’ as in <i>line</i>, <i>high</i></li><li>- ‘ie’ as in <i>tie</i>, <i>lie</i></li></ul> <p><b>/aʊ/</b></p> <ul style="list-style-type: none"><li>- ‘ow’ as in <i>cow</i>, <i>bow</i></li><li>- ‘ou’ as in <i>house</i>, <i>cloud</i></li><li>- In stronger classes, ask them to add more to these examples.</li><li>- Students add more examples of the words that contain the diphthongs /ɔɪ/, /aɪ/, and /aʊ/.</li></ul>	<table border="1"><tr><td>/ɔɪ/</td><td>/aɪ/</td><td>/aʊ/</td></tr><tr><td>join</td><td>spicy</td><td>crowded</td></tr><tr><td>boy</td><td>buy</td><td>around</td></tr></table>	/ɔɪ/	/aɪ/	/aʊ/	join	spicy	crowded	boy	buy	around
/ɔɪ/	/aɪ/	/aʊ/								
join	spicy	crowded								
boy	buy	around								
<p><b>Task 2: Work in pairs. Underline the words that contain the /ɔɪ/, /aɪ/, and /aʊ/ sounds. Listen and check.</b></p>	<p><i>Answer key:</i></p> <p>1. <b>Joyce</b> feels so <b>proud</b> to become a</p>									

**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 /əʊ/ first. Then listen to the recording.
- Put Ss in pairs and have them practise reading the sentences aloud.

**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 /əʊ/ they can hear.

- Students read the whole text aloud.

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.

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
<b>Task 1: Match the words with their meanings. (6 mins)</b> <ul style="list-style-type: none"> <li>- Tell Ss that the words in the activity are related to cultural diversity.</li> <li>- Have Ss match each word on the left with the meaning on the right. Encourage Ss to study the meanings and underline key words.</li> <li>- Students match each word on the left with the meaning on the right</li> <li>- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.</li> <li>- Students study the meanings and underline key words.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. c</li> <li>2. a</li> <li>3. e</li> <li>4. b</li> <li>5. d</li> </ol>
<b>Task 2: Complete the sentences using the correct forms of the words in Task 1. (6 mins)</b> <ul style="list-style-type: none"> <li>- Ask Ss to work individually. Tell them to read the sentences carefully to decide which word in <b>1</b> can be used to complete each of the sentences. Remind them to use the contextual clues to decide on the word/ phrase.</li> <li>- Students read the sentences carefully and decide which words can be</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. identity</li> <li>2. festivities</li> <li>3. origin</li> <li>4. trends</li> <li>5. popularity</li> </ol>

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

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

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

<p><b>a. Objectives:</b></p> <ul style="list-style-type: none"> <li>- To help Ss recognise the use of articles;</li> <li>- To help Ss practise using articles.</li> </ul> <p><b>b. Content:</b></p> <ul style="list-style-type: none"> <li>- Task 1: Circle the correct answer to complete each of the sentences. (p.23)</li> <li>- Task 2: Work in pairs. Ask and answer questions about the following topics using the correct articles. (p.23)</li> </ul> <p><b>c. Expected outcomes:</b></p> <ul style="list-style-type: none"> <li>- Students know how to use articles and can apply the knowledge about articles to give a short talk on the given topic.</li> </ul> <p><b>d. Organisation:</b></p>	
TEACHER-STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Circle the correct answer to complete each of the sentences. (6 mins)-</b></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"> <li>- Have Ss read the explanation and examples in the Remember! box. Check understanding and provide more examples if necessary.</li> </ul> <p>- Students read the notes in the Remember box</p> <p>- 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.</p> <p>- 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. <i>1. the full moon – the only one; 2. the Atlantic – the ocean; 3. Vietnamese women – a group of people; 4. the US – a country whose name includes states; 5. Rome – a city.</i></p> <p>- Students circle the correct answers</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. the full moon</li> <li>2. the Atlantic</li> <li>3. Vietnamese women</li> <li>4. the US</li> <li>5. Rome</li> </ol>

<p>- Students explain their answers</p>	
<p><b>Task 2: Work in pairs. Ask and answer questions about the following topics using the correct articles. (7 mins)</b></p> <p>- 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.</p> <p>- Students work in pairs and make questions and answers using the correct articles in given topics.</p> <p>- 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.)</p> <p>- Put Ss in pairs to make questions and answer using the correct articles in given topics.</p> <p>- In stronger classes, set a time limit of four minutes and have pairs come up with as many sentences as they can.</p> <p>- Invite pairs to share their interviews with the whole class.</p> <p>- Present their ideas in front of class.</p>	<p><b><i>Suggested answers:</i></b></p> <p>A: Can you play <b>the</b> guitar?</p> <p>B: No, I can't, but I can play <b>the</b> piano.</p>

**e. Assessment**

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

**5. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

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

**D.O.P: 07/10/2024****D.O.T: 09/10/2024****Week: 05- Period: 13****UNIT 2: A MULTICULTURAL WORLD****Lesson: 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
<b>Video watching</b> <ul style="list-style-type: none"> <li>- Teacher divides the class into 2 groups.</li> <li>- Students work in groups to do the activity.</li> <li>- Before playing the video, teacher asks Ss to watch carefully and try to remember as many details as possible. Ss can take notes if they want.</li> <li>- Students raise their hands to answer the questions.</li> <li>- Teacher shows questions one by one, Ss raise their hands and say BINGO to grab the chance to answer.</li> <li>- If the answer is correct, they get one point for their team.</li> <li>- The team with the higher score will be the winner.</li> </ul>	<p><b>Link:</b> <a href="https://www.youtube.com/watch?v=zfn0XHCfDHA">https://www.youtube.com/watch?v=zfn0XHCfDHA</a></p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. Environmental problems of globalisation include global warming, the _____ of natural resources and the production of harmful chemicals.</li> <li>2. Polluting industries, logging forest and exploiting _____ are consequences of globalisation.</li> <li>3. Loss of _____ is another effect of globalisation.</li> <li>4. Globalisation supports faster _____ growth and quicker access to new technology.</li> </ol> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. depletion</li> <li>2. labour</li> <li>3. culture</li> <li>4. economic</li> </ol>

**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
<b>Task 1. Work in pairs. Discuss the questions. (4 mins)</b> <ul style="list-style-type: none"> <li>- Ask Ss to work in pairs to answer the questions.</li> <li>- Students work in pairs and answer the questions.</li> <li>- Ask some pairs to share their answers with the whole class.</li> </ul>	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is globalisation?</li> <li>2. How does globalisation affect local cultures?</li> </ol>



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

**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)**

<b>a. Objectives:</b> <ul style="list-style-type: none"> <li>- To get Ss to practise guessing the meaning of words from context;</li> <li>- To help Ss develop reading skills for general and specific information;</li> </ul> <b>b. Content:</b> <ul style="list-style-type: none"> <li>- Task 2: Read the article again. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (p.23-24)</li> <li>- Task 3: Read the article again and choose the correct answer A, B, or C. (p.24-25)</li> </ul> <b>c. Expected outcomes:</b> <ul style="list-style-type: none"> <li>- Students can thoroughly understand the content of the text and complete the tasks successfully</li> </ul> <b>d. Organisation</b>	
TEACHER-STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2: Read the article again. Match each section (A–C) with a heading (1–5). There are TWO extra headings. (8 mins)</b> <ul style="list-style-type: none"> <li>- Read the four headings and check understanding.</li> <li>- Ask Ss to read the text and identify the main idea of each paragraph, then match each heading with a suitable paragraph. Remind Ss to underline key words or phrases in the text which help them identify the correct heading.</li> <li>- Students read the headings first, then skim through each section.</li> <li>- Check answers as a class. Ask individual Ss to call out their answers and provide evidence for each one from the text.</li> <li>- Students check answers with the whole class and</li> </ul>	<b>Answer key:</b> <p>A - 3 B - 4 C - 2</p> <b>Strategy: Reading for main ideas (Headings)</b> <p>To read and understand the main ideas of a text and select the best headings for a section, students should:</p> <ol style="list-style-type: none"> <li>1. Read the headings carefully. Make sure you understand them.</li> <li>2. Skim through each section, and choose the heading that covers the ideas of the whole section.</li> <li>3. Pay attention to the number of extra headings. Remember that incorrect headings for a section are often</li> </ol>

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

#### e. Assessment

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

#### 4. ACTIVITY 3: POST-READING (8 mins)

##### a. Objectives:

- To check students’ understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

##### b. Content:

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

##### c. Expected outcomes:

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

#### d. Organisation

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

#### e. Assessment

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

#### 5. CONSOLIDATION (3 mins)

##### a. Wrap-up

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

##### b. Homework

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

**D.O.P: 07/10/2024**

**D.O.T: 09/10/2024**

**Week: 05- Period: 14**

**UNIT 2: A MULTICULTURAL WORLD**

**Lesson: 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****Guessing game**

- 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.
- 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.

**Questions:**

1. What is the name of this music band?



(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)

-&gt; 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
<p><b>Task 1: Work in pairs. Discuss the differences between Vietnamese culture and some other cultures you know about. Use the ideas in Getting Started and Reading, and the table and examples below to help you. (10 mins)</b></p> <ul style="list-style-type: none"> <li>- Remind Ss of the reading text about the Korean Wave, and elicit what its effects on the life of Vietnamese people.</li> <li>- Ask, <i>How much do you know about Korean culture?</i> and encourage Ss to come up with as many points as they can (tradition, cuisine, clothes, music, ...)</li> <li>- Then ask Ss to read the table to see if any of their points are included there. Have them work in pairs and discuss the similarities and differences between South Korean and Vietnamese cultures.</li> <li>- Students share what they know about the two people.</li> <li>- Check answers as a class.</li> <li>- Recap the comparison Ss have found and write some of them on board, e.g.</li> <li>- Students read and understand the information on their cards.</li> </ul> <p><b>* Similarities:</b> <i>both countries eat rice and noodles, a lot of vegetables and soups; use chopsticks; street food is a big part of both cultures. They both worship ancestors, celebrate Lunar New Year, Middle Autumn Festival, Buddha's Birthday. They have traditional clothes.</i></p> <p><b>* Differences:</b> <i>Koreans eat spicy food and a lot of kimchi; each person eats their own bowl, plates and dishes; they don't talk when eating and don't hold their bowl; greetings...</i></p>	<p><b>Example:</b></p> <p><b>A:</b> South Koreans seem to eat a lot of spicy food, such as kimchi and tteokbokki, while our traditional dishes, like bun cha and pho, are not very spicy in general.</p> <p><b>B:</b> I agree. How about music? I think in both countries, young people like to listen to pop music, but K-pop focuses mainly on dance groups while our pop music is usually produced by solo artists.</p>
<p><b>Vocabulary pre-teaching (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Students listen to the teacher's explanation and guess the words.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</li> <li>- Students write down the new words on their notebook.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. spicy (adj)</li> <li>2. focus on (v)</li> <li>3. professional (adj)</li> </ol>



<p><b>Task 2: Work in groups. Your school is organising a Cultural Diversity Day. Discuss what the event should include. Use the ideas in 1 to create the event programme. (15 mins)</b></p> <ul style="list-style-type: none"> <li>- Put Ss in groups and have them discuss their own plan for a Cultural Diversity Day. Remind Ss to think of the popularity of culture diversity in Viet Nam (regarding to the reading section)</li> <li>- Students work in groups to discuss how to organise the event.</li> <li>- In weaker classes, write some guiding questions on the board and ask Ss to think of the answers to these questions. E.g. <i>What activities will you include in the programme? ; Who will be the participants? Where/when will you organise the event?...</i></li> <li>- Walk around and provide help if necessary.</li> <li>- Students compare their notes with their partners.</li> <li>- Invite Ss to share their plans with the class.</li> </ul>	<p><b>Suggested answer:</b></p> <p><b>A:</b> We've decided to organise a Cultural Diversity Day in our school. Let's discuss what activities to include.</p> <p><b>B:</b> First, we should set up some food stalls offering traditional dishes from different cultures.</p> <p><b>C:</b> That sounds fun! We can call them 'Taste the World'. We can also show visitors how to cook these dishes.</p> <p><b>D:</b> I like your idea, but we don't have any cooking experience. We may need to involve professional cooks.</p>
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**e. Assessment**

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

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

<p><b>a. Objectives:</b></p> <ul style="list-style-type: none"> <li>- To give Ss an opportunity to present their group discussion to the class;</li> <li>- To help some students enhance presentation skills.</li> </ul> <p><b>b. Content:</b></p> <ul style="list-style-type: none"> <li>- Task 3: Report your group's ideas to the whole class. Vote for the best Cultural Diversity Day programme. (p.26)</li> </ul> <p><b>c. Expected outcomes:</b></p> <ul style="list-style-type: none"> <li>- Students can use the language and ideas from the unit to talk about their ideas for the Cultural Diversity Day.</li> </ul> <p><b>d. Organisation</b></p>	
TEACHER-STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 3: Report your group's ideas to the whole class. Vote for the best Cultural Diversity Day programme.</b></p> <ul style="list-style-type: none"> <li>- Have a representative from all groups share their plan in front of the class.</li> <li>- Students work in pairs, use the notes and talk about their ideas of a culture day they want to organise.</li> <li>- Students add more details if they can.</li> <li>- Praise for good effort, well-structured responses</li> </ul>	<p>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</p>



<p>and fluent delivery.</p> <ul style="list-style-type: none"> <li>- After all groups present their plans to a situation, ask the class to vote for the best programme (suggested criteria: number of activities, duration, participants, preparation for the event...). Remind Ss not to vote for their own plan. Count the votes for each group and announce the best plan.</li> <li>- Vote for the best story.</li> </ul>	<p>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.</p>
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#### **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.