

D.O.P: 13/10/2024

UNIT 2: A MULTICULTURAL WORLD

D.O.T: 15/10/2024

Lesson: Listening – Celebrating Halloween in Viet Nam

Week: 06- Period: 15

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 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.

Suggested directions:

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

- 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. - Have Ss share what they know about Halloween and their experience if any. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. trick or treating 2. haunted house 3. pumpkin
<p>Vocabulary teaching (5 mins)</p> <ul style="list-style-type: none"> - 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. 	<p>New words:</p> <ol style="list-style-type: none"> 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
<p>Task 2: Listen to an interview. What do Minh and Mai think about Halloween? Circle the correct words or phrase. (10 mins)</p> <ul style="list-style-type: none"> - Have Ss read four statements, and make guesses before listening. Ss can also underline other key words besides the two options in each statement to have more clues. E.g. 1. <i>Halloween</i>; 2. <i>History, Halloween</i>; 3. <i>celebrate, Viet Nam</i>; 4. <i>popularity, Western festivals</i> - Students make predictions before listening. - Play the recording and tell Ss to listen, pay attention to the key words and circle the correct word or phrase. For this kind of question – listen for opinions, remind Ss to pay attention to words or expressions the speaker may use to describe likes, dislikes, agreement, disagreement etc. as well as his/her tone of voice to choose the correct option that best reflect his/her attitudes. E.g. <i>Question 1. Minh says “it’s great fun” when the interviewer asked if he likes taking part in Halloween parties; so the answer for question 1 is “likes”</i> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. likes 2. interesting 3. shouldn't 4. no cause for alarm
<p>Task 3: Listen to the interview again and complete each sentence with no more than TWO words. (10 mins)</p> <ul style="list-style-type: none"> - Have Ss read each of the statements, underline key words, and identify the part of speech to fill in each blank; e.g. 1. <i>(a noun) Students, New Era school, preparing</i>; 2. <i>(an adjective) Halloween, celebrated, Minh's school</i>; 3. <i>(an adjective) Halloween, roots, Celtic festival, Ireland</i>; 4. <i>(a prepositional phrase) Halloween, popular</i>; 5. <i>(a plural noun) Viet Nam, of great importance</i>. - 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 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. special event 2. popular 3. ancient 4. in Asia 5. traditional festivals

- 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. 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.

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

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.

D.O.P: 14/10/2024

D.O.T: 16/10/2024

UNIT 2: A MULTICULTURAL WORLD**Lesson: Writing – An opinion essay on the impacts of world festivals on young Vietnamese people****Week: 06- Period: 16****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
Hot seat - Teacher divides the class into four teams and prepares a	Word lists:

<p>chair on the stage.</p> <ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. trick or treat 2. trend 3. globalisation 4. spring rolls 5. haunted house
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e. Assessment

- Teacher observes and gives feedback.

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

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER-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. 	<p>Answer key: Positive: 2,4,6 Negative: 1,3,5 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</i></p>

- Call on some pairs to share their answers.
- Check answers as a class.

to remember than local ones which are organised according to the lunar calendar.

+ 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

*** Positive effects:**

+ encourage extra-curricular activities: students can organise Christmas fairs or Halloween parties, prepare cultural performances...

+ 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

+ 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

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 10 – Tieng Anh 11 to 	<p>Suggested answer:</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</p>

<p>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>Vietnamese.</p> <p>Firstly, festivals are a great way to understand a nation's culture. Taking part in celebrations can help young people learn more about other people's traditions and customs. For example, Christmas is a typical holiday in Western countries so when joining the festivities, young people can learn about its origin and history, the tradition of decorating one's home and getting presents for family and close friends, and putting them under the Christmas tree.</p> <p>Secondly, festivals are special events that help bring fun, happiness and joy to young people's lives. They give an opportunity for young people to relax and spend enjoyable time with their friends and family. They can enjoy the festive spirit by watching performances, dressing up and eating festive food.</p> <p>Finally, it cannot be denied that Western festivals also encourage extra-curricular activities at schools. Organising special events every year, such as Halloween parties or Christmas fairs, encourages students to discover interesting things about the festivals, socialise with friends 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
<p>Cross-checking</p> <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. 	<p>Writing rubric</p> <p>1. Organization: .../10</p>

<ul style="list-style-type: none"> - 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. 	2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 TOTAL: .../50
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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

D.O.P: 15/10/2024

UNIT 2: A MULTICULTURAL WORLD

D.O.T: 18/10/2024

Lesson: Communication and Culture / CLIL

Week: 06- Period: 17

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
<p>Board race</p> <ul style="list-style-type: none"> - 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. - 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. 	<p><i>Students' answers</i></p>

e. Assessment

- Teacher observes the groups and gives feedback.

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

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

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (p.28)

- Useful expressions

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

c. Expected outcomes:

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

d. Organisation	
TEACHER-STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and complete the conversations with the expressions in the box. Then</p> <p>practise them in pairs (6 mins)- Ask Ss to read through the two incomplete conversations. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are they talking about? What is the difference between conversation 1 and conversation 2?</i></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. <p>- Check answers by asking two Ss to read out the conversations.</p> <p>- 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>)</p> <p>- Put Ss in pairs and have them practise the conversation.</p> <p>- Invite some pairs to role play the conversation in front of the class.</p> <p>- Students practise the conversation in pairs.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. A 3. C 4. D
<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 Formal/ Semi-formal</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>Informal</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 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>
Task 2: Work in groups of three. Use the models in 1 to make	Sample conversations:

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)

- 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 *Useful expressions* 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. *how they are going to start the conversation, how they introduce a new member to the whole class, how their class will respond...*
- 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.
- Perform in front of class.

1.
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.

Student B: Hello, everyone. My name is Nam. It's nice to meet you.

Student C: Hi, Nam. Nice to meet you, too. Welcome to our class

2.
Student B: Hey, Long. Have you met Pit? He has joined our football club this week.

Student A: Not yet. Hi, happy to meet you, Pit. I'm Long.

Student C: Hi Long, great to meet you, too.

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 (✗) 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
Task 1: Read the text and put a tick (✓) or cross (✗) in the box next to the pictures to show the appropriate behaviour in different cultures. (7 mins) - 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</i>	Suggested answers: 1. ✓ 2. ✗ 3. ✓ 4. ✗

<p><i>experienced culture shock? Who do you think often experience culture shock?</i></p> <ul style="list-style-type: none"> - 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 for each answer. - 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>Suggested answers:</p> <p>Visitors may experience different kinds of culture shock when they come to Viet Nam. For example, they may not be used to using chopsticks when eating or enjoying many dishes in the streets. Some may find Vietnamese people in different regions (the North, Middle and the South) have different dialects.</p> <p>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 leafleat 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..