

D.O.P: 28/09/2024

**UNIT 01: LIFE STORIES WE ADMIRE**

D.O.T: 30/09/2024

**Lesson: Looking back and project**

Week: 04- Period: 10

**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
<b>Game: Lucky number (PPT slides)</b> <ul style="list-style-type: none"> <li>- Ss work in 2 teams.</li> <li>- Students join the game, describe and guess the words.</li> <li>- There are 7 numbers, 2 of which are lucky ones.</li> <li>- If Ss choose a lucky number, they get one point without answering the question.</li> <li>- If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it.</li> <li>- This student has to use words or actions to describe it (without saying the word directly)</li> <li>- Other Ss try to guess the words. One point for a correct answer.</li> <li>- The group with the most points is the winner.</li> </ul>	<b>Suggested words:</b> <ol style="list-style-type: none"> <li>1. determination</li> <li>2. animation</li> <li>3. genius</li> <li>4. adopt</li> <li>5. drop out</li> </ol>

**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><b>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)</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Students join the game, describe and guess the words.</li> <li>- Check answers as a class by playing the recording.</li> <li>- Ask Ss to read these sentences aloud in pairs. Encourage them to pay attention to the words containing the diphthongs /eɪ/ and /əʊ/.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Cleopatra VII, a queen of <u>ancient</u> Egypt, was <u>famous</u> for her beauty.</li> <li>2. I love Disney animated films like <u>Snow</u> White and the Seven Dwarfs and The Little <u>Mermaid</u>.</li> <li>3. Vo Thi Sau attacked some French <u>soldiers</u> when she was <u>only</u> 14.</li> <li>4. Steve Jobs passed <u>away</u> when he was only 56 years <u>old</u>.</li> </ol>
<p><b>Replace each underlined word or phrase with one word you have learnt in this unit. ( 4 mins)</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss guess the words that teacher is writing on the board.</li> <li>- Focus attention on the sentences and have Ss skim through them.</li> <li>- Check if they know all the words.</li> <li>- Have Ss complete the activity.</li> <li>- Check answers as a class.</li> <li>- Ss pay attention on the sentences and replace the words as required.</li> <li>- 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.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. devoted</li> <li>2. genius</li> <li>3. admired - achievements</li> <li>4. attending</li> </ol>
<p><b>Circle the mistake in each sentence. Then correct it. (4 mins)</b></p> <ul style="list-style-type: none"> <li>- Explain to Ss that they are going to review the use of the Past Simple and Past Continuous. In weaker classes, give Ss</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. C (found)</li> <li>2. B (dropped)</li> <li>3. B (was trying)</li> </ol>

<p>some time to revise the grammar rules in the Language lesson before doing the activity.</p> <ul style="list-style-type: none"> <li>- Ss identify the incorrect part, give corrections and reasons for their corrections</li> <li>- 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)</li> </ul>	4. B (was reading)
---	--------------------

**e. Assessment**

- Teacher observes Ss's 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:**

- Visual stories

**c. Expected outcomes:**

- Students practice giving a presentation.

**d. Organisation**

TEACHER AND STUDENTS ' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.</li> <li>- All groups exhibit their posters and make presentations.</li> <li>- 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.</li> <li>- If necessary, go through the assessment criteria to make sure Ss are familiar with them.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- When one group makes a presentation, others listen and complete the evaluation sheet.</li> <li>- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.</li> </ul>	<i>Students' presentations</i>

**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.

D.O.P: 29/09/2024

**UNIT 2: A MULTICULTURAL WORLD**

D.O.T: 01/10/2024

**Lesson: Getting started – At the International Cultural Festival**

Week: 04- Period: 11

**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****Game: What is this?**

- 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:
- + Students work in 4 teams, look at the picture and raise their hand to answer.
- Students work in groups.
- Students look at the picture that the teacher shows them and give the name of the food.

- + If the answer is correct, the team gets one point.
- + If the answer is incorrect, the chance to answer is transferred to the other team.
- + The team having more points is the winner of the game.

**6 signature dishes:**

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
<b>Vocabulary pre-teaching</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>- 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 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 in their notebook.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. cultural diversity (n)</li> <li>2. cuisine (n)</li> <li>3. autograph (n)</li> <li>4. booth (n)</li> <li>5. tug of war (n)</li> </ol>

**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

**3. ACTIVITY 2: PRACTICE (22 mins)****a. Objectives:**

- To help students get to know the topic;
- To introduce words and phrases related to the International Cultural Festival;
- To help Ss identify the articles.

**b. Content:**

- Task 1: Listen and read. (p.20-21)
- Task 2: Read the conversation again and complete the table. (p.21)
- Task 3: Find words and a phrase in Task 1 with the following words and phrases. (p.21)
- Task 4: Complete the sentences based on the conversation. (p.21)

**c. Expected outcomes:**

- Students can thoroughly understand the content of the text and complete the tasks successfully.

**d. Organisation**

TEACHER-STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and read. (6 mins)</b> <ul style="list-style-type: none"> <li>- Set the context for the listening and reading.</li> </ul>	<b>Questions:</b>

<ul style="list-style-type: none"> <li>- Ask Ss to look at the picture, the heading and the conversation, and ask questions.</li> <li>- Students look at the picture and answer the questions.</li> <li>- Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to the culture in the conversation.</li> <li>- Students listen to the recording.</li> <li>- 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.</li> <li>- Students compare the words and phrases with their partners.</li> <li>- Call on three Ss to read the conversation aloud.</li> <li>- Students read the conversation aloud.</li> <li>- In stronger classes, teacher asks Ss to close their books and just listen to the conversation once. Teacher asks some comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.</li> </ul>	<ol style="list-style-type: none"> <li>1. What can you see in the first photo?</li> <li>2. What does the second picture show?</li> <li>3. Where can you buy the souvenirs in the third photo?</li> <li>4. Who are the speakers?</li> </ol> <p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. a bowl of kimchi, bun cha, rice cake</li> <li>2. some teenagers playing tug-of-war – a Vietnamese traditional game</li> <li>3. England</li> <li>4. Nam, Mai and Linda</li> </ol>
<p><b>Task 2: Read the conversation again and complete the table. (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to work in pairs and look at the given table carefully. Ask them to identify the part of speech which is needed to fill in each blank (<i>E.g: 1-Noun (name of food); 2: noun; 3 – noun (name of food); 4- noun (name of food).</i>)</li> <li>- Students work independently to do the activity.</li> </ul> <p>Then read the conversation and locate the part of the conversation that contains the information.</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. sushi</li> <li>2. group / singers and get autographs</li> <li>3. fish and chips</li> <li>4. bun cha</li> </ol>



<ul style="list-style-type: none"> <li>- Have Ss work in pairs to discuss and compare their answers.</li> <li>- Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer.</li> <li>- Students compare the answers in pairs.</li> </ul> <p><b>Extension:</b> Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g.,  <i>Where was the Festival organised? Which booth did Linda want to visit most? Which booth would they visit first?</i></p>	
<p><b>Task 3: Find words and a phrase in Task 1 with the following words and phrases. (6 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to identify the part of speech of four given words and phrases and work out their meanings.</li> <li>- Students read the conversation again and work independently to do the activity.</li> <li>- Have Ss read the conversation quickly again, and find suitable words which have the same or similar meaning to the given words or phrases.</li> <li>- Students share and check the answers.</li> <li>- Allow Ss to share answers before discussing as a class.</li> <li>- Check answers as a class.</li> <li>- Write the correct answers on the board.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. diversity</li> <li>2. cuisine</li> <li>3. delicious</li> <li>4. attractions</li> </ol>
<p><b>Task 4: Complete the sentences based on the conversation. (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Tell Ss to read the summary. Focus attention on the blanks.</li> <li>- Students work individually to complete the sentences</li> <li>- Ask Ss to complete the sentences, using the words and phrases from the conversation in  Activity 1. In a weaker class, encourage Ss to read the conversation again and underline the sentences which have the same information. Then try to fill in the correct article.</li> <li>- Students share and check the answers.</li> <li>- Check answers as a class.</li> <li>- Elicit the use of articles.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. the</li> <li>2. Ø</li> <li>3. a</li> <li>4. an</li> </ol>

#### 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><b>Design a poster to introduce the International Cultural Festival (10 mins)</b></p> <ul style="list-style-type: none"> <li>- Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours.</li> <li>- Students work in groups to follow the teacher's instruction.</li> <li>- Give instructions to students.</li> <li>- Ask students to draw a diagram of activities in the International Cultural Festival. They can use words, icons or images to illustrate.</li> <li>- Teacher asks all groups to stick their works on the blackboard.</li> <li>- Students perform in front of the class.</li> <li>- Teacher calls on some groups to present their stories.</li> <li>- Teacher asks other groups to listen and give comments.</li> <li>- Teacher gives feedback and gives marks to the best group.</li> </ul>	<p><i>Students' own creativity</i></p>

**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.