

Date: 18/09/2025

Period: 16

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*

II. PROCEDURES

1. WARM-UP (5 mins)

a. Aims:

- 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. Steps:

Game:

- Ss work in 2 teams.
- 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 Ss choose one of the other numbers:
 - A student from the group picks up a piece of paper and sees the word on it.
 - This student must use words or actions to describe the word (without saying the word directly).
 - Other Ss try to guess the word.

- One point is awarded for a correct guess.
- The group with the most points is the winner.

Suggested words:

1. originate
2. trend
3. identity
4. cuisine
5. booth

2. ACTIVITY 1: LOOKING BACK (12 mins)**a. Aims:**

- 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 articles.

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. Steps:

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)

- Ask students to read the sentences silently and identify the words containing the diphthongs /eɪ/ and /əʊ/. They should underline the words with /eɪ/ and circle the words with /əʊ/.
- Check answers as a class by playing the recording.
- Ask students to read these sentences aloud in pairs. Encourage them to pay attention to the words containing the diphthongs /eɪ/ and /əʊ/.

Answer key:

	/ɔɪ/	/aɪ/	/aʊ/
1		my, idols	shouted, loudly
2	enjoyed	Mike, life, despite	
3	choice	wide, spicy	
4		final	announced

***Choose the correct word to complete each of the sentences. (4 mins)**

- Ask students to read each sentence and check their comprehension. Then, focus their attention on the options and help them differentiate between them.

- Tell students to study the context carefully and decide on the suitable word to complete each sentence.
- Have students check their answers in pairs.
- Check answers as a class by asking individual students to read the sentences and provide their answers.

Answer key:

1. trend
2. originate
3. identity
4. cuisine

***Choose the best answer A, B, C, or D. (4 mins)**

- Ask students to read the text and then decide which option is needed for each blank.
- Have students check their answers in pairs or groups.
- Check answers by asking individual students to read a blank each and elicit the use of articles in each blank.

Answer key:

1. A
2. B
3. A
4. D
5. B

3. ACTIVITY 2: PROJECT (28 mins)

a. Aims:

- 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. Steps:

- As students have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster.
- Have students work in their groups. Give them a few minutes to get ready for their poster presentation. Ask them to decide who will stand by the group poster and answer questions about it, and what questions the rest of the group will 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 walks around, studies the posters, and asks questions about them.
- Give students 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 students marks for their posters and poster presentations as part of their continuous assessment.

3. 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.

