**Date of preparation: September 30th, 2024 Full name: Ha Thi Thu Thao**

**UNIT 2: A MULTICULTURAL WORLD**

**Total number of periods: 8 (from 10 to 17)**

**Lesson 8: Looking back and project, Period:17**

**Classes: 12A7, 12A8**

**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 Ss’ knowledge on the topic;

- To enhance Ss’ skills of cooperating with teammates.

**b. Content:** Game: Lucky number

**c. Expected outcomes:** Ss can recall the vocabulary they have learnt in Unit 2.

***Suggested words:*** 1. originate 2. trend 3. identity 4. cuisine 5. booth

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Game: Lucky number**  - 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 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.  - Observe the groups and give feedback. | - Join the game in two teams, describe and guess the words. |

**2. Presentation and Practice** (15 mins)

**LOOKING BACK**

**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:** Ss can use the knowledge they have learnt in this unit to complete the tasks successfully.

***Answer key:***

***-* Pronunciation:**

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

**- Vocabulary:** 1. trend 2. originate 3. identity 4. cuisine

**- Grammar:** 1. A 2. B 3. A 4. D 5. B

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **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 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/. | - Do the task individually.  - Listen to the recording and check the answers as a whole class. |
| **Choose the correct word to complete each of the sentences. (4 mins)** | |
| - 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. | - Do the task individually.  - Check their answers with their partners. |
| **Choose the best answer A, B, C, or D.** (4 mins) | |
| - Ask Ss to 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.  - Obverse Ss’s work and give feedback. | - Read the text and then decide which option is needed for each blank.  - Check the answers in pairs. |

**3. Production: PROJECT** (18 mins)

**a. Objective:**  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:** Ss practice giving a presentation.

**Students’ presentations (Appendix)**

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| - 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.  - 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.  - Give comments and feedback to all presentations.  - Give marks for each poster (Rubrics for assessment) | - All groups exhibit their posters and make presentations.  - When one group makes a presentation, others listen and complete the evaluation sheet. |

**Homework** (3 mins)

- Do exercises in the workbook.

- Prepare for Unit 3.

**RUBRICS FOR ASSESSMENT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **1** | **2** | **3** | **4** |
| 1. Content (**2.0ms)** |  |  |  |  |
| 2. Objective and topic (**2.0ms)** |  |  |  |  |
| 3. Image and design (**2.0ms)** |  |  |  |  |
| 4. Creativity (**2.0ms)** |  |  |  |  |
| 5. Presentation (**2.0ms)** |  |  |  |  |

**Ss’ products**

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