**Date of preparation: September 15th, 2024 Full name: Ha Thi Thu Thao**

**UNIT 2: A MULTICULTURAL WORLD**

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

**Lesson 1: Getting started – At the International Cultural Festival, Period:10**

**Classes: 12A7, 12A8**

**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

- *hoclieu.vn*

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To stir up the atmosphere and activate Ss’ knowledge on the topic;

- To set the context for the listening and reading part;

- To enhance Ss’ skills of cooperating with teammates.

**b. Content:** Game: What is this?

**c. Expected outcomes:** Ss can describe and guess the names of some famous people.

***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

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Game: What is this?**- Divide the class into two teams.- Prepare the pictures of 6 signature dishes of Viet Nam, Japan and Korea.- Give instructions for the game:+ Ss work in 4 teams, look at the picture and raise their hand to answer.+ 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.**-** Observe and give feedback. | - Work in groups.- Look at the picture that the teacher shows and give the name of the food. |

**2. PRESENTATION** (5 mins)

**a. Objectives:**

- To provide Ss with new words related the topic;

- To help Ss be well-prepared for the listening and reading tasks.

**b. Content:** Vocabulary pre-teaching

**c. Expected outcomes:** Ss can identify some new words related to the topic.

**New words:**

1. cultural diversity (n) 2. cuisine (n) 3. autograph (n)

4. booth (n) 5. tug of war (n)

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Vocabulary pre-teaching**- Introduce the vocabulary.- Explain the meaning of the new vocabulary by pictures.- Check Ss’ understanding with the “Rub out and remember” technique.- Reveal that these five words will appear in the reading text and ask Ss to open their textbook to discover further.- Check Ss’ pronunciation and gives feedback. - Observe Ss’ writing of vocabulary in their notebooks. | - Listen to the teacher’s explanation and guess the words.- Write down the new words in their notebook. |

**3. PRACTICE** (22 mins)

**a. Objectives:**

- To help Ss 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:** Ss can thoroughly understand the content of the text and complete the tasks successfully.

**\*Suggested answers:**

**- Task 1:**

***Questions:***

1. What can you see in the first photo?

2. What does the second picture show?

3. Where can you buy the souvenirs in the third photo?

4. Who are the speakers?

***answers:***

1. a bowl of kimchi, bun cha, rice cake

2. some teenagers playing tug-of-war – a Vietnamese traditional game

3. England

4. Nam, Mai and Linda

**- Task 2:** 1. Sushi 2. group / singers and get autographs 3. fish and chips 4. bun cha

**- Task 3:** 1. diversity 2. cuisine 3. delicious 4. attractions

**- Task 4:** 1. the 2. Ø 3. a 4. an

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task 1: Listen and read.** (6 mins) |
| - Set the context for the listening and reading.- Ask Ss to look at the picture, the heading and the conversation, and ask questions.- Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to the culture in the conversation. - 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.- Call on three Ss to read the conversation aloud.- In stronger classes, teacher asks Ss to close their books and just listen to the conversation once. Ask 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. | - Look at the picture and answer the questions.- Listen to the recording.- Underline words/phrases related to the culture in the conversation.- Compare the words and phrases with their partners.- Read the conversation aloud. |
| **Task 2: Read the conversation again and complete the table.** (5 mins) |
| - 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 (*E.g: 1-Noun (name of food); 2: noun; 3 – noun (name of food); 4- noun (name of food*). Then read the conversation and locate the part of the conversation that contains the information.- Have Ss work in pairs to discuss and compare their answers.- Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer.**Extension:** Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g., *Where was the Festival organised? Which booth did Linda want to visit most? Which booth would they visit first?* | - Work independently to do the activity.- Compare the answers in pairs. |
| **Task 3: Find words and a phrase in Task 1 with the following words and phrases.** (6 mins) |
| - Ask Ss to identify the part of speech of four given words and phrases and work out their meanings. - Have Ss read the conversation quickly again, and find suitable words which have the same or similar meaning to the given words or phrases.- Allow Ss to share answers before discussing as a class. - Check answers as a class. - Write the correct answers on the board. | - Read the conversation again and work independently to do the activity.- Share and check the answers. |
| **Task 4: Complete the sentences based on the conversation.** (5 mins) |
| - Tell Ss to read the summary. Focus attention on the blanks. - 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.- Check answers as a class. - Elicit the use of articles.- Check Ss’ exercises individually and gives feedback. | - Work individually to complete the sentences - Share and check the answers. |

**4. 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**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Design a poster to introduce the International Cultural Festival** (10 mins) |
| - Let Ss work in groups of 4. Give each group a big sheet of paper and colours.- Give instructions to Ss.- Ask Ss to draw a diagram of activities in the International Cultural Festival. They can use words, icons or images to illustrate.- Ask all groups to stick their works on the blackboard. - Call on some groups to present their stories.- Ask other groups to listen and give comments.- Give feedback and give marks to the best group. | - Work in groups to follow the teacher's instruction. - Perform in front of the class. |

**\*Homework**

- Do exercises in the workbook.

- Prepare for the project in Lesson 8.