

School: DO DANG TUYEN

Teacher's name: LE THI AI THI

Class: 12/7 & 12/12

LESSON PLAN

(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)

UNIT 7: THE WORLD OF MASS MEDIA **Lesson 1: Getting started – Promoting a charity event**

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Gain an overview about the topic The world of mass media;
- Gain vocabulary to talk about promoting a charity event;
- Get to know the language aspects: adverbial clauses of manner and result.

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 responsible for the community;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 7, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. in charge of (idiom)	/ɪn tʃɑːdʒ əv/	responsible for	chịu trách nhiệm về
2. publicity (n)	/pʌb'lis.ə.ti/	the attention that is given to somebody/something by newspapers, television, etc.	sự công khai

3. advert (n)	/'ædvɜ:t/	a notice, picture or film telling people about a product, job or service	quảng cáo
4. profit-making (adj)	/'prɒfɪt meɪkɪŋ/	(of a company or a business) that makes or will make a profit	sinh lời
5. commercial (n)	/kə'mɜ:ʃl/	an advertisement on television, on the radio or on a website	quảng cáo

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

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:

- Jigsaw puzzle

c. Expected outcomes:

- Students can recognise and name different forms of mass media.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Jigsaw puzzle (PPT slides) - Teacher divides the class into two teams.	<ul style="list-style-type: none"> - Students work in groups. - Students look at the picture that the teacher shows them 	Key: <i>Picture 1: electronic book</i>

<ul style="list-style-type: none"> - Teacher prepares the pictures of 5 mass media forms and a key picture - Teacher gives instructions for the game: + Students work in 2 teams, take turns to choose a number and guess the name of each media form in the picture. + If the answer is correct, the team gets 10 points. + If the answer is incorrect, the chance to answer is transferred to the other team. + The first team to get the key picture will get 50 points. + The team having more points is the winner of the game. 	<p>and give the name of the mass media form.</p>	<p><i>Picture 2: video</i> <i>Picture 3: software</i> <i>Picture 4: video game</i> <i>Picture 5: social media</i> <i>Key picture: Digital media</i></p>
---	--	---

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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. in charge of 2. publicity (n) 3. advert (n) 4. profit-making (adj) 5. commercial (n)

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 introduce some vocabulary and the grammar points to be learnt in the unit.
- To check Ss' comprehension of the conversation.
- To introduce words related to the mass media.
- To help Ss identify adverbial clauses of manner and result.

b. Content:

- Task 1: Listen and read. (p.88)
- Task 2: Read the conversation again and circle the correct answers. (p.89)
- Task 3: Find words in 1 with the following meanings. (p.89)
- Task 4: Match the two clauses to make sentences used in 1. (p.89)

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (6 mins)		
<ul style="list-style-type: none"> - 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. 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. 	<ul style="list-style-type: none"> - Students look at the picture and answer the questions. - Students listen to the recording. - Students underline words/phrases related to the culture in the conversation. - Students compare the words and phrases with their partners. - Students read the conversation aloud. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. Who are the speakers? 2. What do you think they are discussing? 3. What types of mass media are mentioned in the discussion? <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Mai and her friends, Mark and Linda 2. The promotion of a charity event Mai is in charge of 3. local newspapers, posters, the Internet/social media sites, etc.
Task 2: Read the conversation again and circle the correct answer. (5 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the conversation again and circle the correct answers. Ask them to identify and underline the key words in 	<ul style="list-style-type: none"> - Students work independently to do the activity. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. expensive, will attract 2. not expensive, may not

<p>the statements first (e.g. 1. advertising, local newspaper). Then have them read the conversation again and locate the part that contains the information for each idea. Have them compare the information in the conversation with each idea to work out which is the correct answer, and why.</p> <ul style="list-style-type: none"> - 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. 	<p>-Students compare the answers in pairs.</p>	<p>3. promoting 4. Mark</p>
<p>Task 3: Find words in 1 with the following meanings. (6 mins)</p>		
<ul style="list-style-type: none"> - Have Ss look at the first letters of the words and phrases. Explain that these words are related to the mass media and they are all in the conversation in Activity 1. - Ask Ss to read the definitions and find the words/phrases so that the words/phrases on the left match the definitions on the right, and they should start with the letters given. - Check answers as a class. 	<ul style="list-style-type: none"> - Students read the conversation again and work independently to do the activity. - Students share and check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. publicity 2. viewers 3. commercials 4. presence
<p>Task 4: Match the two clauses to make sentences used in 1. (5 mins)</p>		
<ul style="list-style-type: none"> - Tell Ss to read the clauses. Encourage them to identify the key words and locate the information in the conversation. - Ask Ss to complete the sentences by matching two clauses. - Check answers as a class. - Highlight the use of adverbial clauses to indicate manner (1. b, 2. c) and result (3. d, 4. a). 	<ul style="list-style-type: none"> - Students work individually to complete the sentences - Students share and check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. b 2. c 3. d 4. a

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss memorize the key information about a charity event;
- To get Ss to speak about a charity event.

b. Content:

- Design a poster to introduce a charity event.

c. Expected outcomes:

- Ss can design a poster and make a short presentation about a charity event.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Design a poster about a charity event (10 mins)		
<ul style="list-style-type: none"> - Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and coloured markers. - Give instructions to students. - Ask students to draw a poster about a charity event. They can use words, icons or images to illustrate. - Teacher asks all groups to stick their works on the blackboard. - Teacher calls on some groups to present their group poster. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group. 	<ul style="list-style-type: none"> - Students work in groups to follow teacher's instruction. - Students perform in front of the class. 	<i>Students' own creativity</i>

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

Board plan

Date of teaching

Unit 7: The world of mass media

Lesson 1: Getting started – Promoting a charity event

*** Warm-up**

Jigsaw puzzle

*** Vocabulary**

1. in charge of
2. publicity (n)
3. advert (n)
4. profit-making (adj)
5. commercial (n)

Task 1: Listen and read.

Task 2: Read and circle the correct answers.

Task 3: Find words.

Task 4: Match the two clauses to make sentences.

Poster design

***Homework**

UNIT 7: THE WORLD OF MASS MEDIA

Lesson 2: Language

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Understand and use words and phrases related to mass media;
- Identify and pronounce linking /r/ between two vowels;
- Use adverbial clauses of manner and result correctly;

2. Competences

- Develop communication skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Personal qualities

- Be responsible for the community.

II. MATERIALS

- Grade 12 textbook, Unit 7, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

An adverbial clause is a dependent clause that functions as an adverb. There are different types of adverbial clauses.

- An adverbial clause of manner explains how something is done. It uses subordinating conjunctions such as *as*, *as if*, and *like*.

Example: He's acting as if he were my father.

Note: We use the subjunctive *were* with all pronouns after *as if*.

- An adverbial clause of result indicates the result of an action or a situation. It often uses subordinating conjunctions such as *so ... that* and *such ... that*.

Example: The weather was so hot that we couldn't sleep.

Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if any necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

Some students will excessively talk in the class.

- Define expectation in explicit detail.
- Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic.

b. Content:

- Watch a video

c. Expected outcomes:

- Students can get an overview of the lesson.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Watch a video</p> <ul style="list-style-type: none"> - Teacher prepares a video about the linking /r/ and asks Ss to watch the video and write down the words with linking /r/ in the video. - Teacher plays the video once. - Teacher checks answers with the whole class. - Teacher replays and pauses the video if necessary. 	<ul style="list-style-type: none"> - Students watch the video and write down the words with linking /r/. - Students check their answers with the class. 	<p>Link:</p> <p>https://www.youtube.com/watch?v=wLprxwzWtc4</p>

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise the linking /r/ between the two vowels.

b. Content:

- Task 1: Listen and repeat. Then practise saying the words. (p.90)
- Task 2: Mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences (p.90)

c. Expected outcomes:

- Students can correctly pronounce the linking /r/ between the two vowels.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and repeat. Then practise saying the sentences in pairs. (6 mins)</p>		
<ul style="list-style-type: none"> - Have Ss read the Remember box to understand when the linking /r/ occurs between two vowels. - Ask Ss to listen to the recording. Have them pay attention to the 	<ul style="list-style-type: none"> - Students listen to the recording, and then repeat the words. 	<p>Audio script:</p> <ol style="list-style-type: none"> 1. I'm sure an advert there can help draw attention to the event. 2. We can't afford to promote the show as if it

<p>linking /r/ marked in each sentence. In weaker classes, explain why the linking /r/ happens using the Remember box! (e.g. 1. <i>The linking /r/ occurs between the vowel /ʊə/ at the end of the word 'sure' and the vowel of the next word, which is /ə/</i>)</p> <p>- Ask Ss to listen to the recording again, but this time, have them practice saying these sentences.</p>	<p>- Students add more examples of the words that contain the linking /r/.</p>	<p>were a big profit-making event.</p> <p>3. Perhaps you should consider all of our suggestions.</p> <p>4. I'll phone the local newspaper to see if they offer any discounts for charity advertising.</p>
--	--	---

Task 2: Mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences (6 mins)

<p>- Ask Ss to read quickly through the text to get a broad understanding.</p> <p>- Have Ss underline the words that contain the three diphthongs in each sentence individually. Then ask them to work in pairs to compare their answers.</p> <p>- Check answers as a class by playing the recording. Pause after each sentence and confirm the answers.</p> <p>- Put Ss in pairs and have them practise reading the sentences aloud.</p> <p>Extension: Ss work in pairs and make up new sentences using words which contain these three diphthongs. Then they take turn to read out their sentences and the other S has to tell how many words containing /ɔɪ/, /aɪ/, and /aʊ/ they can hear.</p>	<p>- Students mark the places where the linking /r/ can appear. Then listen to the recording.</p> <p>- Students read the whole text aloud.</p>	<p>Answer key:</p> <p>1. I saw an interesting advert about the charity event.</p> <p>2. Traditional mass media, for example, TV and newspapers, are still popular.</p> <p>3. There are more adverts on TV nowadays.</p> <p>4. There is a law against sharing private photos without permission.</p>
---	--	--

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: VOCABULARY (12 mins)

a. Objectives:

- To introduce words / phrases related to the topic *The mass media*.
- To help Ss practise the words in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p.90)
- Task 2: Complete the text using the correct forms of the words in Task 1. (p.91)

c. Expected outcomes:

- Students understand the meaning of words, memorise them and are able to use them in meaningful contexts.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins)		
<ul style="list-style-type: none"> - Tell Ss that the words in the activity are related to the mass media. - Have Ss match each word on the left with the meaning on the right. Encourage Ss to study the meanings and underline key words. - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class. 	<ul style="list-style-type: none"> - Students match each word on the left with the meaning on the right - Students study the meanings and underline key words. 	Answer key: 1. <i>d</i> 2. <i>c</i> 3. <i>e</i> 4. <i>b</i> 5. <i>a</i>
Task 2: Complete the text using the correct forms of the words in Task 1. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to work individually. Tell them to read the text carefully to decide which word in 1 can be used to complete each of the sentences. Remind them to use the contextual clues to decide on the word/phrase. - Have Ss compare their answers in pairs. Check answers as a class. Have individual Ss call out the word they have used for each sentence first. - Confirm the correct answers. In stronger classes, ask Ss to explain why they have chosen the word for each blank using contextual clues. 	<ul style="list-style-type: none"> - Students read the sentences carefully and decide which words can be used. - Students explain the meaning of each phrase. - Students read the complete text. 	Answer key: 1. <i>updated</i> 2. <i>the press</i> 3. <i>reliable</i> 4. <i>fake news</i> 5. <i>bias(es)</i>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: GRAMMAR (13 mins)**a. Objectives:**

- To help Ss recognise the use of adverbial clauses of manner and result;
- To help Ss practise using adverbial clauses of manner and result.

b. Content:

- Task 1: Combine the sentences using suitable adverbial clauses. (p.91)
- Task 2: Work in pairs. Talk about a type of mass media you use in your everyday life, using adverbial clauses of manner and result. (p.91)

c. Expected outcomes:

- Students know how to use adverbial clauses of manner and result and can apply it to give a short talk on the given topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Combine the sentences using suitable adverbial clauses. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the notes in the Remember box to remember the use of adverbial clauses of manner and result. Give more explanation and examples if necessary. - Ask Ss to complete the sentences with the suitable adverbial clauses. Tell them to pay attention to the meaning of each sentence and the grammatical clue (i.e. what are the subordinating conjunctions are/should be used). - Check answers as a class. Go through each sentence and ask Ss to explain for their answer, e.g. <i>1. The adverbial clause here shows the manner of the action in the main clause. It uses the subordinating conjunction 'like'. So the answer should be "My brother was looking at me like he was guilty of something".</i> 	<ul style="list-style-type: none"> - Students read the notes in the Remember box. - Students complete the sentences with the suitable adverbial clauses - Students explain their answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. he was guilty of something 2. that people sometimes get confused 3. as if the pain didn't affect him at all 4. that it allows people to share information and ideas from around the world
Task 2: Work in pairs. Talk about a type of mass media you use in your everyday life, using adverbial clauses of manner and result. (7 mins)		
<ul style="list-style-type: none"> - Ask Ss to work in pairs. Ask them to take turns to talk about a type of mass media they use in their everyday life. They should make 3-5 sentences, using adverbial clauses of manner and result as much as they can. - Encourage them to study the example in pairs first. Tell them to pay attention to the use of adverbial clauses of manner and result. - Encourage them to speak without writing down the sentences. For weaker classes, allow them to write the sentences first before reading them aloud. - When they finish, invite some pairs to read the sentences aloud in front of the class. Correct any misuse of adverbial clauses of manner and result. 	<ul style="list-style-type: none"> - Students work in pairs and talk about a type of mass media they use in their everyday life - Present their ideas in front of class. 	<p>Suggested answers:</p> <p>I use social media sites every day to access news and entertainment. There is such a wide range of information and entertainment on social media that I often spend many hours surfing the Internet every day. I use social media so much that sometimes my parents are worried about me. They think</p>

		that I behave as if I were addicted to social media . They may be right. If I don't go on social media, I feel like I'm missing out .
--	--	---

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' 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 3 - Reading.

Board plan

<p><i>Date of teaching</i></p> <p>Unit 7: The world of mass media</p> <p>Lesson 2: Language</p>
<p>* Warm-up Watch a video</p>
<p>* Pronunciation</p> <ul style="list-style-type: none"> - Task 1. Listen and repeat. - Task 2. Mark the places where the linking /r/ can appear.
<p>* Vocabulary</p> <ul style="list-style-type: none"> - Task 1. Match the words with the meanings. - Task 2. Complete the text.
<p>* Grammar</p> <ul style="list-style-type: none"> - Task 1. Combine the sentences. - Task 2. Talk about a type of mass media.
<p>* Homework</p>

UNIT 7: THE WORLD OF MASS MEDIA

Lesson 3: Reading – Digital media vs. traditional media

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Develop reading skills for general ideas and for specific information about digital media and traditional media.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills;
- Actively join in class activities.

3. Personal qualities

- Be responsible for the community.

II. MATERIALS

- Grade 12 textbook, Unit 7, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. convenient (adj)	/kən'vi:niənt/	useful, easy or quick to do; not causing problems	tiện lợi
2. flexible (adj)	/'fleksəbl/	able to change to suit new conditions or situations	linh hoạt
3. reliable (adj)	/rɪ'laɪəbl/	that can be trusted to do something well; that you can rely on	đáng tin cậy
4. fact-check (v)	/'fækt tʃek/	to investigate an issue in order to check that the facts are given correctly	xác minh tính chính xác
5. struggle (v)	/'strʌgl/	to try very hard to do something when it is difficult or when there are a lot of problems	vật lộn

Assumption

Anticipated difficulties	Solutions
--------------------------	-----------

Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Board race

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Board race</p> <ul style="list-style-type: none"> - Teacher divides the class into 2 teams and the board in four sections and gives a board pen to one of the Ss in each team. - Teacher calls out the theme (<i>Traditional and digital media</i>) and gives them two minutes to write as many names of traditional and digital media 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. 	<ul style="list-style-type: none"> - Students come to the board one by one to write the answer. - Students check their answers with the class. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> - Digital media + websites + social media + videos + video games + digital advertising + software - Traditional media + printed newspapers + broadcast TV + radio + billboards + banner ads + printed magazines

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:

- To get students 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. Discuss the questions. (p.92)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss the questions. (4 mins)		
<ul style="list-style-type: none"> - Focus Ss' attention on the heading and ask them to tell you the difference between the two. Elicit types of digital and traditional media. - Ask Ss to read the first section of the article and say if their answers were correct. - Put Ss in pairs to discuss the questions. - Ask some pairs to share their answers with the whole class. 	<ul style="list-style-type: none"> - Students work in pairs and answer the questions. - Students write questions they want to know on the board. 	<p>Suggested answer: Yes, I think digital media can replace traditional media to some extent because it is more convenient and allows us to share information quickly. However, traditional media is still popular among certain groups of people who prefer traditional formats like newspapers, radio, or television.</p>
Vocabulary pre-teaching (5 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. convenient (adj) 2. flexible (adj) 3. reliable (adj) 4. fact-check (v) 5. struggle (v)

e. Assessment

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

3. ACTIVITY 2: WHILE-READING (20 mins)**a. Objectives:**

- To get Ss to practise guessing the meaning of words from context;
- To help Ss develop reading skills for general information;
- To help Ss develop reading skills for specific information.

b. Content:

- Task 2: Read the article. Match the highlighted words with their meanings. (p.92)

- Task 3: Read the article again. Write Q next to Quang’s opinion, H next to Hoa’s opinion, and N if it is not their opinion. (p.93)
- Task 4: Read the article again. Choose the correct answers. (p.93)

c. Expected outcomes:

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

d. Organisation

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
Task 2: Read the article. Match the highlighted words with their meanings. (8 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the whole text to get an overall idea. - Focus their attention on the highlighted words and ask them to study the context, including the sentence containing the word as well as neighbouring sentences, carefully. - Encourage Ss to look for context clues to help them guess the meaning, e.g. The phrase ‘via electronic devices’ explains how digital media reaches people, which suggests that the best match for ‘distributed’ is Option d. 	<ul style="list-style-type: none"> - Students read the words first, then skim through each section. - Students choose the best suitable definition. - Students check answers with the whole class and give explanations for their choice. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. d 2. c 3. b 4. a
Task 3: Read the article again. Write Q next to Quang’s opinion, H next to Hoa’s opinion, and N if it is not their opinion. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the statements and make sure they understand them. - Encourage them to underline the key words in each statement, paying attention to the differences between these statements. <i>E.g. 1. The key words are “will replace” and “soon”. 2. The key words are “will replace” and “won’t be soon”.</i> - Ask Ss to read each piece of opinion in the article. Tell them to identify the conclusion of the argument in each piece. In weaker classes, encourage them to pay attention to the first and the last sentences of each piece as the conclusion of the argument is often located there. - Check answers as a class. - Have some Ss read aloud clues from the text which help them find the correct answer. E.g. In the last sentence of his opinion piece, Quang says that “it won’t be long before traditional media becomes a thing of the past.” It means that in his opinion, digital media will replace traditional media soon, so Quang’s opinion is 1. 	<ul style="list-style-type: none"> - Students read the statements and make sure they understand them. - Students underline the key words in each statement. - Students read the text and identify the conclusion of the argument - Students check answers with the whole class and give explanations for their choice. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1 – Q 2 – N 3 – N 4 – H 5 – N
Task 4: Read the article again. Choose the correct answers. (6 mins)		
<ul style="list-style-type: none"> - Tell Ss that in an argument, there are two main parts: reasons and conclusion. Tell them that they 	<ul style="list-style-type: none"> - Students read and underline the key words in the questions and options. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B, C, D 2. C

<p>are now focusing on the reasons Quang and Hoa give to arrive at their conclusions in Activity 3.</p> <ul style="list-style-type: none"> - Encourage them to read and underline the key words in the questions and options. - Have Ss read the text and locate the key words, as well as paraphrases of these key words. (e.g. <i>1B. can be accessed easily = “freely accessible” in the text</i>) - Choose the option(s) that match(es) the information in the text. Remind them that some questions require more than one correct answer. - Watch out for distractors, especially options that may be mentioned in part in the text, but are not true. (e.g. <i>1A. free to use ≠ “freely accessible” in the text</i>) - In weaker classes, write the outlines of Quang’s and Hoa’s arguments on the board for the students to see the structure of the argument more clearly. In stronger classes, encourage them to write these outlines themselves. - For Questions 2 and 4, remind the students that they also need to pay attention to neighbouring sentences and any linkers used with each statement. E.g. <i>2. The statement that many organisations can reach its customers via digital media is given after the linker “for example”. It shows that this statement is an example of the previous statement (“digital media forms are more interactive”). So C is the correct answer.</i> - Check answers as a class. 	<ul style="list-style-type: none"> - Students choose the option(s) that match(es) the information in the text. - Students check answers with the whole class and give explanations for their choice. 	<p>3. A, C, D 4. B</p>
---	--	----------------------------

e. Assessment

- Teacher’s observation on Ss’ performance.
- Teacher’s feedback and peers’ feedback.

4. ACTIVITY 3: POST-READING (8 mins)

a. Objectives:

- To check students’ understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To give students authentic practice in using target language.

b. Content:

- Task 5: Work in pairs. Discuss the following questions.
After reading the article, who do you agree with, Hoa or Quang? Why? (p.93)

c. Expected outcomes:

- Students can use the language and ideas from the unit to express their ideas and opinions.

d. Organisation

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
----------------------	----------------------	----------

Task 5: Work in pairs. Discuss the following question. After reading the article, who do you agree with, Hoa or Quang? Why?

<ul style="list-style-type: none"> - Ask Ss to work in pairs. Have them discuss the question. Encourage them to explain their opinion. - Invite some pairs to share their answers with the whole class. - Ask other Ss to give comments and correct any mistakes if possible. 	<ul style="list-style-type: none"> - Students practise speaking in pairs. - Students share their answers with the whole class. - Students listen and give feedbacks. 	<p>Suggested answers: We agree with Hoa's opinion. Digital media is very powerful, but not without limitations. Digital media sources are not always reliable. People in certain areas still have limited access to the Internet and don't always find it easy to use smart devices. Therefore, we believe that people will continue to use different sources of information or types of mass media to take full advantage of each one.</p>
--	---	---

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)

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 next lesson – Speaking.

Board plan

<p><i>Date of teaching</i></p> <p>Unit 7: The world of mass media</p> <p>Lesson 3: Reading</p> <p>* Warm-up</p> <p>Board race</p> <ul style="list-style-type: none"> - Task 1: Discuss the questions. - Vocabulary <ol style="list-style-type: none"> 1. convenient (adj) 2. flexible (adj) 3. reliable (adj) 4. fact-check (v) 5. struggle (v) - Task 2: Match each word with its meaning. - Task 3: Decide the person who raises the opinion. - Task 4: Choose the correct answers. - Task 5: Discussion.
--

*** Homework**

UNIT 7: THE WORLD OF MASS MEDIA

Lesson 4: Speaking – Types of mass media

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Gain an overview about types of mass media;
- Memorise vocabulary to talk about types of mass media.

2. Competences

- Develop communication skills;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Be responsible for the community.

II. MATERIALS

- Grade 12 textbook, Unit 7, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. leaflet (n)	/'li:flət/	a printed sheet of paper or a few printed pages that are given free to advertise or give information about something	tờ rơi
2. brochure (n)	/'brəʊʃə(r)/	a small magazine or book containing pictures and information about something or advertising something	sách (nhỏ) quảng cáo
3. promotion (n)	/prə'məʊʃn/	activities done in order to increase the sales of a product or service; a set of advertisements for a particular product or service	sự xúc tiến
4. cyberbullying (n)	/'saɪbəbʊliŋ/	the activity of using messages on social media, emails, text messages, etc. to frighten or upset somebody	bắt nạt qua mạng

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

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 speaking part.

b. Content:

- Solve the puzzle

c. Expected outcomes:

- Students join the game enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Solve the puzzle</p> <ul style="list-style-type: none"> - Teacher divides class into two groups. - There are four questions, the answers of which provide four clues for the key word. - Each group chooses a question. If they have a correct answer, they get one point. - If a team can guess the key word, they will get 5 points. - The team with more points is the winner. - Teacher leads in the lesson. 	<ul style="list-style-type: none"> - Students take turns, choose a number and answer the question. - Students guess the key word. - Students explain their key word. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. It's an international computer network connecting other networks and computers that allows people to share information around the world. What is it? <input type="checkbox"/> (the) Internet 2. It's a piece of electrical equipment with a screen on which you can watch programmes with moving pictures and sounds. What is it? <input type="checkbox"/> TV/ television 3. It's a piece of equipment used for listening to programmes that are broadcast to the public. What is it? <input type="checkbox"/> radio 4. It's a set of large printed sheets of paper containing news, articles, advertisements, etc. and published every day or every week. What is it? <input type="checkbox"/> printed newspaper <input type="checkbox"/> KEY WORD: Mass media

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (15 mins)

a. Objectives:

- To provide knowledge and language input for the main speaking task;
- To provide vocabulary related to the topic.

b. Content:

- Task 1: Work in pairs. Discuss the different types of mass media. Make notes in the table below. (p.94)

- Vocabulary

c. Expected outcomes:

- Students can identify and gain some vocabulary to complete speaking tasks.

- Students can come to the final table about the characteristics of different types of mass media.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Discuss the different types of mass media. Make notes in the table below. (10 mins)		
<ul style="list-style-type: none"> - Ask Ss to study the table and the example. Make sure they understand the words in the rows, columns and example. - In weaker classes, explain to them what the example means. <i>E.g. In general, the cost of creating content and advertising on TV is very high. However, we can present both audio and visual information on TV and reach a very large group of audience. Moreover, the information on TV is generally reliable and credible.</i> - Put Ss in pairs to complete the table. Remind them that they should give general comments about the mass media only (i.e., what is true about most print newspapers etc.). - Invite some students to share their answers with the class. 	<ul style="list-style-type: none"> - Students share what they know about different types of mass media. - Students note down the information in the table. 	<p>Students' answers (Suggested answers- see appendix)</p>
Vocabulary (5 mins)		
<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. - Teacher asks Ss to take notes on their notebooks. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. leaflet (n) 2. brochure (n) 3. promotion (n) 4. cyberbullying (n)

e. Assessment

- Teacher gives corrections and feedback.

- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (23 mins)

a. Objectives:

- To give Ss an opportunity to use the language and ideas from the unit to respond to real-life situations.

- To give Ss an opportunity to summarise and present a group discussion to the class.

b. Content:

- Task 2: Work in groups. Discuss the following situations and decide on the most suitable type of media to use in each situation. Provide reasons for your choice. (p.94)

- Task 3. Report your answers to the whole class. Vote for the best idea for each situation. (p.94)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the most suitable type of media.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Work in groups. Discuss the following situations and decide on the most suitable type of media to use in each situation. Provide reasons for your choice. (15 mins)		
<ul style="list-style-type: none"> - Put Ss in pairs. Ask them to study the situations in the book before discussing them. Encourage them to underline the key words in each situation. - In weaker classes, ask them to look at some useful expressions for discussion in the appendix of their book if they need help. - Walk around and offer help when necessary. 	<ul style="list-style-type: none"> - Students work in groups to discuss the given situations. - Students compare their notes with their partners. 	<p>Suggested answer:</p> <p>2. A: To raise our classmates' awareness of cyberbullying, we plan to send them some information and videos about the issue. Since it's both visual and audio content, I don't think we can use leaflets or the school newsletter. Perhaps we should send the materials via email. It will be quick and free.</p> <p>B: I agree. But not all students in our school have email accounts. Mass emails usually end up in the spam folder. Many students may not even notice that they have received the information and videos. Or they may think it's a spam email and just delete it.</p> <p>C: How about our school website? It's a credible source of information and most students visit it every day.</p> <p>A: Good idea! And it'll be free of charge! But we need to ask for permission from the head teacher.</p> <p>B: That shouldn't be a problem. I'm sure we'll get the permission to post information on our school website. This will be part of the school anti-bullying campaign.</p> <p>3.</p> <p>A: We need to inform people about the upcoming collection of books and clothes for charity. Since we only need to include some text and perhaps a couple of pictures, I think</p>

		<p>something simple like leaflets is the way to go. Besides, they're more affordable for a non-profit making event like this one.</p> <p>B: I agree that they're cheap and simple to make. But many people may not pay much attention to them. They may mistake our leaflets as product adverts and throw them away.</p> <p>C: I see. How about social media sites? People can share the information with their friends and family quickly, so we can reach a large number of people. Creating social media posts is also easy and doesn't cost anything.</p> <p>A & B: Yes, that's a good idea.</p>
--	--	--

<p>Task 3: Report your answers to the whole class. Vote for the best idea for each situation.</p>		
<ul style="list-style-type: none"> - Have a representative from all groups share their plan in front of the class. - Praise for good effort, well-structured responses and fluent delivery. - After all groups present their plans to a situation, ask the class to vote for the best programme (suggested criteria: number of activities, duration, participants, preparation for the event...). Remind Ss not to vote for their own plan. Count the votes for each group and announce the best plan. 	<ul style="list-style-type: none"> - Students work in groups, use the notes and talk about the most suitable type of media. - Students add more details if they can. - Vote for the best idea. 	<p>Suggested answers:</p> <p>2. In our discussion, we talked about ways to raise our classmates' awareness of cyberbullying. We considered sending information and videos via email, but were worried about spam filters. Finally, we've agreed that the school website is a better option, as it's a credible source and widely accessed by students. In order to post information on it, we plan to seek permission from the head teacher first.</p> <p>3. We've just discussed how to inform people about an upcoming charity event for book and clothes collection. At first, we considered making leaflets because they are easy to design and affordable. However, some of us expressed concerns about people disregarding them. Finally, we've all agreed that sharing the information on social media sites would be more effective for reaching a larger audience quickly and at no cost.</p>

e. Assessment

- Teacher observes, checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Write a paragraph about the characteristics of different mass media forms.

- Prepare for the next lesson – Listening.

Appendix

	Cost of creating content and advertising on it	Presentation style	Audience and publicity	Reliable sources / credible content
Television	Very high	Audio and visual	Very large	Generally reliable/credible
Printed newspapers	Generally high	Visual only	Large	Generally reliable/credible
Leaflets and brochures	Not very high	Visual only	Medium	Depends
Emails	Free	Audio and visual	Large	Not very reliable/credible
Social media	Medium	Audio and visual	Very large	Not very reliable/credible

Board plan

<p><i>Date of teaching</i></p> <p>Unit 7: The world of mass media</p> <p>Lesson 4: Speaking</p>
<p>* Warm-up Solve the puzzle</p> <p>Task 1: Discuss and complete the table. Vocabulary</p> <ol style="list-style-type: none"> 1. leaflet (n) 2. brochure (n) 3. promotion (n) 4. cyberbullying (n)

Task 2: Discuss the most suitable type of media.

Task 3: Report the discussion.

*** Homework**

UNIT 7: THE WORLD OF MASS MEDIA

Lesson 5: Listening – Fake news on the Internet

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Gain an overview about fake news on the Internet;
- Memorize vocabulary to talk about fake news on the Internet.

2. Competences

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and teamwork;
- Develop presentation skills.

3. Personal qualities

- Be responsible for the community

II. MATERIALS

- Grade 12 textbook, Unit 7, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. ashamed (of) (adj)	/ə'ʃeɪmd/	feeling shame or feeling embarrassed about somebody/something or because of something you have done	xấu hổ
2. fake (adj)	/feɪk/	not what somebody claims it is; appearing to be something it is not true.	giả
3. population (n)	/ˌpɒpjʊ'leɪʃn/	all the people who live in a particular area, city or country; the total number of people who live there	dân số

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none">- Provide vocabulary and useful language before assigning tasks.- Encourage students to work in groups so that they can help each other.- Give short, clear instructions and help if necessary.

Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.
--	---

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic.

b. Content:

- Video watching

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher prepares a video about fake news and asks Ss to watch the video and write down information about real news and fake news. - Teacher plays the video once. - Teacher checks answers with the whole class. - Teacher replays and pauses the video if necessary.	- Students watch the video and write down information about real news and fake news. - Students check their answers with the class.	Link: https://www.youtube.com/watch?v=KX8-BOc7Z0c

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. Find 3 words in the wordsearch to show things you should look at to decide whether a piece of news is fake or not. (p.95)
- Vocabulary

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some words from the recording.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Find 3 words in the wordsearch to show things you should look at to decide whether a piece of news is fake or not. (4 mins)		

<ul style="list-style-type: none"> - Ask students to look at the photo. Ask if they have any experience of fake news before. If they say yes, ask if they know how to ‘spot’ fake news. - Put Ss in pairs. Tell them that they will find three words in the word search which show the things they should pay attention to before they can decide whether a piece of news is fake or not. - In weaker classes, find one word for them as an example. If the class struggle, give them a hint (e.g. there is a diagonal word) or some clues (e.g., the first letter(s) of each word/some words) - Check answers as a class. - Briefly explain the answers (e.g. You need to check if the images are real, for example, not altered using Photoshop or other software. You also need to see if the language is accurate and grammatically correct. In addition, it is important to evaluate the source of information to make sure it is reliable. These three elements will help you decide whether a piece of news is fake or not) and encourage them to listen to the recording in the next activity to find out more. 	<ul style="list-style-type: none"> - Students find the words in the wordsearch. 	<p><i>Answer key:</i></p> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>G</td><td>I</td><td>T</td><td>E</td><td>R</td><td>G</td><td>F</td><td>H</td></tr> <tr><td>K</td><td>E</td><td>M</td><td>E</td><td>W</td><td>A</td><td>A</td><td>W</td></tr> <tr><td>H</td><td>L</td><td>O</td><td>A</td><td>K</td><td>A</td><td>U</td><td>H</td></tr> <tr><td>Q</td><td>E</td><td>B</td><td>I</td><td>G</td><td>C</td><td>T</td><td>O</td></tr> <tr><td>N</td><td>P</td><td>C</td><td>H</td><td>M</td><td>E</td><td>H</td><td>F</td></tr> <tr><td>B</td><td>X</td><td>H</td><td>R</td><td>I</td><td>T</td><td>S</td><td>U</td></tr> <tr><td>S</td><td>O</td><td>U</td><td>R</td><td>C</td><td>E</td><td>S</td><td>U</td></tr> <tr><td>B</td><td>X</td><td>H</td><td>R</td><td>I</td><td>T</td><td>R</td><td>V</td></tr> <tr><td>L</td><td>A</td><td>N</td><td>G</td><td>U</td><td>A</td><td>G</td><td>E</td></tr> </table>	G	I	T	E	R	G	F	H	K	E	M	E	W	A	A	W	H	L	O	A	K	A	U	H	Q	E	B	I	G	C	T	O	N	P	C	H	M	E	H	F	B	X	H	R	I	T	S	U	S	O	U	R	C	E	S	U	B	X	H	R	I	T	R	V	L	A	N	G	U	A	G	E
G	I	T	E	R	G	F	H																																																																			
K	E	M	E	W	A	A	W																																																																			
H	L	O	A	K	A	U	H																																																																			
Q	E	B	I	G	C	T	O																																																																			
N	P	C	H	M	E	H	F																																																																			
B	X	H	R	I	T	S	U																																																																			
S	O	U	R	C	E	S	U																																																																			
B	X	H	R	I	T	R	V																																																																			
L	A	N	G	U	A	G	E																																																																			

Vocabulary teaching (5 mins)		
<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. - Teacher asks Ss to take notes on their notebooks. 	<ul style="list-style-type: none"> - Students say the meaning of the words. - Students write new words on their notebook. 	<p><i>New words:</i></p> <ol style="list-style-type: none"> 1. ashamed (of) (adj) 2. fake (adj) 3. population (n)

e. Assessment

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

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 fake news on the Internet.

b. Content:

- Task 2: Listen to three students talking about fake news. Match the speaker with his/her attitude towards fake news. There are TWO extra options. (p.95)
- Task 3: Listen to the recording again and complete the notes below. Use no more than TWO words and/or numbers for each gap. (p.95)

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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to three students talking about fake news. Match the speaker with his/her attitude towards fake news. There are TWO extra options. (10 mins)		
<ul style="list-style-type: none"> - Tell Ss that they are going to listen to three speakers and find out their attitudes towards fake news. - Ask Ss to read the statements A-E. Make sure they understand these statements and encourage them to underline key words in each statement. <i>E.g. A. He/she's <u>worried</u> about fake news. B. He/she's <u>not worried</u> about fake news.</i> - Ask Ss to listen and pay attention to the key words, as well as paraphrases of these key words. In weaker classes, help them brainstorm the possible paraphrases of these key words. <i>E.g. 1. 'Worried' could be paraphrased as 'concerned', 'a (big) problem/issue' in the recording.</i> - Encourage 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. In weaker classes, help them brainstorm the possible words and expressions, and discuss the possible tones of voice to express the attitudes in the statements. <i>E.g. E. When people feel annoyed, they sound angry and tend to use high-pitch voice. They may say something such as "It's annoying ...", or "I can't stand ..." to express their anger.</i> - Play the recording once. For weaker classes, play the recording twice. - Check answers as a class. 	<ul style="list-style-type: none"> - Students make predictions before listening. - Listen and check the answers. 	<p>Answer key: Mai - A Nam - D Mark - B</p>
Task 3: Listen to the recording again and complete the notes below. Use no more than TWO words and/or numbers for each gap. (10 mins)		

<ul style="list-style-type: none"> - Tell Ss that they are going to listen to the recording again. This time, they should complete the words, using no more than two words for each blank. - Ask them to study the notes to get the general ideas. - Encourage them to underline key words in the notes. - Play the recording. Ask them to listen carefully, pay attention to these key words or their paraphrases in the recording. Remind them that the word/phrase for each gap is exactly the same as taken from the recording. It should fit the gap in terms of both form and meaning. Finally, it should not exceed the word limit (2 words at most). - Check answers as a class. 	<ul style="list-style-type: none"> - Students read the questions and underline the key words. - Students find the words to fill in the blanks in the recording. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. 72 million 2. 75%/per cent 3. behaviour 4. credible 5. bias
---	---	--

e. Assessment

- Teacher’s observation on Ss’ performance.
- Teacher’s feedback and peers’ feedback.

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To check students’ understanding and memorize the information in the recording;
- To help some students enhance presentation skills;
- To practise team working;
- To help Ss use the language and ideas from the listening to share their experiences of fake news.

b. Content:

- Task 4: Work in groups. Discuss these questions.

How helpful do you find the tips in the talk? Have you used any of them? (p.95)

c. Expected outcomes:

- Students can use the language and ideas from the unit to share their experiences of fake news.

d. Organisation

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
Task 4: Work in groups. Discuss these questions.		
<ul style="list-style-type: none"> - Ask Ss to work in groups. Have them discuss the tips for dealing with fake news they have learned in the recording. - Invite some Ss to share their answers with the whole class. 	<ul style="list-style-type: none"> - Students work in groups and discuss. - Students share their ideas to the whole class. 	<p>Suggested answer:</p> <p>I find all the tips useful, and have used the first tip myself. For example, I always go to official websites of credible newspapers to get news. I try to avoid personal blogs on the Internet because bloggers may lack expertise on different topics and may express opinions rather than facts. But I have never used the other tips. I</p>

		<p>think I will try the second tip in the future. Instead of getting news from one source, perhaps I should try to check if the same news is reported on other trusted sites. The last tip will also be useful, but I think I will need better English language skills to detect spelling and grammar mistakes or bias in news stories written in English.</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.

Board Plan

<p><i>Date of teaching</i> Unit 7: The world of mass media Lesson 5: Listening</p>
<p>*Warm-up Video watching</p>
<p>* Listening - Task 1: Work in pairs and find the words. - Vocabulary 1. ashamed (of) (adj) 2. fake (adj) 3. population (n) - Task 2: Listen and match. - Task 3: Listen and complete the notes. - Task 4: Work in groups and discuss.</p>
<p>*Homework</p>

UNIT 7: THE WORLD OF MASS MEDIA

Lesson 6: Writing – Description of pie charts

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Synthesise and summarise information in order to write a pie chart description to compare main news sources among different age groups;
- Apply structures to write a pie chart description to compare main news sources among different age groups.

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 responsible for the community

II. MATERIALS

- Grade 12 textbook, Unit 7, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

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: Pictionary

c. Expected outcomes:

- Students can guess the words based on the pictures.

d. Organisation

TEACHER'S ACTIVITIES

STUDENTS' ACTIVITIES

CONTENTS

<p>Pictionary</p> <ul style="list-style-type: none"> - Teacher divides the class into two teams. - Teacher call one student by a time to come to the board and show the student a word. - The chosen student will draw a picture to describe the word. - 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. 	<ul style="list-style-type: none"> - Students look at the picture and guess the words. - Students check their answers with the class. 	<p>Word list:</p> <ol style="list-style-type: none"> 1. pie chart 2. bar chart 3. table 4. process 5. maps 6. line graph
--	---	---

e. Assessment

- Teacher observes and gives feedback.



2. ACTIVITY 1: PRE-WRITNG (10 mins)

a. Objectives:

- To help Ss understand the pie charts in Activity 2;
- To help Ss synthesise and summarise information from the pie charts;
- To help students have the ideas for their writing;
- To familiarize Ss with the structure and language of a pie chart description.

b. Content:

- Task 1: Work in pairs. Study the pie charts on page 96 and choose the correct answer A or B. (p.95-96)
- Task 2: Complete the following description of the charts in 1. Use the words and phrases in the box. (p.96)

c. Expected outcomes:

- Students can select the appropriate information and have ideas to write about the descriptions of given charts.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Study the pie charts on page 96 and choose the correct answer A or B. (5 mins)		
<ul style="list-style-type: none"> - Have Ss quickly look at the pie charts in Activity 2. - Ask them some questions to check their broad understanding. <i>E.g. What does the chart show? (information about the main news sources among young adults and old people) When was the information reported? (2022). What do the colours represent? (The sources of information, namely TV, printed newspapers, online new sites, and others).</i> - Put them in pairs. Ask them to study the charts more closely and choose the best answer to each question. - Check their answers as a class. Invite some Ss to explain for their answers. <i>E.g. 1. Television was very popular among both the young adults (35%) and the old people (42%). These are the highest proportions in each age group.</i> 	<ul style="list-style-type: none"> - Students read the given questions and work in pairs to choose the correct answers. - Students share their answers with the whole class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. A 3. B 4. B 5. A
Task 2: Complete the following descriptions of the charts in 1. Use the words and phrases in the box. (5 mins)		
<ul style="list-style-type: none"> - Have Ss skim through the pie chart description. In weaker classes, read through the description and the box and check if Ss know the words/phrases. - Have Ss fill in the gaps with the words and phrases in the box. - Check answers as a class. 	<ul style="list-style-type: none"> - Students fill in the gaps with the words and phrases in the box. - Students share their answers with the whole class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. most popular 2. Meanwhile 3. as opposed to 4. while



<p>- Ask Ss to read the Tips box. Use the text to illustrate each part. <i>E.g. The first sentence introduces the pie charts. It reads “The pie charts compare ...”.</i></p>		
--	--	--

e. Assessment:

- Teacher checks students’ answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (18 mins)

a. Objectives:

- To help Ss practise writing a pie chart description.

b. Content:

- Task 3: Write a description (120–150 words) of the charts below. Use the model and tips in 2 to help you. (p.96)

c. Expected outcomes:

- Students can write a pie chart description.

d. Organisation:

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
<p>Task 3: Write a description (120–150 words) of the charts below. Use the model and tips in 2 to help you.</p>		
<p>- Tell Ss that they are going to write pie chart description. It includes the same pie charts in Activity 2, but now a new pie chart about teenagers has been added. Therefore, they could use the ideas, the model and tips in Activity 2 in this activity.</p> <p>- Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk around the class to provide help when necessary.</p> <p>- In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other’s ideas, vocabulary, and grammar. If time allows, encourage Ss to make revisions based on peer feedback before they produce a final draft.</p> <p>- Collect Ss’ writing tasks and give face-to-face feedback in</p>	<p>- Students brainstorm for the ideas and the language necessary for writing</p> <p>- Students write the first draft individually using the ideas in task 1 and 2.</p>	<p>Suggested answer:</p> <p>The pie charts compare the main news sources for teenagers, young adults and old people according to a survey in 2022.</p> <p>Overall, television was a very popular source of news for all age groups. It was the top news source for old and young adults, chosen by 42 percent of old people and more than one third of young adults and teenagers. Meanwhile, online news sites were chosen by the majority of teenagers, with more than 50 percent. By contrast, the Internet was the least common news source for old people, with just 6 percent. On the other hand, printed newspapers were the main news source for 29 percent of old people while only fewer than 10 percent of young adults and teenagers reported getting their news from them.</p>



private or give them back with some written feedback.		As for other sources of news, around a quarter of young adults and old people relied on other sources for news, as opposed to only 4 percent of teenagers.
---	--	--

e. Assessment:

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (10 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'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
<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. - 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. 	<ul style="list-style-type: none"> - Students swap their piece of writing with their partners and give peer review. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p style="text-align: right;">TOTAL: .../50</p>

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 notebooks.
- Do exercises in the workbook.
- Prepare for Lesson 7 – Communication & Culture

Board Plan

<p><i>Date of teaching</i> Unit 7: The world of mass media</p>



Lesson 6: Writing

*Warm-up

Pictionary

- Task 1: Choose the correct answer.
- Task 2: Complete the descriptions.
- Task 3: Write a pie chart description.
- Peer review

*Homework



UNIT 7: THE WORLD OF MASS MEDIA

Lesson 7: Communication and Culture / CLIL

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 mass media around the world;
- Review expressions for starting small talk.

2. Competences

- Develop communication skills and creativity;
- Develop presentation skill;
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Be responsible for the community

II. MATERIALS

- Grade 12 textbook, Unit 7, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Continue to explain task expectations in small chunks (before every activity).- Provide vocabulary and useful language before assigning tasks- Encourage students to work in groups so that they can help each other.

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:

- Mind-mapping

c. Expected outcomes:

- Students can get knowledge about mass media.

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Mind-mapping</p> <ul style="list-style-type: none"> - Teacher divides the class into four teams and prepare a mind-map with the word types of mass media in the middle. - Each team will have 5 seconds to give a name of mass media form. After 5 seconds, if the team cannot give a name, the turn moves to another group. - When the time is over, teacher counts how many correct names each team has given. - The team with more correct answers will be the winner. - Teacher leads in the new lesson by asking some questions. 	<ul style="list-style-type: none"> - Students think and call out the name of mass media form. - Students check their answers with the class. 	<p><i>Students' own answers</i></p>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide model conversations in which speakers start small talk.
- To review expressions for starting small talk.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.97)
- Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the tips and expressions below to help you. (p.97)

c. Expected outcomes:

- Students can use appropriate language to make small talk.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (6 mins)</p>		
<ul style="list-style-type: none"> - Give them some time to skim through the conversations. Ask them to identify the topic of the conversation. <i>E.g. Julie and Mai are talking about flower festivals.</i> - Play the recording once in stronger classes and twice in weaker classes. - Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers. 	<ul style="list-style-type: none"> - Students listen to the recording. - Students complete the conversation with words in the box. - Students practise the conversation in pairs. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. D 2. A 3. C 4. B



<p>- Put Ss into pairs and have them practise the conversation.</p>		
<p>Useful expressions (7 mins)</p>		
<p>- Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 5 groups: + The weather + Films, TV shows, popular music, and books + Current events + The day or weekend + Observations - Teacher asks Ss to classify the expressions into 5 groups. - Check as a class. - Teacher asks if Ss can add some more expressions.</p>	<p>- Ss work in groups to do the task.</p>	<p>* Making small talk</p> <ul style="list-style-type: none"> • The weather <i>What a beautiful day!</i> <i>Lovely day, don't you think?</i> <i>It's so hot today, isn't it?</i> <i>It looks like it's going to rain.</i> • Films, TV shows, popular music, and books <i>Have you watched ...?</i> <i>Have you heard (about) ...?</i> <i>Are you reading ...?</i> • Current events <i>Did you hear about ...?</i> <i>Did you catch the news today?</i> <i>I read in the press today that...</i> <i>I heard on the radio today that</i> ... • The day or weekend <i>How was your day/weekend?</i> <i>Has anything exciting happened today?</i> <i>Are you doing anything fun after school/at the weekend?</i> • Observations <i>I like/love your (hat). Can I ask where you got it?</i> <i>Your (cakes) are delicious!</i> <i>Thanks for (making them for the party).</i> <i>Nice place, isn't it?</i>
<p>Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the tips and expressions below to help you. (6 mins)</p>		
<p>- Tell Ss that the words they used to fill in the gaps in Activity 1 are used to start small talks (i.e., an informal, polite conversation with strangers, classmates or friends to greet each other, get conversations started and get to know each other). - Ask Ss to read the Remember box and check understanding. - Put Ss in pairs and explain the task: to role-play conversations similar to the ones in Activity 1, but based on the two</p>	<p>- Make plan for the role-play - Practice the role-play, based on the two situations. - Swap the role and continue practising. - Perform in front of class.</p>	<p>Suggested answers:</p> <p>1. A: Nice party, isn't it? B: Yes, the food is really delicious, and Mai is an excellent host. A: Yes, I'm having a great time. By the way, how do you know Mai?</p>



<p>situations. Ss should play the roles given in this activity.</p> <ul style="list-style-type: none"> - Give Ss a few minutes to plan their conversations before they role-play it (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles. - Walk round the class and provide help when necessary. - Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery. 		<p>B: Oh, we met at a junior reporter workshop. My name's Duong. And you?</p> <p>A: Mai and I are in the same class. The junior reporter workshop sounds very interesting. I want to work in the media industry one day.</p> <p>B: Me too!</p> <p>2.</p> <p>B: Hi, I think we've met before. We go to the same school.</p> <p>A: Oh yes. Are you also a member of the school's Media Club?</p> <p>B: That's right. You probably know that we'll be very busy this year. We've got so many activities planned.</p> <p>A: Yes, I actually volunteered to help with promoting the photography exhibition next week.</p> <p>B: Oh, really? I'm in charge of promoting the event. It sounds really exciting.</p> <p>A: Great! So we'll have a chance to work together.</p>
---	--	---

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 mass media around the world;
- To help Ss relate what they have learnt about mass media.

b. Content:

- Task 1. Read the following text and complete the table below. (p.98)
- Task 2. Work in pairs. Discuss the questions. (p.98)

c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about mass media around the world.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the following text and complete the table below. (7 mins)		



<ul style="list-style-type: none">- Ask Ss to look at the photos and ask some questions to find out what they already know about the topic, e.g. <i>Do you know what mass media are shown in the photos? (digital billboards, public loudspeakers), Where can you find these mass media? (mostly in big cities around the world; in some cities in Vietnam and Japan), Do you think they are effective means of mass media? (answers vary).</i>- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. <i>When did they first appear? Are there any problems with these mass media?</i>- Ask Ss to study the comparison table in Activity 1. Make sure they understand the rows and columns.- Tell Ss that they are going to read about two special mass media in the world. As they read, they should fill in the comparison table about these media.- Explain or elicit any new or difficult words, e.g. <i>constant, light/noise pollution</i>. In stronger class, encourage them to guess their meaning from context as they read the text.- Have Ss read the text and complete the table individually.- Check answers as a class.- 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.	<ul style="list-style-type: none">- Students read the text and complete the given table.- Students check answers with the whole class.	<p>Suggested answer: See the appendix</p>
<p>Task 2: Work in pairs. Discuss these questions. (8 mins)</p>		
<ul style="list-style-type: none">- Ask Ss to work in pairs to discuss the two questions.- In weaker classes, ask questions to brainstorm ideas as a class.- To answer the first question, encourage Ss to think about the effectiveness of different types of media.- Invite some groups to present a summary of their answers to the class.	<ul style="list-style-type: none">- Students work in pairs to discuss the question.- Students share their ideas in front of class.	<p>Suggested answers: We think that both digital billboards and public loudspeakers can be effective, but this will depend on the location and purpose. Digital billboards work really well on high-rise buildings in big cities, where they can be large enough to be visible and eye-catching. Public</p>



		<p>loudspeakers are effective in delivering community messages in remote areas or emergency warnings to notify people of immediate dangers.</p> <p>In the future, we believe digital billboards will become more popular around the world because of advancements in technology. They have also become more affordable for businesses. Digital billboards can advertise different events, products, or services just minutes apart from one another. We also hope that they will become more eco-friendly.</p> <p>On the other hand, although there have been some attempts to revive loudspeaker broadcasts, their use will continue to decline because most people get their information from television, newspapers, or social media. Loudspeakers also create a lot of noise pollution, which can cause health problems for people. We think they should only be used in emergencies.</p>
--	--	---

e. Assessment

- Teacher corrects for students as a whole class.

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.

Appendix

	Digital billboards	Public loudspeakers
--	--------------------	---------------------



Uses and advantages	<ul style="list-style-type: none"> ● can change between different messages ● attractive ● can be updated in real time 	<ul style="list-style-type: none"> ● warn people of air attacks (in the past) ● alert people to natural disasters ● communicate public announcements
Problems	Light pollution	Noise problems
Countries where they are used	The US, the UK, Japan, and big cities around the world	Japan, Philippines, the US, Viet Nam

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: The world of mass media</p> <p>Lesson 7. Communication and Culture / CLIL</p> <p>*Warm-up Mind-mapping</p> <p>*Communication Task 1: Listen and complete the conversations. Task 2: Make similar conversations.</p> <p>*Culture Task 1: Read the text and complete the table. Task 2: Discussion.</p> <p>* Homework</p>



UNIT 7: THE WORLD OF MASS MEDIA

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 7;
- 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;

3. Personal qualities

- Be responsible for the community

II. MATERIALS

- Grade 12 textbook, Unit 7, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Continue to explain task expectations in small chunks (before every activity).

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 7.

d. Organisation:



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Lucky number</p> <ul style="list-style-type: none"> - Ss work in 2 teams. - There are 7 numbers, 2 of which are lucky ones. - Each team takes turn to send a representative to turn his/her back to the board and choose a number. - If he/she chooses a lucky number □ one point without answering the question. - If he/she chooses the other numbers □ receive a word and describe it without saying the word directly. - Other Ss try to guess the words. One point for a correct answer. - The team with the most points is the winner. 	<ul style="list-style-type: none"> - Students join the game, choose a number and describe the word. 	<p>Suggested words:</p> <ol style="list-style-type: none"> 1. mass media 2. leaflet 3. billboard 4. loudspeaker 5. pie chart

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 linking /r/.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the use of adverbial clauses of manner and result.

b. Content:

- Pronunciation: Work in pairs and mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences. (p.98)
- Vocabulary: Solve the crossword with the words you've learnt in this unit. What is the hidden word? (p.98)
- Grammar: Circle the mistake in each sentence. Then correct it. (p.99)

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Pronunciation: Work in pairs and mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences. (4 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read through the sentences to get a broad understanding. - Tell them to identify the places where linking /r/ can appear. In weaker class, give an example first. E.g. <i>I. The linking /r/ can appear between the final vowel /ə/ in 'Peter' and the initial vowel /ə/ in 'and'.</i> 	<ul style="list-style-type: none"> - Students identify the places where linking /r/ can appear 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Peter and I are discussing the news in the local press. 2. There is a huge poster on the wall advertising the public event. 3. The village is far away in the mountains, but the



<ul style="list-style-type: none"> - Ask Ss to listen to the recording and check their answers. Have them pay attention to the linking /r/ in each word. - Ask Ss to listen to the recording again, but this time, have them repeat the whole sentences with emphasis on the linking /r/. 		<p>villagers have a fast Internet connection.</p> <p>4. The singer is the focus of media attention.</p>
---	--	---

Vocabulary: Solve the crossword with the words you've learnt in this unit. What is the hidden word? (4 mins)

<ul style="list-style-type: none"> - Ask Ss to work in pairs to solve the crossword. Remind them that all the words they need are in this unit, and there is a hidden vertical word. - Have Ss complete the activity. - Check answers as a class. - If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. <i>media</i> first appears in the Getting started section. 	<p>- Ss work in pairs to solve the crossword</p>	<p>Answer key:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td><td></td><td></td><td></td><td style="background-color: yellow;">m</td><td>e</td><td>d</td><td>i</td><td>a</td> </tr> <tr> <td>2</td><td>r</td><td>e</td><td>l</td><td>i</td><td style="background-color: yellow;">a</td><td>b</td><td>l</td><td>e</td> </tr> <tr> <td></td><td></td><td>3</td><td>b</td><td>i</td><td style="background-color: yellow;">a</td><td>s</td><td></td><td></td> </tr> <tr> <td>4</td><td>a</td><td>c</td><td>c</td><td>e</td><td style="background-color: yellow;">s</td><td>s</td><td>i</td><td>b</td><td>l</td><td>e</td> </tr> </table>					m	e	d	i	a	2	r	e	l	i	a	b	l	e			3	b	i	a	s			4	a	c	c	e	s	s	i	b	l	e
				m	e	d	i	a																																
2	r	e	l	i	a	b	l	e																																
		3	b	i	a	s																																		
4	a	c	c	e	s	s	i	b	l	e																														

Grammar: Circle the mistake in each sentence. Then correct it. (4 mins)

<ul style="list-style-type: none"> - Ask Ss to read the whole sentence, focus on the underlined words / phrases - Encourage them to check whether these underlined words / phrases are grammatically correct or not by studying both the underlined parts and the phrases and the sentences that contain these parts. <i>E.g. 1. A. 'The' Internet is correct because we often use 'the Internet' to refer to the network we use to share information. B. 'so a convenient tool' is incorrect because we use 'so' with an adjective, not with a noun phrase like this.</i> - In weaker classes, remind them that the focus today is on the use of adverbial clauses of manner and result. Help them review these grammar rules before they complete the task. - Check answers as a class by asking individual Ss to identify the incorrect part, give corrections and reasons for 	<ul style="list-style-type: none"> - Ss read the sentences, circle the mistake in each sentence and correct it. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B (so <input type="checkbox"/> such) 2. D (like <input type="checkbox"/> if) 3. D (so <input type="checkbox"/> that) 4. C (as if <input type="checkbox"/> as)
---	--	---



their corrections, e.g. 1. B. 'so' is the answer because we say 'such a convenient tool', not 'so a convenient tool'.		
---	--	--

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:

- The pros and cons of mass media

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a presentation. - Have Ss work in their groups. Give them a few minutes to get ready for the presentation. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while studying the leaflet or listening to the presentation, and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, go through the assessment criteria to make sure Ss are familiar with them. - Invite one or two groups to present their ideas in front of the class. Ask others to listen and write down their feedback and comments. At the end of each presentation, invite peer feedback from the audience in oral and/or written forms. - Give praise and feedback at the end. Teacher can also give Ss marks for their presentation as part of their continuous assessment. 	<ul style="list-style-type: none"> - All groups exhibit their group preparation and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet. 	<p><i>Students' presentations</i></p>

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 8.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 7: The world of mass media</p> <p style="text-align: center;">Lesson 8: Looking back and project</p> <p>*Warm-up Game: Lucky number</p> <p>* Looking back</p> <ul style="list-style-type: none">- Pronunciation- Vocabulary- Grammar <p>* Project: The pros and cons of mass media</p> <p>*Homework</p>
--