

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 8: WILDLIFE CONSERVATION

Lesson 1: Getting started – At a rescue center

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic wildlife conservation;
- Understand the words and phrases related to wildlife;
- Use adverbial clauses of condition and comparison correctly.

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 aware of conservation issues and think of new ways to protect animals

II. MATERIALS

- Grade 12 textbook, Unit 8, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. enclosure (n)	/ɪn'kləʊʒə/	an area surrounded by a wall or fence, and used for a particular purpose	mảnh đất đã được rào lại
2. primate (n)	/'praɪmeɪt/	a member of the group of animals that includes humans and monkeys	linh trưởng
3. house (v)	/haʊz/	provide someone with a place to live	cung cấp nơi ở
4. endangered (adj)	/ɪn'deɪndʒəd/	at risk of no longer existing	gặp nguy hiểm

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 create a friendly and lively atmosphere in the classroom;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Video watching

c. Expected outcomes:

- Students can answer questions about wildlife conservation.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Video watching</p> <ul style="list-style-type: none"> - Teacher asks students to read through some questions before watching the video. - Teacher asks students to watch a video about wildlife conservation. - Call on some students to give their answers. 	<ul style="list-style-type: none"> - Students work in groups. - Students look at the picture that the teacher shows them and describe the picture. - Other students try to guess the name. 	<p>Link video: https://www.youtube.com/watch?v=e-yAO267tvE</p> <p>Questions:</p> <ul style="list-style-type: none"> - What is wildlife conservation? - What can wildlife conservation be broken down into? - Which country is mentioned in the video as an example of protecting wildlife?

e. Assessment:

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

- To provide students with new words related to 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
Vocabulary pre-teaching - 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 four words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	New words: 1. enclosure (n) 2. primate (n) 3. house (v) 4. endangered (adj)

e. Assessment:

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

3. ACTIVITY 2: PRACTICE (22 mins)

a. Objectives:

- To help students get to know the topic;
- To introduce words and phrases related to wildlife conservation;
- To help Ss identify adverbial clauses of condition and comparison.

b. Content:

- Task 1: Listen and read. (p.100, 101)
- Task 2: Read the conversation again and decide whether the statements are true or false. (p.101)
- Task 3: Match the words and phrases with their meanings. (p.101)
- Task 4: Complete the sentences using clauses from task 1. (p.101)

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
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Task 1: Listen and read. (6 mins)		
<ul style="list-style-type: none"> - Put Ss into groups. Draw a mind map on the board and write Endangered Species in the middle. Have groups brainstorm as many aspects of the topic as possible, e.g. kinds of species, where they are found,... Give Ss a time limit for the brainstorming. - Ask some groups to call out their ideas and write them into the mind map on the board. Praise groups for good effort. - Have Ss look at the picture and elicit the context of the conversation by asking some questions, e.g. What animals do you see in the pictures? Where is Mark? - Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to the world of work while they are listening and reading. - Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meanings. Then check comprehension as a class. - Call on three Ss to read the conversation aloud. 	<ul style="list-style-type: none"> - Students brainstorm and write as many species as possible in the mind map. - Students listen to the recording. - Students underline words/phrases related to wildlife conservation. - Students compare the words and phrases with their partners. - Students read the conversation aloud. 	
Task 2: Read the conversation again and decide whether the statements are true or false. (5 mins)		
<ul style="list-style-type: none"> - Put Ss in pairs. Ask them to read the statements carefully and decide whether the statements are true or false. In stronger classes, encourage Ss to do the task without looking back at the conversation. - Then have them read the conversation again and locate the part of the conversation that has the information for each of the questions. - Have Ss share their answers with the class. - Confirm the correct answers. 	<ul style="list-style-type: none"> - Students work independently to do the activity. - Students compare the answers in pairs. 	<p>Key:</p> <ol style="list-style-type: none"> 1. T 2. F 3. F 4. T
Task 3: Match the words and phrases with their meanings. (6 mins)		
<ul style="list-style-type: none"> - Have Ss read the conversation quickly again, find these words and phrases, and guess their meanings from the context. - Ask Ss to do the matching. 	<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. d 2. b 3. a 4. c

<ul style="list-style-type: none"> - To check answers, write the individual words on the board and have Ss come to the board to match them. - Alternatively, have one student read the word and another student say the meaning of the word. - Give further explanation to the words and phrases. 		
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Task 4: Complete the sentences using clauses from task 1. (5 mins)

<ul style="list-style-type: none"> - Have Ss read each sentence and try to think of the missing information to complete the sentences. - In weaker classes, encourage Ss to read the conversation again and find the sentences. - Check answers by calling on individual Ss to read the complete sentences. - Remind Ss of types of clauses learned in the unit (adverbial clauses of condition and comparison). Draw Ss' attention to these types and tell Ss that they will revise all these types in later lessons. 	<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. <u>If you have any questions during the tour</u>, don't hesitate to ask the guide. 2. Apes are as good at using tools <u>as they're at learning sign language</u>. 3. We can help gibbons <u>if we stop keeping them as pets</u>. 4. <u>Gibbons can become ill or weak</u> unless they're fed the right type of food.
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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 wildlife conservation;
- To get Ss to speak about some ways to protect the wildlife.

b. Content:

- Make a mini presentation about ways to protect the wildlife.

c. Expected outcomes:

- Ss can make a presentation about ways to protect the wildlife before class.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Make a presentation about ways to protect the wildlife. (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 colours. - Give instructions to students. - Ask students to make a mini presentation about ways to protect the wildlife. For example: stop keeping endangered species as pets. 	<ul style="list-style-type: none"> - Students work in groups to follow teacher's instructions. - Students perform in front of the class. 	<p><i>Students' own creativity</i></p>

<ul style="list-style-type: none"> - Teacher asks all groups to stick their works on the blackboard. - Teacher calls on some groups to present their map. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group. 		
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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

<p><i>Date of teaching</i></p> <p>Unit 8: WILDLIFE CONSERVATION</p> <p>Lesson 1: Getting started</p> <p>* Warm-up</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. enclosure (n) 2. primate (n) 3. house (v) 4. endangered (adj) <p>Task 1: Listen and read.</p> <p>Task 2: True or false.</p> <p>Task 3: Matching.</p> <p>Task 4: Complete the sentences.</p> <p>Mini presentation</p> <p>*Homework</p>
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UNIT 8: WILDLIFE CONSERVATION

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *wildlife conservation*;
- Identify and use assimilation in connected speech to sound natural;
- Use adverbial clauses of condition and comparison 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 eager to learn more about ways to protect the wildlife;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 8, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

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.	<ul style="list-style-type: none">- 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;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Say it out loud.

c. Expected outcomes:

- Students can list names of endangered species.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: SAY IT OUT LOUD</p> <ul style="list-style-type: none"> - Divide the class into two teams. - Ask students to give names of endangered species. - Each team takes turns to shout out the names. - The team with more accepted species become the winner. 	<ul style="list-style-type: none"> - Students work in groups to join the game. - Students give names of endangered species. 	<p><i>Students' own creativity.</i></p>

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise assimilation of consonant sounds in connected speech.

b. Content:

- Task 1: Listen and repeat the examples above. Pay attention to the highlighted sounds. (p.102)
- Task 2: Listen and underline the parts where assimilation occurs. Then practice reading the sentences in pairs. (p.102)

c. Expected outcomes:

- Students can correctly pronounce the words in assimilation.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and repeat the examples above. Pay attention to the highlighted sounds. (6 mins)</p>		
<ul style="list-style-type: none"> - Explain the process of assimilation to Ss, that is, when the ending sound of one word blends into the beginning sound /m/, /b/, /p/, and /s/ of the following word. Tell them that this is a natural process that appears in rapid speech. (Ss should not intentionally change the ending sounds as described.) - Play the recording for Ss to listen and follow. - Read out the examples in the Remember Box (or play the recording again) for Ss to repeat as a class. - Ask Ss to work in pairs and take turns pronouncing the phrases. Encourage Ss to say them as naturally as possible. 	<ul style="list-style-type: none"> - Students listen to the recording, and then repeat the words. - Students read the examples. - Students practise in pairs. 	<p><i>Students' practise.</i></p>

Task 2: Listen and underline the parts where assimilation occurs. Then practice reading the sentences in pairs. (6 mins)

<ul style="list-style-type: none"> - Ask Ss to read the sentences and underline the parts where assimilation occurs. - In weaker classes, demonstrate by reading the sentences or play the recording first then let Ss repeat the sentences. - Extend this task by having Ss take turns reading each of the sentences twice: 1) slowly, trying to enunciate the sounds clearly and avoid any assimilation and 2) quickly, trying to blend the final and initial sounds. Ask their partners to listen carefully and identify any assimilated sounds. - Play the recording (several times if necessary) to check the answers. Further explain this phenomenon in English so that Ss can understand more clearly. 	<ul style="list-style-type: none"> - Students read the sentences and underline. - Students check the answers with their partners. - Students practise reading the sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Apes are larger than <u>monkeys</u>. /'ðəm 'mʌŋkɪz/ 2. If <u>fed</u> properly, the bear will recover soon. /'feb 'prɑ:pərli/ 3. <u>Both</u> species benefit from living together. /'bəʊs 'spi:ʃi:z/ 4. <u>Ten</u> per cent of the world's population was infected by the virus. /'ten pə'sent/
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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 related to wildlife conservation.
- To help Ss practise using the words in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p.102)
- Task 2: Complete the sentences using the words in task 1. (p.103)

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"> - Ask Ss to work in pairs. Ask them to read the words and match them to their meanings. - Check answers as a class. Call on one student to read an item aloud and another student to read its meaning. 	<ul style="list-style-type: none"> - Students match each word on the left with the one on the right. - Students study the meanings and underline key words. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. d 2. a 3. b 4. c

<ul style="list-style-type: none"> - Have Ss practise vocabulary building skills by thinking of words associated with the five items in this activity. - Put Ss in pairs or groups. Provide some synonyms or antonyms for the words for Ss' reference, e.g. extinct - common, conserve - destroy... 		5. e
Task 2: Complete the sentences using the words in task 1. (6 mins)		
<ul style="list-style-type: none"> - Have Ss work in pairs. Tell them to read the sentences carefully and decide which word in task 1 can be used to complete each of the sentences. Explain that they should use the context clues to decide on the word, e.g. in the first sentence, the gapped word is a verb that explains the reason why wild animals need to live in natural habitats. - Check answers as a class. Have Ss call out the word they have used in each sentence first. - Confirm the correct answers. Ask Ss to give reasons why they have chosen the words by referring to the context clues. - Ask individual Ss to read the complete sentences. 	<ul style="list-style-type: none"> - Read and complete the sentences. - Check the answers and give reasons. 	Answer key: 1. survive 2. rare 3. extinct 4. captivity 5. conserve

e. Assessment:

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To give Ss an opportunity to practice adverbial clauses of condition and comparison.
- To help Ss practise adverbial clauses of condition and comparison in a speaking activity.

b. Content:

- Task 1: Combine the sentences using adverbial clauses of condition or comparison. Use the conjunctions in brackets and make any necessary changes. (p.103)
- Task 2: Work in pairs. Make sentences about endangered animals using adverbial clauses of condition or comparison. (p.103)

c. Expected outcomes:

- Students know how to use adverbial clauses of condition and comparison and can apply them to give a short talk on the given topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Combine the sentences using adverbial clauses of condition or comparison. Use the conjunctions in brackets and make any necessary changes. (6 mins)		
<ul style="list-style-type: none"> - Tell Ss to read the explanation and examples in the Remember! box. Check understanding of the grammar point by 	<ul style="list-style-type: none"> - Students read the notes in the Remember box. 	Answer key:

<p>asking questions such as What does the clause describe? What conjunctions does it use?</p> <ul style="list-style-type: none"> - In weaker classes, give more examples to demonstrate the use of all conjunctions. - In stronger classes, have Ss come up with their own example sentences. - Ask Ss to work in pairs or individually to combine the pairs of sentences by using the conjunctions in brackets. If necessary, help Ss identify the type of adverbial clause before they start writing. In weaker classes, underline the words that they don't need to include in their new sentences and tell them where to place the conjunctions, e.g. at the beginning of the first or second sentence. - Check answers as a class and ask Ss to explain the structure of each sentence. 	<ul style="list-style-type: none"> - Students combine the sentences using adverbial clauses of condition or comparison. - Students explain their answers. 	<ol style="list-style-type: none"> 1. If you don't release the sea turtle into the sea, it will die soon. 2. Raising people's awareness is as important to preserve wildlife as imposing strict laws is. 3. Unless we stop poaching, many endangered species will become extinct. 4. A monkey is more intelligent than you may think.
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Task 2: Work in pairs. Make sentences about endangered animals using adverbial clauses of condition or comparison. (7 mins)

<ul style="list-style-type: none"> - Have Ss read the instructions and example, and make sure they all understand the context and what they have to do. In weaker classes, brainstorm some ideas and write them as prompts on the board. - Put Ss in pairs and have them make their own sentences. - Invite some pairs of Ss to share their sentences with the class. 	<ul style="list-style-type: none"> - Students work in pairs and make some sentences. - Some pairs share the answers with the whole class. 	<p>Suggested answers: You might be surprised to know that dolphins are more intelligent than many other sea creatures are. If we do not take immediate measures to stop global warming, polar bears may become extinct. If we continue to breed and keep tigers in captivity, they will not develop the skills to survive in the wild.</p>
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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 style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 8: WILDLIFE CONSERVATION</p> <p style="text-align: center;">Lesson 2: Language</p> <p>* Warm-up Game: Say it out loud</p> <p>* Pronunciation - Task 1. Listen and repeat. - Task 2. Listen and underline the parts.</p> <p>* Vocabulary - Task 1. Match the words with their meanings. - Task 2. Complete the sentences.</p> <p>* Grammar - Task 1. Combine the sentences. - Task 2. Make sentences.</p> <p>* Homework</p>
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UNIT 8: WILDLIFE CONSERVATION

Lesson 3: Reading – Wildlife conservation news

I. OBJECTIVES

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

1. Knowledge

- Read for main ideas and specific information in news items about wildlife conservation;

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 wildlife conservation;

II. MATERIALS

- Grade 12 textbook, Unit 8, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. extinction (n)	/ɪk'stɪŋkʃn/	a situation in which a plant, an animal, a way of life, etc. stops existing	tuyệt chủng
2. measure (n)	/'meɪʒə(r)/	an official action that is done in order to achieve a particular aim	biện pháp
3. biodiversity (n)	/ˌbaɪəʊdaɪ'vɜːsəti/	the existence of a large number of different kinds of animals and plants which make a balanced environment	sự đa dạng sinh học
4. entitle (v)	/ɪn'taɪtl/	give a title to a book, play, etc.	đặt tiêu đề

Assumption

Anticipated difficulties	Solutions
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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;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Spot the word

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Spot the word - Teacher prepares printed handouts of a table of words and gives them to the children. - Teacher asks students work in pairs to find as many words as possible in 2 minutes. - The pair with the most correct words becomes the winner.	- Students work in pairs to spot as many words as possible.	1. volunteer 2. stress 3. species 4. measure 5. awareness 6. conservation 7. extinct

f	g	c	e	a	t	e	n	s	t	r	e	s	s
v	e	o	s	p	e	c	i	e	s	z	a	z	c
o	w	e	i	g	o	a	c	v	x	p	i	v	r
l	c	o	n	s	e	r	v	a	t	i	o	n	e
u	a	c	m	v	a	w	a	r	e	n	e	s	s
n	f	i	u	e	q	f	r	y	u	v	x	c	r
t	e	d	i	u	a	h	e	r	g	b	t	v	t
e	a	e	o	h	n	s	d	e	f	u	i	g	u
e	o	f	q	j	u	e	u	i	g	i	n	d	i
r	i	g	c	i	i	i	o	r	h	e	c	a	o
b	z	u	d	e	d	l	l	m	e	s	t	u	o

e. Assessment:

- Teacher observes and gives feedback.

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

a. Objectives:

- To activate Ss' background knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Discuss the following questions. (p.104)
- 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 following questions. (4 mins)		
<ul style="list-style-type: none">- Have Ss work in pairs and ask Ss questions in the book <i>Do you often read news stories about wildlife? What are they about?</i>- Tell Ss that they are going to read several news items about wildlife conservation. Ask Ss to look at the pictures and say what the news items are about.- Encourage Ss to guess freely. Accept Ss' possible answers and further discuss them by elaborating follow-up questions about the topic.- Invite some groups to share their ideas with the class before reading.	<ul style="list-style-type: none">- Students work in pairs and answer the questions.- Students give their ideas.	<p>Suggested answers:</p> <ul style="list-style-type: none">- Yes, I do. Last week, I read a news story about a young girl who saved hundreds of starfish washed up on a beach. She and her mum were walking on the beach when they spotted the starfish stranded on the sand. Then they moved the creatures into rock pools and deep puddles.- Yes, I do. Yesterday, I watched an interesting documentary about how sea turtles lay their eggs on a nesting beach.
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/examples.- Teacher checks students' understanding with the "Rub out and remember" technique.- Teacher reveals that these 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. extinction (n)2. measure (n)3. biodiversity (n)4. entitle (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 help Ss practise reading for main ideas.
- To help Ss practise guessing the meanings of words/ phrase from context.
- To help Ss develop reading skills for specific information.

b. Content:

- Task 2: Read the news items and choose the most suitable headline for each one. There are two extra headlines. (p. 104)
- Task 3: Read the news items again and match the highlighted words and phrase with their meanings. (p.105)
- Task 4: Read the news items again and choose the correct answer. (p.105)

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 news items and choose the most suitable headline for each one. There are two extra headlines. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read 5 headlines in 2 and read the news items to match the headline with the correct item. - Remind Ss to read the items quickly to find out the significant information which matches the headline. - Note that there two extra headlines that Ss do not need to use. - Ask Ss to locate key information that help them have correct answer. - Check answers as a class. Write them on the board. 	<ul style="list-style-type: none"> - Students read the text and locate the highlighted words individually. - Students study the context and do the tasks as required. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. A 3. D
Task 3: Read the news items again and match the highlighted words and phrase with their meanings. (7 mins)		
<ul style="list-style-type: none"> - Have Ss focus on the highlighted words and phrase, looking for context clues in the text and working out the correct meaning. - Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary. - Have Ss discuss the context clues and compare answers in small groups. - Check answers as a class by inviting Ss to write them on the board. 	<ul style="list-style-type: none"> - Students do the matching to find the meanings of the words and phrase. - Students compare their answers with partners then check with the whole class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. e 3. b 4. d 5. a
Task 4: Read the news items again and choose the correct answer. (7 mins)		
<ul style="list-style-type: none"> - Ask Ss to read 4 statements and their options first. Make sure Ss understand all of them. 	<ul style="list-style-type: none"> - Students choose the best answer according to the text. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. A

<ul style="list-style-type: none"> - Have Ss read the news items again and choose the correct answer for each question. - Ask Ss to give reasons for their answers by providing the information from the news items. - Check answers as a class. Call on some Ss to explain their answers. 	<ul style="list-style-type: none"> - Students give reasons for their answers by providing the information from the news items. 	3. C 4. D 5. B
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e. Assessment:

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

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

a. Objectives:

- To help Ss use the language and ideas from the unit to express their ideas and opinions.

b. Content:

- Task 5: Work in pairs. Discuss the following questions. (p. 105)

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following questions. (p. 37)		
<ul style="list-style-type: none"> - Ask Ss to review the news items quickly and note down some ideas for their answers. - Encourage Ss to explain their answers using as many reasons as possible. - Invite Ss from different groups to give their answers to the class. 	<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 answer:</p> <ul style="list-style-type: none"> - I find news item No. 3 most interesting because this is a great opportunity for art lovers to gather together for a meaningful event. They can enjoy viewing paintings, and at the same time they can help promote public awareness about wildlife conservation. - I find news item No. 1 most useful because it helps raise public awareness about sea turtles as an endangered species that requires special protection. It also provides information about this unique volunteering opportunity and encourages people to take part in such conservation projects.

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 style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 8: WILDLIFE CONSERVATION</p> <p style="text-align: center;">Lesson 3: Reading</p> <p>* Warm-up Spot the word</p> <p>Vocabulary</p> <ol style="list-style-type: none">1. extinction (n)2. measure (n)3. biodiversity (n)4. entitle (v) <ul style="list-style-type: none">- Task 1: Discussion.- Task 2: Choose the suitable headline.- Task 3: Match the words/phrase with their meanings.- Task 4: Choose the correct answer.- Task 5: Discussion. <p>* Homework</p>

UNIT 8: WILDLIFE CONSERVATION

Lesson 4: Speaking – Activities for conserving wildlife

I. OBJECTIVES

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

1. Knowledge

- Suggest activities for a wildlife conservation event;

2. Competences

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

3. Personal qualities

- Be aware and more responsible for wildlife conservation.

II. MATERIALS

- Grade 12 textbook, Unit 8, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

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:

- Video watching

c. Expected outcomes:

- Students have an overview about the lesson's topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Yes or No - Teacher has students watch the video and take notes. - Teacher asks some questions: How does a species become endangered? What to be done to save endangered species?	- Students watch the video and take notes. - Students answer the questions.	Link: https://www.youtube.com/watch?v=Ddv08tp69Gc

<ul style="list-style-type: none"> - Teacher calls some Ss to present their ideas in front of the class. - Teacher leads in the topic of activities for conserving wildlife. 		
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e. Assessment:

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (10 mins)

a. Objectives:

- To introduce more ideas for the main speaking task and get Ss involved in the lesson.

Content:

- Task 1: Are the following activities good for conserving wildlife? Rank each activity in order of its importance to conserving wildlife. (p.105)

c. Expected outcomes:

- Ss have some ideas for the main speaking part.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Are the following activities good for conserving wildlife? Rank each activity in order of its importance to conserving wildlife. (10 mins)</p>		
<ul style="list-style-type: none"> - Recap the wildlife conservation activities that Ss read about in the reading text. - Focus their attention on the table and have Ss tell you if the activities are included there. Check understanding. - Put Ss in pairs and have them discuss and rank the activities. - Have Ss think of how important each activity is for conserving wildlife, e.g. <i>How will it affect wildlife? Will it have a long-term or short-term impact? Will it be easy to achieve?</i> - Ask some pairs to share their answers with the class. Encourage them to provide reasons for their ranking. 	<ul style="list-style-type: none"> - Students work in pairs to rank the activities in order of its importance. - Students share their ranking and give explanations. 	<p>Suggested answers: 3 - 6 - 2 - 5 - 4 - 1 - 7</p> <ul style="list-style-type: none"> - We think that the most important thing is avoiding activities that may harm the ecosystem. - Raising funds for endangered species is the second most important activity because the money is used to protect and rebuild habitats, release species back into the wild, and carry out research. - The third most important activity is volunteering to help local wildlife. As volunteers, people can directly contribute to conservation efforts and gain invaluable experience. - We ranked the other four items in the following order: 5 - 4 - 1 - 7. They are all

		examples of learning about wildlife and raising awareness of endangered species conservation.
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e. Assessment

- Teacher gives corrections and feedback.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (33 mins)

a. Objectives:

- To help Ss personalise the topic.
- To give Ss an opportunity to present their ideas for the World Wildlife Day to the class.

b. Content:

- Task 2: Work in groups. Read the notice. Then brainstorm a list of activities you want to organise for the event. Explain how the activities will help conserve wildlife. Use the list in 1 and the example below to help you. (p.105)
- Task 3: Work in groups. Summarise your ideas and present the activities for the World Wildlife Day to the class. Vote for the best ideas. (p.105)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the activities they will do to organise the event.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Work in groups. Read the notice. Then brainstorm a list of activities you want to organise for the event. Explain how the activities will help conserve wildlife. Use the list in 1 and the example below to help you.		
<ul style="list-style-type: none"> - Ask Ss to read the notice and check understanding. - In weaker classes, have Ss brainstorm some activities as a class. - Ask three Ss to read the example and elicit the communication strategies used, e.g. introducing the discussion topic, asking for and expressing opinions, agreeing or disagreeing. Encourage Ss to refer to the expressions listed in Appendix 1 of their books. - Put Ss in groups to do the activity. Walk round the class and provide help if necessary. - Remind Ss to take notes of their ideas. 	<ul style="list-style-type: none"> - Students read the notice. - Students work in groups to brainstorm a list of activities. 	<p>Suggested answer:</p> <p>A: Today, we're discussing suitable activities for the World Wildlife Day. The aim is to raise students' awareness of wildlife protection. Does anyone have any interesting ideas?</p> <p>B: I think we should start the event with a speaking competition about wildlife conservation. Students can debate the importance of wildlife and how we can protect it.</p> <p>C: I like your idea, but how will a speaking competition help preserve wildlife?</p> <p>B: Well, this will be a good way to attract lots of participants. I know that many students in our school are good at debating. This competition will be an excellent awareness raising activity. Don't you agree with me?</p>

		<p>A: Yes, I totally agree with you. I also suggest that we organise a wildlife photography exhibition. Using visuals is the best way to present information and convey our message.</p> <p>C: OK, but we need to find suitable images. Perhaps we can ask the school Photography Club for advice. How about raising funds for endangered species? We should support an animal native to our area, such as the sea turtle.</p> <p>B. Great idea! ...</p>
<p>Task 3: Work in groups. Summarise your ideas and present the activities for the World Wildlife Day to the class. Vote for the best ideas.</p>		
<ul style="list-style-type: none"> - Have Ss work in the same groups as in task 2. They should decide on at least three activities for the World Wildlife Day and how each of them will help conserve wildlife. - Have Ss practise presenting their ideas in their groups. - Invite groups to present their ideas to the class. Have the class vote for the best ideas/ presentation. 	<ul style="list-style-type: none"> - Students work in groups, practice before taking the stage. 	<p>Suggested answer:</p> <p>We discussed suitable activities for the World Wildlife Day to raise students' awareness of wildlife protection. We decided on three main activities. The first one is a speaking competition about wildlife conservation, where students can debate the importance of wildlife and how to protect it. This activity will attract many participants and serve as an excellent awareness-raising activity. The second activity we suggest is to organise a wildlife photography exhibition as visuals are an effective way to convey the message. We also discussed asking the school Photography Club to help us find suitable images. The third activity we propose is raising funds for an endangered species, for example, a native animal like the sea turtle.</p>

e. Assessment

- Teacher checks students' pronunciation, observes 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 how to conserve wildlife.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

Board plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 8: WILDLIFE CONSERVATION</p> <p style="text-align: center;">Lesson 4: Speaking</p> <p>* Warm-up</p> <p>Video watching</p> <p>Task 1: Ranking the activities.</p> <p>Task 2: Brainstorming.</p> <p>Task 3: Summarising and presenting.</p> <p>* Homework</p>
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UNIT 8: WILDLIFE CONSERVATION

Lesson 5: Listening – Endangered species

I. OBJECTIVES

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

1. Knowledge

- Listen for main ideas and specific information about the threats facing tigers;

2. Competences

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

3. Personal qualities

- Be responsible to conserve the wildlife.

II. MATERIALS

- Grade 12 textbook, Unit 8, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. degrade (v)	/di'greɪd/	make a situation or the condition of something worse	làm xuống cấp
2. clearance (n)	/'klɪərəns/	the removal of unwanted things from a place	sự xóa sạch
3. demand (n)	/dɪ'mɑ:nd/	the need or desire that people have for particular goods and services	nhu cầu
4. captivity (n)	/kæp'tɪvəti/	when a person or animal is kept in a prison, cage etc. and not allowed to go where they want	sự giam cầm

Assumption

Anticipated difficulties	Solutions
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 gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher asks students to watch a video. - Ask Ss to give the names of the endangered species in the video. - Teacher leads in the topic about endangered species.	- Students watch the video and list down the names of endangered species.	Suggested answers: orangutans, polar bears, sea turtles, red squirrels, giant otters, mountain gorillas, giant pandas, sumatran tigers, kiwis, etc.

e. Assessment

- Teacher observes and gives feedback.

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

a. Objectives:

- To introduce some words and phrases to help Ss understand the listening.
- To set the context for the listening and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Look at the pictures and discuss the following questions. (p.106)
- Task 2: Choose the correct meanings of the underlined words and phrases. (p.106)

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. Look at the pictures and discuss the following questions. (4 mins)		
- Have Ss look at the pictures and tell their partner what is happening to the tigers, e.g: <i>A tiger is being kept in a cage/in captivity in the first picture. The second picture shows a tiger that is targeted/hunted/will probably be killed.</i> - Ask Ss further questions e.g., <i>Are these problems serious? Why do they happen? What can we do about them?</i> - Call on some Ss to answer the questions. Encourage them to expand on their answers and lead in the listening.	- Students look at the pictures and answer the questions. - Students share the answers with the class.	Suggested answer: The two pictures show that tigers are still facing serious threats. In the first picture, the tiger is being kept in captivity, while the tiger in the other picture is being hunted and will probably be killed. We can protect tigers by refusing to buy tiger parts and items made from them. When visiting tiger reserves, we should be responsible tourists and should not pollute or damage their natural habitats.
Task 2: Choose the correct meanings of the underlined words and phrases. (5 mins)		

<ul style="list-style-type: none"> - Ask Ss to read the sentences and the answer choices, and check understanding. - Encourage Ss to guess the meanings from the context in which the words and phrases are used. Have Ss also try to replace each underlined word or phrase with each answer choice or part of it to see which one fits in the sentence logically. - Check answers as a class. 	<ul style="list-style-type: none"> - Students read the sentences and the answer choices first. - Students guess the meanings from the context and choose the answers. - Students check the answer with the whole class. 	<ul style="list-style-type: none"> 1. A 2. B 3. A 4. A
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e. Assessment

- Teacher observes and gives feedback.

3. ACTIVITY 2: WHILE-LISTENING (20 mins)

a. Objectives:

- To help Ss practise listening for main idea and specific information.

b. Content:

- Task 3: Listen to a talk and choose the correct answer A, B, or C. (p.107)
- Task 4: Listen to the talk again and complete the notes. Use one word or a number for each gap. (p.107)

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 3: Listen to a talk and choose the correct answer A, B, or C. (10 mins)		
<ul style="list-style-type: none"> - Tell Ss that they're going to listen to a talk about an endangered species. - Have Ss read the questions and answer options, and study the line graphs. Check understanding. Have Ss tell you what the x-axis and the y-axis show, and summarise the information shown in each graph. - Play the recording and have Ss do the activity. - Check answers as a class. In stronger classes, ask Ss to explain their answers using the information from the recording. - Play the recording again if many Ss have incorrect answers, pausing at the places where they can find the information for their answers. 	<ul style="list-style-type: none"> - Students listen and choose the correct answer. - Students check the answer with the whole class and give explanation. 	Answer key: <ul style="list-style-type: none"> 1. A 2. A 3. C 4. B
Task 4: Listen to the talk again and complete the notes. Use one word or a number for each gap. (10 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the text in the note. Make sure they understand they need to write one word or a number in each gap. 	<ul style="list-style-type: none"> - Students listen and fill in each gap with one word/ number. 	Answer key: <ul style="list-style-type: none"> 1. 4,500 2. destroyed

<ul style="list-style-type: none"> - Encourage them to guess what part of speech might fit each gap. - Play the recording once (or twice in weaker classes) for Ss to complete the table. - Ask Ss to work with a partner to compare their answers. - Check answers by calling on some Ss to write their answers on the board or read them aloud. - Play the recording again if many Ss have incorrect answers, pausing at the places where they can get the correct information. 	<ul style="list-style-type: none"> - Students compare the answer with their partners and with the whole class. 	<ul style="list-style-type: none"> 3. survive 4. skins 5. medicines
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e. Assessment

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

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

a. Objectives:

- To give Ss an opportunity to use the language and ideas in the listening to talk about the situation in their own country. **b. Content:**

- Task 5: Work in pairs. Discuss the following questions.

Which threats are facing tigers in Viet Nam? Which one is the most serious? (p.107)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the threats facing tigers in Viet Nam.

d. Organisation:

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following questions.		
<ul style="list-style-type: none"> - Ask Ss if they know which threats tigers in Viet Nam are facing nowadays. - Put Ss in pairs and have them discuss the threats and decide on the most serious one. - Invite pairs to share their answers with the class. 	<ul style="list-style-type: none"> - Students work in pairs and discuss. - Students share their ideas to the whole class. 	<p>Suggested answer: Tigers in Viet Nam are also facing a number of threats. The largest and most serious of these is habitat loss. Forests in Viet Nam have been destroyed, degraded, and reduced, which made tigers more vulnerable to hunters. The other threat is poaching. Tigers in Viet Nam have been hunted to extinction for their skins, bones, and other body parts, which are used in traditional medicines. Although the government has encouraged tiger farming and tiger breeding facilities, most of the animals born in such farms lack the</p>

		<p>survival skills necessary to be released into the wild. There is still a demand for tiger-based products in Viet Nam, so captive tigers and their body parts continue to enter the legal and illegal trade.</p>
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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></p> <p>Unit 8: WILDLIFE CONSERVATION</p> <p>Lesson 5: Listening</p> <p>*Warm-up</p> <p>Video watching</p> <ul style="list-style-type: none"> - Task 1: Discussion. - Task 2: Choose the correct meanings. - Task 3: Choose the correct answer. - Task 4: Complete the notes. - Task 5: Work in groups and discuss. <p>*Homework</p>

UNIT 8: WILDLIFE CONSERVATION

Lesson 6: Writing – A problem-solving report on protecting tigers

I. OBJECTIVES

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

1. Knowledge

- Write a problem-solution report on protecting tigers.

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 eager to think of solutions to protect wild animals..

II. MATERIALS

- Grade 12 textbook, Unit 8, 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: Whispers

c. Expected outcomes:

- Students can have an overview about the topic of the lesson.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Whispers - Teacher divides the class into 2 teams and stand in 2 lines.	- Students work in teams to play the game.	Suggested sentences: 1. We should protect tigers. 2. Tigers are poached for their skins.

<ul style="list-style-type: none"> - Teacher starts with a sentence and whispers it to the 2 first students standing in each line. They then have to whisper it to their next friend, and so on. The last learner then has to say out loud what they think the sentence was that they heard. - Teacher observes and leads in to lesson. 		<p>3. Tiger's habitats have been destroyed and degraded.</p>
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e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITNG (7 mins)

a. Objectives:

- To help Ss generate ideas for their writing;

b. Content:

- Task 1: Work in pairs. Read the solutions and write the threats. (p.108)

c. Expected outcomes:

- Students understand the problems, then give their own ideas.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Read the solutions and write the threats. (7 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the solutions and check understanding. - In weaker classes, recap some of the threats Ss learnt about in the Listening section and write them as prompts on the board. - Put Ss in pairs and have them complete the activity. - Check answers as a class. - In stronger classes, encourage Ss to add more solutions and come up with other threats to wild tigers, e.g. climate change, tiger farms, conflict with humans. 	<ul style="list-style-type: none"> - Students work in pairs and complete the activity. - Students add more threats and solutions. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Loss of habitat 2. Poaching and illegal trade in body parts 3. Rising demand for tiger parts

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (20 mins)

a. Objectives:

- To help Ss practise writing a problem-solving report on protecting tigers.

b. Content:

- Task 2: Read the announcement and write a problem-solving report. Use the ideas in 1 and the outline below to help you. (p.108)

c. Expected outcomes:

- Students can write a report on how to solve a problem.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2: Read the announcement and write a problem-solving report. Use the ideas in 1 and the outline below to help you.</p>		
<ul style="list-style-type: none"> - Ask Ss to read the announcement and check understanding. Have Ss think about the audience or the readers of the Wildlife Magazine, and the reason for writing the report, i.e. to inform or persuade the readers or share information. - Remind Ss of the structure of a problem-solution report and the purpose of each part as explained in Unit 3. - Have Ss identify the parts in the outline, e.g. Introduction, Threats, Solutions, Conclusion, and think about the information they need to add to complete it. - In weaker classes, ask Ss to go back to pages 39-40 in Unit 3 and give further explanations if necessary. - Set a time limit for Ss to write their report in class. Walk round the class to provide help. - If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft. - Collect Ss' writing and give face-to-face feedback in private or give them back with some written feedback. 	<ul style="list-style-type: none"> - Students read the announcement and brainstorm for the ideas and the language necessary for the writing. - Students write the first draft individually using the ideas in task 1 and 2. 	<p>To: The Wildlife Magazine</p> <p>From: Nguyen Van A</p> <p>Subject: Threats facing tigers and possible solutions</p> <p>Date: 5 May, 20__</p> <p>This report describes the main threats facing wild tigers and suggests some solutions to the problem.</p> <p>Research has shown that over the last 100 years, many of the wild tigers' natural habitats have been lost due to human activities. Humans and tigers continue to compete for space. Deforestation continues as people clear forests for farming, roads and housing. As a result, tigers are forced to live in smaller, unnatural environments where it is hard to find food. Another serious threat to wild tigers is poaching and illegal trade in tiger parts. Although the demand for fur coats made of tiger skins has decreased, tigers are still poached for other body parts used to make traditional medicine.</p> <p>What can we do to save tigers from extinction? One solution is to stop deforestation, restore degraded habitats, and rebuild or replace habitats that have been lost. In addition, educating people about the importance of tiger conservation is</p>

		<p>also very important. This will increase public awareness of the threats facing tigers and help reduce demand for tiger parts. Finally, governments should introduce stricter laws and harsher punishments to stop poachers from killing and selling tiger parts.</p> <p>In conclusion, there are several threats facing tigers. Therefore, we recommend that governments, organisations and individuals should act now so that tigers can be saved.</p>
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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:

- 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 give feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - 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.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 8: WILDLIFE CONSERVATION</p> <p style="text-align: center;">Lesson 6: Writing</p> <p>*Warm-up Game: Whispers</p> <ul style="list-style-type: none">- Task 1: Write the threats.- Task 2: Write a report.- Peer review <p>*Homework</p>

UNIT 8: WILDLIFE CONSERVATION

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Express concern.
- Understand the criteria on the International Union for Conservation of Nature (IUCN) Red List.

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 protecting the wildlife.

II. MATERIALS

- Grade 12 textbook, Unit 8, 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:

- Game: If I were in charge

c. Expected outcomes:

- Students have an overview about the topic of the lesson.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: If I were in charge - Give learners around five minutes to write exactly what they'd do if they were in charge of a national park. - Ask them to express their ideas. - Observe and give feedback or ask more further questions. - Lead in the lesson.	- Students work individually to brainstorm the ideas. - Students share the ideas in front of the class.	<i>Students' own ideas.</i>

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 express concern;
- To help Ss practise expressing concern.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.108)
- 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 expressions on page 109 to help you. (p.108)

c. Expected outcomes:

- Students can use appropriate language to express concern.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (6 mins)		
- Check if Ss know any phrases for expressing concern by asking, e.g. <i>What would you say to a friend who was absent from school? (Has something happened?) What would you say to a friend who had been unwell? (Do you feel better now?)</i> . - Ask Ss to read through the expressions in the box and the incomplete conversations, and check comprehension. - In stronger classes, have Ss complete the gaps based on context clues in the conversations. - In weaker classes, play the recording twice, the first time just to listen and the second time to complete the	- Students listen to the recording. - Students complete the conversation. - Students practise the conversation in pairs.	Answer key: 1. A 2. D 3. B 4. C

<p>conversations with the correct expressions.</p> <ul style="list-style-type: none"> - Check answers as a class by having pairs of Ss read out the conversations.- Ask Ss to practise the conversations in pairs. 		
<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 expressions on page 109 to help you. (6 mins)</p>		
<ul style="list-style-type: none"> - Have Ss read the situations and check understanding. - Revise common expressions used to express concern. In weaker classes, go through the expressions in the table and check understanding. - Put Ss into pairs. Give them a few minutes to come up with ideas to support their answers. - Allow Ss enough time to practise their conversations. Then invite some pairs to role-play them in front of the class. - Praise for good effort, appropriate use of the target expressions, clear pronunciation, and fluent delivery. 	<ul style="list-style-type: none"> - Make plan for the role-play - Practise the role-play conversation, based on the two situations. - Swap the role and continue practising. - Perform in front of class. 	<p>Suggested answers:</p> <p>1. B: You look so worried. What's the matter? A: It's my biology project. The deadline is tomorrow, but I haven't collected enough information about endangered species such as tigers and rhinos. B: Oh, I see. Is there anything I can do to help? A: Yes, please. If you could find out the most endangered animals in Viet Nam, it would be very helpful. Thank you.</p> <p>2. A: Hi, how are you? I didn't see you on the school field trip to the Endangered Species Rescue Centre. What happened? B: Oh, I was a bit under the weather so I couldn't join the trip. A: Sorry to hear that. Are you OK now? B: Thanks. I'm much better now.</p>

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CLIL (15 mins)

a. Objectives:

- To help Ss learn about how species are classified into the IUCN Red List categories.
- To help Ss relate what they have learnt about the topic to their own country.

b. Content:

- Task 1. Read the following text. Put a tick (✓) if the animals in the table are classified as endangered and a cross (✗) if they are not. (p.109)

- Task 2. Work in groups. Name some endangered animals in Viet Nam. Share what you know about them. (p.109)

c. Expected outcomes:

- Students can relate what they have learnt about IUCN Red List to their own country.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the following text. Put a tick (✓) if the animals in the table are classified as endangered and a cross (✗) if they are not. (7 mins)		
<ul style="list-style-type: none"> - Ask Ss some questions to find out what they already know about the topic, e.g. <i>Do you know anything about the Red List categories? What criteria for endangered species?</i> - Encourage Ss to share their ideas about the topic. - Put Ss into pairs. Ask them to read the text about the criteria to classify animals as endangered species and put a tick (✓) if the animals in the table are classified as endangered and a cross (✗) if they are not. - Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class. 	<ul style="list-style-type: none"> - Students put a tick or a cross. - Students share their answers and explain. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. ✓ 2. ✗ 3. ✗ 4. ✓
Task 2: Work in groups. Name some endangered animals in Viet Nam. Share what you know about them. (8 mins)		
<ul style="list-style-type: none"> - Put Ss in groups and have them come up with some names of endangered animals in Viet Nam. Remind them of some of the animals they read about in the unit, e.g. gibbons, sea turtles, tigers. - In weaker classes, write some names of animals on the board, e.g. saola, Javan rhino, Indian elephant, water buffalo, dolphin, giant turtle, Siamese crocodile, langur, and have Ss discuss and decide if they are endangered or not. If they have access to the Internet, ask them to find the information online. - Call on some groups to present the information in front of the class. 	<ul style="list-style-type: none"> - Students work in groups to name some endangered animals in Viet Nam. - Students share their ideas in front of class. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> - The saola is a rare animal found in Viet Nam. Due to habitat loss, illegal hunting, and the pressures of the illegal wildlife trade, the saola population has dramatically declined. The saola is classified as critically endangered. - The Tam Dao salamander, also known as the Vietnamese salamander, is a type of salamander found only in Viet Nam. It lives in forests and rivers with a warm and humid climate. However, it is in danger because its habitat is being

		destroyed and it is being hunted illegally. Today, it is classified as critically endangered, with only a few individuals remaining in the wild.
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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

- Find some information about an endangered species in Viet Nam.
- Prepare for the project in the next lesson.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 8: WILDLIFE CONSERVATION</p> <p>Lesson 7. Communication and Culture / CLIL</p> <p>*Warm-up Game: If I were in charge</p> <p>*Communication Task 1: Listen and complete the conversations Task 2: Make similar conversations</p> <p>*CLIL Task 1: Read the text and put a tick or a cross. Task 2: Name endangered animals in Viet Nam.</p> <p>* Homework</p>

UNIT 8: WILDLIFE CONSERVATION

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 8;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

- Be aware and eager to join hands to protect wildlife.
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 8, 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:

- Revise vocabulary

c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 8.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Revise vocabulary - Teacher asks students to revise the words learned in Unit 8. - Ss work in 2 teams. - In each team, one student recalls one word. Then call one student from the other team to do the same. - Teacher leads in the lesson.	- Students work in teams to recall and name vocabulary learnt in Unit 8.	Suggested vocabulary: extinct, survive, captivity, conserve, rare, etc.

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss revise the process of assimilation of consonant sounds.
- To help Ss revise words they have learnt in the unit.
- To help Ss revise adverbial clauses of condition and comparison.

b. Content:

- Pronunciation: Underline the parts where assimilation occurs. Listen and check. Then practice saying these sentences in pairs. (p.110)
- Vocabulary: Choose the correct answers to complete these sentences. (p.110)
- Grammar: Choose the sentence that best combines each pair of the following sentences. (p.110)

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
Underline the parts where assimilation occurs. Listen and check. Then practice saying these sentences in pairs. (4 mins)		
- Ask Ss to listen to the recording and underline the sounds that can be affected by assimilation. - Check answers as a class by playing the recording several times if needed. - Ask Ss to practise the questions in pairs. Draw their attention to the sounds that are assimilated. - Call on some Ss to read the sentences out loud in front of the class.	- Students pronounce the words, and choose the correct answers. - Students check the answers with the whole class.	Answer key: 1. Have you been to the new conservation <u>park</u> in town? /ˌkɒnsə'veɪʃn 'pɑ:k/ 2. Animals are brought to the park from different <u>places</u> . /'dɪfrənp 'pleɪs/ 3. My sister follows a special diet and she doesn't eat <u>red meat</u> . /'red 'mi:t/ 4. We got <u>back</u> home from a trip to the animal rescue centre. /'gɒp 'bæk/
Choose the correct answers to complete these sentences. (4 mins)		
- Ask Ss to choose the correct word in each of the sentences.	- Ss work individually	Answer key: 1. survive

<ul style="list-style-type: none"> - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write correct words on the board. 	<ul style="list-style-type: none"> - Ss compare answers with their partners. 	<ul style="list-style-type: none"> 2. conserve 3. captivity 4. extinct
Choose the sentence that best combines each pair of the following sentences. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the original and combined sentences, and check understanding. - Have Ss work out which grammar point each question could be testing (adverbial clause of condition or comparison). - Remind Ss to eliminate any grammatically incorrect sentences or sentences that do not make sense. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to read the correct sentences. Have Ss explain the structure of the adverbial clause and the conjunction 'if'. 	<ul style="list-style-type: none"> - Ss work individually to choose the correct answers. - Ss read aloud the sentences and give explanations. 	<p>Answer key:</p> <ul style="list-style-type: none"> 1. A 2. B 3. C 4. D

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 poster presentation.

b. Content:

- Protecting endangered species

c. Expected outcomes:

- Students practice giving a presentation on protecting endangered species.

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 poster presentation. - Have Ss work in their groups. Give them a few minutes to get ready for their poster presentations. Ask them to decide who is going to stand by the group poster and answer questions about it, and what questions the rest of the group can ask as 	<ul style="list-style-type: none"> - All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet. 	<p><i>Students' presentations</i></p>

<p>they walk around the classroom and view other groups' posters.</p> <ul style="list-style-type: none"> - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while studying their classmates' posters and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklist. - If necessary, go through the assessment criteria to make sure Ss are familiar with them. - Have groups display their posters. Ask the group representatives to stand next to their posters while the rest of the class walk around, study the posters, and ask questions about them. In stronger classes, you can have group members take turns to stand by the poster and answer questions. - Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster. - give Ss marks for their posters and poster presentations as part of their continuous assessment. 		
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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 9.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 8: WILDLIFE CONSERVATION</p> <p>Lesson 8: Looking back and project</p> <p>*Warm-up</p> <p>* Looking back</p> <ul style="list-style-type: none"> - Pronunciation - Vocabulary - Language

*** Project: Protecting endangered species**

***Homework**