

PERIOD 32:

UNIT 4: THE MASS MEDIA

GETTING STARTED - The mass media in our life

+ LANGUAGE (Vocabulary)

Aims and Objectives:

- At the end of the lesson, students will be able to :
 - + get to know the topic of the mass media, some vocabulary related to the use of the mass media in our life.
 - + identify cause & effect relationships by answering Wh-questions.
 - + Revise of the two grammar points: preposition after certain verbs and the past perfect vs. the past simple.

Teaching aids : pictures, handouts

Methods: Integrated, mainly communicative.

Skills: - Reading for gist and for specific information.

- Skimming and scanning reading
- Listening skill

Procedures:

T	CONTENT	ACTIVITIES
5' 5' 7'	<p>* Check-up:</p> <p>* Warm-up:</p> <p>→ Lead into the new lesson: The mass media</p> <p>NEW LESSON:</p> <p>I. Activity 1: Listen and Read:</p> <p>* Look at the picture and answer the questions:</p> <p>- <i>Where are the students in the picture?</i></p> <p>- <i>What are they doing?</i></p>	<p>Ask Ss to look at the picture, describe where the speakers are and what the people around them are doing.</p> <ul style="list-style-type: none"> • Tell Ss that they are going to listen to a conversation between Nam and Lan talking about the use of mobile devices and the Internet to access various forms of the mass media. • Play the recording. Ask Ss to listen and read silently.

- What do they use these devices for?

Suggested answers:

They are in a coffee shop. The people around them are using their mobile devices - smartphones and tablets.

They are probably talking to friends, reading information online or visiting their social media sites.

*** Vocabulary:**

- subscribe /səb' skraɪb/ (v): đăng ký, đặt mua dài hạn

- challenging /'tʃælɪndʒɪŋ/ : đầy thử thách, thách thức

- enormous /ɪ' nɔ:məs/ : huge, immense

- be addicted to [ə'dɪktɪd] (a) say mê, nghiện

Ex: Children nowadays are addicted to television.

- efficient

- cyberbullying

*** Checking vocabulary: ROR**

II. Activity 2: Answer the following questions:

*** Suggested answers:**

1. They are chatting, sending messages or searching for news.

2. Because everyone in his house can read the news on digital devices.

3. He had used the computers in the local library to access the Internet.

4. She thinks that they may not understand the benefits of online information.

5. He thinks that she is addicted to social media and relies too much on the Internet.

6. Students' answers

III. Activity 3: Complete the table with the appropriate words and phrases in the box:

Key:

- T explains some vocabulary.

- T checks vocabulary.

Ask Ss to read the questions, and underline any key words before they scan the conversation for the answers.

• Ask Ss to read the instructions and copy the names of the groups on a piece of paper. Have them work in pairs to go through the conversation and find the relevant words and phrases, and copy them into the correct column.

• Ask pairs to compare answers. Then check answers as a class.

Digital devices	The mass media	Online activities
- Smartphones	- Newspapers	- chatting
- Tablet PCs	- Magazines	- sending messages
- Computers	- Radio	- reading online newspapers
	- TV	- accessing the Internet
	- DVDs	
	- social media	
	- the Internet	- searching for news

5'

4'

IV. Activity 4: Match each verb with the correct preposition. Discuss their meaning with a partner.

Key: search *for*, connect *with*

V. Activity 5: Read the following sentence. Underline the verbs. What tenses are they in?

Key:

He had (already) started using the computers in the local library to access the Internet when Minh's dad bought him a tablet PC four months ago.
Past perfect (This action happened first)
Past simple

5'

VI. LANGUAGE (Vocabulary):

1. Activity 1: Match the words/ phrases in the box with the definitions:

*** Key:**

a. 3

b. 1

- Have Ss scan the conversation quickly and underline the two verb phrases in focus.
- Check answers as a class and allow a few minutes for Ss to discuss the meaning of these verb phrases. Have them make sentences with the verbs if time allows.

- Remind Ss of the verb forms of the tenses.
- Have Ss underline the verb forms in the sentence.
- Ask a student to explain which action happened first in the sentence.

Ask Ss work individually, read each of the words and think about its word class.

Guide Ss that they should read each explanation and decide if it defines a verb, noun or adjective. Provide support if necessary by encouraging Ss to use the context and clues in the conversation

Call some Ss to give out the answer

Have two Ss write the answers on bb.

Check & give remarks

Ask Ss to review the meaning of the vocabulary items in **1** before reading the sentences and underlining any contextual clues in them.

- Check answers as a class. Then have a few Ss read the completed sentences aloud

c. 5

d. 2

e. 6

f. 4

5' **2. Activity 2: Complete the sentences with the words/ phrases in 1.**

*** Key:**

1. the mass media
2. addicted
3. social networking
4. efficient
5. instant messaging
6. cyberbullying

*** Homework:** Prepare for the next lesson: Language + Looking back (Pronunciation & Grammar)

1'

PERIODS 34 + 35:

UNIT 4: THE MASS MEDIA

LANGUAGE + LOOKING BACK

(Pronunciation & Grammar)

OBJECTIVES :

1. EDUCATIONAL AIMS : At the end of the lesson, students will be able to:

- know how to pronounce the verb ending *-ed*.
- use words and phrases related to the mass media.
- know how to use prepositions after certain verbs.
- know how to use and distinguish between the past perfect and the past simple.

2. KNOWLEDGE : Information about the mass media

Pronunciation and grammar

LANGUAGE : Words and phrases related to the mass media.

Sentences related to above grammars

3. SKILLS : Listening and fluency in talking about the mass media

METHOD : Integrated, mainly communicative

TEACHING AIDS : Handouts, CD player

PROCEDURE :

T	CONTENT	ACTIVITIES
6'	PERIOD 34: * Check-up: Lead into the new lesson.	
15'	I. PRONUNCIATION: LANGUAGE: Revision: The pronunciation of the verb ending -ed.	Tell Ss what the objective of the activity is to revise the pronunciation of the verb ending

1. Activity 1: Listen and repeat

Rules:

The verb ending -ed is pronounced:

. /t/ after voiceless sounds such as [p, k, θ, f, s, ʃ, tʃ]

. /d/ after voiced sounds [b, g, ð, v, z, ʒ, dʒ, m, n, ŋ, r, l]

. /ɪd/ after the sounds [t] or [d]

Note:

/t/: reduced, developed, influenced, introduced

/d/: used, copied, received, welcomed

/ɪd/: distributed, invented, provided, downloaded

2. Activity 2: Listen and repeat the sentences. Notice the verbs ending -ed:

LOOKING BACK:

1. Exercise 1: Put the verbs from the box in the appropriate columns.

Keys:

/t/: watched, surfed, checked

/d/: installed, shared, offered

/ɪd/: updated, provided, downloaded

2. Exercise 2: Listen and write down the verbs in the appropriate columns:

- | | | |
|--------------|---------------|---------------|
| Keys: | 1. declined | 2. developed |
| | 3. downloaded | 4. influenced |
| | 5. invented | 6. emerged |
| | 7. produced | 8. provided |
| | 9. compared | |

/t/: 2. developed 4. influenced 7. produced

/d/: 1. declined 6. emerged 9. compared

/ɪd/: 3. downloaded 5. invented 8. provided

-ed, and ask them to read the information in the *Remember* box.

Play the recording for Ss to listen and repeat all the verbs chorally.

Play the recording for Ss to repeat chorally and individually

- Ask Ss to do the task independently.
- Have them exchange their answers with a partner for peer review.

Play the recording. Have Ss listen and write down the verbs in the appropriate columns.

- Ask several Ss to read the verbs aloud.

II. GRAMMAR:

LANGUAGE:

Prepositions after certain verbs:

Activity 1: Match each verb with an appropriate preposition.

Key:

1. d 2. e 3. b
4. a/c 5. c

Notes:

- *carry out* (*out* is an adverb): to do something that you have said you will do; to do and complete a task
- *carry on* (*on* is a preposition): to continue moving

Activity 2: Make sentences with the verbs in 1

Ex:

- I often listen to music in my free time.
- I search for information when I do a survey.

LOOKING BACK:

1. Exercise 1: Fill each gap with an appropriate preposition:

Key:

1. on 2. out 3. to
4. for 5. of/about 6. with

- Have Ss work in pairs to do the task and discuss the meaning of the verb phrases provided.
- Elicit from Ss that these prepositions are called dependent prepositions and the combination of a verb and one or two prepositions is a verb phrase (cf. phrasal verb), which is used to express specific meaning.
- Check answers as a class

- Allow time for Ss to work individually.
- Ask them to exchange their work in pairs for peer comments.
- Ask a few Ss to read their sentences aloud, and have the class make comments on grammar, word choices and meaning.

- Ask Ss to read the statements and underline all the verbs and the words after the blanks. Have them discuss these clues in pairs and decide on the correct preposition. Encourage less able Ss to use a dictionary.

- Explain the objective of activity 1, and ask Ss to read the *Remember* box. Check their comprehension and review the formation of the past perfect (*had* + past participle).
- Allow time for Ss to do the task individually.
- Check answers as a class. Then invite a few Ss to read the sentences aloud if necessary.

PERIOD 35: GRAMMAR:

The past perfect vs. the past simple

LANGUAGE:

Activity 1 : Put the verbs in brackets in the correct tenses. Make changes if necessary.

Key:

1. had invented, completed
2. appeared, helped
3. had risen, started
4. understood, had read
5. Had (ever) ... appeared, took part, had
6. got, submitted, showed, had arrived
7. had already finished, left, arrived

Activity 2: Complete the following sentences, using either the past simple or past perfect, and your own ideas.

Suggested answers:

1. ... had used the library's computer to get access to the Internet.
2. ... rang his doorbell.
3. ... started sending me their greetings/ had already posted their greetings for my birthday.
4. ... they began drawing their charts.
5. ... the teacher changed the topic.
6. ... he wrote a brief description of the data

LOOKING BACK:

1. Exercise 2: Match the two halves of the sentences:

Key:

1. b
2. d
3. a
4. e

- Ask Ss to work independently.
- Tell them to exchange their work with a partner for peer checking.
- Ask a few Ss to read out their sentences and have the rest of the class comment on the use of the tenses, word choice, sentence structure and meaning.

- Ask Ss to read the incomplete sentences and underline any key words that they think may help them to decide which two halves can make a meaningful sentence, e.g. *rose... bottomed out, not... until, when... already*, etc.
- Ask Ss to exchange the answers in pairs for peer checking.
- Ask several Ss to read aloud the completed sentences.

- Ask Ss to read and do the task independently.
- Have Ss exchange their answers for peer checking.
- Check answers as a class.

Period 36:

UNIT 4: THE MASS MEDIA

LESSON 3. READING

- A. Aims and Objectives:** - To scan a text for specific information about mass media.
 - To teach Ss new vocabulary by completing true false task.
 - To develop their reading skill through choosing the main idea for each paragraph.
 - To learn new vocabulary by finding words or expressions with the definitions given.
- B. Preparations:** - Teacher: Handouts, textbook, pieces of papers, lesson plan and cassette.
 - Students: Textbook
- C. Methods:** - The whole lesson: Integrated, mainly communicative.
- D. Procedures:**

Stages	Teacher’s activities	Students’ activities
<p>Warm r</p> <p>I/ Pre- teachin g: 10’</p>	<p>Lead-in: Inform the class of the lesson objectives: skimming and scanning a passage for general ideas and specific information, and learning additional vocabulary and information related to the history and forms of mass media.</p> <p>Activity 1:</p> <p>Ask Ss to work in pairs. Have them look at the vocabulary items in the word bank and discuss their meanings. Encourage them to use a dictionary if necessary.</p> <ul style="list-style-type: none"> • Check the meanings of the vocabulary items as a class. • Remind Ss not to spend too much time on this activity. • Check answers as a class. <p>Key</p> <ul style="list-style-type: none"> -Print: books, magazines, leaflets, newspapers -Television: news programmes, dramas, reality shows, documentaries 	<p>-pay attention</p> <p>- work in pairs, look at the vocabulary items in the word bank and discuss their meanings.</p> <p>-give answers</p>

<p>II/ While teaching: 20'</p>	<p>- The Internet: email, websites, instant messaging, data sharing, social networking</p> <p>Notes</p> <ul style="list-style-type: none"> - <i>drama: a play for the theatre, television or radio</i> - <i>documentary: a film or a radio or television programme giving facts about something or information used to find out things or make decisions for reference or analysis</i> - <i>data (uncountable): information that is stored in a computer</i> <p>Activity 2:</p> <p>Inform Ss of the objective of this activity (reading for gist or general ideas). Get them to read the instructions and predict the best heading for the text.</p> <ul style="list-style-type: none"> • Allow time for Ss to skim the text individually. • Check answers as a class. Invite one or two Ss to explain how they came up with their answers. Draw Ss' attention to the key words (... mass media forms were classified ...; each form of ...; new digital media forms...) in the text. <p>Key b. Forms of mass media</p> <p>Activity 3:</p> <p>Tell Ss that the aim of this matching activity is to improve and expand their vocabulary by learning words in context.</p> <ul style="list-style-type: none"> • Allow time for Ss to do the task individually. • Check answers as a class. Invite several Ss to say the Vietnamese equivalent to help less able Ss to understand their meanings better. <p>Key a. 5 b. 4 c. 1 d. 2 e. 6 f. 3</p> <p>Activity 4:</p> <p>This activity focuses on reading for specific information.</p>	<p>-pay attention</p> <p>- read the instructions and predict the best heading for the text.</p> <p>- skim the text individually.</p> <p>- explain how they came up with their answers.</p>
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- Tell Ss that they should read the sentences in the table and underline the key words which help them to justify their answers.
- Allow time for Ss to do the task individually.
- Check answers as a class.

Note

A QR (Quick Response) Code is a type of two-dimension bar code that is used to provide easy access to information through

a digital device. The technology for QR codes was first developed by Densa-

Wave, a Toyota subsidiary. The codes were originally used for tracking inventory.

Key 1. F 2. T 3. F
 4. T 5. NG

Activity 5: The aim of this activity is to relate the information in the text in 2 to Ss' own experiences of using the different forms of mass media for personal

communication or finding useful information.

- Ask Ss to work in pairs to share their preferred forms of mass media for daily communication or finding information, and how they benefit from using them.
- Remind them of the six forms of mass media mentioned in the text: print, recordings, cinema, radio, television and the Internet.
- Ask several pairs to report their discussion results to the class.

- improve and expand their vocabulary by learning words in context.

- do the task individually.

- say the Vietnamese equivalent to help less able Ss to understand their meanings better.

- read the sentences in the table and underline the key words which help them to justify their answers.

- do the task individually.

-pay attention

III.
Post
teachin
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What have you learnt today?

What can you do now?

* **Homework:** Prepare for the next lesson: Listening

- work in pairs to share their preferred forms of mass media for daily communication

- report their discussion results to the class.

I can understand the different forms of mass media and their roles. I have enlarged my vocabulary related to the topic. I have improved my reading skills of skimming for general ideas and scanning for specific information.

PERIOD 37:

UNIT 4: THE MASS MEDIA

LISTENING – Social media: Language learning apps

OBJECTIVES :

1. EDUCATIONAL AIMS : At the end of the lesson, students will be able to:

- improve their skill of listening comprehension.
- listen for specific information in a conversation about social media: language learning apps.

2. KNOWLEDGE : Information about social media: language learning apps.

LANGUAGE : Words and phrases related to social media: language learning apps.

3. SKILLS : Listening for gist and for specific information

METHOD : Integrated, mainly communicative

TEACHING AIDS : video clip, handouts, CD player

PROCEDURE :

T	CONTENT	ACTIVITIES
5'	* Check-up:	
5'	<p>* Warm-up: Watch a video and answer the questions.</p> <p>→ Questions:</p> <p>1. Name the apps mentioned in the video clip?</p> <p>2. What're their functions?</p> <p>→ Lead into the new lesson.</p>	<p>- Asks students to watch a video and answer the questions.</p>
10'	<p>I. Pre-listening:</p> <p>1. Activity 1: Read about how three students use social media. Complete the sentences with the words from the box.</p> <p><i>Key:</i></p>	<p>Check Ss' comprehension of the words in the word bank. Explain unfamiliar words or ask Ss to look them up in a dictionary. • Allow time for Ss to quickly read the conversation and complete the</p>

- 1. app
- 2. record
- 3. GPS
- 4. interactive
- 5. connect
- 6. audio
- 7. updates

2. Vocabulary:

application /app (n) : program designed to do a particular job; a piece of software

Interactive (a): Tương tác

Online language community: Cộng đồng học ngôn ngữ trên mạng

flashcard (n) a card with a word or picture on it, that teachers use during lessons Thẻ học từ vựng

Writing draft : Bài viết nháp

***Checking: What & Where**

II. While- listening:

1. Activity 2: Listen to a conversation between two students talking about language learning applications. Which of the following did they not talk about?

Key:

2 & 3

2. Activity 3: Listen again. Give short answers to the following questions:

gapped sentences.
• Check answers as a class

- T explains some vocabulary.

• Ask Ss to read the instructions and the information provided. Remind them that they have to identify what was not mentioned in the conversation.

• Play the recording without pausing so Ss can get the gist of it.

• Play the recording again. This time ask Ss to listen and circle the information that they did not hear in the recording.

• Play the recording again for Ss to check their answers. For less able Ss, pause the recording after the sentences that include the information/ answer to the question. Encourage them to note down the answer.

<p>6'</p> <p>1'</p>	<p>Key:</p> <ol style="list-style-type: none"> 1. She downloaded some language learning apps on her smartphone and started learning vocabulary on the go. 2. Because she wants to improve her English. 3. She uses some social networking sites. 4. She used a free programme on her smartphone. <p>III. Post-listening: Discussion:</p> <p>- <i>What do you think about Lan's ways of improving her English?</i></p> <p>- <i>What can you learn from her experience?</i></p> <p>* Homework: Prepare for the next lesson: Writing</p>	<ul style="list-style-type: none"> • Ask Ss to exchange their answers with a partner for peer review. • Ask Ss to work in groups of four exchanging their opinions about Lan's ways of improving her English, and then discuss what they can learn from her experience. • Ask a few groups to report the results of their discussions.
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Period 38:

UNIT 4: THE MASS MEDIA

WRITING (Vocabulary + Structure)

+ More exercises: Sentence Combination + Transformation

A. Aims and Objectives:

- To develop Ss’ skill of describing a pie chart showing the use of online resources.
- To provide Ss with the language and sentence structures used to describe trends.
- By the end of the lesson, students will be able to:
 - + Learn about a pie chart showing the use of online resources.
 - + Describe a pie chart showing the use of online resources.
 - + Develop the writing skills in general. Build up vocabulary supported for writing.

- B. Preparations:**
- Teacher: Handouts, textbook, lesson plan and pieces of papers.
 - Students: Textbook

- C. Methods:** - The whole lesson: Integrated, mainly communicative.

D. Procedures:

Stages	Teacher’s activities	Students’ activities
<p>Warmup 5’ I/ Pre-teaching: 10’</p>	<p><i>Describing a pie chart showing the use of online resources</i></p> <p>Task 1:</p> <p>- T asks Ss to look at the illustrations and credit their answers.</p> <p>+Charts and graphs represent a series of data but they are different from each other. Graphs are mainly used to represent variation in values over a period of time. Charts are used to give information about the frequency of different quantities in a single pictorial representation.</p> <p>+To describe a pie chart we should specify the information (content) and proportion of each</p>	<p>-work in pairs, discuss what a pie chart is and how you can describe it.</p> <p>-give the answer</p> <p>-pay attention</p>

<p>II/ While teachin g: 20'</p>	<p><i>segment, which can be measured in percentages (%) or fractions (e.g. one-third, a quarter).</i></p> <p>.</p> <p>Task 2: The pie chart below illustrates the forms of communication used by students in Intel school. Complete the description with the words in the box.</p> <p>- T allows time for Ss to read the text and do the task.</p> <p>- Explain unfamiliar words, e.g. <i>tie in (to link something or to be linked with something), dominant (more noticeable), majority (the largest part of a group of things).</i></p> <p>- T checks answer as a class.</p> <p>Key: 1. preferences 2. recorded 3. majority 4. tied in 5. dominant 6. the least</p> <p>Task 3: Describe a pie chart</p> <p>MORE EXERCISES</p> <p>I/Combine the following sentences using which</p> <p>1. The pie chart shows students' preferred online resources recorded in a survey. The survey was carried out at Intel Secondary School Library in 2014.</p> <p>→ <i>The pie chart shows students' preferred online resources recorded in a survey which was carried out at Intel Secondary School Library in 2014.</i></p> <p>2. We can see that a majority of students played interactive games. Interactive games rank the first at 30%.</p> <p>→ <i>We can see that a majority of students played interactive games, which rank the first at 30%.</i></p> <p>3. Only a minority of students, or 6%, used science journals. Science journals is the least popular of all resources</p>	<p>- Complete the description with the words in the box.</p> <p>- read the words in the box and check their comprehension.</p> <p>- give the answer</p>
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III.
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→ Only a minority of students, or 6%, used science journals, which is the least popular of all resources

4.The dominant form of online resources is interactive games. Online resources are used by the students at Intel Secondary School Library

→ The dominant form of online resources which are used by the students at Intel Secondary School Library is interactive games.

II/Combine the following simple sentences, using the given words

1.Online magazines rank the third at 18% . Non-fiction e-books account for 15%. **WHILE**

→ Online magazines rank the third at 18% while non-fiction e-books account for 15%.

2. He was determined to finish his work. He was seriously ill. **ALTHOUGH**

→Although he was seriously ill, he was determined to finish his work.

3.My father saw his brother. It's nearly twenty years. **SINCE**

→ It's nearly twenty years since my father saw his brother.

4.They couldn't go for a picnic last weekend. It rained heavily. **BECAUSE**

→ Because it rained heavily, they couldn't go for a picnic last weekend.

-do it at home

-do more exercises

1. The pie chart shows students' preferred online resources recorded in a survey which was carried out at Intel Secondary School Library in 2014.

2. We can see that a majority of students played interactive games, which rank the first at 30%.

3. Only a minority of students, or 6%, used science journals, which is the least popular of all resources

4.The dominant form of online resources which are used by the students at Intel Secondary School Library is interactive games.

1. → Online magazines rank the third at 18% while non-fiction e-books account for 15%.

2. →Although he was seriously ill, he was determined to finish his work.

3. → It's nearly twenty years since my father saw his brother.

4. → Because it rained heavily, they couldn't go for a picnic last weekend.

PERIOD 39:

**UNIT 4: THE MASS MEDIA
COMMUNICATION AND CULTURE**

OBJECTIVES :

1. EDUCATIONAL AIMS : At the end of the lesson, students will be able to:

- listen to a conversation about learning English with video.
- know some social media apps.

2. KNOWLEDGE : Information about learning English with video and social media apps.

LANGUAGE : Words and phrases related to the mass media

3. SKILLS : Fluency in expressing opinions.

Reading for specific information

METHOD : Integrated, mainly communicative

TEACHING AIDS : pictures, handouts

PROCEDURE :

T	CONTENT	ACTIVITIES
5'	* Check-up:	- Have Ss look at some pictures and answer the questions.
5'	* Warm-up:	
	Lead into the new lesson.	
15'	<p>I. COMMUNICATION: Learning English with video</p> <p>1. Activity 1: Listen to a conversation between Nam and Mai about learning English with video. Decide whether the statements are T or F:</p> <p><i>Expected answers:</i></p>	<ul style="list-style-type: none"> • Ask Ss to read the instructions and the information provided. Have them underline the key words and any other clues in the statements and explain their decision. Check Ss' comprehension and give feedback. • Play the recording all the way

1. F
2. T
3. T
4. F
5. F

2. Activity 2: Discuss what videos you would like to watch in your English lessons/ classes. Give reasons:

Suggested answers:

- The video clips are powerful audio-visual resources for learning a language.
- They can:
 - provide authentic language use
 - capture learners' attention
 - increase their motivation
 - enhance their learning experience

II. CULTURE: Social media apps

Activity 1: Read the following text and give short answers to the questions.

Key:

1. They are for communication, entertainment and security on the Internet.
2. Because they want to have more advanced options than basic services.
3. A video-sharing app is an application for creating videos

through for the first time. Play it again for Ss to do the task. If Ss are not sure of more than two answers, play the recording a third time for Ss to check again.

- Ask Ss to work in pairs to compare their answers

- Ask Ss to work in groups of four or five, and talk about their favourite types of videos for their English classes and say the reasons.

- Ask one or two groups to report their discussions to the class. Then give feedback on their reports.

- Ask Ss to read the questions and underline the key words or any clues that may help them to identify the answers as they scan the text.

- Have them compare their answers with a partner.

- and sharing them with family and friends.
4. They are action and adventure games followed by puzzles and board games.
 5. Besides protecting smartphones and tablet devices from theft and loss of data, these security apps detect and remove viruses as well as phishing scams.
 6. We should go through its functions very carefully and read the user reviews.

Activity 2: Work in groups. Discuss some popular social networking apps and their functions:

Note:

Best social networking apps (Free): **WhatsApp** (for free messaging), **Vine** (for free sharing videos), **Snapchat** (for free sharing self-destructing photos and videos), **Secret** (for free posting and commenting anonymously), **Instagram** (for free sharing photos), **Twitter** (for free keeping up with your tweets on the go).

* **Homework:** Prepare for the next lesson: Speaking and Project

Have Ss discuss some popular social networking apps in groups. Then ask some Ss to present the apps and demonstrate its functions in front of the class.

PERIOD 40:

UNIT 4: THE MASS MEDIA
SPEAKING – Talking about social networking
+PROJECT

OBJECTIVES :

1. EDUCATIONAL AIMS : At the end of the lesson, students will be able to:

- talk about the use of the mass media
- express positive or negative opinions about social networking.
- interview classmates to find out how they used the social networking sites and apps.

2. KNOWLEDGE : Information about the mass media.

LANGUAGE : Words and phrases related to the mass media.

3. SKILLS : Fluency in expressing opinions about the mass media.

METHOD : Integrated, mainly communicative

TEACHING AIDS : video, handouts

PROCEDURE :

T	CONTENT	ACTIVITIES
5' 5'	<p>* Check-up:</p> <p>* Warm-up: Watch a video and answer the questions:</p> <p style="text-align: center;">https://youtu.be/9dVDKM7hW_c</p> <p>(Top 7 Most Popular Social Networking Sites 2021 The World's Most Used #SocialMediaPlatforms SH TV)</p> <p>+ Name the social networking site mentioned in the video? + Do you have any accounts on one of them? + How often do you use it?</p>	<p>- T shows a video about the topic: helping the people in need and raise some questions.</p>

→ Lead into the new lesson: Social networking sites can be used to describe community-based websites, online discussion forums, chat rooms, etc.

I. PRE - SPEAKING:

8' **1. Activity 1: Complete the conversation with sentences in the box:**

Expected answers:

1. e 2. c 3. d 4. b 5. f 6. a

*** Practice the conversation with a partner.**

2. Vocabulary:

+ hack (v) gian lận, lừa, cướp

+ distract (v)

II. WHILE - SPEAKING:

1. Activity 2: Put the following opinions about using social networks in the appropriate box:

Expected answers:

Positive opinions: 2, 4, 5

Negative opinions: 1, 3, 6

12'

2. Activity 3: Make a similar conversation

Suggested questions:

*Hoa : Do you have any accounts on Facebook or Twitter,
Nam?*

Nam : Yes. I have accounts on Facebook .

Hoa: Oh, really?

Nam: Well.

Hoa: What do you think is the advantages of using Facebook?

*Nam: I think it help me keep in touch with friends and family
any time, make friends with people miles away*

Hoa: Oh, I see. However, it also has disadvantage. What do

Ask Ss to read the sentences in the box and the conversation. Remind them to focus on the sentences that appear before and after the blanks which may help them to work out the answers. These clues can include synonyms, definitions, comparisons, etc.

- T explains some vocabulary.

The objective of this activity is to supply Ss with different opinions about social networking, and enable them to engage in later discussions or conversations.

This activity aims to provide freer practice using the language and ideas from Activities **1** and **2**.

- Ask Ss to work in pairs to read the instructions and reread the information in Activities **1** and **2** before sharing their experiences of using social networking account(s).

<p>7'</p>	<p><i>you think about it? .</i></p> <p><i>Nam: I know. It makes me do homework less and spending less time with friends and family. And it wastes my time.</i></p> <p><i>Hoa: How many hours a day did you spend on the Net?</i></p> <p><i>Nam: Err... Most of my day !</i></p> <p><i>Hoa: What did you do then?</i></p> <p><i>Nam: I updated my profiles, shared my photos and videos with my friends, and so on .</i></p> <p><i>Hoa: Well, it really took a lot of time for these things!</i></p> <p>III. POST - SPEAKING: Expressing opinions about social networking sites.</p>	
<p>7'</p> <p>1'</p>	<p>IV. PROJECT: A survey on opinions about social networking sites and apps.</p> <ol style="list-style-type: none"> 1. What social networking sites do you use? 2. What information do you have on your webpage? 3. Do you ever get on the internet using your mobile phone? What do you think of this method of using the Net? 4. Do you have a blog? What do you put on it? Do you read other people's blogs? What do you think of blogging? 5. Have you used any online gambling sites? How do they work? <p>* Homework: Prepare for the next lesson: Looking back (Vocabulary) + Practice Test</p>	<ul style="list-style-type: none"> - T asks class to express their opinions about social networking sites. - The student stands in front of class to say. - T gives comment and mark. <p>For this project, ask Ss to work in groups of four to interview their group members to find out how they use the social networking sites and apps.</p> <ul style="list-style-type: none"> • Ask Ss to read and discuss the guiding questions, and add their own questions. • Remind them of the ideas in the Communication & Culture section. • Ask several groups to report the results of their interviews to the class.