



Date of planning: 23 / 02 / 2025

PERIOD 70:

## UNIT 7: THE WORLD OF MASS MEDIA

### Lesson 8: Looking back and project

#### I. OBJECTIVES

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

##### 1. Knowledge

- Review the vocabulary and grammar of Unit 7;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

##### 2. Core competence

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

##### 3. Personal qualities

- Be proud and respectful of Vietnamese and other cultures.
- Develop self-study skills.

#### II. MATERIALS

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

#### Assumption

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

#### III. PROCEDURES

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

###### a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.

###### b. Content:





- Game: Lucky number

**c. Expected outcomes:**

- Students can recall the vocabulary they have learnt in Unit 7.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>Game: Lucky number</b></p> <ul style="list-style-type: none"> <li>- Ss work in 2 teams.</li> <li>- There are 7 numbers, 2 of which are lucky ones.</li> <li>- If Ss choose a lucky number, they get one point without answering the question.</li> <li>- If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it.</li> <li>- This student has to use words or actions to describe it (without saying the word directly)</li> <li>- Other Ss try to guess the words. One point for a correct answer.</li> <li>- The group with the most points is the winner.</li> </ul>	<ul style="list-style-type: none"> <li>- Students join the game, choose a number and answer the question.</li> </ul>	<p><i>Suggested words:</i></p> <ol style="list-style-type: none"> <li>1. mass media</li> <li>2. leaflet</li> <li>3. billboard</li> <li>4. loudspeaker</li> <li>5. pie chart</li> </ol>

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: LOOKING BACK (12 mins)**

**a. Objectives:**

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

**b. Content:**

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

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p><b>Work in pairs and mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences. (4 mins)</b></p>		
<ul style="list-style-type: none"> <li>- Ask Ss to read through the sentences to get a broad understanding.</li> </ul>	<ul style="list-style-type: none"> <li>- Students identify the places where linking /r/ can appear</li> </ul>	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> <li>1. Peter and I are discussing the news on TV.</li> </ol>



<p>- Tell them to identify the places where linking /r/ can appear. In weaker classes, give an example first. E.g. 1. <i>The linking /r/ can appear between the /ɜ:/in 'Peter' and the /ə/ or /æ/ in 'and'.</i></p> <p>- Ask Ss to listen to the recording and check their answers. Have them pay attention to the linking /r/ in each word.</p> <p>- Ask Ss to listen to the recording again, but this time, have them repeat the whole sentences with emphasis on the linking /r/.</p>		<p>2. There is a nice poster on the wall advertising the public event.</p> <p>3. The village is far away in the mountains, but villagers have a fast Internet connection.</p> <p>4. The singer is the focus of media attention.</p>
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<p><b>Solve the crossword with the words you've learnt in this unit. What is the hidden word? (4 mins)</b></p>																																											
<p>- Ask Ss to work in pairs to solve the crossword. Remind them that all the words they need are in this unit, and there is a hidden vertical word.</p> <p>- Have Ss complete the activity.</p> <p>- Check answers as a class.</p> <p>- If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. <i>media</i> first appears in the Getting started section.</p>	<p>- Ss work in pairs to solve the crossword</p>	<p><b>Answer key:</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td><td></td><td></td><td></td><td style="background-color: yellow;">m</td><td>e</td><td>d</td><td>i</td><td>a</td><td></td> </tr> <tr> <td>2</td><td>r</td><td>e</td><td>l</td><td>i</td><td>a</td><td>b</td><td>l</td><td>e</td><td></td> </tr> <tr> <td></td><td></td><td>3</td><td>b</td><td>i</td><td>a</td><td>s</td><td></td><td></td><td></td> </tr> <tr> <td>4</td><td>a</td><td>c</td><td>c</td><td>e</td><td>s</td><td>s</td><td>i</td><td>b</td><td>l</td><td>e</td> </tr> </table>					m	e	d	i	a		2	r	e	l	i	a	b	l	e				3	b	i	a	s				4	a	c	c	e	s	s	i	b	l	e
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<p><b>Circle the mistake in each sentence. Then correct it. (4 mins)</b></p>		
<p>- Ask Ss to read the whole sentence, focus on the underlined words / phrases</p> <p>- Encourage them to check whether these underlined words / phrases are grammatically correct or not by studying both the underlined parts and the phrases and the sentences that contain these parts. E.g. 1. A. <i>'The Internet is correct because we often use 'the Internet' to refer to the network we use to share information.</i></p> <p>B. <i>'so a convenient tool' is incorrect because we use 'so' with an adjective, not with a noun phrase like this.</i></p> <p>- In weaker classes, remind them that the focus today is on the use of adverbial clauses of manner and result.</p>	<p>- Ss read the sentences, circle the mistake in each sentence and correct it.</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>B (such)</li> <li>D (if)</li> <li>D (that )</li> <li>C (as)</li> </ol>



<p>Help them review these grammar rules before they complete the task.</p> <ul style="list-style-type: none"> <li>- Check answers as a class by asking individual Ss to identify the incorrect part, give corrections and reasons for their corrections, e.g. 1. B. <i>'so' is the answer because we say 'such a convenient tool', not 'so a convenient tool'.</i></li> </ul>		
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**e. Assessment**

- Teacher observes Ss's work and gives feedback.

**3. ACTIVITY 2: PROJECT (28 mins)**

**a. Objectives:**

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a presentation.

**b. Content:**

- Introduce a culture

**c. Expected outcomes:**

- Students practice giving a presentation.

**d. Organisation**

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



- Give praise and feedback at the end. You can also give Ss marks for their presentation 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 8.



Date of planning: 23 / 02 / 2025

PERIOD 71:

## 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;
- Develop self-study skills.

#### 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)	/ɪnˈkləʊʒə/	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) ~ in	/haʊz/	provide someone with a place to live	cung cấp nơi ở
4. endangered (adj)	/ɪnˈdeɪndʒəd/	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"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

## 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:

- Watching a video

#### c. Expected outcomes:

- Students can list some types of pollution.

#### d. Organisation:

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

#### e. Assessment

- T observes and gives feedback.

### 2. ACTIVITY 1: PRESENTATION (5 mins)



**a. Objectives:**

- To provide students with new words related the topic;
- To help students be well-prepared for the listening and reading tasks.

**b. Content:**

- Vocabulary pre-teaching

**c. Expected outcomes:**

- Students can identify some new words related to the topic.

**d. Organisation**

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

**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 with words 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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<b>Task 1: Listen and read. (6 mins)</b>		
<ul style="list-style-type: none"><li>- 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.</li><li>- Ask some groups to call out their ideas and write them into the mind map on the board. Praise groups for good effort.</li><li>- 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?</li><li>- 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.</li><li>- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.</li><li>- Call on three Ss to read the conversation aloud.</li></ul>	<ul style="list-style-type: none"><li>- Students give as many species as possible</li><li>- Students listen to the recording.</li><li>- Students underline words/phrases related to wildlife conservation.</li><li>- Students compare the words and phrases with their partners.</li><li>- Students read the conversation aloud.</li></ul>	
<b>Task 2: Read the conversation again and decide whether the statements are true or false. (5 mins)</b>		
<ul style="list-style-type: none"><li>- 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.</li><li>- Then have them read the conversation again and locate the part of the conversation that has the information for each of the questions.</li><li>- Have Ss share their answers with the class.</li><li>- Confirm the correct answers.</li></ul>	<ul style="list-style-type: none"><li>- Students work independently to do the activity.</li><li>- Students compare the answers in pairs.</li></ul>	<b>Key:</b> 1. T 2. F 3. F 4. T
<b>Task 3: Match the words and phrases with their meanings. (6 mins)</b>		
<ul style="list-style-type: none"><li>- Have Ss read the conversation quickly again, find these words and phrases, and guess their meanings from the context.</li><li>- Ask Ss to do the matching.</li></ul>	<ul style="list-style-type: none"><li>- Students read the conversation again and work independently to do the activity.</li></ul>	<b>Answer key:</b> 1. d 2. b 3. a



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

<ul style="list-style-type: none"> <li>- Have Ss read each sentence and try to think of the missing information to complete the sentences.</li> <li>- In weaker classes, encourage Ss to read the conversation again and find the sentences.</li> <li>- Check answers by calling on individual Ss to read the complete sentences.</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work individually to complete the sentences</li> <li>- Students share and check the answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <u>If you have any questions during the tour</u>, don't hesitate to ask.</li> <li>2. Apes are as good at using tools as <u>they're at learning sign language</u>.</li> <li>3. We can help gibbons <u>if we stop keeping them as pets</u>.</li> <li>4. <u>Gibbons can become ill or weak</u> unless they're fed the right type of food.</li> </ol>
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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:**

- Remind Ss that they can make different kinds of presentations for this project. They can make a poster or power point presentation for this project.

**c. Expected outcomes:**

- Ss can make a presentation before class.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Make a presentation about ways to protect the wildlife. (10 mins)</b>		
<ul style="list-style-type: none"> <li>- Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours.</li> <li>- Give instructions to students.</li> <li>- Ask students to make a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in groups to follow teacher's instruction.</li> <li>- Students perform in front of the class.</li> </ul>	<i>Students' own creativity</i>



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



Date of planning: 23 / 02 / 2025

PERIOD 72:

## 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*;
- recognize and produce words and phrases in which assimilation of sounds occurs
- 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 environment;
- 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"> <li>- Play the recording many times if any necessary.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Define expectation in explicit detail.</li> <li>- Continue to define expectations in small chunks (before every activity).</li> </ul>

#### 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 a name

**c. Expected outcomes:**

- Students can revise vocabulary related to green cleaning.
- Students can do all the exercises.

**d. Organisation:**

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

**e. Assessment**

- Teacher observes and gives feedback.

**2. ACTIVITY 1: PRONUNCIATION (12 mins)**

**a. Objectives:**

- To help Ss recognise and practise assimilation.

**b. Content:**

- Task 1: Listen and repeat. 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				
<b>Task 1: Listen and repeat. Pay attention to the highlighted sounds. (6 mins)</b>						
<p>- 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.)</p> <p>- Play the recording for Ss to listen and follow.</p> <p>- Read out the examples in the Remember Box (or play the recording again) for Ss to repeat as a class.</p>	<ul style="list-style-type: none"> <li>- Students listen to the recording, and then repeat the words.</li> <li>- Students read the examples.</li> </ul>	<table border="1"> <tr> <td> <i>on purpose</i> /ɒm 'pɜ:pəs/ <i>in bed</i> /ɪm 'bɛd/ <i>in May</i> /ɪm 'meɪ/ </td> </tr> <tr> <td> <i>hot potato</i> /'hɒp pə'teɪtəʊ/ <i>not bad</i> /'nɒp 'bæd/ <i>right mess</i> /'raɪp 'mes/ </td> </tr> <tr> <td> <i>bad penny</i> /'bæb 'penɪ/ <i>good boy</i> /'gʊb 'bɔɪ/ <i>red meat</i> /'reb 'mi:t/ </td> </tr> <tr> <td> <i>Math solver</i> /'mæ 'sɒlvə/ </td> </tr> </table>	<i>on purpose</i> /ɒm 'pɜ:pəs/ <i>in bed</i> /ɪm 'bɛd/ <i>in May</i> /ɪm 'meɪ/	<i>hot potato</i> /'hɒp pə'teɪtəʊ/ <i>not bad</i> /'nɒp 'bæd/ <i>right mess</i> /'raɪp 'mes/	<i>bad penny</i> /'bæb 'penɪ/ <i>good boy</i> /'gʊb 'bɔɪ/ <i>red meat</i> /'reb 'mi:t/	<i>Math solver</i> /'mæ 'sɒlvə/
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<p>- Ask Ss to work in pairs and take turns pronouncing the phrases. Encourage Ss to say them as naturally as possible.</p>		
<p><b>Task 2: Listen and underline the parts where assimilation occurs. Then practice reading the sentences in pairs. (6 mins)</b></p>		
<p>- Ask Ss to read the sentences and underline the parts where assimilation occurs.</p> <p>- In weaker classes, demonstrate by reading the sentences or play the recording first then let Ss repeat the sentences.</p> <p>- 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.</p> <p>- Play the recording (several times if necessary) to check the answers. Further explain this phenomenon in English so that Ss can understand more clearly.</p>	<p>- Students underline the parts - Students read the whole text aloud.</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Apes are larger than monkeys. /'ðəm 'mʌŋkɪz/</li> <li>2. If feed properly, the bear will recover soon. /'feb 'prɑ:pərli/</li> <li>3. Both species benefit from living together. /'bəʊs 'spi:ʃi:z/</li> <li>4. Ten percent of the world's population was infected by the virus. /'ten pə'sent/</li> </ol>

**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 and phrases related to wildlife conservation.
- To help Ss practise using the words and phrases in 1 in meaningful contexts.

**b. Content:**

- Task 1: Match the words with their meanings. (p.102)
- Task 2: Complete the sentences using the words in 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
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<b>Task 1: Match the words with their meanings. (6 mins)</b>		
<ul style="list-style-type: none"><li>- Ask Ss to work in pairs. Ask them to read the words and phrases and match them to their meanings.</li><li>- Check answers as a class. Call on one student to read an item aloud and another student to read its meaning.</li><li>- Have Ss practise vocabulary building skills by thinking of words or phrases associated with the five items in this activity.</li><li>- Put Ss in pairs or groups. Provide some synonyms or antonyms for the words for Ss' reference, e.g. extinct - common, conserve - destroy...</li></ul>	<ul style="list-style-type: none"><li>- Students match each word/phrase on the left with the one on the right</li><li>- Students study the meanings and underline key words.</li></ul>	<b>Answer key:</b> 1. d 2. a 3. b 4. c 5. e
<b>Task 2: Complete the sentences using the words in 1. (6 mins)</b>		
<ul style="list-style-type: none"><li>- Have Ss work in pairs. Tell them to read the sentences carefully and decide which word or phrase in 1 can be used to complete each of the sentences. Explain that they should use the context clues to decide on the word/phrase, e.g. in the first sentence, the gapped word is a verb that the company has to do to meet the production targets.</li><li>- Check answers as a class. Have Ss call out the word/phrase they have used in each sentence first.</li><li>- Confirm the correct answers. Ask Ss to give reasons why they have chosen the word/phrase by referring to the context clues.</li><li>- Ask individual Ss to read the complete sentences.</li></ul>	<ul style="list-style-type: none"><li>- Read and complete the sentences.</li></ul>	<b>Answer key:</b> 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
<b>Task 1: Combine the sentences using adverbial clauses of condition or comparison. Use the conjunctions in brackets and make any necessary changes. (6 mins)</b>		
<ul style="list-style-type: none"> <li>- Tell Ss to read the explanations in the Remember! box on page 103. Check understanding of the grammar point by asking questions about the number of clauses in the sentences.</li> <li>- Explain the differences among the three types of sentences to make sure Ss understand them.</li> <li>- In weaker classes, give more examples to demonstrate the grammar points.</li> <li>- In stronger classes, have Ss come up with their own example sentences.</li> <li>- Ask Ss to work in pairs or individually to combine the simple sentences by using the words in the bracket.</li> <li>- Check answers as a class and ask Ss to explain their choices.</li> </ul>	<ul style="list-style-type: none"> <li>- Students read the notes in the Remember box.</li> <li>- Students write the correct prepositions.</li> <li>- Students explain their answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>If you don't release the turtle into the sea, it will die soon.</i></li> <li>2. <i>Raising people's awareness is as important as imposing strict laws to preserve wildlife.</i></li> <li>3. <i>Unless we stop poaching, many endangered species will become extinct.</i></li> <li>4. <i>A monkey is more intelligent than you may think.</i></li> </ol>
<b>Task 2: Work in pairs. make sentences about endangered animals using adverbial clauses of condition or comparison. (7 mins)</b>		
<ul style="list-style-type: none"> <li>- Have Ss read the instructions and example, and make sure they all understand the context and what they have to do. In weaker classes, model a short conversation with a student.</li> <li>- Note that the examples in the book are just a few suggestions. Encourage Ss to come up with their own ideas to make compound and complex sentences.</li> <li>- Put Ss in pairs and practice saying the sentences.</li> <li>- Invite some Ss to report back to the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in pairs and think of a person they admire.</li> <li>- Students decide on the ideas they are going to say and make 3-5 sentences, using the structures.</li> <li>- Present their ideas in front of class.</li> </ul>	

**e. Assessment**

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

**5. CONSOLIDATION (3 mins)**





**NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM**  
**CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI**

**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.



**Tiếng Anh**  
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