



LESSON PLAN

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

Date of planning: 02 / 3 / 2025

PERIOD 73:

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

- Skim for main ideas and scan for specific information in news items about wildlife conversation.

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 with plastics;
- Develop self-study skills.

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. take <u>measures</u>	/'meɜ:(r)/	an official action that is done in order to achieve a particular aim	Đưa ra biện pháp



3. biodiversity (n)	/ˌbaɪəʊdaɪˈvɜːsəti/	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)	/ɪnˈtaɪtl/	give a title to a book, play, etc.	Đặt tiêu đề

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Video watching

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 gives out handout with many words and a table with a lot of letters. Teacher asks students work in pairs to find as many words as possible in 2 minutes. - The pair with the most correct words become the winner.	- Students find words	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
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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 Do you often read news stories about wildlife? What are they about? - 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: The answer depends.</p>
Vocabulary pre-teaching (5 mins)		
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. 	<p>New words: 1. extinction (n) 2. take measures (adj) 3. biodiversity (n)</p>



- Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students write down the new words on their notebook.	4. entitle (v)
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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 general information;
- To help Ss practise guessing the meanings of words/ phrases 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)		
- 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.	- Students read the text and locate the highlighted words individually. - Students study the context and do the tasks as required.	Answer key: 1. A 2. B 3. D
Task 3: Read the news items again and match the highlighted words and phrase with their meanings. (7 mins)		
- Ask Ss to read the whole text once again to get an overall idea.	- Students do the matching	Answer key: 1. C 2. A



<ul style="list-style-type: none"> - Then have Ss focus on the highlighted words and phrases, 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 compare their answers with partners then check with the whole class. 	3. D 4. B 5. E
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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. - 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 choose the best answer according to the text. 	Answer key: 1. A 2. A 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 check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- 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 talk about their habits.

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. 	<ul style="list-style-type: none"> - Students practise speaking in pairs. - Students share their answers with the whole class. 	Suggested answer: - I find the news item No.3 most interesting because this is a great opportunity for art lovers gather together for a meaningful event.



<ul style="list-style-type: none">- 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 listen and give feedbacks.	<p>They can fulfil their passion for painting and at the same time help promote public awareness about wildlife conservation.</p> <ul style="list-style-type: none">- I find the news item No.1 most interesting because the news item helps raise public awareness about sea turtles an endangered species that requires special protection. This also opens an opportunity for the volunteers who wish to work on such endangered species protection projects.
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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

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

b. Homework

- Write a short paragraph about life stories of Steve Jobs and what you admire most about him.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.



Date of planning: 02 / 3 / 2025

PERIOD 74:

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..
- Memorise vocabulary to talk about how to conserve wildlife.

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 with the products used every day.

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:

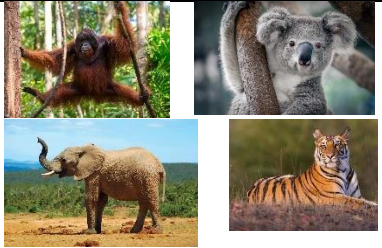
- Guessing game

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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<p>Game: Yes or No</p> <ul style="list-style-type: none"> - Teacher calls on some students to the board (each time one student). Then gives him/her one picture (of an animal) - The rest of the class have to guess what the animal is by asking: is it a ... 	<ul style="list-style-type: none"> - Students ask and answer. Ape, koala, elephant, tiger 	
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e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

a. Objectives:

- To introduce more ideas for the main speaking task and get Ss involved in the lesson;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss discuss ways to conserve wildlife and express an opinion.

b. 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 will be able to discuss ways to conserve wildlife.

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"> - Ask Ss to work in pairs and read the activities carefully. - Tell Ss to order each activity in order of its importance to conserving wildlife. - Encourage Ss to discuss the activities and give opinion while discussing rather than just ranking them purely. - Check answers as a class by calling on pairs to read explain the reasons for their answers. 	<ul style="list-style-type: none"> - Students work individually to decide. - Students share their answers. 	

e. Assessment

- Teacher gives corrections and feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (13 mins)

a. Objectives:

- To provide a model conversation in which speakers suggest activities for a wildlife conservation event;
- To help some students enhance presentation skills.

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)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the activities they will do to organize 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"> - Keep Ss working the in same pairs. Ask Ss to read the notice in pairs and make sure they understand it. - Have Ss brainstorm as many ideas as possible and discuss the reasons for their choices. - Remind Ss to ideas on the activity in 1 and use the example in their book to develop a similar conversation. - Encourage Ss to come up with their own ideas and reasons. Go around the class and provide help when needed. - Call on some pairs to act out/read their conversation aloud to class. 	<ul style="list-style-type: none"> - Students work in groups, use the notes and think of ways to give responses. - Students add more reasons. - Report group's answers to the whole class. 	<p><i>Suggested answers:</i></p> <p>A: Today, we're discussing suitable activities for an environmental 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 writing speaking competitions about wildlife conservation e.g. writing essays and debating.</p> <p>C: I like your idea, but how will a writing or 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 writing and speaking. This competition will be an excellent awareness raising activity. Don't you agree with me?</p> <p>A: Yes, I totally agree with you.</p>

4. ACTIVITY 3: FREE PRACTICE (13 mins)

a. Objectives:

- To give Ss an opportunity to report their discussion results to class.

b. Content:

- 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 summarize their ideas and present the activities for the World Wildlife Day to the class.

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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.		
<ul style="list-style-type: none">- Have Ss form groups to summarize the activities they have discussed and present them to class.- Remind Ss to use the ideas already given in the previous activities. In stronger classes, encourage Ss to expand on their answers.- Call on some groups to present their ideas to the class.	<ul style="list-style-type: none">- Students work in groups, practice before taking the stage.	

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

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

b. Homework

- Write a paragraph about what you have done to save environment.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.



Date of planning: 02 / 3 / 2025

PERIOD 75:

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;
- Memorize vocabulary to talk 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

- Develop self-study skills;
- Actively join in class activities.

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)	/dɪ'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
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Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - Make sure they understand the meaning and pronunciation of important words. - Teach them the skill of underlining key words in the questions before they listen. - Play more time if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- a video

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watching a video - Teacher asks students to watch a video. - Ask ss to give the names of the endangered species in the video.	- Students watch the video. https://www.youtube.com/watch?v=F7ZvodUuXRE	Suggested directions: Bear, penguin, tiger, elephant, rhino, dodo, polar bear, turtle, red squirrel, giant otter, mountain gorillas...

e. Assessment

- Teacher corrects for students (if needed)

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

a. Objectives:

- To get students to learn vocabulary related to the topic;
- To 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)
- Vocabulary pre-teaching

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)		



<ul style="list-style-type: none"> - Have Ss look at the pictures and tell their partner what is happening to the tigers (The tigers are kept in the cage/kept in captivity and they are hunted). - Ask Ss further questions e.g, Are these problems serious? Why do they happen? What can we do about them? - Call on some Ss to answer the questions. Encourage them to expand on their answers and lead in the listening. 	<ul style="list-style-type: none"> - Students work in pairs and give answer. 	
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 choose the correct meanings of the underlined word and phrase - Encourage Ss to guess the meanings from the context that the words and phrases are used. - Note that the words and phrases will be heard in the recording. - Check answers as a class. Further explain to Ss if necessary. - Make sure Ss understand all the words and phrases before they listen. 		1. A 2. A 3. A 4. A

e. Assessment

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

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

a. Objectives:

- To help Ss practise listening for main idea and specific information;
- To help Ss practise listening for 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 tigers. - Have Ss read the statements and may have a guess of the correct option for each statement. 	<ul style="list-style-type: none"> - Students listen and choose the correct answer. 	Answer key: 1. A 2. A 3. C



<ul style="list-style-type: none"> - 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. 		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 no more than three words in each gap. - 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 listen and fill in each gap with one word/number. 	Answer key: 1. 4500 2. destroyed 3. survive 4. skins 5. medicines

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 make predictions;
- To help some students enhance presentation skills;
- To practise team working;
- To help Ss use the language and ideas from the listening to share their experiences of dealing with waste.

b. Content:

- Task 5: Work in groups. Discuss these 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 Vietnam.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Task 5: Work in groups. Discuss the questions.		
<ul style="list-style-type: none">- Ask Ss to work in pairs and discuss what they think the tour guide will say next.- Tell Ss to base their predictions on the last sentence of the talk (What can we do to help save tigers? Well, we can....)- Call on some pairs to present and explain their predictions to the class.- Note that there is no right or wrong predictions. Encourage Ss to use their imagination to give interesting and creative answers.	<ul style="list-style-type: none">- Students work in groups and discuss.Students share their ideas to the whole class.	<p>Base on the signal phrase in the last sentence of the talk, I think the speaker will go on with the ways to protect tigers</p>

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.