



Date of planning: 09 / 3 / 2025
PERIOD 76:

UNIT 8: WILDLIFE CONSERVATION

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

I. OBJECTIVES

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

1. Knowledge

- write a problem-solution report about protecting tigers;
- apply structures to write a report.

2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work and teamwork;

3. Personal qualities

- Be eager to think of solutions to protect tigers.

II. MATERIALS

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

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Create a situation. Ask students what they should do.

c. Expected outcomes:

- Students are eager to give solutions.

d. Organisation



TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Whispers - Start with a sentence and whisper it to one student. They then have to whisper it to the next learner, and so on. The last learner then has to say out loud what they think the sentence was that they heard	- Students work in group	“We should protect tigers.”

e. Assessment

- Teacher observes and gives feedback.

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

a. Objectives:

- To help Ss generate ideas for their writing;
- To provide Ss with ideas for the writing including a list of threats facing tigers and solutions to save them;

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Read the solutions and write the threats. (8 mins)		
- Have Ss work in pairs to write the threats for the possible solutions. - Tell Ss to read the solutions carefully and write the threats. Accept all the possible answers as long as they are potential threats that require suggested solutions. - In weaker classes, provide the threats so that Ss can choose the correct one for each solution. - In stronger classes, encourage Ss to come up with more potential problems or solutions on their own.	- Students work in pairs and answer the questions. - Students write the answers in the boxes.	Answer key: 1. Loss of habitat 2. Poaching and illegal trade in body parts 3. Rising demand for tiger parts

e. Assessment

- Teacher checks students' answers as a whole class.

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

a. Objectives:

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

b. Content:



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

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the announcement and write a problem-solving report. use the ideas in 1 and the outline below to help you.		
<ul style="list-style-type: none"> - Remind Ss of the structure of a problem-solution report and the purpose of each part as explained in Unit 3. - Have Ss identify the parts in the outline, e.g. Introduction, Threats, Solutions, Conclusion, and think about the information they need to add to complete it. - In weaker classes, ask Ss to go back to pages 39-40 in Unit 3 and give further explanations if necessary. - Set a time limit for Ss to write their report in class. Walk round the class to provide help. - If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft. - Collect Ss' writing and give face-to-face feedback in private or give them back with some written feedback. 	<ul style="list-style-type: none"> - Students brainstorm for the ideas and the language necessary for writing - Students write the first draft individually using the ideas in task 1 and 2. 	<p>To: The Wildlife Magazine</p> <p>From: Nguyen Van A</p> <p>Subject: Threats facing tigers and possible solutions</p> <p>Date: May 5th, 2023</p> <p>This report describes the main threats facing wild tigers and suggests some solutions to the problem.</p> <p>Research has shown that over the last 100 years, many of the wild tigers' natural habitats have been lost due to human activity and development. Humans and tigers continue to compete for space. Deforestation continues as people clear forests for farming, roads and housing. As a result, tigers are forced to live in smaller, unnatural environments where it is hard to find food. Another serious threat to wild tigers is poaching and illegal trade in tiger parts. Although the demand for fur coats made of tiger skins has decreased, tigers are still poached for other body parts used to made traditional medicine.</p>



		<p>What can we do to save tigers from extinction? One solution is to stop deforestation, restore degraded habitats and rebuild or replace habitats that have been lost. In addition, educating people about the importance of tiger conservation is also very important. This will increase public awareness of the threats facing tigers and help reduce demand for tiger parts. Finally, governments should introduce stricter laws and harsher punishments to stop poachers from killing and selling tiger parts.</p> <p>In conclusion, there are several threats facing tigers. Therefore, we recommend that governments and organisations should act now so that tigers can be saved.</p>
--	--	--

e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)

a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
<ul style="list-style-type: none"> - Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. 	<ul style="list-style-type: none"> - Students swap their piece of writing with their partners and give peer review. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p style="text-align: right;">TOTAL: .../50</p>



<ul style="list-style-type: none">- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss.- Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.		
--	--	--

e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.



Date of planning: 09 / 3 / 2025

PERIOD 77:

UNIT 8: WILDLIFE CONSERVATION

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- express concern.
- learn about The International Union for Conservation of Nature (IUCN) Red List.

2. Competences

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

3. Personal qualities

- Be polite when expressing pleasure and happiness and responding;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 8, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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



b. Content:

- Game: If I were in charge

c. Expected outcomes:

- Students feel interested in the lesson.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: If I were in charge - Give learners around five minutes to write exactly what they'd do if they were in charge of a national park. - Ask them to express their ideas.	- Students join the game and answer the questions.	<i>Suggested ideas:</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide model conversations in which speakers express concern;
- To review expressions for expressing concern.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.108)
- Task 2: Work in pairs. use the models in 1 to make similar conversations for these situations. one of you is a, the other is B. use the expressions on page 109 to help you. (p.40)

c. Expected outcomes:

- Students can use appropriate language to make predictions.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (6 mins)		
- Check if Ss know any phrases for expressing concern by asking, e.g. What would you do if your friend didn't join the field trip with your class? (Has something happened?) What would you tell friend if you got to know that he had a headache?? (Do you feel better now?) - Ask Ss to read through the expressions in the box and the incomplete conversations, and check comprehension. - In stronger classes, have Ss complete the gaps based on context clues in the conversations.	- Students listen to the recording. - Students complete the conversation with words/phrases in the box. - Students practise the conversation in pairs.	Answer key: 1. A 2. D 3. B 4. C



<ul style="list-style-type: none"> - In stronger classes, play the recording once for Ss to check their answers. In weaker classes, play it twice, the first time just to listen and the second time to write the letters for the - expressions they hear in the gaps. - Check answers as a class by asking the questions and having Ss read out the complete answers. - Ask Ss to practise the conversations in pairs. 		
<p>Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. use the expressions on page 109 to help you. (6 mins)</p>		
<ul style="list-style-type: none"> - Have Ss read the situations and check understanding. - Revise common expressions used to express concern. In weaker classes, go through the expressions in the table and check understanding. - Put Ss into pairs. Give them a few minutes to come up with ideas to support their answers. - Allow Ss enough time to practise their conversations. Then invite some pairs to role-play them in front of the class. - Praise for good effort, clear pronunciation, fluent delivery, and interesting ideas 	<ul style="list-style-type: none"> - Make plan for the role-plan - Practise the role-play conversation, based on the two situations. - Swap the role and continue practising. - Perform in front of class. 	<p>Sample conversations:</p> <p>1 Mai: You look so worried. What's the matter with you? Mark: I haven't collected enough information about endangered species for my biology project. Mai: Oh. I see. Is there anything I can do to help? Mark: Thank you. I'll try to manage. I'll call you if I need any help.</p> <p>2 Lan: Hi Peter. I didn't see you on the school field trip to the Endangered Species Rescue Centre. Are you all right? Peter: I was a bit under the weather so I couldn't join you. Lan: Sorry to hear that. Are you OK now? Peter: Thanks, Lan. I am much better now.</p>

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CLIL (15 mins)

a. Objectives:

- To help Ss learn about criteria to classify endangered species;
- To help Ss discuss the topic further.

b. Content:



- Task 1. Read the following text. Put a tick (✓) if the animals in the table are classified as endangered and a cross (✗) if they are not. (p.109)
- Task 2. Work in groups. name some endangered animals in Viet nam. Share what you know about them. (p.109)

c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about IUCN Red List.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the following text. Put a tick (✓) if the animals in the table are classified as endangered and a cross (✗) if they are not. (10 mins)		
<ul style="list-style-type: none"> - Ask Ss some questions to find out what they already know about the topic, e.g. Do you know anything about the Red List categories? What criteria for endangered species? - Encourage Ss to share their ideas about the topic. - Put Ss into pairs. Ask them to read the text about the criteria to classify animals as endangered species and put a tick (✓) if the animals in the table are classified as endangered and a cross (✗) if they are not.. - Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class. 	<ul style="list-style-type: none"> - Students put a tick or a cross - Students share their answers and explain. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> ✓ ✗ ✗
Task 2: Work in groups. name some endangered animals in Viet Nam. Share what you know about them. (5 mins)		
<ul style="list-style-type: none"> - Have Ss work in pairs to name some endangered animals in Viet Nam. - Ask Ss some specific questions, e.g. Why do you think it is endangered? Do you think it is serious? - Call on some Ss to present their ideas in front of the class. - In stronger classes, ask them to discuss and provide further information about the animals if they have. 	<ul style="list-style-type: none"> - Students work in pairs to name some endangered animals in Viet Nam. - Students share their ideas in front of class. 	<p>Suggested answers:</p> <p>I think Saola is one of the most endangered animals in Viet Nam because it is rare and its population is so small.</p>

e. Assessment

- Teacher corrects for students as a whole class.

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 8 – Looking back and project.



Tiếng Anh
12



Date of planning: 09 / 3 / 2025

PERIOD 78:

UNIT 8: WILDLIFE CONSERVATION

Lesson 8: Looking back and Project

I. OBJECTIVES

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

1. Knowledge

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

2. Core competence

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

3. Personal qualities

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

II. MATERIALS

- Grade 12 textbook, Unit 8, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:





- Revise the words and phrases learned in unit 8.

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - Teacher asks students to revise the words learned in unit 8. - Ss work in 2 teams. - In each team, one student recalls one word. Then call one student from the other team. 	Recall the words	

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss to review the process of assimilation in this unit.
- To help Ss revise words and phrases they have learnt in the unit.
- To help Ss revise adverbial clauses of condition and comparison.

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Underline the parts where assimilation occurs. Listen and check. Then practice saying these sentences in pairs. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to listen to the recording and underline the sounds that can be affected by assimilation. - Check answers as a class by playing the recording several times if needed. - Ask Ss to practise the questions in pairs. Draw their attention to the sounds that are assimilated. - Call on some Ss to read the sentences out loud in front of the class. 	<ul style="list-style-type: none"> - Students pronounce the words, and choose the correct answers. 	<p>Key:</p> <ol style="list-style-type: none"> 1. Have you been to the new conservation park in town? / ,kɒnsə'veɪʃm 'pɑ:k] 2. Animals are brought to the park from different places. / 'dɪfrənp 'pleɪs] 3. My sister follows a special diet and she doesn't eat red meat. / 'reb 'mi:t] 4. We got back home from a trip to the animal rescue centre. / 'gɒp 'bæk]



Choose the correct answers to complete these sentences. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to choose the correct word in each of the sentences. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write correct words on the board. 	<ul style="list-style-type: none"> - Ss work in pairs - Ss solve the crossword. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. survive 2. conserve 3. captivity 4. extinct
Choose the sentence that best combines each pair of the following sentences. (4 mins)		
<ul style="list-style-type: none"> - Explain that Ss have to make complex sentences from each pair of sentences. - Have Ss do this activity individually, then compare their answers with their partners. - Check answers by asking individual Ss to write the sentences on the board. Have Ss explain what grammatical form they have used and why. 	<ul style="list-style-type: none"> - Ss choose the best answer. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. D

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

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

b. Content:

- protecting endangered species

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster presentation. - Have Ss work in their groups. Give them a few minutes to get ready for their poster presentations. Ask them to decide who is going to stand by the group poster and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate 	<ul style="list-style-type: none"> - All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet. 	<p><i>Students' presentations</i></p>



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

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The group representative(s) spoke clearly and naturally.		
– The group representative(s) explained the poster well.		
– The group representative(s) answered all questions.		
POSTER CONTENT		
– The poster is well-organised.		
– The poster covers the questions as stated in the Student's Book.		
– The poster is visually attractive and includes appropriate images.		
– There are no spelling or grammar mistakes.		

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





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

- Do exercises in the workbook.
- Prepare for Unit 9.



Tiếng Anh
12