

**SỞ GD&ĐT THÀNH PHỐ ĐÀ NẴNG**  
**TRƯỜNG THPT ĐỖ ĐĂNG TUYẾN**  
**TỔ: NGOẠI NGỮ**

**Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG**

**Ngày soạn: 28/ 01 / 2026**

**Thời gian thực hiện: Tuần 22**

**Lớp dạy: 12/1, 12/5**

**PERIOD 64:**

**UNIT 7: THE WORLD OF MASS MEDIA**

**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 *Cultural diversity*;
- Recognise and practise diphthongs /ɔɪ/, /aɪ/, and /aʊ/;
- Review the use of articles.

**2. Competences**

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

**3. Personal qualities**

- Be proud and respectful of Cultural diversity;
- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Unit 7, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

**Language analysis**

An adverbial clause is a dependent clause that functions as an adverb. There are different types of adverbial clauses.

- An adverbial clause of manner explains how something is done. It uses subordinating conjunctions such as *as*, *as if*, and *like*.

*Example: He's acting as if he were my father.*

Note: We use the subjunctive *were* with all pronouns after *as if*.

- An adverbial clause of result indicates the result of an action or a situation. It often uses subordinating conjunctions such as *so ... that* and *such ... that*.

*Example: The weather was so hot **that we couldn't** sleep.*

### 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:

- Watch a video

#### c. Expected outcomes:

- Students can revise vocabulary related to cultural diversity.

#### d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Watch a video</b> <ul style="list-style-type: none"> <li>- Teacher prepares a video about the linking /r/ and asks Ss to watch the video and write down the words with linking /r/ in the video.</li> <li>- Teacher plays the video once.</li> <li>- Teacher checks answers with the whole class.</li> <li>- Teacher replays and pauses the video if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Students watch the video and write down the words with linking /r/.</li> <li>- Students check their answers with the class.</li> </ul>	<b>Link:</b> <a href="https://www.youtube.com/watch?v=wLprxwzWtc4">https://www.youtube.com/watch?v=wLprxwzWtc4</a>

#### e. Assessment

- Teacher observes and gives feedback.

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

#### a. Objectives:

- To help Ss recognise and practise the linking /r/ between the two vowels;
- To help Ss recognise and practise the linking /r/ between the two vowels.

**b. Content:**

- Task 1: Listen and repeat. Then practise saying the words. (p.90)
- Task 2: Mark the places where the linking /r/ can appear.. Listen and check. Then practise saying the sentences (p.90)

**c. Expected outcomes:**

- Students can correctly pronounce the linking /r/ between the two vowels.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Listen and repeat. Then practise saying the sentences in pairs. (6 mins)</b>		
<ul style="list-style-type: none"> <li>- Have Ss read the Remember box to understand when the linking /r/ occurs between two vowels.</li> <li>- Ask Ss to listen to the recording. Have them pay attention to the linking /r/ marked in each sentence. In weaker classes, explain why the linking /r/ happens using the Remember box! (e.g. <i>I. The linking /r/ occurs between the vowel /ʊə/ at the end of the word 'sure' and the vowel of the next word, which is /ə/</i>)</li> <li>- Ask Ss to listen to the recording again, but this time, have them practice saying these sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Students listen to the recording, and then repeat the words.</li> <li>- Students add more examples of the words that contain the linking /r/.</li> </ul>	<b>Audio script:</b> <ol style="list-style-type: none"> <li>1. I'm sure an advert there can help draw attention to the event.</li> <li>2. We can't afford to promote the show as if it were a big profit-making event.</li> <li>3. Perhaps you should consider all of our suggestions.</li> <li>4. I'll phone the local newspaper to see if they offer any discounts for charity advertising.</li> </ol>
<b>Task 2: Mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences (6 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read quickly through th to get a broad understanding.</li> <li>- Have Ss underline the words that contain the three diphthongs in each sentence individually. Then ask them to work in pairs to compare their answers.</li> <li>- Check answers as a class by playing the recording. Pause after each sentence and confirm the answers.</li> <li>- Put Ss in pairs and have them practise reading the sentences aloud.</li> </ul> <p><b>Extension:</b> Ss work in pairs and make up new sentences using words which contain these three diphthongs. Then they take</p>	<ul style="list-style-type: none"> <li>- Students mark the places where the linking /r/ can appear. Then listen to the recording.</li> <li>- Students read the whole text aloud.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. I saw an interesting advert about the charity event.</li> <li>2. Traditional mass media, for example, TV and newspapers, are still popular.</li> <li>3. There are more adverts on TV nowadays.</li> <li>4. There is a law against sharing private photos.</li> </ol>

turn to read out their sentences and the other S has to tell how many words containing /ɔɪ/, /aɪ/, and /aʊ/ they can hear.		
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**e. Assessment**

- Teacher checks students' pronunciation and gives feedback.
- Students in class listen and give feedback on their friends' performance.

**3. ACTIVITY 2: VOCABULARY (12 mins)**

**a. Objectives:**

- To introduce words / phrases related to the topic *The mass media*.
- To help Ss practise the words in meaningful contexts.

**b. Content:**

- Task 1: Match the words with their meanings. (p.90)
- Task 2: Complete the text using the correct forms of the words in Task 1. (p.90)

**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
<b>Task 1: Match the words with their meanings. (6 mins)</b>		
<ul style="list-style-type: none"> <li>- Tell Ss that the words in the activity are related to the mass media.</li> <li>- Have Ss match each word on the left with the meaning on the right. Encourage Ss to study the meanings and underline key words.</li> <li>- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.</li> <li>- Check answers as a class.</li> </ul>	<ul style="list-style-type: none"> <li>- Students match each word on the left with the meaning on the right</li> <li>- Students study the meanings and underline key words.</li> </ul>	<b>Answer key:</b> 1. <i>e</i> 2. <i>c</i> 3. <i>d</i> 4. <i>b</i> 5. <i>a</i>
<b>Task 2: Complete the text using the correct forms of the words in Task 1. (6 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to work individually. Tell them to read the text carefully to decide which word in <b>1</b> can be used to complete each of the sentences. Remind them to use the contextual clues to decide on the word/phrase.</li> <li>- Have Ss compare their answers in pairs. Check answers as a class. Have individual Ss call out the word they have used for each sentence first.</li> <li>- Confirm the correct answers. In stronger classes, ask Ss to explain why they have</li> </ul>	<ul style="list-style-type: none"> <li>- Students read the sentences carefully and decide which words can be used.</li> <li>- Students explain the meaning of each phrase.</li> <li>- Students read the complete text.</li> </ul>	<b>Answer key:</b> 1. <i>updated</i> 2. <i>the press</i> 3. <i>reliable</i> 4. <i>fake news</i> 5. <i>bias(es)</i>

chosen the word for each blank using contextual clues.		
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**e. Assessment**

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

**4. ACTIVITY 3: GRAMMAR (13 mins)**

**a. Objectives:**

- To help Ss recognise the use of adverbial clauses of manner and result;
- To help Ss practise using adverbial clauses of manner and result.

**b. Content:**

- Task 1: Combine the sentences using suitable adverbial clauses. (p.91)
- Task 2: Work in pairs. Talk about a type of mass media you use in your everyday life, using adverbial clauses of manner and result. (p.91)

**c. Expected outcomes:**

- Students know how to use adverbial clauses of manner and result and can apply the knowledge about adverbial clauses of manner and result to give a short talk on the given topic.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Combine the sentences using suitable adverbial clauses. (6 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to read the notes in the Remember box to remember the use of adverbial clauses of manner and result. Give more explanation and examples if necessary.</li> <li>- Ask Ss to complete the sentences with the suitable adverbial clauses. Tell them to pay attention to the meaning of each sentence and the grammatical clue (i.e. what are the subordinating conjunctions are/should be used).</li> <li>- Check answers as a class. Go through each sentence and ask Ss to explain for their answer, e.g. <i>1. The adverbial clause here shows the manner of the action in the main clause. It uses the subordinating conjunction 'like'. So the answer should be "My brother was looking at me like he was guilty of something".</i></li> </ul>	<ul style="list-style-type: none"> <li>-Students read the notes in the Remember box.</li> <li>-Students complete the sentences with the suitable adverbial clauses</li> <li>-Students explain their answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1.he was guilty of something</li> <li>2.that people sometimes get confused</li> <li>3.as if the pain didn't affect him at all</li> <li>4.that it allows people to share information and ideas from around the world</li> </ol>
<b>Task 2: Work in pairs. Talk about a type of mass media you use in your everyday life, using adverbial clauses of manner and result. (7 mins)</b>		

<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs. Ask them to take turns to talk about a type of mass media they use in their everyday life. They should make 3-5 sentences, using adverbial clauses of manner and result as much as they can.</li> <li>- Encourage them to study the example in pairs first. Tell them to pay attention to the use of adverbial clauses of manner and result.</li> <li>- Encourage them to speak without writing down the sentences. For weaker class, allow them to write the sentences first before reading them aloud.</li> <li>- When they finish, invite some pairs to read the sentences aloud in front of the class. Correct any misuse of adverbial clauses of manner and result.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in pairs and talk about a type of mass media they use in their everyday life</li> <li>- Present their ideas in front of class.</li> </ul>	<p><b><i>Suggested answers:</i></b></p> <p>I use social media sites every day for news and entertainment. There is such a wide range of information and entertainment on social media sites <u>that I often spend hours surfing them every day.</u> I enjoy using them so much <u>that sometimes my parents are worried about it.</u> They say that there are too many harmful contents on these sites, but some adults are acting as if <u>we did not know the differences between good and bad information online.</u> I think teenagers can still use social media sites but they need to know how to evaluate information there.</p>
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#### **e. Assessment**

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

### **5. CONSOLIDATION (3 mins)**

#### **a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

#### **b. Homework**

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

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**PERIOD 65:**

**UNIT 7: THE WORLD OF MASS MEDIA**  
**Lesson 3: Reading – Digital media vs. traditional media**

**I. OBJECTIVES**

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

**1. Knowledge**

- Develop reading skills for general ideas and for specific information about digital media and traditional media.

**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 respectful of digital media and traditional media.
- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Unit 7, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

**Language analysis**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>	<b>Vietnamese equivalent</b>
1. convenient (adj)	/kən'vi:niənt/	useful, easy or quick to do; not causing problems	tiện lợi
2. flexible (adj)	/'fleksəbl/	able to change to suit new conditions or situations	linh hoạt

3. reliable (adj)	/rɪ'laɪəbl/	that can be trusted to do something well; that you can rely on	đáng tin cậy
4. fact-check (v)	/'fækt tʃek/	to investigate an issue in order to check that the facts are given correctly	xác minh tính chính xác
5. struggle (v)	/'strʌgl/	to try very hard to do something when it is difficult or when there are a lot of problems	vật lộn

### 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"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</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>

## 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:

- Board race

#### c. Expected outcomes:

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

#### d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Board race</b> - Teacher divides the class into 2 teams and the board in four sections and gives a board pen to one of the Ss in each team. - Teacher calls out the theme ( <i>Traditional and digital media</i> ) and	- Students come to the board one by one to write the answer - Students check their answers with the class.	<b>Suggested answers</b> <b>*. Digital media</b> + websites + social media + videos + video games + digital advertising



<p>gives them two minutes to write as many names of traditional and digital media as they can in 2 minutes.</p> <ul style="list-style-type: none"> <li>- Each student of the team comes to the board and writes down a name.</li> <li>- When the game is finished, teacher has teams check each other's spelling and count how many correct names each team has written.</li> <li>- Teacher leads in the new lesson by asking some questions.</li> </ul>		<ul style="list-style-type: none"> <li>+ software</li> <li><b>*. Traditional media</b></li> <li>+ printed newspapers</li> <li>+ broadcast TV</li> <li>+ radio</li> <li>+ billboards</li> <li>+ banner ads</li> <li>+ printed magazines</li> </ul>
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#### e. Assessment

- Teacher observes and gives feedback.

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

#### a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

#### b. Content:

- Task 1: Work in pairs. Discuss the questions. (p.23)
- Pre-teach vocabulary

#### c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

#### d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Work in pairs. Discuss the questions. (4 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs to answer the questions.</li> <li>- Ask some pairs to share their answers with the whole class.</li> <li>- Ask what other information they want to know about globalisation. Write their questions on the board.</li> <li>- Introduce the topic of the reading text.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in pairs and answer the questions.</li> <li>- Students write questions they want to know on the board.</li> </ul>	<p><b>Questions:</b></p> <p>Do you think that digital media can replace traditional media? Why/Why not?</p>
<b>Vocabulary pre-teaching (5 mins)</b>		
<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 in their notebook.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. convenient (adj)</li> <li>2. flexible (adj)</li> <li>3. reliable (adj)</li> <li>4. fact-check (v)</li> <li>5. struggle (v)</li> </ol>

#### 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 get Ss to practise guessing the meaning of words from context;
- To help Ss develop reading skills for general information;
- To help Ss develop reading skills for specific information.

#### b. Content:

- Task 2: Read the article. Match the highlighted words with their meanings. (p.92)
- Task 3: Read the article again. Write Q next to Quang's opinion, H next to Hoa's opinion, and N if it is not their opinion. (p.93)
- Task 4: Read the article again. Choose the correct answers. (p.93)

#### 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
<b>Task 2: Read the article. Match the highlighted words with their meanings. (8 mins)</b>		
<ul style="list-style-type: none"><li>- Ask Ss to read the text. Ask them to locate to the highlighted words in the text, e.g. <i>I. The phrase 'accessible' is found in the sentence: "Most digital content is also freely <b>accessible</b>."</i></li><li>- Ask students to study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully, e.g. <i>I. Nowadays, it's much easier and more convenient to access information via digital media. Most digital content is also freely <b>accessible</b>. All it takes is a few clicks and you can read the latest news, watch videos or see online adverts.</i></li><li>- Encourage Ss to replace the word with each choice to see which one best replaces the word.</li><li>- In weaker classes, check understanding of the words by asking Ss to make sentences with them.</li></ul>	<ul style="list-style-type: none"><li>- Students read the words first, then skim through each section.</li><li>- Students choose the best suitable definition.</li><li>- Students check answers with the whole class and give explanations for their choice.</li></ul>	<b>Answer key:</b> 1. d 2. c 3. b 4. a
<b>Task 3: Read the article again. Write Q next to Quang's opinion, H next to Hoa's opinion, and N if it is not their opinion. (6 mins)</b>		
<ul style="list-style-type: none"><li>- Ask Ss to read the statements and make sure they understand them.</li></ul>	<ul style="list-style-type: none"><li>- Students read the statements and make sure they understand them.</li></ul>	<b>Answer key:</b> 1 – Q 2 – N

<ul style="list-style-type: none"> <li>- Encourage them to underline the key words in each statement, paying attention to the differences between these statements. <i>E.g. 1. The key words are “will replace” and “soon”. 2. The key words are “will replace” and “won’t be soon”.</i></li> <li>- Ask Ss to read each piece of opinion in the article. Tell them to identify the conclusion of the argument in each piece. In weaker classes, encourage them to pay attention to the first and the last sentences of each piece as the conclusion of the argument is often located there.</li> <li>- Check answers as a class.</li> <li>- Have some Ss read aloud clues from the text which help them find the correct answer. <i>E.g. In the last sentence of his opinion piece, Quang says that “it won’t be long before traditional media becomes a thing of the past.” It means that in his opinion, digital media will replace traditional media soon, so Quang’s opinion is 1.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Students underline the key words in each statement.</li> <li>- Students read the text and identify the conclusion of the argument</li> <li>- Students check answers with the whole class and give explanations for their choice.</li> </ul>	<p>3 – N 4 – H 5 – N</p>
<b>Task 4: Read the article again. Choose the correct answers. (6 mins)</b>		
<ul style="list-style-type: none"> <li>- Tell Ss that in an argument, there are two main parts: reasons and conclusion. Tell them that they are now focusing on the reasons Quang and Hoa give to arrive at their conclusions in Activity 3.</li> <li>- Encourage them to read and underline the key words in the questions and options.</li> <li>- Have Ss read the text and locate the key words, as well as paraphrases of these key words. (<i>e.g. 1B. can be accessed easily = “freely accessible” in the text</i>)</li> <li>- Choose the option(s) that match(es) the information in the text. Remind them that some questions require more than one correct answer.</li> <li>- Watch out for distractors, especially options that may be mentioned in part in the text, but are not true. (<i>e.g. 1A. free to use ≠ “freely accessible” in the text</i>)</li> <li>- In weaker classes, write the outlines of Quang’s and Hoa’s arguments on the board for the students to see the structure of the argument more clearly. In stronger classes,</li> </ul>	<ul style="list-style-type: none"> <li>- Students read and underline the key words in the questions and options.</li> <li>- Students choose the option(s) that match(es) the information in the text.</li> <li>- Students check answers with the whole class and give explanations for their choice.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. B-C-D</li> <li>2. C</li> <li>3. A-C-D</li> <li>4. B</li> </ol>

<p>encourage them to write these outlines themselves.</p> <ul style="list-style-type: none"> <li>- For Questions 2 and 4, remind the students that they also need to pay attention to neighbouring sentences and any linkers used with each statement. <i>E.g. 2. The statement that many organisations can reach its customers via digital media is given after the linker “for example”. It shows that this statement is an example of the previous statement (“digital media forms are more interactive”). So C is the correct answer.</i></li> <li>- Check answers as a class.</li> </ul>		
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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 give students authentic practice in using target language.

**b. Content:**

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

*After reading the article, who do you agree with, Hoa or Quang? Why? (p.93)*

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES	CONTENTS
<b>Task 5: Work in pairs. Discuss the following question. <i>After reading the article, who do you agree with, Hoa or Quang? Why?</i></b>		
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs. Have them discuss the question. Encourage them to explain why they admire that achievement the most.</li> <li>- Invite some pairs to share their answers with the whole class.</li> <li>- Ask other Ss to give comments and correct any mistakes if possible.</li> </ul>	<ul style="list-style-type: none"> <li>- Students practise speaking in pairs.</li> <li>- Students share their answers with the whole class.</li> <li>- Students listen and give feedbacks.</li> </ul>	<p><b><i>Suggested answers:</i></b></p> <p>I personally agree with Hoa. Digital media is very powerful, but not without limitations. They are not always reliable, have limited access in certain areas and not always easy to use for many people. Therefore, I believe that people will continue to combine different sources of information or types of media to take full advantage of each type.</p>

**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 the effects of globalisation on cultural identity.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

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**Thời gian thực hiện: Tuần 22**

**Lớp dạy: 12/1, 12/5**

**PERIOD 66:**

**UNIT 7: THE WORLD OF MASS MEDIA**

**Lesson 4: Speaking – Types of mass media**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about types of mass media;
- Memorise vocabulary to talk about types of mass media.

**2. Competences**

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

**3. Personal qualities**

- Be proud and respectful of different types of mass media.

**II. MATERIALS**

- Grade 12 textbook, Unit 7, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

**Language analysis**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>	<b>Vietnamese equivalent</b>
1. leaflet (n)	/'li:flət/	a printed sheet of paper or a few printed pages that are given free to advertise or give information about something	tờ rơi
2. brochure (n)	/'brəʊʃə(r)/	a small magazine or book containing pictures and information about something or advertising something	sách (nhỏ) quảng cáo

3. promotion (n)	/prə'məʊʃn/	activities done in order to increase the sales of a product or service; a set of advertisements for a particular product or service	sự xúc tiến
4. cyberbullying (n)	/'saɪbəbʊlɪŋ/	the activity of using messages on social media, emails, text messages, etc. to frighten or upset somebody	bắt nạt qua mạng

### Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> <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> <li>- Give short, clear instructions and help if necessary.</li> </ul>

## 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
<b>Guessing game</b> <ul style="list-style-type: none"> <li>- Teacher divides class into two groups.</li> <li>- There are four questions, the answers of which provide four clues for the key word.</li> <li>- Each group choose a question. If they have a correct answer, they get one point.</li> <li>- If a team can guess the key word, they will get 5 points.</li> <li>- The team with more points is the winner.</li> <li>- Teacher leads in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Students take turns, choose a number and answer the question.</li> <li>- Students guess the key word.</li> <li>- Students explain their key word.</li> </ul>	<b>Questions:</b> <ol style="list-style-type: none"> <li>1. It's an international computer network connecting other networks and computers that allows people to share information around the world. What is it? -&gt; (the) Internet</li> <li>2. It's a piece of electrical equipment with a screen on which you can watch programmes with moving pictures and sounds. What is it? -&gt; TV/ television</li> <li>3. It's a piece of equipment used for listening to</li> </ol>

		<p>programmes that are broadcast to the public. What is it?</p> <p>-&gt; radio</p> <p>4. It's a set of large printed sheets of paper containing news, articles, advertisements, etc. and published every day or every week. What is it?</p> <p>-&gt; printed newspaper</p> <p>□ KEY WORD: Mass media</p>
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**e. Assessment**

- Teacher observes and gives feedback.

**2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)**

**a. Objectives:**

- To provide knowledge and language input for the main speaking task;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss practise talking about and taking notes about different types of mass media.

**b. Content:**

- Task 1: Work in pairs. Discuss the different types of mass media. Make notes in the table below. (p.94)
- Pre-teach vocabulary
- Task 2: Work in groups. Discuss the following situations and decide on the most suitable type of media to use in each situation. Provide reasons for your choice. (p.94)

**c. Expected outcomes:**

- Students can identify and gain some vocabulary to complete speaking tasks.
- Students can come to the final table about the characteristics of different types of mass media.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Work in pairs. Discuss the different types of mass media. Make notes in the table below. (10 mins)</b>		
<ul style="list-style-type: none"> <li>- Ask Ss to study the table and the example. Make sure they understand the words in the rows, columns and example.</li> <li>- In weaker classes, explain to them what the example means. <i>E.g. In general, the cost of creating content and advertising on TV is very high. However, we can present both audio and visual information on TV and reach a very large group of audience. Moreover, the information on TV is generally reliable and credible.</i></li> <li>- Put Ss in pairs to complete the table. Remind them that they should give general comments about the mass media only (i.e.,</li> </ul>	<ul style="list-style-type: none"> <li>- Students share what they know about different types of mass media.</li> <li>- Students note down the information in the table.</li> </ul>	<p>Students' answers (Suggested answers- see appendix)</p>



<p>what is true about most print newspapers etc.).</p> <p>- Invite some students to share their answers with the class.</p>		
<b>Vocabulary pre-teaching (5 mins)</b>		
<ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</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 in their notebook.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. leaflet (n)</li> <li>2. brochure (n)</li> <li>3. promotion (n)</li> <li>4. cyberbullying (n)</li> </ol>
<b>Task 2: Work in groups. Discuss the following situations and decide on the most suitable type of media to use in each situation. Provide reasons for your choice. (15 mins)</b>		
<ul style="list-style-type: none"> <li>- Put Ss in pairs. Ask them to study the situations in the book before discussing them. Encourage them to underline the key words in each situation.</li> <li>- In weaker classes, ask them to look at some useful expressions for discussion in the appendix of their book if they need help.</li> <li>- Walk around and offer help when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in groups to discuss the given situations.</li> <li>- Students compare their notes with their partners.</li> </ul>	<p><b>Suggested answer:</b></p> <p>2. A: Well, there's both visual and audio information to send, so I don't think we can use leaflets and newspapers. Perhaps we should use emails. It will be quick and free.</p> <p>B: I agree. But not all students in our school have email accounts, or check emails every day. They may not pay attention to our information and videos, or think that they are spam.</p> <p>C: How about our school website? Everyone can access the website easily and because it's our school website, people will find it credible enough to watch and read our information.</p> <p>A: Good idea! And it'll be free too if we ask for the school's permission.</p> <p>B: That shouldn't be a problem. Since our school also work against bullying, I'm sure we'll get the permission to post information on our school website</p>

		<p>3. A: Since we've got visual information only, I think something simple like leaflets is the way to go. Besides, they're more affordable for a non-profit making event like this one.</p> <p>B: I agree that they're cheap and simple to make. But many people may not pay attention to them. They may mistake our leaflets as advertisements and throw them away.</p> <p>C: I see. How about social media sites? People can share information with their friends and family quickly, and it should not cost much time or money because there are only a few lines of information to pass on.</p> <p>A, B: Oh, that's a good idea.</p>
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**e. Assessment**

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

**3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (8 mins)**

**a. Objectives:**

- To give Ss an opportunity to practise talking about the lives of a famous hero and heroine in front of the class;
- To help some students enhance presentation skills.

**b. Content:**

- Task 3. Report your answers to the whole class. Vote for the best idea for each situation. (p.94)

**c. Expected outcomes:**

- Students can use the language and ideas from the unit to talk about the most suitable type of media.

**d. Organisation**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<b>Task 3: Report your answers to the whole class. Vote for the best idea for each situation.</b>		
- Have a representative from all groups share their plan in front of the class.	- Students work in pairs, use the notes and talk about the most suitable type of media.	Students' answers

<ul style="list-style-type: none"> <li>- Praise for good effort, well-structured responses and fluent delivery.</li> <li>- After all groups present their plans to a situation, ask the class to vote for the best programme (suggested criteria: number of activities, duration, participants, preparation for the event...). Remind Ss not to vote for their own plan. Count the votes for each group and announce the best plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Students add more details if they can.</li> <li>- Vote for the best story.</li> </ul>	
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#### **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 the characteristics of different mass media forms.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

### **Appendix**

	<b>Cost of creating content and advertising on it</b>	<b>Presentation style</b>	<b>Audience and publicity</b>	<b>Reliable sources / credible content</b>
<b>Television</b>	Very high	Audio and visual	Very large	Generally reliable/credible
<b>Print newspapers</b>	Generally high	Visual only	Large	Generally reliable/credible
<b>Leaflets and brochures</b>	Not very high	Visual only	Medium	Not very reliable/credible
<b>Emails</b>	Free	Audio and visual	Large	Not very reliable/credible
<b>Social media</b>	Medium	Audio and visual	Very large	Not very reliable/credible



