PERIOD 67:

UNIT 7: THE WORLD OF MASS MEDIA
Lesson 5: Listening – Fake news on the Internet

I. OBJECTIVES

By the end of this lesson, Ss will be able to:
1. Knowledge
- Gain an overview about fake news on the Internet;
- Memorize vocabulary to talk about fake news on the Internet.
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 7, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1.ashamed (of) (adj)	/əˈʃeɪmd/	feeling shame or feeling embarrassed about somebody/something or because of something you have done	xấu hổ
2. fake (adj)	/feɪk/	not what somebody claims it is; appearing to be something it is not true.	giả

3. population (n)	/ˌpɒpjuˈleɪʃn/	all the people who live in a particular area, city or country; the total number of people who live there	dân số

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	- 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.	- 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:
- Watch a video
c. Expected outcomes:
- Students can join the game and gain knowledge on the topic.
d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watch a video - Teacher prepares a video about fake news and asks Ss to watch the video and write down information about real news and fake news. - Teacher plays the video once. - Teacher checks answers with the whole class. - Teacher replays and pauses the video if necessary.	- Students watch the video and write down information about real news and fake news. - Students check their answers with the class.	*Link:* https://www.youtube.com/watch?v=KX8-BOc7Z0c

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 activate prior knowledge about the topic and get Ss involved in the lesson.
b. Content:

- Task 1: Work in pairs. Find 3 words in the wordsearch to show things you should look at to decide whether a piece of news is fake or not. (p.95)
- 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. Find 3 words in the wordsearch to show things you should look at to decide whether a piece of news is fake or not. (4 mins)		
- Ask students to look at the photo. Ask if they have any experience of fake news before. If they say yes, ask if they know how to 'spot' fake news. - Put Ss in pairs. Tell them that they will find 04 words in the word search which show the things they should pay attention to before they can decide whether a piece of news is fake or not. - In weaker classes, find one word for them as an example. If the class struggle, give them a hint (e.g. there is a diagonal word) or some clues (e.g., the first letter(s) of each word/some words) - Check answers as a class. - Briefly explain the answers (e.g. You need to check if the images and language are accurate, and if the author and the source of the information are credible enough to decide whether a piece of news is fake or not) and encourage them to listen to the recording in the next activity to find out more.	- Students find the words in the wordsearch.	*Answer key:* G I T E R G F H K E M E W A A W H L O A K A U H Q E B I G C T O N P C H M E H F S O U R C E O U B X H R I T R V L A N G U A G E
Vocabulary teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms …) -Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher asks Ss to take notes on their notebooks.	- Students say the meaning of the words. - Students write new words in their notebook.	*New words:* 1. ashamed (of) (adj) 2. fake (adj) 3. population (n)

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 the main idea;
- To help Ss practise listening for specific information;
- To provide Ss with some basic information about fake news on the Internet.

b. Content:

- Task 2: Listen to three students talking about fake news. Match the speaker with his/her attitude towards fake news. There are TWO extra options. (p.95)
- Task 3: Listen to the recording again and complete the notes below. Use no more than TWO words and/or numbers for each gap. (p.95)

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 2: Listen to three students talking about fake news. Match the speaker with his/her attitude towards fake news. There are TWO extra options. (10 mins)		
- Tell Ss that they are going to listen to three speakers and find out their attitudes towards fake news. - Ask Ss to read the statements A-E. Make sure they understand these statements and encourage them to underline key words in each statement. *E.g. A. He/she's <u>worried</u> about fake news. B. He/she's <u>not worried</u> about fake news.* - Ask Ss to listen and pay attention to the key words, as well as paraphrases of these key words. In weaker classes, help them brainstorm the possible paraphrases of these key words. *E.g. 1. 'Worried' could be paraphrased as 'concerned', 'a (big) problem/issue' in the recording.* - Encourage Ss to pay attention to words or expressions the speaker may use to describe likes, dislikes, agreement, disagreement etc. as well as his/her tone of voice. In weaker classes, help them brainstorm the possible words and expressions, and discuss the possible tones of voice to express the attitudes in the statements. *E.g. E. When people feel annoyed, they sound angry and tend to use high-pitch voice. They may say something such as "It's annoying ...", or "I can't stand ..." to express their anger.* - Play the recording once. For weaker classes, play the recording twice. - Check answers as a class.	- Students make predictions before listening. - Listen and check the answers.	*Answer key:* 1. A 2. D 3. B
Task 3: Listen to the recording again and complete the notes below. Use no more than TWO words and/or numbers for each gap. (10 mins)		

- Tell Ss that they are going to listen to the recording again. This time, they should complete the words, using no more than two words for each blank. - Ask them to study the notes to get the general ideas. - Encourage them to underline key words in the notes. - Play the recording. Ask them to listen carefully, pay attention to these key words or their paraphrases in the recording. Remind them that the word/phrase for each gap is exactly the same as taken from the recording. It should fit the gap in terms of both form and meaning. Finally, it should not exceed the word limit (2 words at most). - Check answers as a class.	- Students read the questions and underline the key words. - Students find the words to fill in the blanks in the recording.	*Answer key:* 1. 72 million 2. 75% 3. behaviour 4. credible 5. bias

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

4. ACTIVITY 3: POST-LISTENING (8 mins)
a. Objectives:
- To check students' understanding and memorize the information in the recording;
- 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 fake news.
b. Content:
- Task 4: Work in groups. Discuss the question.
How helpful do you find the tips in the talk? Have you used any of them? (p.95)
c. Expected outcomes:
- Students can use the language and ideas from the unit to talk about Walt Disney.
d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in groupss. Discuss the question.		
- Ask Ss to work in pairs. Have them discuss the tips for dealing with fake news they have learned in the recording. - Invite some pairs to share their answers with the whole class.	- Students work in groups and discuss. Students share their ideas to the whole class.	*Suggested answer:* I find all the tips interesting, and have tried the first tip myself. For example, I always go to official websites of famous newspapers to get news, and avoid tabloids on the Internet because they are full of gossip or opinions rather than facts and credible information. But I have never tried the other tips. I think I will try the second tip in the future. Instead of getting news from one source, perhaps I should try to check if the same news is reported on other

		trusted sites. The last tip will also be useful, but I think I will need better language skills to detect spelling, grammar mistakes and biases in news language.

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.

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

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Lớp dạy: 12/1, 12/5

PERIOD 68:

UNIT 7: THE WORLD OF MASS MEDIA
Lesson 6: Writing – Description of pie charts

I. OBJECTIVES

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

1. Knowledge

- Synthesise and summarise information in order to write a pie chart description to compare main news sources among different age groups;
- Apply structures to write a pie chart description to compare main news sources among different age groups.

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

- Actively participate in the lesson.

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped listening, writing and co-operating skills.	- 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:
- Game: Pictionary
c. Expected outcomes:
- Students can guess the words based on the pictures.
d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Pictionary - Teacher divides the class into two teams. - Teacher calls one student at a time to come to the board and show the student a word. - The chosen student will draw a picture to describe the word. - The teams will raise their hands to answer. The fastest will get the chance. - When the game is finished, teacher counts how many correct answers each team has. The winner will be the one with the most correct answers. - Teacher leads in the new lesson by asking some questions.	- Students look at the picture and guess the words. - Students check their answers with the class.	*Word lists:* 1. pie chart 2. bar chart 3. table 4. process 5. maps 6. line graph

e. Assessment
- Teacher observes and gives feedback.
2. ACTIVITY 1: PRE-WRITNG (10 mins)
a. Objectives:
- To help Ss understand the pie charts in Activity 2;
- To help Ss synthesise and summarise information from the pie charts;
- To help students have the ideas for their writing;
- To familiarize Ss with the structure and language of a pie chart description.
b. Content:
- Task 1: Work in pairs. Study the pie charts on page 96 and choose the correct answer A or B. (p.95-96)
- Task 2: Complete the following descriptions of the charts in 1. Use the words and phrases in the box. (p.96)
c. Expected outcomes:
- Students can select the appropriate information and have ideas to write about the descriptions of given charts.
d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Study the pie charts on page 96 and choose the correct answer A or B. (5 mins)		

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
- Have Ss quickly look at the pie charts in Activity 2. - Ask them some questions to check their broad understanding. *E.g. What does the chart show? (information about the main news sources among young adults and old people) When was the information reported? (2022). What do the colours represent? (The sources of information, namely TV, printed newspapers, online new sites, and others).* - Put them in pairs. Ask them to study the charts more closely and choose the best answer to each question. - Check their answers as a class. Invite some Ss to explain their answers. *E.g. 1. Television was very popular among both the young adults (35%) and the old people (42%). These are the highest proportions in each age group.*	- Students read the given questions and choose the correct answers. - Students share their answers with the whole class.	*Answer key:* *1. B* *2. B* *3. A* *4. B* *5. A*
Task 2: Complete the following descriptions of the charts in 1. Use the words and phrases in the box. (5 mins)		
- Have Ss skim through the pie chart description. In weaker classes, read through the description and the box and check if Ss know the words/phrases. - Have Ss fill in the gaps with the words and phrases in the box. - Check answers as a class. - Ask Ss to read the Tips box. Use the text to illustrate each part. *E.g. The first sentence introduces the pie charts. It reads "The pie charts compare ...".*	- Students fill in the gaps with the words and phrases in the box. - Students share their answers with the whole class.	*Answer key:* *1. most popular* *2. Meanwhile* *3. as opposed to* *4. while*

 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 pie chart description.
 b. Content:
 - Task 3: Write a description (120–150 words) of the charts below. Use the model and tips in
 2 to help you. (p.96)
 c. Expected outcomes:
 - Students can write a pie chart description.
 d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Write a description (120–150 words) of the charts below. Use the model and tips in 2 to help you.		

| - Tell Ss that they are going to write a pie chart description. It includes the same pie charts in Activity 2, but now a new pie chart about teenagers has been added. Therefore, they could use the ideas, the model and tips in Activity 2 in this activity.
- Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk around the class to provide help when necessary.
- In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other's ideas, vocabulary, and grammar. If time allows, encourage Ss to make revisions based on peer feedback before they produce a final draft.
- Collect Ss' writing tasks and give face-to-face feedback in private or give them back with some written feedback. | - 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. | *Suggested answer:*
The pie charts compare the main news sources for teenagers, young adults and old people according to a survey in 2022.
Overall, television was a very popular source of news for all age groups. It was the top news source for old and young adults, chosen by 42 percent of old people and more than one third of young adults and teenagers. Meanwhile, online news sites were most chosen by teenagers, with more than 50 percent. By contrast, the Internet was the least common news source for old people, with just 6 percent. On the other hand, printed newspapers were the top news source for 29 percent of old people while only fewer than 10 percent of young adults and teenagers reported getting their news from them.
As for other sources of news, around a quarter of young adults and old people relied on other sources for news, as opposed to only 4 percent of teenagers. |

e. Assessment
- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (10 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		
- 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.	- Students swap their piece of writing with their partners and give peer review.	*Writing rubric* 1. Organization: …/10 2. Legibility: …/10 3. Ideas: …/10 4. Word choice: …/10 5. Grammar usage and mechanics: …/10 TOTAL: …/50

- Teacher then chooses one piece of writing and gives feedback on it as a model. - 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.

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
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Thời gian thực hiện: Tuần 23
Lớp dạy: 12/1, 12/5
PERIOD 69:

UNIT 7: THE WORLD OF MASS MEDIA
Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES
By the end of this lesson, Ss will be able to:
1. Knowledge
- Expand vocabulary with the topic of the unit;
- Gain knowledge about mass media around the world;
- Review expressions for starting small talk.
2. Competences
- Develop communication skills and creativity;
- Develop presentation skill;
- Be collaborative and supportive in pair work and teamwork.
3. Personal qualities
- Be sensible when starting a small talk;
- Actively join in class activities.

II. MATERIALS
- Grade 12 textbook, Unit 7, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- 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.	- 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:

- Mind-mapping

c. Expected outcomes:

- Students can get knowledge about mass media.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Mind-mapping - Teacher divides the class into four teams and prepares a mind-map with the word types of mass media in the middle. - Each team will have 5 seconds to give a name to the mass media form. After 5 seconds, if the team cannot give a name, the turn moves to another group. - When the time is over, teacher counts how many correct names each team has given. - The team with more correct answers will be the winner. - Teacher leads in the new lesson by asking some questions.	- Students think and call out the name of mass media form. - Students check their answers with the class.	*Students' answers*

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 start small talk.
- To review expressions for starting small talk.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.97)
- 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 tips and expressions below to help you. (p.97)

c. Expected outcomes:

- Students can use appropriate language to express pleasure and happiness and respond in certain situations.

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)		
- Give them some time to skim through the conversations. Ask them to identify the main ideas or the topic of the conversation. *E.g. Julie and Mai are talking about flower festivals.* - Play the recording once in stronger classes and twice in weaker classes. - Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers. - Put Ss into pairs and have them practise the conversation.	- Students listen to the recording. - Students complete the conversation with words in the box. - Students practise the conversation in pairs.	*Answer key:* *1. D* *2. A* *3. C* *4. B*
Useful expressions (7 mins)		
- Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 5 groups: + The weather + Films, TV shows, popular music, and books + Current events + The day or weekend + Observations - Teacher asks Ss to classify the expressions into 5 groups. - Check as a class. - T asks if Ss can add some more expressions.	- Ss work in groups to do the task.	*** Making small talk** **• The weather** *What a beautiful day!* *Lovely day, don't you think?* *It's so hot today, isn't it?* *It looks like it's going to rain.* **• Films, TV shows, popular music, and books** *Have you watched …?* *Have you heard (about)…?* *Are you reading …?* **• Current events** *Did you hear about …?* *Did you catch the news today?* *I read in the press today that…* *I heard on the radio today that …* **• The day or weekend** *How was your day/weekend?* *Has anything exciting happened today?* *Are you doing anything fun after school/at the weekend?* **• Observations** *I like/love your (hat). Can I ask where you got it?*

		Your (cakes) are delicious! Thanks for (making them for the party). *Nice place, isn't it?*

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 tips and expressions below to help you. (6 mins)

- Tell Ss that the words they used to fill in the gaps in Activity 1 are used to start small talks (i.e., an informal, polite conversation with strangers, classmates or friends to greet each other, get conversations started and get to know each other).
 - Ask Ss to read the Remember box and check understanding.
 - Put Ss in pairs and explain the task: to role-play conversations similar to the ones in Activity 1, but based on the two situations. Ss should play the roles given in this activity.
 - Give Ss a few minutes to plan their conversations before they role-play it (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles.
 - Walk round the class and provide help when necessary.
 - Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery.
	- Make plan for the role-plan
	 - Practice the role-play, based on the two situations.
	 - Swap the role and continue practising.
	 - Perform in front of class.
		Sample conversations:
		
		 1. A: Nice party, isn't it?
		    B: Yes, the food is really delicious and Mai is an excellent host. By the way, my name is Duong. I'm her classmate. And you? …
		 2. B: Hi, have you heard about the new campaign our club is starting yet?
		    A: Yes, I have. It sounds really exciting. Are you joining? …

e. Assessment
- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CLIL (15 mins)
a. Objectives:
- To introduce words / phrases related to the topic;
- To help Ss learn about mass media around the world;
- To help Ss relate what they have learnt about mass media.
b. Content:
- Task 1. Read the following text and complete the table below. (p.98)
- Task 2. Work in groups. Discuss the questions. (p.98)
c. Expected outcomes:
- Students understand the meaning of words, memorise the information, and relate what they
have learnt about mass media around the world.
d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the following text and complete the table below. (7 mins)		
- Ask Ss to look at the photos and ask some questions to find out what they already know about the topic, e.g. *Do you know what mass media are shown in the photos? (digital billboards, public loudspeakers), Where can you find these mass media? (mostly in big cities around the world; in some cities in Vietnam and Japan), Do you think they are effective means of mass media? (answers vary).* - Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *When did they first appear? Are there any problems with this mass media?* - Ask Ss to study the comparison table in Activity 1. Make sure they understand the rows and columns. - Tell Ss that they are going to read about two special mass media in the world. As they read, they should fill in the comparison table about these media. - Explain or elicit any new or difficult words, *e.g. constant, light/noise pollution*. In stronger class, encourage them to guess their meaning from context as they read the text. - Have Ss read the text and complete the table individually. - Check answers as a class. - Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.	- Students read the text and complete the given table.	*Suggested answer:* See the appendix
Task 2: Work in groups. Discuss the questions. (8 mins)		
- Ask Ss to work in groups to discuss the two questions. - In weaker classes, ask questions to brainstorm ideas as a class. - To answer the first question, encourage Ss to think about the effectiveness of different types of media - Invite some groups to present a summary of their answers to the class.	- Students work in groups to discuss the question. - Students share their ideas in front of class.	*Suggested answers:* We find both the digital billboards and the loudspeakers effective, because the former may work really well in big cities for their attractiveness, while the latter may work better in certain cities or remote areas for

		their simplicity. However, we suppose digital billboards will become more popular in the future because they are modern and attractive, while the popularity of loudspeakers will decline because more and more people are complaining about the noise they make. Besides, thanks to the advancement in technology, more and more people believe that there are more advanced and convenient ways of communicating information and news than using loudspeakers.

e. Assessment
- Teacher corrects the students as a whole class.

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 8 – Looking back and project.
Appendix

	Digital billboards	Loudspeakers
Uses and advantages	● can change between different messages ● attractive ● can be updated in real-time	● warn people of air attacks (in the past) ● alert people to natural disasters ● communicate public messages
Problems	Light pollution	Noise pollution
Countries where they are used	The USA, the UK, Japan, and big cities around the world	Japan, Philippines, the USA, Viet Nam