

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/ 02 / 2026

Thời gian thực hiện: Tuần 24

Lớp dạy: 12/1, 12/5

PERIOD 70:

UNIT 7: THE WORLD OF MASS MEDIA

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

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

2. Core competence

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

3. Personal qualities

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

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none">- 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:

- Game: Lucky number

c. Expected outcomes:

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

d. Organisation

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

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

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

<p><i>because we use 'so' with an adjective, not with a noun phrase like this.</i></p> <ul style="list-style-type: none"> - In weaker classes, remind them that the focus today is on the use of adverbial clauses of manner and result. Help them review these grammar rules before they complete the task. - Check answers as a class by asking individual Ss to identify the incorrect part, give corrections and reasons for their corrections, e.g. 1. B. <i>'so' is the answer because we say 'such a convenient tool', not 'so a convenient tool'.</i> 		
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e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

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

b. Content:

- Introduce a culture

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

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

<p>down their feedback and comments. At the end of each presentation, invite peer feedback from the audience in oral and/or written forms.</p> <ul style="list-style-type: none">- Give praise and feedback at the end. You can also give Ss marks for their presentation as part of their continuous assessment.		
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e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 8.

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Thời gian thực hiện: Tuần 24

Lớp dạy: 12/1, 12/5

PERIOD 71:

REVIEW 3
Lesson 1: Language

I. OBJECTIVES

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

1. Knowledge

- revise the language Ss have learnt in Units 6-8.
- introduce the review by asking Ss if they remember what they have learnt so far in terms of language.

2. Competences

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

3. Personal qualities

- Be aware of conservation issues and think of new ways to protect animals;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Review 3
- 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.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create a friendly and lively atmosphere in the classroom;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watching a video

c. Expected outcomes:

- Students can list some types of pollution.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Hidden words</p> <ul style="list-style-type: none"> - Teacher divides the class into two teams. - Teacher asks students to pick one paper from a box. - Then the student has to use body language or speech to express the meaning of the word (without mentioning the word). The rest of the class guess what that word is. - The team with more words becomes the winner. 	<ul style="list-style-type: none"> - Students work in groups. - Some students go to the board. - The rest guess what the word is. 	<p><i>Suggested words:</i></p> <ol style="list-style-type: none"> 1. Enclosure 2. Mammal 3. Primate 4. Loss 5. Extinct 6. Captivity 7. Conserve 8. Survive 9. Biodiversity 10. clearance

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: pronunciation (15 mins)

a. Objectives:

- To check if Ss can identify different sounds and provide further pronunciation practice;
- To check if Ss can identify word stress and provide further pronunciation practice;
- To help Ss review homophones;
- To check whether Ss can identify the parts where the linking /r/ can appear;
- To check whether Ss can identify the parts where assimilation can occur.

b. Content:

- Task 1: Mark the letter A, B, C, or D to indicate the word whose underlined part differs from the other three in pronunciation.

- Task 2: Mark the letter A, B, C, or D to indicate the word which differs from the other three in the position of the main stress.
- Task 3: Listen and complete the sentences with the correct words. Then practice saying them in pairs.
- Task 4: Mark () the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences in pairs.
- Task 5: Read the sentences and underline the parts where assimilation can occur. Focus on the highlighted parts. Listen and check. Then practise saying the sentences in pairs.

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>TASK 1</p> <ul style="list-style-type: none"> - Have Ss pronounce all words, pay attention to the underlined sounds. - If there is any word whose pronunciation Ss are not sure about, tell them to skip it and focus on the others. If any two words share the same underlined sounds, they cannot be the correct answers. If not, one of them is the correct answer. - Have Ss compare their answers in pairs. - Check the answers with the class. - Have Ss work in pairs to practise saying these words. 	<ul style="list-style-type: none"> - Students read the words. - Choose the answer. - Compare their answers in pair. 	<p><i>Suggested answer:</i></p> <ol style="list-style-type: none"> 1. B 2. D
<p>TASK 2</p> <ul style="list-style-type: none"> - Have Ss pronounce all words, pay attention to the word stress. - If there is any word whose stress Ss are not sure about, tell Ss to skip it and focus on the others. If any two words share the same stress, they cannot be the correct answers. If not, one of them is the correct answer. - Have Ss compare their answers in pairs. - Check the answers with the class. 	<ul style="list-style-type: none"> - Students pronounce all words. - Choose the answer. - Compare their answers in pair. 	<p><i>Suggested answer:</i></p> <ol style="list-style-type: none"> 3. A 4. C
<p>TASK 3</p> <ul style="list-style-type: none"> - Ask Ss to read the sentences 1-2. Tell them that two words to fill in the gaps are homophones. Review the knowledge about homophones on the board or go to Language sections in Unit 6. - Tell Ss to listen and complete the sentences with the correct words. 	<ul style="list-style-type: none"> - Listen to the tape. - Fill in the missing words. - Compare their answers. 	<p><i>Suggested answer:</i></p> <ol style="list-style-type: none"> 1. We often <u>see</u> some <u>sea</u> turtles on the beach. 2. This is not the <u>right</u> way to <u>write</u> an email.

<ul style="list-style-type: none"> - Have Ss compare their answers in pairs and explain why they are homophones. - Play the recording for Ss to listen, pausing after each sentence for Ss to check their answers. - Have Ss work in pairs to practise saying these sentences. 		
<p>TASK 4</p> <ul style="list-style-type: none"> - Ask Ss to read the sentences 1-2 and try to the sounds between which the linking /r/ can appear by themselves. Review the knowledge about linking /r/ on the board or go to Language sections in Unit 7. - Tell Ss to listen and check their answers. - Play the recording for Ss to listen, pausing after each sentence to check the answers with the class. - Have Ss work in pairs to practise saying these sentences. 	<ul style="list-style-type: none"> - Students read the sentences and link the sounds. - Students listen to the tape and check. - Students work in pairs and practice saying these sentences. 	<p><i>Suggested answer</i></p> <ol style="list-style-type: none"> 1. A <u>number of</u> nature reserves have been created to protect <u>rare animals</u>. 2. <u>There is</u> an event <u>far away</u> from our city, so I had to travel by plane.
<p>TASK 5</p> <ul style="list-style-type: none"> - Ask Ss to read the sentences and pay attention to the highlighted words. - Tell Ss to listen and identify the parts where assimilation can occur. - Play the recording for Ss to listen, pausing after each sentence to check the answers with the class. - Tell Ss to explain how assimilation can occur in these parts. - Have Ss work in pairs to practise saying these sentences. 	<ul style="list-style-type: none"> - Students read the sentences - Students listen and identify the parts where assimilation occurs. - Students practice saying the sentences. 	<p><i>Suggested answer:</i></p> <ol style="list-style-type: none"> 1. My brother <u>was in Paris</u> to see an exhibition <u>on modern media</u>. 2. They <u>wrote many reports</u> about how <u>to protect pandas</u> in China

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

3. ACTIVITY 2: VOCABULARY (15 mins)

a. Objectives:

- To help Ss review topic-related words and phrases from Units 6-8, and provide further vocabulary practice;
- To help Ss review topic-related words and phrases from Units 6-8, and provide further vocabulary practice;
- To help Ss review topic-related words and phrases from Units 6-8, and provide further vocabulary practice.

b. Content:

- Task 1: Complete the sentences. (p.112)
- Task 2: Choose the word CLOSEST in meaning to the underlined word. (p.112)

- Task 3: Choose the word OPPOSITE in meaning to the underlined word. (p.112)

- Task 4: Choose the best answer. (p.113)

c. Expected outcomes:

- Students can successfully finish all the tasks.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: What are the missing letters? Complete the sentences using the pictures. (3 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the sentences 1-4 and try to understand the general meaning of each sentence. - Tell Ss to predict the words and/or phrases using the photos and beginning letters provided. - Ask Ss to compare their answers in pairs. - Confirm the correct answers. 	<ul style="list-style-type: none"> - Students read the sentences - Students predict the words. - Students compare their answers in pair. 	<p>Suggested answer</p> <ul style="list-style-type: none"> 1- chatbot 2- viewers 3- extinct 4- facial recognition
Task 2: Mark the letter A, B, C, or D to indicate the word CLOSEST in meaning to the underlined word. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to read and try to understand the meaning of each sentence. - Tell Ss to replace the underlined word with each of the words from four options. - If they are not sure about the meaning of any word, skip it and focus on the others. - The words that change the meaning of the sentence cannot be the correct answers. - Ask Ss to share their answers with the class. - Confirm the correct answers. 	<ul style="list-style-type: none"> - Students work independently to do the activity. - Students compare the answers in pairs. 	<p>Key:</p> <ul style="list-style-type: none"> 1. B 2. D
Task 3: Mark the letter A, B, C, or D to indicate the word OPPOSITE in meaning to the underlined word. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to read and try to understand the meaning of each sentence. - Tell Ss to replace the underlined word with each of the words from four options. If they are not sure about the meaning of any word, skip it and focus on the others. The word that makes the meaning of the sentence opposite can be the correct answer. - Ask Ss to share their answers with the class. - Confirm the correct answers. 	<ul style="list-style-type: none"> - Students work independently to do the activity. - Students compare the answers in pairs. 	<p>Answer key:</p> <ul style="list-style-type: none"> 1. A 2. C

Task 4: mark the letter A, B, C, or D to indicate the correct answer. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to do the activity individually and tell Ss to read and try to understand the meaning of each sentence. - Have Ss look through four options and tell them to put each word from four options into the gap. - Tell them to choose the word that makes the sentence meaningful. - Ask individual Ss to share their answers with the class. - Confirm the correct answers. 	<ul style="list-style-type: none"> - Students work individually to complete the sentences - Students share and check the answers. 	<p>Answer key: 1- A; 2- C; 3- A; 4- B; 5- D; 6- B; 7-D; 8- B</p>

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: GRAMMAR (10 mins)

a. Objectives:

- To help Ss revise the uses of active and passive causatives, and adverbial clauses of manner and condition;
- To help Ss revise the uses of adverbial clauses of manner, result, condition and comparison;
- To help Ss revise the uses of active and passive causatives, adverbial clauses of manner, result, condition and comparison.

b. Content:

- Task 1: Mark the letter A, B, C, or D to indicate the correct answer.
- Task 2: Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences.
- Task 3: Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences.

c. Expected outcomes:

- Ss can successfully finish all the tasks.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Mark the letter A, B, C, or D to indicate the correct answer. (3 mins)		
<ul style="list-style-type: none"> - Ask Ss to read each sentence first and check the meaning. - Tell Ss to identify the grammar point needed for the gap by studying four options. - Tell Ss to eliminate the options that can be grammatically incorrect. - In weaker classes, categorize these sentences into groups corresponding to the grammar points Ss learnt in Units 6-8 and 	<ul style="list-style-type: none"> - Students work in individually to follow finish the task. - Students compare their answers. 	<p>Suggested answers 1. A; 2. A; 3. B; 4. D</p>

<p>quickly review the uses of the grammar points on the board or go back to Language sections in these Units.</p> <ul style="list-style-type: none"> - Then have them compare answers in pairs, before confirming answers as a class. 		
<p>Mark the letter A, B, C, or D to indicate the sentence that best combines each pair of sentences. (3 mins)</p>		
<ul style="list-style-type: none"> - Have Ss work in pairs. Tell them to read the sentences carefully and study the relationship between these sentences (e.g. 1. manner, 2. result, 3. condition, 4. result). - Tell Ss to read four options and choose the option that: <ul style="list-style-type: none"> - best represents the relationship between two sentences; - is grammatically incorrect; and - does not change the meaning of the original sentences - Have Ss compare their answers in pairs. - Confirm the correct answers with the whole class. 	<ul style="list-style-type: none"> - Students work in individually to follow finish the task. - Students compare their answers. 	<p><i>Suggested answer</i> 1. D; 2. B; 3. A; 4. C</p>
<p>Mark the letter A, B, C, or D to indicate the underlined part that needs correction in each of the following sentences. (4 mins)</p>		
<ul style="list-style-type: none"> - Tell Ss to read the whole sentence and focus on the underlined words/ phrases. - Check whether these underlined words/ phrases are grammatically correct or not by studying both the underlined parts, the phrases and the sentences that contain these parts. - If you're not sure about a choice, skip it and focus on others to see if you can find the mistake in these choices or not. - Then have Ss compare answers and correct the mistakes in pairs, before confirming answers as a class. 	<ul style="list-style-type: none"> - Students work in individually to follow finish the task. - Students compare their answers. 	<p><i>Suggested answer</i> 1. A => so 2. C => as 3. C => if 4. C => updated</p>

e. Assessment

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

5. CONSOLIDATION

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.

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Thời gian thực hiện: Tuần 24

Lớp dạy: 12/1, 12/5

PERIOD 72:

REVIEW 3
Lesson 2: Skills

I. OBJECTIVES

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

1. Knowledge

- revise the skills Ss have learnt in Units 6-8.
- introduce the review by asking Ss if they remember what they have learnt so far in terms of skills.

2. Competences

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

3. Personal qualities

- Be aware of conservation issues and think of new ways to protect animals;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Review 3
- 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).

	<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.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create a friendly and lively atmosphere in the classroom;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Watching a video

c. Expected outcomes:

- Students can list some types of pollution.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video - Teacher asks students to watch a short video.	- Watch the video	https://www.youtube.com/watch?v=bgiPTUy2RqI

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: Listening (20 mins)

a. Objectives:

- To help Ss practise listening for the main idea;
- To help Ss practise listening for specific information.

b. Content:

- Task 1: Listen and choose the factors that have affected the blue whale population. There is one extra option.
- Task 2: Listen again and choose the correct answer A, B, or C.

c. Expected outcomes:

- Students can successfully finish all the tasks.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
TASK 1 - Focus Ss' attention on blue whales by showing them a photo of a blue whale and	- Students listen and choose the factors that have affected the blue whale	<i>Suggested answer:</i> A, B, D, E

<p>ask them whether they know anything about this animal.</p> <ul style="list-style-type: none"> - Tell Ss that they are going to hear a talk about the blue whale population. Ask Ss to read through five factors that have affected the blue whale population and predict what can be the major reasons. - Call on some Ss to share their predictions. - Remind Ss to choose four of the factors that have affected the blue whale population while they are listening. - Play the recording for Ss to listen to check. - Confirm the correct answers. Ask Ss to give the clues that help them work out the answer. 		
<p>TASK 2</p> <ul style="list-style-type: none"> - Ask Ss to look at the questions and underline the key words. Then tell them to look through the options following each question and try to identify the differences between them. - Play the recording again and have Ss listen and choose the correct answers. - Have Ss work in pairs to compare their answers. - Check the answers as a class. - In weaker classes, play the recording again, pausing after the clues. In stronger classes, ask Ss to provide the clues for their answers. 	<ul style="list-style-type: none"> - Students listen and choose the best answer. 	<p><i>Suggested answer:</i> 1-B; 2-A; 3-C; 4-C</p>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

3. ACTIVITY 2: Speaking (20 mins)

a. Objectives:

- To help Ss develop the ideas for the speaking task;
- To give Ss an opportunity to take part in a group discussion, then report their discussion to the whole class;
- To help Ss review topic-related words and phrases from Units 6-8, and provide further vocabulary practice.

b. Content:

- Task 1: Work in pairs. match the threats facing blue whales with the solutions. (p.114)
- Task 2: Choose the word CLOSEST in meaning to the underlined word. (p.114,115)

c. Expected outcomes:

- Students can successfully finish all the tasks.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Match the threats facing blue whales with the solutions. (10 mins)		
<ul style="list-style-type: none"> - Have Ss read through the threats and solutions. Draw the table on the board if necessary. - Ask them to work in pairs to match the threats facing blue whales with the appropriate solutions. - Walk around the class to offer help if necessary. - Invite some pairs to share the answers. - Confirm the answers as a class. 	<ul style="list-style-type: none"> - Students work in pairs and match the threats with the solutions 	<p>Suggested answer 1-B; 2-A; 3-D; 4-C</p>
Task 2: Work in groups. Discuss each solution above and think about what each individual can do to help save the blue whales. Then report to the class. (10 mins)		
<ul style="list-style-type: none"> - Ask Ss to look at the solutions from activity 1 in Speaking again. Then tell them to think about what each individual can do to help save blue whales. - Have Ss work in groups and discuss what each individual can do to help save blue whales. - Walk around the class to offer help if necessary. - Invite some groups to present summary of their group discussion to the class. 	<ul style="list-style-type: none"> - Students work in groups to discuss each solution above and think about what each individual can do to help save the blue whales. - Present to the class 	<p>Key: Discussion sample: A: As you may know, the blue whale population is decreasing rapidly for several reasons. In your opinion, what should each individual do to protect blue whales? B: Well, I think fishermen should change ship routes away from the habitats of blue whales because it can prevent blue whales from being hit and injured by large ships. C: I totally agree with B. We should also raise people's awareness about plastic pollution that can cause the death of blue whales. A: That's a good idea. Each individual should reduce plastic use because it helps blue whales avoid swallowing these things, which can cause their death.</p>

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

5. CONSOLIDATION

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.