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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG
Ngày soạn: 28/ 02 / 2026
Thời gian thực hiện: Tuần 25
Lớp dạy: 12/1, 12/5
PERIOD 73:

REVIEW 3
Lesson 3: 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.	- 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 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=DNJhyEahKjg

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: Reading (20 mins)

a. Objectives:

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

b. Content:

- Task 1: Read the article below. match each section (A–C) with the heading (1–5). There are TWO extra headings.
- Task 2: Read the article again. Choose the correct answer A, B, C, or D.

c. Expected outcomes:

- Ss can successfully finish all the tasks.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Read the article below. Match each section (A–C) with the heading (1–5). There are TWO extra headings. (10 mins)		
- Have Ss read five headings provided in the box first and check their understanding.	- Students work in individually to find the	*Suggested answers* A - 5 ; B - 2; C - 4

- Then ask Ss to read the whole text once. For each paragraph, tell Ss to read the first and the last sentences of the paragraph, which can possibly help them get the main idea. After that, Ss look through the headings again and match the paragraph with the heading containing most relevant/ suitable information. - Put Ss into pairs to do the activity. - Check answers as a class. Explain why options A and C are wrong, e.g. No paragraph mentioned the changes in users' appearance, and paragraph 1 only mentioned that "AI can automatically change data into various forms", but it did not tell readers about writing a newspaper automatically.	suitable heading for each paragraph. - Students compare their answers.	

Read the article again. Choose the correct answer A, B, C, or D. (10 mins)

- Have Ss read through the questions and the options. Make sure Ss understand the questions. - Ask Ss to underline the key words in each question. - Then have Ss read the text. For each question, tell Ss to locate the key words as well as the paraphrases of these key words in the text and decide the best option for each question. - Have Ss work in pairs to compare their answers. - Check the answers as a class and ask Ss to explain their choice. For question 1, the article mainly discusses the benefits of AI in mass media. For question 2, in paragraph 1, the article does not tell readers that AI can help journalists express their opinions. For question 3, "face recognition" is mentioned as a typical example of how AI can make social platforms safer for the users. It is used as a way of supporting the main idea. For question 4, in paragraph 3, the last sentence indicates that a number of channels or programmes will be recommended for the users. This means that AI can help people choose their favorite programmes.	- Students work in individually to finish the task. - Students compare their answers.	***Suggested answer*** 1-B; 2-C; 3-A; 4-D ***Reading comprehension MCQs (for inferences)*** 1. Read the question and four options. Underline the key words in each option. 2. Read the parts that contain the relevant information. Note that the key words in the options may be paraphrased in the text. 3. Check whether the information in each option can be inferred from these parts (i.e., it may not be stated directly in the text, but is true basing on the information given) and eliminate the options that contain the irrelevant information.

e. Assessment

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

3. ACTIVITY 3: Writing (20 mins)

a. Objectives:

- To help Ss practise writing an essay about the benefits and possible problems of using AI in creating content on the mass media;

b. Content:

- Write an essay (180–200 words)

c. Expected outcomes:

- Ss can successfully finish the task.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Write an essay (180–200 words) about the benefits of using ai in creating content for the mass media and the problems caused by it. Select and combine information from Reading and the suggested ideas below. (20 mins)		
- Have Ss read through the problems of using AI in creating contents on the mass media and reasons. - Ask Ss to make a list of the benefits and possible problems of using AI in creating content on the mass media. Tell Ss to select and combine the information from the text in Reading and from the table in Writing. - Have Ss work in pairs. Ask them to discuss the organization of the text. - Give Ss enough time to write an essay (150-180 words) about the benefits and possible problems of using AI in creating content on the mass media. Set a time limit depending on the Ss' ability level. - Walk around the class and offer help if necessary. - If time allows, ask Ss to swap their essays with a partner for peer review. Encourage them to make revisions based on peer feedback and then proofread it carefully for any mechanical mistakes such as spelling, punctuation, and capitalisation. - Collect Ss' essays to mark and provide written feedback in the next lesson. - In weaker classes, provide Ss with the outline below.	- Students work in individually to find the suitable heading for each paragraph. - Students compare their answers.	*Suggested answers* 1-E ; 2- B; 3-D

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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PERIOD 74:

MID-TERM TEST

I. OBJECTIVES
Periodic assessment of students' learning.
II. MATERIALS
- Handouts
- Casstettes/ tape recorders/ MP3 players

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PERIOD 75:

UNIT 8: WILDLIFE CONSERVATION
Lesson 1: Getting started – At a rescue center

I. OBJECTIVES
By the end of this lesson, Ss will be able to:
1. Knowledge
- gain an overview about the topic wildlife conservation;
- understand the words and phrases related to wildlife;
- use adverbial clauses of condition and comparison correctly.
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, Unit 8, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. enclosure (n)	/ɪnˈkləʊʒə/	an area surrounded by a wall or fence, and used for a particular purpose	mảnh đất đã được rào lại
2. primate (n)	/ˈpraɪmeɪt/	a member of the group of animals that includes humans and monkeys	linh trưởng

3. house (v) ~ in	/haʊz/	provide someone with a place to live	cung cấp nơi ở
4. endangered (adj)	/ɪnˈdeɪndʒəd/	at risk of no longer existing	Gặp nguy hiểm

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 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
A video - Teacher asks students to read through some questions before watching the video. - Teacher asks students to watch a video about wildlife conservation. - Call on some students to give their answers.	- Students work in groups. - Students look at the picture that the teacher shows them and describe the picture. - Other students try to guess the name.	https://www.youtube.com/watch?v=e-yAO267tvE Questions: - What is wildlife conservation? - What can wildlife conservation be broken down into?

		- Which country is mentioned in the video as an example of protecting wildlife?

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

- To provide students with new words related the topic;

- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook.	**New words:** 1. enclosure (n) 2. primate (n) 3. house (v) ~ in 4. endangered (adj)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

- Teacher observes students' writing of vocabulary in their notebooks.

3. ACTIVITY 2: PRACTICE (22 mins)

a. Objectives:

- To help students get to know the topic;

- To introduce words and phrases related to wildlife conservation;

- To help Ss identify adverbial clauses of condition and comparison.

b. Content:

- Task 1: Listen and read. (p.100,101)

- Task 2: Read the conversation again and decide whether the statements are true or false. (p.101)

- Task 3: Match the words and phrases with their meanings. (p.101)

- Task 4: Complete the sentences with words from task 1. (p.101)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (6 mins)		
- Put Ss into groups. Draw a mind map on the board and write Endangered Species in the middle. Have groups brainstorm as many aspects of the topic as possible, e.g. kinds of species, where they are found,…. Give Ss a time limit for the brainstorming. - Ask some groups to call out their ideas and write them into the mind map on the board. Praise groups for good effort. - Have Ss look at the picture and elicit the context of the conversation by asking some questions, e.g. What animals do you see in the pictures? Where is Mark? - Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to the world of work while they are listening and reading. - Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class. - Call on three Ss to read the conversation aloud.	- Students give as many species as possible - Students listen to the recording. - Students underline words/phrases related to wildlife conservation. - Students compare the words and phrases with their partners. - Students read the conversation aloud.	
Task 2: Read the conversation again and decide whether the statements are true or false. (5 mins)		
- Put Ss in pairs. Ask them to read the statements carefully and decide whether the statements are true or false. In stronger classes, encourage Ss to do the task without looking back at the conversation. - Then have them read the conversation again and locate the part of the conversation that has the information for each of the questions. - Have Ss share their answers with the class. - Confirm the correct answers.	- Students work independently to do the activity. - Students compare the answers in pairs.	**Key:** 1. T 2. F 3. F 4. T
Task 3: Match the words and phrases with their meanings. (6 mins)		

- Have Ss read the conversation quickly again, find these words and phrases, and guess their meanings from the context. - Ask Ss to do the matching. - To check answers, write the individual words on the board and have Ss come to the board to match them. - Alternatively, have one student read the word and another student say the meaning of the word. - Give further explanation to the words and phrases	- Students read the conversation again and work independently to do the activity. - Students share and check the answers.	*Answer key:* 1. d 2. b 3. a 4. c

Task 4: Complete the sentences with words from task 1. (5 mins)

- Have Ss read each sentence and try to think of the missing information to complete the sentences. - In weaker classes, encourage Ss to read the conversation again and find the sentences. - Check answers by calling on individual Ss to read the complete sentences. - Remind Ss of types of clauses learned in the unit (adverbial clauses of condition and comparison). Draw Ss' attention to these types and tell Ss that they will revise all these types in later lessons.	- Students work individually to complete the sentences - Students share and check the answers.	*Answer key:* 1. If you have any questions during the tour, don't hesitate to ask. 2. Apes are as good at using tools as they're at learning sign language. 3. We can help gibbons if we stop keeping them as pets. 4. Gibbons can become ill or weak unless they're fed the right type of food.

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss memorize the key information about wildlife conservation;

- To get Ss to speak about some ways to protect the wildlife.

b. Content:

- Remind Ss that they can make different kinds of presentations for this project. They can make a poster or power point presentation for this project.

c. Expected outcomes:

- Ss can make a presentation before class.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Make a presentation about ways to protect the wildlife. (10 mins)		

- Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours. - Give instructions to students. - Ask students to make a presentation. - Teacher asks all groups to stick their works on the blackboard. - Teacher calls on some groups to present their map. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group.	- Students work in groups to follow teacher's instruction. - Students perform in front of the class.	*Students' own creativity*

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.
- Prepare for the project in Lesson 8