

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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 09/ 3 / 2026

Thời gian thực hiện: Tuần 26

Lớp dạy: 12/1, 12/5

PERIOD 76:

UNIT 8: WILDLIFE CONSERVATION

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 *wildlife conservation*;
- recognize and produce words and phrases in which assimilation of sounds occurs
- use adverbial clauses of condition and comparison correctly;

2. Competences

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

3. Personal qualities

- Be eager to learn more about ways to protect environment;
- Develop self-study skills.

II. MATERIALS

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

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">- Play the recording many times if any necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

Some students will excessively talk in the class.

- Define expectation in explicit detail.
- Continue to define 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: Say a name

c. Expected outcomes:

- Students can revise vocabulary related to green cleaning.
- Students can do all the exercises.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: SAY IT OUT LOUD - Divide the class into two teams. - Ask students to give names of endangered species. - The team with more accepted species become the winner.	- Students work in groups. - Students give names.	

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help Ss recognise and practise assimilation.

b. Content:

- Task 1: Listen and repeat. Pay attention to the highlighted sounds. (p.102)
- Task 2: Listen and underline the parts where assimilation occurs. Then practice reading the sentences in pairs. (p.102)

c. Expected outcomes:

- Students can correctly pronounce the words in assimilation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS	
Task 1: Listen and repeat. Pay attention to the highlighted sounds. (6 mins)			
- Explain the process of assimilation to Ss, that is, when the ending sound of one word blends into the beginning sound /m/, /b/, /p/, and /s/ of the following word. Tell them that this is a natural process that appears in rapid speech. (Ss should not		<table border="1"> <tr> <td> <i>on purpose</i> /ɒm 'pɜ:pəs/ <i>in bed</i> /ɪm 'bed/ <i>in May</i> /ɪm 'meɪ/ <i>hot potato</i> /'hɒp pə'tetəʊ/ </td> </tr> </table>	<i>on purpose</i> /ɒm 'pɜ:pəs/ <i>in bed</i> /ɪm 'bed/ <i>in May</i> /ɪm 'meɪ/ <i>hot potato</i> /'hɒp pə'tetəʊ/
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<p>intentionally change the ending sounds as described.)</p> <ul style="list-style-type: none"> - Play the recording for Ss to listen and follow. - Read out the examples in the Remember Box (or play the recording again) for Ss to repeat as a class. - Ask Ss to work in pairs and take turns pronouncing the phrases. Encourage Ss to say them as naturally as possible. 	<ul style="list-style-type: none"> - Students listen to the recording, and then repeat the words. - Students read the examples. 	<table border="1"> <tr> <td><i>not bad</i> /'nɒp 'bæd/</td> </tr> <tr> <td><i>right mess</i> /'raɪp 'mes/</td> </tr> <tr> <td><i>bad penny</i> /'bæb 'penɪ/</td> </tr> <tr> <td><i>good boy</i> /'gʊb 'bɔɪ/</td> </tr> <tr> <td><i>red meat</i> /'reb 'mi:t/</td> </tr> <tr> <td><i>Math solver</i> /'mæθ 'sɒlvə/</td> </tr> </table>	<i>not bad</i> /'nɒp 'bæd/	<i>right mess</i> /'raɪp 'mes/	<i>bad penny</i> /'bæb 'penɪ/	<i>good boy</i> /'gʊb 'bɔɪ/	<i>red meat</i> /'reb 'mi:t/	<i>Math solver</i> /'mæθ 'sɒlvə/
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Task 2: Listen and underline the parts where assimilation occurs. Then practice reading the sentences in pairs. (6 mins)

<ul style="list-style-type: none"> - Ask Ss to read the sentences and underline the parts where assimilation occurs. - In weaker classes, demonstrate by reading the sentences or play the recording first then let Ss repeat the sentences. - Extend this task by having Ss take turns reading each of the sentences twice: 1) slowly, trying to enunciate the sounds clearly and avoid any assimilation and 2) quickly, trying to blend the final and initial sounds. Ask their partners to listen carefully and identify any assimilated sounds. - Play the recording (several times if necessary) to check the answers. Further explain this phenomenon in English so that Ss can understand more clearly. 	<ul style="list-style-type: none"> - Students underline the parts - Students read the whole text aloud. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Apes are larger than monkeys. /'ðəm 'mʌŋkɪz/ 2. If feed properly, the bear will recover soon. /'feb 'prɑ:pərli/ 3. Both species benefit from living together. /'bəʊs 'spi:ʃɪ:z/ 4. Ten percent of the world's population was infected by the virus. /'tem pə'sent/
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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 and phrases related to wildlife conservation.
- To help Ss practise using the words and phrases in 1 in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p.102)
- Task 2: Complete the sentences using the words in 1. (p.103)

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
Task 1: Match the words with their meanings. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to work in pairs. Ask them to read the words and phrases and match them to their meanings. - Check answers as a class. Call on one student to read an item aloud and another student to read its meaning. - Have Ss practise vocabulary building skills by thinking of words or phrases associated with the five items in this activity. - Put Ss in pairs or groups. Provide some synonyms or antonyms for the words for Ss' reference, e.g. extinct - common, conserve - destroy... 	<ul style="list-style-type: none"> - Students match each word/phrase on the left with the one on the right - Students study the meanings and underline key words. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. d 2. a 3. b 4. c 5. e
Task 2: Complete the sentences using the words in 1. (6 mins)		
<ul style="list-style-type: none"> - Have Ss work in pairs. Tell them to read the sentences carefully and decide which word or phrase in 1 can be used to complete each of the sentences. Explain that they should use the context clues to decide on the word/phrase, e.g. in the first sentence, the gapped word is a verb that the company has to do to meet the production targets. - Check answers as a class. Have Ss call out the word/phrase they have used in each sentence first. - Confirm the correct answers. Ask Ss to give reasons why they have chosen the word/phrase by referring to the context clues. - Ask individual Ss to read the complete sentences. 	<ul style="list-style-type: none"> - Read and complete the sentences. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. survive 2. rare 3. extinct 4. captivity 5. conserve

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To give Ss an opportunity to practice adverbial clauses of condition and comparison.
- To help Ss practise adverbial clauses of condition and comparison in a speaking activity.

b. Content:

- Task 1: Combine the sentences using adverbial clauses of condition or comparison. Use the conjunctions in brackets and make any necessary changes. (p.103)
- Task 2: Work in pairs. make sentences about endangered animals using adverbial clauses of condition or comparison. (p.103)

c. Expected outcomes:

- Students know how to use adverbial clauses of condition and comparison and can apply them to give a short talk on the given topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Combine the sentences using adverbial clauses of condition or comparison. Use the conjunctions in brackets and make any necessary changes. (6 mins)		
<ul style="list-style-type: none"> - Tell Ss to read the explanations in the Remember! box on page 103. Check understanding of the grammar point by asking questions about the number of clauses in the sentences. - Explain the differences among the three types of sentences to make sure Ss understand them. - In weaker classes, give more examples to demonstrate the grammar points. - In stronger classes, have Ss come up with their own example sentences. - Ask Ss to work in pairs or individually to combine the simple sentences by using the words in the bracket. - Check answers as a class and ask Ss to explain their choices. 	<ul style="list-style-type: none"> - Students read the notes in the Remember box. - Students write the correct prepositions. - Students explain their answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> <i>1. If you don't release the turtle into the sea, it will die soon.</i> <i>2. Raising people's awareness is as important as imposing strict laws to preserve wildlife.</i> <i>3. Unless we stop poaching, many endangered species will become extinct.</i> <i>4. A monkey is more intelligent than you may think.</i>
Task 2: Work in pairs. make sentences about endangered animals using adverbial clauses of condition or comparison. (7 mins)		
<ul style="list-style-type: none"> - Have Ss read the instructions and example, and make sure they all understand the context and what they have to do. In weaker classes, model a short conversation with a student. - Note that the examples in the book are just a few suggestions. Encourage Ss to come up with their own ideas to make compound and complex sentences. - Put Ss in pairs and practice saying the sentences. - Invite some Ss to report back to the class. 	<ul style="list-style-type: none"> - Students work in pairs and think of a person they admire. - Students decide on the ideas they are going to say and make 3-5 sentences, using the structures. - Present their ideas in front of class. 	

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 77:

UNIT 8: WILDLIFE CONSERVATION Lesson 3: Reading – Wildlife conservation news

I. OBJECTIVES

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

1. Knowledge

- Skim for main ideas and scan for specific information in news items about wildlife conversation.

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 responsible with plastics;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 8, Reading
- Computer connected to the Internet

- Projector / TV
- hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. extinction (n)	/ɪk'stɪŋkʃn/	a situation in which a plant, an animal, a way of life, etc. stops existing	Tuyệt chủng
2. take <u>measures</u>	/'meɪʒə(r)/	an official action that is done in order to achieve a particular aim	Đưa ra biện pháp
3. biodiversity (n)	/ˌbaɪəʊdəɪ'vɜːsəti/	the existence of a large number of different kinds of animals and plants which make a balanced environment	Sự đa dạng sinh học
4. entitle (v)	/ɪn'taɪtl/	give a title to a book, play, etc.	Đặt tiêu đề

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

- Video watching

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Spot the word - Teacher gives out handout with many words and a table with a lot of letters. Teacher asks students work in pairs to find as many words as possible in 2 minutes. - The pair with the most correct words become the winner.	- Students find words	1. volunteer 2. stress 3. species 4. measure 5. awareness 6. conservation 7. extinct

f	g	c	e	a	t	e	n	s	t	r	e	s	s
v	e	o	s	p	e	c	i	e	s	z	a	z	c
o	w	e	i	g	o	a	c	v	x	p	i	v	r
l	c	o	n	s	e	r	v	a	t	i	o	n	e
u	a	c	m	v	a	w	a	r	e	n	e	s	s
n	f	i	u	e	q	f	r	y	u	v	x	c	r
t	e	d	i	u	a	h	e	r	g	b	t	v	t
e	a	e	o	h	n	s	d	e	f	u	i	g	u
e	o	f	q	j	u	e	u	i	g	i	n	d	i
r	i	g	c	i	i	i	o	r	h	e	c	a	o
b	z	u	d	e	d	l	l	m	e	s	t	u	o

e. Assessment

- Teacher observes and gives feedback.

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

a. Objectives:

- To activate Ss' background knowledge about the topic and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Discuss the following questions. (p.104)

- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss the following questions. (4 mins)		
- Have Ss work in pairs and ask Ss questions in the book Do you often read news stories about wildlife? What are they about? - Tell Ss that they are going to read several news items about wildlife conservation. Ask	- Students work in pairs and answer the questions. - Students give their ideas	Suggested answers: The answer depends.

<p>Ss to look at the pictures and say what the news items are about.</p> <ul style="list-style-type: none"> - Encourage Ss to guess freely. Accept Ss' possible answers and further discuss them by elaborating follow-up questions about the topic. - Invite some groups to share their ideas with the class before reading. 		
Vocabulary pre-teaching (5 mins)		
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words on their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. extinction (n) 2. take measures (adj) 3. biodiversity (n) 4. entitle (v)

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 help Ss practise reading for general information;
- To help Ss practise guessing the meanings of words/ phrases from context.
- To help Ss develop reading skills for specific information.

b. Content:

- Task 2: Read the news items and choose the most suitable headline for each one. There are Two extra headlines. (p. 104)
- Task 3: Read the news items again and match the highlighted words and phrase with their meanings. (p.105)
- Task 4: Read the news items again and choose the correct answer. (p.105)

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 2: Read the news items and choose the most suitable headline for each one. There are Two extra headlines. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read 5 headlines in 2 and read the news items to match the headline with the correct item. - Remind Ss to read the items quickly to find out the significant information which matches the headline. 	<ul style="list-style-type: none"> - Students read the text and locate the highlighted words individually. - Students study the context and do the tasks as required. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. D

<ul style="list-style-type: none"> - Note that there two extra headlines that Ss do not need to use. - Ask Ss to locate key information that help them have correct answer. - Check answers as a class. Write them on the board. 		
<p>Task 3: Read the news items again and match the highlighted words and phrase with their meanings. (7 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read the whole text once again to get an overall idea. - Then have Ss focus on the highlighted words and phrases, looking for context clues in the text and working out the correct meaning. - Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary. - Have Ss discuss the context clues and compare answers in small groups. - Check answers as a class by inviting Ss to write them on the board. 	<ul style="list-style-type: none"> - Students do the matching - Students compare their answers with partners then check with the whole class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C 2. A 3. D 4. B 5. E
<p>Task 4: Read the news items again and choose the correct answer. (7 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read 4 statements and their options first. Make sure Ss understand all of them. - Have Ss read the news items again and choose the correct answer for each question. - Ask Ss to give reasons for their answers by providing the information from the news items. - Check answers as a class. Call on some Ss to explain their answers. 	<ul style="list-style-type: none"> - Students choose the best answer according to the text. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. A 3. C 4. D 5. B

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 help Ss use the language and ideas from the unit to express their ideas and opinions.

b. Content:

- Task 5: Work in pairs. Discuss the following questions. (p. 105)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about their habits.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following questions. (p. 37)		
<ul style="list-style-type: none"> - Ask Ss to review the news items quickly and note down some ideas for their answers. - Encourage Ss to explain their answers using as many reasons as possible. - Invite Ss from different groups to give their answers to the class. 	<ul style="list-style-type: none"> - Students practise speaking in pairs. - Students share their answers with the whole class. - Students listen and give feedbacks. 	<p><i>Suggested answer:</i></p> <ul style="list-style-type: none"> - I find the news item No.3 most interesting because this is a great opportunity for art lovers gather together for a meaningful event. They can fulfil their passion for painting and at the same time help promote public awareness about wildlife conservation. - I find the news item No.1 most interesting because the news item helps raise public awareness about sea turtles an endangered species that requires special protection. This also opens an opportunity for the volunteers who wish to work on such endangered species protection projects.

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 life stories of Steve Jobs and what you admire most about him.
- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

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PERIOD 78:

CORRECTION
(MID-SECOND-TERM TEST)

I. Objectives:

- To help Ss recognize their mistakes and errors and take important notes.

II. Procedure:

- T delivers the tests to Ss.

- Ss take 15 minutes to look at their tests again.

- T corrects Ss' mistakes and errors and makes important notes.