

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

Giáo viên soạn: NGUYỄN THỊ TUYẾT NHUNG

Ngày soạn: 15/ 3 / 2026

Thời gian thực hiện: Tuần 27

Lớp dạy: 12/1, 12/5

PERIOD 79:

UNIT 8: WILDLIFE CONSERVATION

Lesson 4: Speaking – Activities for conserving wildlife

I. OBJECTIVES

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

1. Knowledge

- suggest activities for a wildlife conservation event..
- Memorise vocabulary to talk about how to conserve wildlife.

2. Competences

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

3. Personal qualities

- Be aware and more responsible with the products used every day.

II. MATERIALS

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

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<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.- Give short, clear instructions and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part.

b. Content:

- Guessing game

c. Expected outcomes:

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

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Yes or No</p> <ul style="list-style-type: none"> - Teacher calls on some students to the board (each time one student). Then gives him/her one picture (of an animal) - The rest of the class have to guess what the animal is by asking: is it a ... 	<ul style="list-style-type: none"> - Students ask and answer. Ape, koala, elephant, tiger 	

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (30 mins)

a. Objectives:

- To introduce more ideas for the main speaking task and get Ss involved in the lesson;
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss discuss ways to conserve wildlife and express an opinion.

b. Content:

- Task 1: are the following activities good for conserving wildlife? Rank each activity in order of its importance to conserving wildlife. (p.105)

c. Expected outcomes:

- Ss will be able to discuss ways to conserve wildlife.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Are the following activities good for conserving wildlife? Rank each activity in order of its importance to conserving wildlife. (10 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to work in pairs and read the activities carefully. - Tell Ss to order each activity in order of its importance to conserving wildlife. - Encourage Ss to discuss the activities and give opinion while discussing rather than just ranking them purely. - Check answers as a class by calling on pairs to read explain the reasons for their answers. 	<ul style="list-style-type: none"> - Students work individually to decide. - Students share their answers. 	

e. Assessment

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

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (13 mins)

a. Objectives:

- To provide a model conversation in which speakers suggest activities for a wildlife conservation event;
- To help some students enhance presentation skills.

b. Content:

- Task 2. Work in groups. Read the notice. Then brainstorm a list of activities you want to organise for the event. explain how the activities will help conserve wildlife. use the list in 1 and the example below to help you. (p.105)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the activities they will do to organize the event.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Work in groups. Read the notice. Then brainstorm a list of activities you want to organise for the event. explain how the activities will help conserve wildlife. use the list in 1 and the example below to help you.		
<ul style="list-style-type: none"> - Keep Ss working the in same pairs. Ask Ss to read the notice in pairs and make sure they understand it. - Have Ss brainstorm as many ideas as possible and discuss the reasons for their choices. - Remind Ss to ideas on the activity in 1 and use the example in their book to develop a similar conversation. - Encourage Ss to come up with their own ideas and reasons. Go around the class and provide help when needed. - Call on some pairs to act out/read their conversation aloud to class. 	<ul style="list-style-type: none"> - Students work in groups, use the notes and think of ways to give responses. - Students add more reasons. - Report group's answers to the whole class. 	<p>Suggested answers:</p> <p>A: Today, we're discussing suitable activities for an environmental day. The aim is to raise students' awareness of wildlife protection. Does anyone have any interesting ideas?</p> <p>B: I think we should start the event with a writing speaking competitions about wildlife conservation e.g. writing essays and debating.</p> <p>C: I like your idea, but how will a writing or speaking competition help preserve wildlife?</p> <p>B: Well, this will be a good way to attract lots of participants. I know that many students in our school are good at writing and speaking. This competition will be an excellent awareness raising activity. Don't you agree with me?</p> <p>A: Yes, I totally agree with you.</p>

4. ACTIVITY 3: FREE PRACTICE (13 mins)

a. Objectives:

- To give Ss an opportunity to report their discussion results to class.

b. Content:

- Task 3. Work in groups. Summarise your ideas and present the activities for the World Wildlife day to the class. Vote for the best ideas. (p.105)

c. Expected outcomes:

- Students can use the language and ideas from the unit to summarize their ideas and present the activities for the World Wildlife Day to the class.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Work in groups. Summarise your ideas and present the activities for the World Wildlife Day to the class. Vote for the best ideas.		
<ul style="list-style-type: none"> - Have Ss form groups to summarize the activities they have discussed and present them to class. - Remind Ss to use the ideas already given in the previous activities. In stronger classes, encourage Ss to expand on their answers. - Call on some groups to present their ideas to the class. 	<ul style="list-style-type: none"> - Students work in groups, practice before taking the stage. 	

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

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

b. Homework

- Write a paragraph about what you have done to save environment.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

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PERIOD 80:

UNIT 8: WILDLIFE CONSERVATION

Lesson 5: Listening – Endangered species

I. OBJECTIVES

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

1. Knowledge

- listen for main ideas and specific information about the threats facing tigers;
- Memorize vocabulary to talk about the threats facing tigers.

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 8, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. degrade (v)	/di'greɪd/	make a situation or the condition of something worse	Làm xuống cấp
2. clearance (n)	/'klɪərəns/	the removal of unwanted things from a place	Sự xóa sạch
3. demand (n)	/dɪ'mɑ:nd/	the need or desire that people have for particular goods and services	Nhu cầu

4. captivity (n)	/kæp'tɪvəti/	when a person or animal is kept in a prison, cage etc and not allowed to go where they want	Sự giam cầm
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Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<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. - Give short, clear instructions and help if necessary.
Students cannot follow the speed of the recording.	<ul style="list-style-type: none"> - 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:

- a video

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Watching a video - Teacher asks students to watch a video. - Ask ss to give the names of the endangered species in the video.	- Students watch the video. https://www.youtube.com/watch?v=F7ZvodUuXRE	Suggested directions: Bear, penguin, tiger, elephant, rhino, dodo, polar bear, turtle, red squirrel, giant otter, mountain gorillas...

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 set the context for the listening and get Ss involved in the lesson.

b. Content:

- Task 1: Work in pairs. Look at the pictures and discuss the following questions. (p.106)
- Task 2: Choose the correct meanings of the underlined words and phrases. (p.106)
- 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. Look at the pictures and discuss the following questions. (4 mins)		
<ul style="list-style-type: none"> - Have Ss look at the pictures and tell their partner what is happening to the tigers (The tigers are kept in the cage/kept in captivity and they are hunted). - Ask Ss further questions e.g, Are these problems serious? Why do they happen? What can we do about them? - Call on some Ss to answer the questions. Encourage them to expand on their answers and lead in the listening. 	<ul style="list-style-type: none"> - Students work in pairs and give answer. 	
Task 2: Choose the correct meanings of the underlined words and phrases. (5 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the sentences and choose the correct meanings of the underlined word and phrase - Encourage Ss to guess the meanings from the context that the words and phrases are used. - Note that the words and phrases will be heard in the recording. - Check answers as a class. Further explain to Ss if necessary. - Make sure Ss understand all the words and phrases before they listen. 		1. A 2. A 3. A 4. A

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

b. Content:

- Task 3: Listen to a talk and choose the correct answer a, B, or C. (p.107)
- Task 4: Listen to the talk again and complete the notes. use one word or a number for each gap. (p.107)

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 3: Listen to a talk and choose the correct answer a, B, or C. (10 mins)		

<ul style="list-style-type: none"> - Tell Ss that they're going to listen to a talk about tigers. - Have Ss read the statements and may have a guess of the correct option for each statement. - Play the recording and have Ss do the activity. - Check answers as a class. In stronger classes, ask Ss to explain their answers using the information from the recording. - Play the recording again if many Ss have incorrect answers, pausing at the places where they can find the information for their answers. 	<ul style="list-style-type: none"> - Students listen and choose the correct answer. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. A 3. C 4. B
<p>Task 4: Listen to the talk again and complete the notes. use one word or a number for each gap. (10 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read the text in the note. Make sure they understand they need to write no more than three words in each gap. - Encourage them to guess what part of speech might fit each gap. - Play the recording once (or twice in weaker classes) for Ss to complete the table. - Ask Ss to work with a partner to compare their answers. - Check answers by calling on some Ss to write their answers on the board or read them aloud. - Play the recording again if many Ss have incorrect answers, pausing at the places where they can get the correct information. 	<ul style="list-style-type: none"> - Students listen and fill in each gap with one word/number. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. 4500 2. destroyed 3. survive 4. skins 5. medicines

e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To give Ss an opportunity to make predictions;
- 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 dealing with waste.

b. Content:

- Task 5: Work in groups. Discuss these questions.
Which threats are facing tigers in Viet Nam? Which one is the most serious? (p.107)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the threats facing tigers in Vietnam.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in groups. Discuss the questions.		
<ul style="list-style-type: none"> - Ask Ss to work in pairs and discuss what they think the tour guide will say next. - Tell Ss to base their predictions on the last sentence of the talk (What can we do to help save tigers? Well, we can....) - Call on some pairs to present and explain their predictions to the class. - Note that there is no right or wrong predictions. Encourage Ss to use their imagination to give interesting and creative answers. 	<ul style="list-style-type: none"> - Students work in groups and discuss. Students share their ideas to the whole class. 	Base on the signal phrase in the last sentence of the talk, I think the speaker will go on with the ways to protect tigers

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.

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PERIOD 81:

UNIT 8: WILDLIFE CONSERVATION

Lesson 6: Writing – A problem-solving report on protecting tigers

I. OBJECTIVES

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

1. Knowledge

- write a problem-solution report about protecting tigers;
- apply structures to write a report.

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

- Be eager to think of solutions to protect tigers.

II. MATERIALS

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

Assumption

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

- Create a situation. Ask students what they should do.

c. Expected outcomes:

- Students are eager to give solutions.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Whispers</p> <p>- Start with a sentence and whisper it to one student. They then have to whisper it to the next learner, and so on. The last learner then has to say out loud what they think the sentence was that they heard</p>	<p>- Students work in group</p>	<p>“We should protect tigers.”</p>

e. Assessment

- Teacher observes and gives feedback.

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

a. Objectives:

- To help Ss generate ideas for their writing;

- To provide Ss with ideas for the writing including a list of threats facing tigers and solutions to save them;

b. Content:

- Task 1: Work in pairs. Read the solutions and write the threats. (p.108)

c. Expected outcomes:

- Students understand the problems, then give their own ideas.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Work in pairs. Read the solutions and write the threats. (8 mins)</p>		
<p>- Have Ss work in pairs to write the threats for the possible solutions.</p> <p>- Tell Ss to read the solutions carefully and write the threats. Accept all the possible answers as long as they are potential threats that require suggested solutions.</p> <p>- In weaker classes, provide the threats so that Ss can choose the correct one for each solution.</p> <p>- In stronger classes, encourage Ss to come up with more potential problems or solutions on their own.</p>	<p>- Students work in pairs and answer the questions.</p> <p>- Students write the answers in the boxes.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> Loss of habitat Poaching and illegal trade in body parts Rising demand for tiger parts

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 problem-solving report on protecting tigers

b. Content:

- Task 2: Read the announcement and write a problem-solving report. use the ideas in 1 and the outline below to help you. (p.108)

c. Expected outcomes:

- Students can write a report on how to solve a problem.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the announcement and write a problem-solving report. use the ideas in 1 and the outline below to help you.		
<ul style="list-style-type: none"> - Remind Ss of the structure of a problem-solution report and the purpose of each part as explained in Unit 3. - Have Ss identify the parts in the outline, e.g. Introduction, Threats, Solutions, Conclusion, and think about the information they need to add to complete it. - In weaker classes, ask Ss to go back to pages 39-40 in Unit 3 and give further explanations if necessary. - Set a time limit for Ss to write their report in class. Walk round the class to provide help. - If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft. - Collect Ss' writing and give face-to-face feedback in private or give them back with some written feedback. 	<ul style="list-style-type: none"> - 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. 	<p>To: The Wildlife Magazine</p> <p>From: Nguyen Van A</p> <p>Subject: Threats facing tigers and possible solutions</p> <p>Date: May 5th, 2023</p> <p>This report describes the main threats facing wild tigers and suggests some solutions to the problem.</p> <p>Research has shown that over the last 100 years, many of the wild tigers' natural habitats have been lost due to human activity and development. Humans and tigers continue to compete for space. Deforestation continues as people clear forests for farming, roads and housing. As a result, tigers are forced to live in smaller, unnatural environments where it is hard to find food. Another serious threat to wild tigers is poaching and illegal trade in tiger parts. Although the demand for fur coats made of tiger skins has decreased, tigers are still poached for</p>

		<p>other body parts used to make traditional medicine.</p> <p>What can we do to save tigers from extinction? One solution is to stop deforestation, restore degraded habitats and rebuild or replace habitats that have been lost. In addition, educating people about the importance of tiger conservation is also very important. This will increase public awareness of the threats facing tigers and help reduce demand for tiger parts. Finally, governments should introduce stricter laws and harsher punishments to stop poachers from killing and selling tiger parts.</p> <p>In conclusion, there are several threats facing tigers. Therefore, we recommend that governments and organisations should act now so that tigers can be saved.</p>
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e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 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		
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Students swap their piece of writing with their partners and give peer review. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p>TOTAL: .../50</p>

<ul style="list-style-type: none"> - 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. 		
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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.