



**School:**

**Teacher's name:**

**Class:**

## LESSON PLAN

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

### 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)    | /'praɪmeɪt/   | 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<br>(adj) | /ɪn 'deɪndʒəd/ | at risk of no longer existing | Gặp nguy hiểm |
|------------------------|----------------|-------------------------------|---------------|

### Assumption

| Anticipated difficulties                          | Solutions   |
|---|---|
| Students are reluctant to work in groups.         | <ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>  |
| Students may lack vocabulary to deliver a speech. | <ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul> |

## 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  |
|--|---|---|
| <b>A video</b><br>- Teacher asks students to read through some questions before watching the video.<br>- Teacher asks students to watch a video about wildlife conservation.<br>- Call on some students to give their answers. | <ul style="list-style-type: none"> <li>- Students work in groups.</li> <li>- Students look at the picture that the teacher shows them and describe the picture.</li> <li>- Other students try to guess the name.</li> </ul> | Link:<br><a href="https://www.youtube.com/watch?v=e-yAO267tvE">https://www.youtube.com/watch?v=e-yAO267tvE</a><br>Questions:<br><ul style="list-style-type: none"> <li>- What is wildlife conservation?</li> <li>- What can wildlife conservation be broken down into?</li> </ul> |



|  |  |   |
|--|--|---|
|  |  | - 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  |
|---|---|---|
| <p><b>Vocabulary pre-teaching</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul> | <ul style="list-style-type: none"> <li>- Students listen to the teacher's explanation and guess the words.</li> <li>- Students write down the new words in their notebook.</li> </ul> | <p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. enclosure (n)</li> <li>2. primate (n)</li> <li>3. house (v) ~ in</li> <li>4. endangered (adj)</li> </ol> |

**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                                    |
|---|--|---|
| <b>Task 1: Listen and read. (6 mins)</b>  |  |   |
| <ul style="list-style-type: none"><li>- 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.</li><li>- Ask some groups to call out their ideas and write them into the mind map on the board. Praise groups for good effort.</li><li>- 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?</li><li>- 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.</li><li>- 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.</li><li>- Call on three Ss to read the conversation aloud.</li></ul> | <ul style="list-style-type: none"><li>- Students give as many species as possible</li><li>- Students listen to the recording.</li><li>- Students underline words/phrases related to wildlife conservation.</li><li>- Students compare the words and phrases with their partners.</li><li>- Students read the conversation aloud.</li></ul> |   |
| <b>Task 2: Read the conversation again and decide whether the statements are true or false. (5 mins)</b>  |  |   |
| <ul style="list-style-type: none"><li>- 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.</li><li>- Then have them read the conversation again and locate the part of the conversation that has the information for each of the questions.</li></ul>   | <ul style="list-style-type: none"><li>- Students work independently to do the activity.</li><li>- Students compare the answers in pairs.</li></ul>   | <b>Key:</b><br>1. T<br>2. F<br>3. F<br>4. T |



|   |   |   |
|---|---|---|
| <ul style="list-style-type: none"><li>- Have Ss share their answers with the class.</li><li>- Confirm the correct answers.</li></ul>  |   |   |
| <b>Task 3: Match the words and phrases with their meanings. (6 mins)</b>  |   |   |
| <ul style="list-style-type: none"><li>- Have Ss read the conversation quickly again, find these words and phrases, and guess their meanings from the context.</li><li>- Ask Ss to do the matching.</li><li>- To check answers, write the individual words on the board and have Ss come to the board to match them.</li><li>- Alternatively, have one student read the word and another student say the meaning of the word.</li><li>- Give further explanation to the words and phrases</li></ul>  | <ul style="list-style-type: none"><li>- Students read the conversation again and work independently to do the activity.</li><li>- Students share and check the answers.</li></ul> | <b>Answer key:</b><br>1. d<br>2. b<br>3. a<br>4. c  |
| <b>Task 4: Complete the sentences with words from task 1. (5 mins)</b>  |   |   |
| <ul style="list-style-type: none"><li>- Have Ss read each sentence and try to think of the missing information to complete the sentences.</li><li>- In weaker classes, encourage Ss to read the conversation again and find the sentences.</li><li>- Check answers by calling on individual Ss to read the complete sentences.</li><li>- 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.</li></ul> | <ul style="list-style-type: none"><li>- Students work individually to complete the sentences</li><li>- Students share and check the answers.</li></ul>                            | <b>Answer key:</b><br>1. <u>If you have any questions during the tour,</u> don't hesitate to ask.<br>2. Apes are as good at using tools <u>as they're at learning sign language.</u><br>3. We can help gibbons <u>if we stop keeping them as pets.</u><br>4. <u>Gibbons can become ill or weak</u> 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                        |
|--|--|---------------------------------|
| <b>Make a presentation about ways to protect the wildlife. (10 mins)</b>   |  |                                 |
| <ul style="list-style-type: none"> <li>- Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours.</li> <li>- Give instructions to students.</li> <li>- Ask students to make a presentation.</li> <li>- Teacher asks all groups to stick their works on the blackboard.</li> <li>- Teacher calls on some groups to present their map.</li> <li>- Teacher asks other groups to listen and give comments.</li> <li>- Teacher gives feedback and gives marks to the best group.</li> </ul> | <ul style="list-style-type: none"> <li>- Students work in groups to follow teacher's instructions.</li> <li>- Students perform in front of the class.</li> </ul> | <i>Students' own creativity</i> |

**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

**Board plan**

|   |
|---|
| <p><i>Date of teaching</i></p> <p><b>Unit 8: WILDLIFE CONSERVATION</b></p> <p><b>Lesson 1: Getting started</b></p> <p><b>* Warm-up</b><br/>Video watching</p> <p><b>* Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. enclosure (n)</li> <li>2. primate (n)</li> <li>3. house (v) ~ in</li> <li>4. endangered (adj)</li> </ol> <p>Task 1: Listen and read.<br/>Task 2: T- F.<br/>Task 3: Matching.<br/>Task 4: Complete the sentences.</p> |
|---|



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM  
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI

Presentation

**\*Homework**



## 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"><li>- Play the recording many times if any necessary.</li><li>- Encourage students to work in pairs, in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul> |
| Some students will excessively talk in the class.                             | <ul style="list-style-type: none"><li>- Define expectation in explicit detail.</li><li>- Continue to define expectations in small chunks (before every activity).</li></ul>  |

#### 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 |
|---|--|----------|
| <b>Game: SAY IT OUT LOUD</b><br>- Divide the class into two teams.<br>- Ask students to give names of endangered species.<br>- The team with more accepted species become the winner. | - Students work in groups.<br>- 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   |   |   |   |                                    |
|--|---|--|---|---|---|------------------------------------|
| <b>Task 1: Listen and repeat. Pay attention to the highlighted sounds. (6 mins)</b>  |   |  |   |   |   |                                    |
| - 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 intentionally change the ending sounds as described.)<br>- Play the recording for Ss to listen and follow.<br>- Read out the examples in the Remember Box (or play the recording again) for Ss to repeat as a class.<br>- Ask Ss to work in pairs and take turns pronouncing the phrases. Encourage Ss to say them as naturally as possible. | - Students listen to the recording, and then repeat the words.<br>- Students read the examples. | <table border="1"> <tr> <td> <i>on purpose</i> /ɒm<br/>'pɜ:pəs/<br/> <i>in bed</i> /ɪm 'bed/<br/> <i>in May</i> /ɪm 'meɪ/               </td> </tr> <tr> <td> <i>hot potato</i> /'hɒp<br/>pə'teɪtəʊ/<br/> <i>not bad</i> /'nɒp 'bæd/<br/> <i>right mess</i> /'raɪp 'mes/               </td> </tr> <tr> <td> <i>bad penny</i> /'bæb<br/>'penɪ/<br/> <i>good boy</i> /'gʊb 'bɔɪ/<br/> <i>red meat</i> /'reb 'mi:t/               </td> </tr> <tr> <td> <i>Math solver</i> /'mæ<br/>'sɒlvə/               </td> </tr> </table> | <i>on purpose</i> /ɒm<br>'pɜ:pəs/<br><i>in bed</i> /ɪm 'bed/<br><i>in May</i> /ɪm 'meɪ/ | <i>hot potato</i> /'hɒp<br>pə'teɪtəʊ/<br><i>not bad</i> /'nɒp 'bæd/<br><i>right mess</i> /'raɪp 'mes/ | <i>bad penny</i> /'bæb<br>'penɪ/<br><i>good boy</i> /'gʊb 'bɔɪ/<br><i>red meat</i> /'reb 'mi:t/ | <i>Math solver</i> /'mæ<br>'sɒlvə/ |
| <i>on purpose</i> /ɒm<br>'pɜ:pəs/<br><i>in bed</i> /ɪm 'bed/<br><i>in May</i> /ɪm 'meɪ/  |   |  |   |   |   |                                    |
| <i>hot potato</i> /'hɒp<br>pə'teɪtəʊ/<br><i>not bad</i> /'nɒp 'bæd/<br><i>right mess</i> /'raɪp 'mes/  |   |  |   |   |   |                                    |
| <i>bad penny</i> /'bæb<br>'penɪ/<br><i>good boy</i> /'gʊb 'bɔɪ/<br><i>red meat</i> /'reb 'mi:t/  |   |  |   |   |   |                                    |
| <i>Math solver</i> /'mæ<br>'sɒlvə/   |   |  |   |   |   |                                    |



| <b>Task 2: Listen and underline the parts where assimilation occurs. Then practice reading the sentences in pairs. (6 mins)</b>  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>- Ask Ss to read the sentences and underline the parts where assimilation occurs.</li> <li>- In weaker classes, demonstrate by reading the sentences or play the recording first then let Ss repeat the sentences.</li> <li>- 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.</li> <li>- Play the recording (several times if necessary) to check the answers. Further explain this phenomenon in English so that Ss can understand more clearly.</li> </ul> | <ul style="list-style-type: none"> <li>- Students underline the parts</li> <li>- Students read the whole text aloud.</li> </ul> | <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Apes are larger than monkeys. /'ðəm 'mʌŋkɪz/</li> <li>2. If fed properly, the bear will recover soon. /'feb 'prɑ:pərli/</li> <li>3. Both species benefit from living together. /'bəʊs 'spi:fɪ:z/</li> <li>4. Ten percent of the world's population was infected by the virus. /'ten pə'sent/</li> </ol> |

**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   |
|---|---|--|
| <b>Task 1: Match the words with their meanings. (6 mins)</b>  |   |  |
| <ul style="list-style-type: none"> <li>- Ask Ss to work in pairs. Ask them to read the words and phrases and match them to their meanings.</li> </ul> | <ul style="list-style-type: none"> <li>- Students match each word/phrase on the left with the one on the right</li> </ul> | <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. d</li> <li>2. a</li> </ol> |



|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"><li>- Check answers as a class. Call on one student to read an item aloud and another student to read its meaning.</li><li>- Have Ss practise vocabulary building skills by thinking of words or phrases associated with the five items in this activity.</li><li>- Put Ss in pairs or groups. Provide some synonyms or antonyms for the words for Ss' reference, e.g. extinct - common, conserve - destroy...</li></ul>   | <ul style="list-style-type: none"><li>- Students study the meanings and underline key words.</li></ul> | <ul style="list-style-type: none"><li>3. b</li><li>4. c</li><li>5. e</li></ul>   |
| <b>Task 2: Complete the sentences using the words in 1. (6 mins)</b>   |  |  |
| <ul style="list-style-type: none"><li>- 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.</li><li>- Check answers as a class. Have Ss call out the word/phrase they have used in each sentence first.</li><li>- Confirm the correct answers. Ask Ss to give reasons why they have chosen the word/phrase by referring to the context clues.</li><li>- Ask individual Ss to read the complete sentences.</li></ul> | <ul style="list-style-type: none"><li>- Read and complete the sentences.</li></ul>                     | <p><b>Answer key:</b></p> <ul style="list-style-type: none"><li>1. survive</li><li>2. rare</li><li>3. extinct</li><li>4. captivity</li><li>5. conserve</li></ul> |

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

**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.

### Board plan

|  |
|--|
| <p><i>Date of teaching</i></p> <p><b>Unit 8: WILDLIFE CONSERVATION</b></p> <p><b>Lesson 2: Language</b></p>                |
| <p><b>* Warm-up</b><br/>Game: Say it out loud</p>  |
| <p><b>* Pronunciation</b><br/>- Task 1. Listen and repeat.<br/>- Task 2. Underline the words.</p>                          |
| <p><b>* Vocabulary</b><br/>- Task 1. Match the words/phrases with their meaning.<br/>- Task 2. Complete the sentences.</p> |
| <p><b>* Grammar</b><br/>- Task 1. Combine the sentences.<br/>- Task 2. Make sentences.</p>                                 |
| <p><b>* Homework</b></p>   |



## 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                                | Sự tuyệt chủng        |
| 2. measure (n)      | /'meɪʒə(r)/         | an official action that is done in order to achieve a particular aim                                       | Biện pháp             |
| 3. biodiversity (n) | /ˌbaɪəʊdaɪ'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"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul> |

## 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   |
|--|-----------------------|--|
| <b>Spot the word</b><br>- Teacher gives out handouts with many words and a table with a lot of letters. Teacher asks students to work in pairs to find as many words as possible in 2 minutes.<br>- The pair with the most correct words becomes the winner. | - Students find words | 1. volunteer<br>2. stress<br>3. species<br>4. measure<br>5. awareness<br>6. conservation<br>7. extinct |

#### 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  |
|--|---|---|
| <b>Task 1. Work in pairs. Discuss the following questions. (4 mins)</b>  |   |   |
| <ul style="list-style-type: none"> <li>- Have Ss work in pairs and ask Ss questions in the book: Do you often read news stories about wildlife? What are they about?</li> <li>- Tell Ss that they are going to read several news items about wildlife conservation. Ask Ss to look at the pictures and say what the news items are about.</li> <li>- Encourage Ss to guess freely. Accept Ss' possible answers and further discuss them by elaborating follow-up questions about the topic.</li> <li>- Invite some groups to share their ideas with the class before reading.</li> </ul> | <ul style="list-style-type: none"> <li>- Students work in pairs and answer the questions.</li> <li>- Students give their ideas</li> </ul>   | <p><b>Suggested answers:</b><br/>The answer depends.</p>  |
| <b>Vocabulary pre-teaching (5 mins)</b>  |   |   |
| <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.</li> </ul>  | <ul style="list-style-type: none"> <li>- Students listen to the teacher's explanation and guess the words.</li> <li>- Students write down the new words in their notebook.</li> </ul> | <p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. extinction (n)</li> <li>2. measure (n)</li> <li>3. biodiversity (n)</li> <li>4. entitle (v)</li> </ol> |

**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   |
|--|--|--|
| <b>Task 2: Read the news items and choose the most suitable headline for each one. There are Two extra headlines. (6 mins)</b>   |  |  |
| <ul style="list-style-type: none"><li>- Ask Ss to read 5 headlines in 2 and read the news items to match the headline with the correct item.</li><li>- Remind Ss to read the items quickly to find out the significant information which matches the headline.</li><li>- Note that there are two extra headlines that Ss do not need to use.</li><li>- Ask Ss to locate key information that helps them have the correct answer.</li><li>- Check answers as a class. Write them on the board.</li></ul>  | <ul style="list-style-type: none"><li>- Students read the text and locate the highlighted words individually.</li><li>- Students study the context and do the tasks as required.</li></ul> | <i>Answer key:</i><br>1. B<br>2. A<br>3. D                 |
| <b>Task 3: Read the news items again and match the highlighted words and phrase with their meanings. (7 mins)</b>  |  |  |
| <ul style="list-style-type: none"><li>- Ask Ss to read the whole text once again to get an overall idea.</li><li>- Then have Ss focus on the highlighted words and phrases, looking for context clues in the text and working out the correct meaning.</li><li>- Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary.</li><li>- Have Ss discuss the context clues and compare answers in small groups.</li><li>- Check answers as a class by inviting Ss to write them on the board.</li></ul> | <ul style="list-style-type: none"><li>- Students do the matching</li><li>- Students compare their answers with partners then check with the whole class.</li></ul>                         | <i>Answer key:</i><br>1. c<br>2. e<br>3. b<br>4. d<br>5. a |
| <b>Task 4: Read the news items again and choose the correct answer. (7 mins)</b>   |  |  |
| <ul style="list-style-type: none"><li>- Ask Ss to read 4 statements and their options first. Make sure Ss understand all of them.</li><li>- Have Ss read the news items again and choose the correct answer for each question.</li><li>- Ask Ss to give reasons for their answers by providing the information from the news items.</li><li>- Check answers as a class. Call on some Ss to explain their answers.</li></ul>  | <ul style="list-style-type: none"><li>- Students choose the best answer according to the text.</li></ul>   | <i>Answer key:</i><br>1. A<br>2. A<br>3. C<br>4. D<br>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   |
|--|--|--|
| <b>Task 5: Work in pairs. Discuss the following questions. (p. 37)</b>   |  |  |
| <ul style="list-style-type: none"> <li>- Ask Ss to review the news items quickly and note down some ideas for their answers.</li> <li>- Encourage Ss to explain their answers using as many reasons as possible.</li> <li>- Invite Ss from different groups to give their answers to the class.</li> </ul> | <ul style="list-style-type: none"> <li>- Students practise speaking in pairs.</li> <li>- Students share their answers with the whole class.</li> <li>- Students listen and give feedback.</li> </ul> | <p><b>Suggested answer:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul> |

##### 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

- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

#### Board plan



*Date of teaching*

**Unit 8: WILDLIFE CONSERVATION**

**Lesson 3: Reading**

**\* Warm-up**

Video watching

**Vocabulary**

1. extinction (n)
2. measure (n)
3. biodiversity (n)
4. entitle (v)

- Task 1: Discussion.
- Task 2: Choose the suitable headline.
- Task 3: Match the words/phrases with their meanings.
- Task 4: Choose the correct answer.
- Task 5: Discussion.

**\* Homework**



## 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"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul> |

#### 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  |
|--|---|---|
| <b>Game: Yes or No</b><br>- Teacher calls on some students to the board (each time one student). | - Students ask and answer.<br>Ape, koala, elephant, tiger |   |

|   |  |   |
|---|--|---|
| <p>Then give him/her one picture (of an animal)<br/>- The rest of the class have to guess what the animal is by asking: is it a ...</p> |  |  |
|---|--|---|

**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><b>Task 1: Are the following activities good for conserving wildlife? Rank each activity in order of its importance to conserving wildlife. (10 mins)</b></p>  |  |   |
| <ul style="list-style-type: none"> <li>- Ask Ss to work in pairs and read the activities carefully.</li> <li>- Tell Ss to order each activity in order of its importance to conserving wildlife.</li> <li>- Encourage Ss to discuss the activities and give opinions while discussing rather than just ranking them purely.</li> <li>- Check answers as a class by calling on pairs to read and explain the reasons for their answers.</li> </ul> | <ul style="list-style-type: none"> <li>- Students work individually to decide.</li> <li>- Students share their answers.</li> </ul> | <p><b>Suggested answer:</b><br/>3 - 6 - 2 - 5 - 4 - 1 - 7</p> |

**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   |
|--|---|--|
| <p><b>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.</b></p>   |   |  |
| <ul style="list-style-type: none"> <li>- Keep Ss working the in same pairs. Ask Ss to read the notice in pairs and make sure they understand it.</li> <li>- Have Ss brainstorm as many ideas as possible and discuss the reasons for their choices.</li> <li>- Remind Ss to ideas on the activity in 1 and use the example in their book to develop a similar conversation.</li> <li>- Encourage Ss to come up with their own ideas and reasons. Go around the class and provide help when needed.</li> <li>- Call on some pairs to act out/read their conversation aloud to class.</li> </ul> | <ul style="list-style-type: none"> <li>- Students work in groups, use the notes and think of ways to give responses.</li> <li>- Students add more reasons.</li> <li>- Report group's answers to the whole class.</li> </ul> | <p><b>Suggested answers:</b></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 speaking competition about wildlife conservation. Students can debate the importance of wildlife and how we can protect it.</p> <p>C: I like your idea, but how will a 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 debating. This competition will be an excellent awareness raising activity. Don't you agree with me?</p> <p>A: Yes, I totally agree with you. I also suggest that we organise a wildlife photography exhibition. Using visuals is the best way to present information and convey our message.</p> <p>C: OK, but we need to find suitable images. Perhaps we can ask the school Photography Club for advice. How about raising funds for endangered species? We should support an animal native to our area, such as the sea turtle.</p> <p>B. Great idea! ...</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 |
|--|--|----------|
| <b>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.</b>   |  |          |
| <ul style="list-style-type: none"> <li>- Have Ss form groups to summarize the activities they have discussed and present them to class.</li> <li>- Remind Ss to use the ideas already given in the previous activities. In stronger classes, encourage Ss to expand on their answers.</li> <li>- Call on some groups to present their ideas to the class.</li> </ul> | <ul style="list-style-type: none"> <li>- Students work in groups, practice before taking the stage.</li> </ul> |          |

**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 the environment.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

**Board plan**

|  |
|--|
| <p><i>Date of teaching</i></p> <p><b>Unit 8: WILDLIFE CONSERVATION</b></p> <p><b>Lesson 4: Speaking</b></p> <p><b>* Warm-up</b><br/>Game: Yes or No</p> <p>Task 1: Ranking.<br/>Task 2: Brainstorming.<br/>Task 3: Summarizing and presenting.</p> |
|--|



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM  
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI

\* Homework



## 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           |

#### Assumption

| Anticipated difficulties                          | Solutions  |
|---|--|
| Students may lack vocabulary to deliver a speech. | <ul style="list-style-type: none"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul> |



|  |   |
|--|---|
|  | - Give short, clear instructions and help if necessary.   |
| Students cannot follow the speed of the recording. | - Make sure they understand the meaning and pronunciation of important words.<br>- Teach them the skill of underlining key words in the questions before they listen.<br>- 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   |
|--|--|--|
| <b>Watching a video</b><br>- Teacher asks students to watch a video.<br>- Ask ss to give the names of the endangered species in the video. | - Students watch the video.<br><a href="https://www.youtube.com/watch?v=F7ZvodUuXRE">https://www.youtube.com/watch?v=F7ZvodUuXRE</a> | <b>Suggested directions:</b><br>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 |
|--|--|----------|
| <b>Task 1: Work in pairs. Look at the pictures and discuss the following questions. (4 mins)</b>   |  |          |
| - 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). | - Students work in pairs and give answers. |          |



|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>- Ask Ss further questions e.g, Are these problems serious? Why do they happen? What can we do about them?</li> <li>- Call on some Ss to answer the questions. Encourage them to expand on their answers and lead in the listening.</li> </ul>   |  |  |
| <p><b>Task 2: Choose the correct meanings of the underlined words and phrases. (5 mins)</b></p>   |  |  |
| <ul style="list-style-type: none"> <li>- Ask Ss to read the sentences and choose the correct meanings of the underlined word and phrase</li> <li>- Encourage Ss to guess the meanings from the context that the words and phrases are used.</li> <li>- Note that the words and phrases will be heard in the recording.</li> <li>- Check answers as a class. Further explain to Ss if necessary.</li> <li>- Make sure Ss understand all the words and phrases before they listen.</li> </ul> |  | <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. A</li> <li>4. A</li> </ol> |

**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  |
|---|--|---|
| <p><b>Task 3: Listen to a talk and choose the correct answer A, B, or C. (10 mins)</b></p>  |  |   |
| <ul style="list-style-type: none"> <li>- Tell Ss that they're going to listen to a talk about tigers.</li> <li>- Have Ss read the statements and may have a guess of the correct option for each statement.</li> <li>- Play the recording and have Ss do the activity.</li> </ul> | <ul style="list-style-type: none"> <li>- Students listen and choose the correct answer.</li> </ul> | <p>Answer key:</p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. A</li> <li>3. C</li> <li>4. B</li> </ol> |



|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>- Check answers as a class. In stronger classes, ask Ss to explain their answers using the information from the recording.</li> <li>- Play the recording again if many Ss have incorrect answers, pausing at the places where they can find the information for their answers.</li> </ul>  |  |   |
| <p><b>Task 4: Listen to the talk again and complete the notes. use one word or a number for each gap. (10 mins)</b></p>   |  |   |
| <ul style="list-style-type: none"> <li>- 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.</li> <li>- Encourage them to guess what part of speech might fit each gap.</li> <li>- Play the recording once (or twice in weaker classes) for Ss to complete the table.</li> <li>- Ask Ss to work with a partner to compare their answers.</li> <li>- Check answers by calling on some Ss to write their answers on the board or read them aloud.</li> <li>- Play the recording again if many Ss have incorrect answers, pausing at the places where they can get the correct information.</li> </ul> | <ul style="list-style-type: none"> <li>- Students listen and fill in each gap with one word/number.</li> </ul> | <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. 4500</li> <li>2. destroyed</li> <li>3. survive</li> <li>4. skins</li> <li>5. medicines</li> </ol> |

**e. Assessment**

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

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

**a. Objectives:**

- To check students' understanding and memorize the information in the recording;
- To help some students enhance presentation skills;
- To practise team working;
- To help Ss use the language and ideas from the listening to share opinions threats facing tigers in Viet Nam.

**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 |
|--|----------------------|----------|
| <p><b>Task 5: Work in groups. Discuss the questions.</b></p> |                      |          |



|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>- Ask Ss to work in pairs. Have them discuss which threats are facing tigers in Viet Nam and which one is the most serious. Encourage them to explain why they think the threat is the most serious.</li><li>- Invite some pairs to share their answers with the whole class.</li></ul> | <ul style="list-style-type: none"><li>- Students work in pairs and discuss.</li><li>- Students share their ideas to the whole class.</li></ul> | <p><b>Suggested answer:</b></p> <p>Tigers in Viet Nam are also facing a number of threats. The largest and most serious of these is habitat loss. Forests in Viet Nam have been destroyed, degraded, and reduced, which made tigers more vulnerable to hunters. The other threat is poaching. Tigers in Viet Nam have been hunted to extinction for their skins, bones, and other body parts, which are used in traditional medicines. Although the government has encouraged tiger farming and tiger breeding facilities, most of the animals born in such farms lack the survival skills necessary to be released into the wild. There is still a demand for tiger-based products in Viet Nam, so captive tigers and their body parts continue to enter the legal and illegal trade.</p> |
|---|--|--|

**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.

**Board Plan**

|   |
|---|
| <p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>Unit 8: WILDLIFE CONSERVATION</b></p> <p style="text-align: center;"><b>Lesson 5: Listening</b></p> <p><b>*Warm-up</b><br/>Video watching</p> <p><b>* Listening</b></p> <ul style="list-style-type: none"><li>- Task 1: Matching.</li><li>- Task 2: Vocabulary</li></ul> <p>1. degrade (v)</p> |
|---|



2. clearance (n)

3. demand (n)

4. captivity (n)

- Task 3: Listen and choose.

- Task 3: Complete the notes.

- Task 4: Work in pairs and discuss.

**\*Homework**



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

#### 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:

- Whisper a sentence to the students.

###### c. Expected outcomes:

- Students can say out loud the sentence.

###### d. Organisation

| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES   | CONTENTS                    |
|----------------------|--|-----------------------------|
| Game: Whispers       | <ul style="list-style-type: none"><li>- Students work in group</li></ul> | “We should protect tigers.” |



|   |  |  |
|---|--|--|
| <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> |  |  |
|---|--|--|

**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  |
|---|--|---|
| <b>Task 1: Work in pairs. Read the solutions and write the threats. (8 mins)</b>  |  |   |
| <ul style="list-style-type: none"> <li>- Have Ss work in pairs to write the threats for the possible solutions.</li> <li>- 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.</li> <li>- In weaker classes, provide the threats so that Ss can choose the correct one for each solution.</li> <li>- In stronger classes, encourage Ss to come up with more potential problems or solutions on their own.</li> </ul> | <ul style="list-style-type: none"> <li>- Students work in pairs and answer the questions.</li> <li>- Students write the answers in the boxes.</li> </ul> | <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Loss of habitat</li> <li>2. Poaching and illegal trade in body parts</li> <li>3. Rising demand for tiger parts</li> </ol> |

**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   |
|---|---|--|
| <b>Task 2: Read the announcement and write a problem-solving report. use the ideas in 1 and the outline below to help you.</b>  |   |  |
| <ul style="list-style-type: none"><li>- Remind Ss of the structure of a problem-solution report and the purpose of each part as explained in Unit 3.</li><li>- 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.</li><li>- In weaker classes, ask Ss to go back to pages 39-40 in Unit 3 and give further explanations if necessary.</li><li>- Set a time limit for Ss to write their report in class. Walk round the class to provide help.</li><li>- 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.</li><li>- Collect Ss' writing and give face-to-face feedback in private or give them back with some written feedback.</li></ul> | <ul style="list-style-type: none"><li>- Students brainstorm for the ideas and the language necessary for writing</li><li>- Students write the first draft individually using the ideas in task 1 and 2.</li></ul> | <p><b>To: The Wildlife Magazine</b></p> <p><b>From: Nguyen Van A</b></p> <p><b>Subject: Threats facing tigers and possible solutions</b></p> <p><b>Date: May 5<sup>th</sup>, 2023</b></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 other body parts used to made 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</p> |



|  |  |   |
|--|--|---|
|  |  | <p>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> |
|--|--|---|

**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  |
|--|--|---|
| <b>Cross-checking</b>  |  |   |
| <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss do the task as required.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss.</li> </ul> | <ul style="list-style-type: none"> <li>- Students swap their piece of writing with their partners and give peer review.</li> </ul> | <p><b>Writing rubric</b></p> <ol style="list-style-type: none"> <li>1. Organization: .../10</li> <li>2. Legibility: .../10</li> <li>3. Ideas: .../10</li> <li>4. Word choice: .../10</li> <li>5. Grammar usage and mechanics: .../10</li> </ol> <p style="text-align: right;">TOTAL: .../50</p> |



|   |  |  |
|---|--|--|
| - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names. |  |  |
|---|--|--|

**e. Assessment**

- Teacher's observation on Ss' performance, provides help if necessary.
- Teacher's feedback and peers' feedback.

**4. CONSOLIDATION (2 mins)**

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.

**Board Plan**

|  |
|--|
| <i>Date of teaching</i><br><b>Unit 8: WILDLIFE CONSERVATION</b><br><b>Lesson 6: Writing</b>  |
| <b>*Warm-up</b><br>Game: Whispers  |
| <ul style="list-style-type: none"><li>- Task 1: Write the threats.</li><li>- Task 2: Write a report.</li><li>- Peer review</li></ul> |
| <b>*Homework</b>   |



## UNIT 8: WILDLIFE CONSERVATION

### Lesson 7: Communication and Culture / CLIL

#### I. OBJECTIVES

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

##### 1. Knowledge

- express concern.
- learn about The International Union for Conservation of Nature (IUCN) Red List.

##### 2. Competences

- Develop communication skills and creativity;
- Develop presentation skill;
- Be collaborative and supportive in pair work and teamwork.

##### 3. Personal qualities

- Be polite when expressing pleasure and happiness and responding;
- Actively join in class activities.

#### II. MATERIALS

- Grade 12 textbook, Unit 8, Communication and Culture / CLIL
- 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"><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>   |
| Students may lack vocabulary to deliver a speech. | <ul style="list-style-type: none"><li>- Explain expectations for each task in detail.</li><li>- Continue to explain task expectations in small chunks (before every activity).</li><li>- Provide vocabulary and useful language before assigning tasks</li><li>- Encourage students to work in groups so that they can help each other.</li></ul> |

#### 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: If I were in charge

###### c. Expected outcomes:

- Students feel interested in the lesson.



**d. Organisation**

| TEACHER'S ACTIVITIES   | STUDENTS' ACTIVITIES                               | CONTENTS |
|--|--|----------|
| <b>Game: If I were in charge</b><br>- Give learners around five minutes to write exactly what they'd do if they were in charge of a national park.<br>- Ask them to express their ideas. | - Students join the game and answer the questions. |          |

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)**

**a. Objectives:**

- To provide model conversations in which speakers express concern;
- To review expressions for expressing concern.

**b. Content:**

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (p.108)
- Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is a, the other is B. Use the expressions on page 109 to help you. (p.40)

**c. Expected outcomes:**

- Students can use appropriate language to make predictions.

**d. Organisation**

| TEACHER'S ACTIVITIES   | STUDENTS' ACTIVITIES   | CONTENTS   |
|--|--|--|
| <b>Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (6 mins)</b>  |  |  |
| - Check if Ss know any phrases for expressing concern by asking, e.g. What would you do if your friend didn't join the field trip with your class? (Has something happened?) What would you tell friend if you got to know that he had a headache?? (Do you feel better now?)<br>- Ask Ss to read through the expressions in the box and the incomplete conversations, and check comprehension.<br>- In stronger classes, have Ss complete the gaps based on context clues in the conversations.<br>- In stronger classes, play the recording once for Ss to check their answers. In weaker classes, play it twice, the first time just to listen and the second time to write the letters for the<br>- expressions they hear in the gaps. | - Students listen to the recording.<br>- Students complete the conversation with words/phrases in the box.<br>- Students practise the conversation in pairs. | <b>Answer key:</b><br>1. A<br>2. D<br>3. B<br>4. C |



|  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>- Check answers as a class by asking the questions and having Ss read out the complete answers.</li> <li>- Ask Ss to practise the conversations in pairs.</li> </ul>  |  |   |
| <p><b>Task 2: Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is A, the other is B. Use the expressions on page 109 to help you. (6 mins)</b></p>  |  |   |
| <ul style="list-style-type: none"> <li>- Have Ss read the situations and check understanding.</li> <li>- Revise common expressions used to express concern. In weaker classes, go through the expressions in the table and check understanding.</li> <li>- Put Ss into pairs. Give them a few minutes to come up with ideas to support their answers.</li> <li>- Allow Ss enough time to practise their conversations. Then invite some pairs to role-play them in front of the class.</li> <li>- Praise for good effort, clear pronunciation, fluent delivery, and interesting ideas</li> </ul> | <ul style="list-style-type: none"> <li>- Make plan for the role-plan</li> <li>- Practise the role-play conversation, based on the two situations.</li> <li>- Swap the role and continue practising.</li> <li>- Perform in front of class.</li> </ul> | <p><b>Sample conversations:</b></p> <p><b>1</b><br/> <b>Mai:</b> You look so worried. What's the matter with you?<br/> <b>Mark:</b> I haven't collected enough information about endangered species for my biology project.<br/> <b>Mai:</b> Oh. I see. Is there anything I can do to help?<br/> <b>Mark:</b> Thank you. I'll try to manage. I'll call you if I need any help.</p> <p><b>2</b><br/> <b>Lan:</b> Hi Peter. I didn't see you on the school field trip to the Endangered Species Rescue Centre. Are you all right?<br/> <b>Peter:</b> I was a bit under the weather so I couldn't join you.<br/> <b>Lan:</b> Sorry to hear that. Are you OK now?<br/> <b>Peter:</b> Thanks, Lan. I am much better now.</p> |

**e. Assessment**

- Teacher checks students' answers as a whole class.

**3. ACTIVITY 2: CLIL (15 mins)**

**a. Objectives:**

- To help Ss learn about criteria to classify endangered species;
- To help Ss discuss the topic further.

**b. Content:**

- Task 1. Read the following text. Put a tick (✓) if the animals in the table are classified as endangered and a cross (×) if they are not. (p.109)
- Task 2. Work in groups. Name some endangered animals in Viet nam. Share what you know about them. (p.109)

**c. Expected outcomes:**



- Students understand the meaning of words, memorise the information, and relate what they have learnt about IUCN Red List.

**d. Organisation**

| TEACHER'S ACTIVITIES  | STUDENTS' ACTIVITIES   | CONTENTS   |
|---|--|--|
| <b>Task 1: Read the following text. Put a tick (✓) if the animals in the table are classified as endangered and a cross (✗) if they are not. (10 mins)</b>  |  |  |
| <ul style="list-style-type: none"> <li>- Ask Ss some questions to find out what they already know about the topic, e.g. Do you know anything about the Red List categories? What criteria for endangered species?</li> <li>- Encourage Ss to share their ideas about the topic.</li> <li>- Put Ss into pairs. Ask them to read the text about the criteria to classify animals as endangered species and put a tick (✓) if the animals in the table are classified as endangered and a cross (✗) if they are not.</li> <li>- Walk round the class and offer help, explaining unfamiliar words or answering questions.</li> <li>- Check answers as a class.</li> </ul> | <ul style="list-style-type: none"> <li>- Students put a tick or a cross</li> <li>- Students share their answers and explain.</li> </ul>  | <p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>✓</li> <li>✗</li> <li>✗</li> <li>✓</li> </ol>                                      |
| <b>Task 2: Work in groups. Name some endangered animals in Viet Nam. Share what you know about them. (5 mins)</b>   |  |  |
| <ul style="list-style-type: none"> <li>- Have Ss work in pairs to name some endangered animals in Viet Nam.</li> <li>- Ask Ss some specific questions, e.g. Why do you think it is endangered? Do you think it is serious?</li> <li>- Call on some Ss to present their ideas in front of the class.</li> <li>- In stronger classes, ask them to discuss and provide further information about the animals if they have.</li> </ul>  | <ul style="list-style-type: none"> <li>- Students work in pairs to name some endangered animals in Viet Nam.</li> <li>- Students share their ideas in front of class.</li> </ul> | <p><b>Suggested answers:</b></p> <p>I think Saola is one of the most endangered animals in Viet Nam because it is rare and its population is so small.</p> |

**e. Assessment**

- Teacher corrects for students as a whole class.

**5. CONSOLIDATION (3 mins)**

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare for Lesson 8 – Looking back and project.



### Board Plan

*Date of teaching*

**Unit 8: WILDLIFE CONSERVATION**  
**Lesson 7. Communication and Culture / CLIL**

**\*Warm-up**

Game: If I were in charge

**\*Communication**

Task 1: Listen and complete the conversations

Task 2: Make similar conversations

**\*CLIL**

Task 1: Read the text and put a tick or a cross.

Task 2: Name endangered animals in Viet Nam

**\* Homework**



## UNIT 8: WILDLIFE CONSERVATION

### 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 8;
- 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 aware and eager to join hands to protect wildlife.
- Develop self-study skills.

#### II. MATERIALS

- Grade 12 textbook, Unit 8, 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"><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>  |
| Some students will excessively talk in the class.  | <ul style="list-style-type: none"><li>- Explain expectations for each task in detail.</li><li>- Continue to explain task expectations in small chunks (before every activity).</li></ul> |

#### 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:

- Revise the words and phrases learned in unit 8.

###### c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 8.



**d. Organisation**

| TEACHER'S ACTIVITIES  | STUDENTS' ACTIVITIES | CONTENTS |
|---|----------------------|----------|
| <ul style="list-style-type: none"> <li>- Teacher asks students to revise the words learned in Unit 8.</li> <li>- Ss work in 2 teams.</li> <li>- In each team, one student recalls one word. Then call one student from the other team.</li> </ul> | Recall the words     |          |

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: LOOKING BACK (12 mins)**

**a. Objectives:**

- To help Ss review the process of assimilation in this unit.
- To help Ss revise words and phrases they have learnt in the unit.
- To help Ss revise adverbial clauses of condition and comparison.

**b. Content:**

- Pronunciation: Underline the parts where assimilation occurs. Listen and check. Then practice saying these sentences in pairs. (p.110)
- Vocabulary: Choose the correct answers to complete these sentences. (p.110)
- Grammar: Choose the sentence that best combines each pair of the following sentences. (p.110)

**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   |
|--|---|--|
| <b>Underline the parts where assimilation occurs. Listen and check. Then practice saying these sentences in pairs. (4 mins)</b>  |   |  |
| <ul style="list-style-type: none"> <li>- Ask Ss to listen to the recording and underline the sounds that can be affected by assimilation.</li> <li>- Check answers as a class by playing the recording several times if needed.</li> <li>- Ask Ss to practise the questions in pairs. Draw their attention to the sounds that are assimilated.</li> <li>- Call on some Ss to read the sentences out loud in front of the class.</li> </ul> | <ul style="list-style-type: none"> <li>- Students pronounce the words, and choose the correct answers.</li> </ul> | <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Have you been to the new conservation park in town?<br/>/ˌkɒnsə'veɪʃn 'pɑ:k]</li> <li>2. Animals are brought to the park from different places.<br/>/'dɪfrənp 'pleɪs]</li> <li>3. My sister follows a special diet and she doesn't eat red meat. /'reb 'mi:t]</li> <li>4. We got back home from a trip to the animal rescue centre. /'gɒp 'bæk]</li> </ol> |
| <b>Choose the correct answers to complete these sentences. (4 mins)</b>  |   |  |
| <ul style="list-style-type: none"> <li>- Ask Ss to choose the correct word in each of the sentences.</li> </ul>  | <ul style="list-style-type: none"> <li>- Ss work in pairs</li> <li>- Ss solve the crossword.</li> </ul>           | <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. survive</li> </ol>   |



|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>- Have Ss do this activity individually, then compare their answers with their partners.</li> <li>- Check answers by asking individual Ss to write correct words on the board.</li> </ul>  |  | <ul style="list-style-type: none"> <li>2. conserve</li> <li>3. captivity</li> <li>4. extinct</li> </ul>                    |
| <p><b>Choose the sentence that best combines each pair of the following sentences. (4 mins)</b></p>   |  |  |
| <ul style="list-style-type: none"> <li>- Explain that Ss have to make complex sentences from each pair of sentences.</li> <li>- Have Ss do this activity individually, then compare their answers with their partners.</li> <li>- Check answers by asking individual Ss to write the sentences on the board. Have Ss explain what grammatical form they have used and why.</li> </ul> | <ul style="list-style-type: none"> <li>- Ss choose the best answer.</li> </ul> | <p><b>Answer key:</b></p> <ul style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. C</li> <li>4. D</li> </ul> |

**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 poster presentation.

**b. Content:**

- Protecting endangered species

**c. Expected outcomes:**

- Students practice giving a presentation.

**d. Organisation**

| TEACHER'S ACTIVITIES   | STUDENTS' ACTIVITIES  | CONTENTS                              |
|--|---|---------------------------------------|
| <ul style="list-style-type: none"> <li>- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster presentation.</li> <li>- Have Ss work in their groups. Give them a few minutes to get ready for their poster presentations. Ask them to decide who is going to stand by the group poster and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters.</li> <li>- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while studying their classmates' posters and asking questions about them. They should also</li> </ul> | <ul style="list-style-type: none"> <li>- All groups exhibit their posters and make presentations.</li> <li>- When one group makes a presentation, others listen and complete the evaluation sheet.</li> </ul> | <p><i>Students' presentations</i></p> |



|  |  |  |
|--|--|--|
| <p>write comments if they have any. The group representatives should also complete their self-assessment checklist.</p> <ul style="list-style-type: none"><li>- If necessary, go through the assessment criteria to make sure Ss are familiar with them.</li><li>- Have groups display their posters. Ask the group representatives to stand next to their posters while the rest of the class walk around, study the posters, and ask questions about them. In stronger classes, you can have group members take turns to stand by the poster and answer questions.</li><li>- Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster.</li><li>- You can also give Ss marks for their posters and poster presentations as part of their continuous assessment.</li></ul> |  |  |
|--|--|--|

**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 9.

**Board Plan**

|  |
|--|
| <p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>Unit 8: WILDLIFE CONSERVATION</b></p> <p style="text-align: center;"><b>Lesson 8: Looking back and project</b></p> <p><b>*Warm-up</b><br/>Revise vocabulary</p> <p><b>* Looking back</b></p> <ul style="list-style-type: none"><li>- Pronunciation</li><li>- Vocabulary</li><li>- Language</li></ul> <p><b>* Project: Protecting endangered species</b></p> |
|--|



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM  
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI

**\*Homework**