

D.O.P: 09/03/2025**UNIT 8: WILDLIFE CONSERVATION****D.O.T: 10/03/2025****Lesson: Reading – Wildlife conservation news****Week: 25- Period: 73****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*

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- STUDENTS' ACTIVITIES	CONTENTS
Spot the word - 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. - Students find words - The pair with the most correct words becomes the winner.	1. volunteer 2. stress 3. species 4. measure 5. awareness 6. conservation 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 -STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs. Discuss the following questions. (4 mins) <ul style="list-style-type: none"> - Have Ss work in pairs and ask Ss questions in the book: Do you often read news stories about wildlife? What are they about? - Students work in pairs and answer the questions. - 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. - Encourage Ss to guess freely. Accept Ss' possible answers and further discuss them by elaborating follow-up questions about the topic. - Students give their ideas - Invite some groups to share their ideas with the class before reading. 	Suggested answers: The answer depends.
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.

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 -STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the news items and choose the most suitable headline for each one. There are Two extra headlines. (6 mins)	Answer key: 1. B 2. A

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

e. Assessment

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

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

a. Objectives:

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To help Ss use the language and ideas from the unit to express their ideas and opinions.

b. Content:

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

c. Expected outcomes:

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

d. Organisation

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

e. Assessment

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

5. CONSOLIDATION (3 mins)**a. Wrap-up**

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

b. Homework

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

D.O.P: 09/03/2025**D.O.T: 11/03/2025****Week: 25- Period: 74****UNIT 8: WILDLIFE CONSERVATION****Lesson: 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*

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 -STUDENTS' ACTIVITIES	CONTENTS
Game: Yes or No - Teacher calls on some students to the board (each time one student). Then give him/her one picture (of an animal) - Students ask and answer. Ape, koala, elephant, tiger - The rest of the class have to guess what the animal is by asking: is it a ...	

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 -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. - Students work individually to decide. - Tell Ss to order each activity in order of its importance to conserving wildlife. - Encourage Ss to discuss the activities and give opinions while discussing rather than just ranking them purely. - Students share their answers. - Check answers as a class by calling on pairs to read and explain the reasons for their answers. 	<p><i>Suggested answer:</i> 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 -STUDENTS'ACTIVITIES	CONTENTS
<p>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> <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. 	<p><i>Suggested answers:</i> 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? B: I think we should start the event with</p>

- Students work in groups, use the notes and think of ways to give responses.
- Have Ss brainstorm as many ideas as possible and discuss the reasons for their choices.
- Students add more reasons.
- 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.
- Report group's answers to the whole class.
- Call on some pairs to act out/read their conversation aloud to class.

a speaking competition about wildlife conservation. Students can debate the importance of wildlife and how we can protect it.

C: I like your idea, but how will a speaking competition help preserve wildlife?

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?

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.

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.

B. Great idea! ...

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 -STUDENTS'ACTIVITIES	CONTENTS
<p>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> <ul style="list-style-type: none"> - Have Ss form groups to summarize the activities they have discussed and present them to class. - Students work in groups, practice before taking the stage. - 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. 	<p>Work in groups. Summarise your ideas and present the activities for the World Wildlife Day to the class. Vote for the best ideas.</p>

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

D.O.P: 09/03/2025**D.O.T: 14/03/2025****Week: 25- Period: 75****UNIT 8: WILDLIFE CONSERVATION****Lesson: 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*

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 -STUDENTS' ACTIVITIES	CONTENTS
Watching a video <ul style="list-style-type: none"> - Teacher asks students to watch a video. - Students watch the video. https://www.youtube.com/watch?v=F7ZvodUuXRE <ul style="list-style-type: none"> - Ask ss to give the names of the endangered species in the video. 	<i>Suggested directions:</i> 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	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). - Students work in pairs and give answers. - 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. 	
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. B 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
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<p>Task 3: Listen to a talk and choose the correct answer A, B, or C. (10 mins)</p> <ul style="list-style-type: none"> - Tell Ss that they're going to listen to a talk about tigers. - Students listen and choose the correct answer. - 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. 	<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. - Students listen and fill in each gap with one word/number. - 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 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. 4500 2. destroyed 3. survive 4. skins 5. medicines 	

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.

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	CONTENTS
<p>Task 5: Work in groups. Discuss the questions.</p> <ul style="list-style-type: none"> - 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. - Students work in pairs and discuss. - Invite some pairs to share their answers with the whole class. 	<p><i>Suggested answer:</i></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.