

D.O.P: 15/02/2025

**UNIT 7: THE WORLD OF MASS MEDIA**

D.O.T: 19/02/2025

Lesson: **Language**

Week: 22- Period: 64

**I. OBJECTIVES**

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

**1. Knowledge**

- Understand and use words and phrases related to mass media;
- Identify and pronounce linking /r/ between two vowels;
- Use adverbial clauses of manner and result 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 responsible for the community.

**II. MATERIALS**

- Grade 12 textbook, Unit 7, Language
- 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.

**b. Content:**

- Watch a video

**c. Expected outcomes:**

- Students can get an overview of the lesson.

**d. Organisation:**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<b>Watch a video</b> <ul style="list-style-type: none"> <li>- Teacher prepares a video about the linking /r/ and asks Ss to watch the video and write down the words with linking /r/ in the video.</li> <li>- Students watch the video and write down the words with linking /r/.</li> <li>- Teacher plays the video once.</li> <li>- Teacher checks answers with the whole class.</li> </ul> Students check their answers with the class. <ul style="list-style-type: none"> <li>- Teacher replays and pauses the video if necessary.</li> </ul>	<b>- Link:</b> <a href="https://www.youtube.com/watch?v=wLprxwzWtc4">https://www.youtube.com/watch?v=wLprxwzWtc4</a>

**e. Assessment**

- Teacher observes and gives feedback.

**2. ACTIVITY 1: PRONUNCIATION (12 mins)****a. Objectives:**

- To help Ss recognise and practise the linking /r/ between the two vowels.

**b. Content:**

- Task 1: Listen and repeat. Then practise saying the words. (p.90)
- Task 2: Mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences (p.90)

**c. Expected outcomes:**

- Students can correctly pronounce the linking /r/ between the two vowels.

**d. Organisation**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Listen and repeat. Then practise saying the sentences in pairs. (6 mins)</b></p> <ul style="list-style-type: none"> <li>- Have Ss read the Remember box to understand when the linking /r/ occurs between two vowels.</li> <li>- Ask Ss to listen to the recording. Have them pay attention to the linking /r/ marked in each sentence. In weaker classes, explain why the linking /r/ happens using the Remember box! (e.g. 1. The linking /r/ occurs between the vowel /ə/ at the end of the word 'sure' and the vowel of the next word, which is /ə/)</li> <li>- Students listen to the recording, and then repeat the words.</li> <li>- Ask Ss to listen to the recording again, but this time, have them practice saying these sentences.</li> <li>- Students add more examples of the words that contain the linking /r/.</li> </ul>	<p><b>Audio script:</b></p> <ol style="list-style-type: none"> <li>1. I'm sure an advert there can help draw attention to the event.</li> <li>2. We can't afford to promote the show as if it were a big profit-making event.</li> <li>3. Perhaps you should consider all of our suggestions.</li> <li>4. I'll phone the local newspaper to see if they offer any discounts for charity advertising.</li> </ol>
<p><b>Task 2: Mark the places where the linking /r/ can appear. Listen and check. Then practise saying the sentences (6 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to read quickly through th to get a broad understanding.</li> <li>- Students mark the places where the linking /r/ can appear. Then listen to the recording.</li> <li>- Have Ss underline the words that contain the three diphthongs in each sentence individually. Then ask them to work in pairs to compare their answers.</li> <li>- Check answers as a class by playing the recording. Pause after each sentence and confirm the answers.</li> <li>- Students read the whole text aloud.</li> <li>- Put Ss in pairs and have them practise reading the sentences aloud.</li> </ul> <p><b>Extension:</b> Ss work in pairs and make up new sentences using words which contain these three dipsthangs. Then they take turn to read out their sentences and the other S has to tell how many words contaning /ɔɪ/, /aɪ/, and /aʊ/ they can hear.</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. I saw an interesting advert about the charity event.</li> <li>2. Traditional mass media, for example, TV and newspapers, are still popular.</li> <li>3. There are more adverts on TV nowadays.</li> <li>4. There is a law against sharing private photos without permission.</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 / phrases related to the topic *The mass media*.
- To help Ss practise the words in meaningful contexts.

**b. Content:**

- Task 1: Match the words with their meanings. (p.90)
- Task 2: Complete the text using the correct forms of the words in Task 1. (p.91)

**c. Expected outcomes:**

- Students understand the meaning of words, memorise them and are able to use them in meaningful contexts.

**d. Organisation**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Match the words with their meanings. (6 mins)</b> <ul style="list-style-type: none"> <li>- Tell Ss that the words in the activity are related to the mass media.</li> <li>- Students match each word on the left with the meaning on the right.</li> <li>- Have Ss match each word on the left with the meaning on the right. Encourage Ss to study the meanings and underline key words.</li> <li>- Students study the meanings and underline key words.</li> <li>- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.</li> <li>- Check answers as a class.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. <i>d</i></li> <li>2. <i>c</i></li> <li>3. <i>e</i></li> <li>4. <i>b</i></li> <li>5. <i>a</i></li> </ol>
<b>Task 2: Complete the text using the correct forms of the words in Task 1. (6 mins)</b> <ul style="list-style-type: none"> <li>- Ask Ss to work individually. Tell them to read the text carefully to decide which word in 1 can be used to complete each of the sentences. Remind them to use the contextual clues to decide on the word/phrase.</li> <li>- Students read the sentences carefully and decide which words can be used.</li> <li>- Have Ss compare their answers in pairs. Check answers as a class. Have individual Ss call out the word they have used for each sentence first.</li> <li>- Students explain the meaning of each phrase.</li> <li>- Students read the complete text.</li> <li>- Confirm the correct answers. In stronger classes, ask Ss to explain why they have chosen the word for each blank using contextual clues.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. <i>updated</i></li> <li>2. <i>the press</i></li> <li>3. <i>reliable</i></li> <li>4. <i>fake news</i></li> <li>5. <i>bias(es)</i></li> </ol>

**e. Assessment**

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

**4. ACTIVITY 3: GRAMMAR (13 mins)****a. Objectives:**

- To help Ss recognise the use of adverbial clauses of manner and result;
- To help Ss practise using adverbial clauses of manner and result.

**b. Content:**

- Task 1: Combine the sentences using suitable adverbial clauses. (p.91)
- Task 2: Work in pairs. Talk about a type of mass media you use in your everyday life, using adverbial clauses of manner and result. (p.91)

**c. Expected outcomes:**

- Students know how to use adverbial clauses of manner and result and can apply it to give a short talk on the given topic.

**d. Organisation**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Combine the sentences using suitable adverbial clauses. (6 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to read the notes in the Remember box to remember the use of adverbial clauses of manner and result. Give more explanation and examples if necessary.</li> <li>- Students read the notes in the Remember box.</li> <li>- Ask Ss to complete the sentences with the suitable adverbial clauses. Tell them to pay attention to the meaning of each sentence and the grammatical clue (i.e. what are the relationship between two clauses, and which subordinating conjunctions are/should be used).</li> <li>- Students complete the sentences with the suitable adverbial clauses</li> <li>- Check answers as a class. Go through each sentence and ask Ss to explain for their answer, e.g. <i>1. The adverbial clause here shows the manner of the action in the main clause. It uses the subordinating conjunction 'like'. So the answer should be "My brother was looking at me like he was guilty of something".</i></li> <li>- Students explain their answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. he was guilty of something</li> <li>2. that people sometimes get confused</li> <li>3. as if the pain didn't affect him at all</li> <li>4. that it allows people to share information and ideas from around the world</li> </ol>
<p><b>Task 2: Work in pairs. Talk about a type of mass media you use in your everyday life, using adverbial clauses of manner and result. (7 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to work in pairs. Ask them to take turns to talk about a type of mass media they use in their everyday life. They should make 3-5 sentences, using adverbial clauses of manner and result as much as they can.</li> <li>- Students work in pairs and talk about a type of mass media they use in their everyday life</li> <li>- Encourage them to study the example in pairs first. Tell them to pay attention to the use of adverbial clauses of manner and result.</li> <li>- Present their ideas in front of class.</li> </ul>	<p><b>Suggested answers:</b></p> <p>I use social media sites every day to access news and entertainment. There is <b>such</b> a wide range of information and entertainment on social media <b>that I often spend many hours surfing the Internet every day.</b> I use social media <b>so much that sometimes my parents are worried about me.</b> They think that I behave <b>as if I were</b></p>

<ul style="list-style-type: none"><li>- Encourage them to speak without writing down the sentences. For weaker class, allow them to write the sentences first before reading them aloud.</li><li>- When they finish, invite some pairs to read the sentences aloud in front of the class. Correct any misuse of adverbial clauses of manner and result.</li></ul>	<p><b>addicted to social media.</b> They may be right. If I don't go on social media, I feel <b>like I'm missing out.</b></p>
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**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

**D.O.P: 16/02/2025**  
**D.O.T: 21/02/2025**  
**Week: 22- Period: 65**

**UNIT 7: THE WORLD OF MASS MEDIA**  
**Lesson: Reading – Digital media vs. traditional media**

### **I. OBJECTIVES**

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

#### **1. Knowledge**

- Develop reading skills for general ideas and for specific information about digital media and traditional media.

#### **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 for the community.

### **II. MATERIALS**

- Grade 12 textbook, Unit 7, 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:**

- Board race

##### **c. Expected outcomes:**

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

##### **d. Organisation:**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Board race	.

<ul style="list-style-type: none"> <li>- Teacher divides the class into 2 teams and the board in four sections and gives a board pen to one of the Ss in each team.</li> <li>- Students come to the board one by one to write the answer</li> <li>- Teacher calls out the theme (<i>Traditional and digital media</i>) and gives them two minutes to write as many names of traditional and digital media as they can in 2 minutes.</li> <li>- Each student of the team comes to the board and writes down a name.</li> <li>- When the game is finished, teacher has teams check each other's spelling and count how many correct names each team has written.</li> <li>- Teacher leads in the new lesson by asking some questions.</li> <li>- Students check their answers with the class.</li> </ul>	<p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- <b>Digital media</b> <ul style="list-style-type: none"> <li>+ websites</li> <li>+ social media</li> <li>+ videos</li> <li>+ video games</li> <li>+ digital advertising</li> <li>+ software</li> </ul> </li> <li>- <b>Traditional media</b> <ul style="list-style-type: none"> <li>+ printed newspapers</li> <li>+ broadcast TV</li> <li>+ radio</li> <li>+ billboards</li> <li>+ banner ads</li> <li>+ printed magazines</li> </ul> </li> </ul>
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### e. Assessment

- Teacher observes and gives feedback.

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

<p><b>a. Objectives:</b></p> <ul style="list-style-type: none"> <li>- To get students learn vocabulary related to the topic;</li> <li>- To activate prior knowledge about the topic and get Ss involved in the lesson.</li> </ul> <p><b>b. Content:</b></p> <ul style="list-style-type: none"> <li>- Task 1: Work in pairs. Discuss the questions. (p.92)</li> <li>- Pre-teach vocabulary</li> </ul> <p><b>c. Expected outcomes:</b></p> <ul style="list-style-type: none"> <li>- Students can identify some vocabulary related to the topic.</li> </ul> <p><b>d. Organisation</b></p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1. Work in pairs. Discuss the questions. (4 mins)</b></p> <ul style="list-style-type: none"> <li>- Focus Ss' attention on the heading and ask them to tell you the difference between the two. Elicit types of digital and traditional media.</li> <li>- Students work in pairs and answer the questions.</li> <li>- Ask Ss to read the first section of the article and say if their answers were correct.</li> <li>- Students write questions they want to know on the board.</li> <li>- Put Ss in pairs to discuss the questions.</li> <li>- Ask some pairs to share their answers with the whole class.</li> </ul>	<p><b>Suggested answer:</b></p> <p>Yes, I think digital media can replace traditional media to some extent because it is more convenient and allows us to share information quickly. However, traditional media is still popular among certain groups of people who prefer traditional formats like newspapers, radio, or television.</p>
<p><b>Vocabulary pre-teaching (5 mins)</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>- Students listen to the teacher's explanation and guess the words.</li> </ul>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. convenient (adj)</li> <li>2. flexible (adj)</li> <li>3. reliable (adj)</li> <li>4. fact-check (v)</li> <li>5. struggle (v)</li> </ol>



<ul style="list-style-type: none"> <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> <li>- Students write down the new words on their notebook.</li> </ul>	
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**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 get Ss to practise guessing the meaning of words from context;
- To help Ss develop reading skills for general information;
- To help Ss develop reading skills for specific information.

**b. Content:**

- Task 2: Read the article. Match the highlighted words with their meanings. (p.92)
- Task 3: Read the article again. Write Q next to Quang's opinion, H next to Hoa's opinion, and N if it is not their opinion. (p.93)
- Task 4: Read the article again. Choose the correct answers. (p.93)

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2: Read the article. Match the highlighted words with their meanings. (8 mins)</b> <ul style="list-style-type: none"> <li>- Ask Ss to read the whole text to get an overall idea.</li> <li>- Students read the words first, then skim through each section.</li> <li>- Focus their attention on the highlighted words and ask them to study the context, including the sentence containing the word as well as neighbouring sentences, carefully.</li> <li>- Students choose the best suitable definition.</li> <li>- Encourage Ss to look for context clues to help them guess the meaning, e.g. The phrase 'via electronic devices' explains how digital media reaches people, which suggests that the best match for 'distributed' is Option d.</li> <li>- Students check answers with the whole class and give explanations for their choice.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. d</li> <li>2. c</li> <li>3. b</li> <li>4. a</li> </ol>
<b>Task 3: Read the article again. Write Q next to Quang's opinion, H next to Hoa's opinion, and N if it is not their opinion. (6 mins)</b> <ul style="list-style-type: none"> <li>- Ask Ss to read the statements and make sure they understand them.</li> <li>- Students read the statements and make sure they understand them.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1 – Q</li> <li>2 – N</li> <li>3 – N</li> </ol>



<ul style="list-style-type: none"> <li>- Encourage them to underline the key words in each statement, paying attention to the differences between these statements. <i>E.g. 1. The key words are “will replace” and “soon”. 2. The key words are “will replace” and “won’t be soon”</i></li> <li>- Students underline the key words in each statement.</li> <li>- Ask Ss to read each piece of opinion in the article. Tell them to identify the conclusion of the argument in each piece. In weaker classes, encourage them to pay attention to the first and the last sentences of each piece as the conclusion of the argument is often located there.</li> <li>- Students read the text and identify the conclusion of the argument</li> <li>- Check answers as a class.</li> <li>- Students check answers with the whole class and give explanations for their choice.</li> <li>- Have some Ss read aloud clues from the text which help them find the correct answer. <i>E.g. In the last sentence of his opinion piece, Quang says that “it won’t be long before traditional media becomes a thing of the past.” It means that in his opinion, digital media will replace traditional media soon, so Quang’s opinion is 1.</i></li> </ul>	<p>4 – H 5 – N</p>
<p><b>Task 4: Read the article again. Choose the correct answers. (6 mins)</b></p> <ul style="list-style-type: none"> <li>- Tell Ss that in an argument, there are two main parts: reasons and conclusion. Tell them that they are now focusing on the reasons Quang and Hoa give to arrive at their conclusions in Activity 3.</li> <li>- Students read and underline the key words in the questions and options.</li> <li>- Encourage them to read and underline the key words in the questions and options.</li> <li>- Have Ss read the text and locate the key words, as well as paraphrases of these key words. (<i>e.g. 1B. can be accessed easily = “freely accessible” in the text</i>)</li> <li>- Students choose the option(s) that match(es) the information in the text.</li> <li>- Choose the option(s) that match(es) the information in the text. Remind them that some questions require more than one correct answer.</li> <li>- Watch out for distractors, especially options that may be mentioned in part in the text, but are not true. (<i>e.g. 1A. free to use ≠ “freely accessible” in the text</i>)</li> <li>- Students check answers with the whole class and give explanations for their choice.</li> <li>- In weaker classes, write the outlines of Quang’s and Hoa’s arguments on the board for the students to see the structure of the argument more clearly. In stronger classes, encourage them to write these outlines themselves.</li> <li>- For Questions 2 and 4, remind the students that they also need to pay attention to neighbouring sentences and any linkers used with each statement. <i>E.g. 2. The statement that many organisations can reach its customers via digital media is given after the linker “for example”. It shows that this</i></li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. B, C, D</li> <li>2. C</li> <li>3. A, C, D</li> <li>4. B</li> </ol>

*statement is an example of the previous statement (“digital media forms are more interactive”). So C is the correct answer.*

- Check answers as a class.

#### 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 give students authentic practice in using target language.

##### b. Content:

- Task 5: Work in pairs. Discuss the following questions.

*After reading the article, who do you agree with, Hoa or Quang? Why? (p.93)*

##### c. Expected outcomes:

- Students can use the language and ideas from the unit to express their ideas and opinions.

##### d. Organisation

TEACHER AND STUDENTS’ ACTIVITIES	CONTENTS
<p><b>Task 5: Work in pairs. Discuss the following question. After reading the article, who do you agree with, Hoa or Quang? Why?</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to work in pairs. Have them discuss the question. Encourage them to explain their opinion.</li> <li>- Students practise speaking in pairs.</li> <li>- Invite some pairs to share their answers with the whole class.</li> <li>- Students share their answers with the whole class.</li> <li>- Ask other Ss to give comments and correct any mistakes if possible.</li> <li>- Students listen and give feedbacks.</li> </ul>	<p><b>Suggested answers:</b></p> <p>We agree with Hoa’s opinion. Digital media is very powerful, but not without limitations. Digital media sources are not always reliable. People in certain areas still have limited access to the Internet and don’t always find it easy to use smart devices. Therefore, we believe that people will continue to use different sources of information or types of mass media to take full advantage of each one.</p>

#### 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:** 16/ 02/2025  
**D.O.T:** 22/02/2025  
**Week:** 22- **Period:** 66

**UNIT 7: THE WORLD OF MASS MEDIA**  
**Lesson: Speaking – Types of mass media**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about types of mass media;
- Memorise vocabulary to talk about types of mass media.

**2. Competences**

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

**3. Personal qualities**

- Be responsible for the community.

**II. MATERIALS**

- Grade 12 textbook, Unit 7, 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:**

- Solve the puzzle

**c. Expected outcomes:**

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

**d. Organisation:**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Solve the puzzle</b></p> <ul style="list-style-type: none"> <li>- Teacher divides class into two groups.</li> <li>- Students take turns, choose a number and answer the question.</li> <li>- There are four questions, the answers of which provide four clues for the key word.</li> <li>- Students guess the key word.</li> <li>- Each group chooses a question. If they have a correct answer, they get one point.</li> <li>- Students explain their key word.</li> <li>- If a team can guess the key word, they will get 5 points.</li> <li>- The team with more points is the winner.</li> <li>- Teacher leads in the lesson.</li> </ul>	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. It's an international computer network connecting other networks and computers that allows people to share information around the world. What is it? → (the) Internet</li> <li>2. It's a piece of electrical equipment with a screen on which you can watch programmes with moving pictures and sounds. What is it? → TV/ television</li> <li>3. It's a piece of equipment used for listening to programmes that are broadcast to the public. What is it? → radio</li> <li>4. It's a set of large printed sheets of paper containing news, articles, advertisements, etc. and published every day or every week. What is it? → printed newspaper ➔ <b>KEY WORD:</b> Mass media</li> </ol>

**e. Assessment**

- Teacher observes and gives feedback.

**2. ACTIVITY 1: CONTROLLED PRACTICE (15 mins)**

**a. Objectives:**

- To provide knowledge and language input for the main speaking task;
- To provide vocabulary related to the topic.

**b. Content:**

- Task 1: Work in pairs. Discuss the different types of mass media. Make notes in the table below. (p.94)
- Vocabulary

**c. Expected outcomes:**

- Students can identify and gain some vocabulary to complete speaking tasks.
- Students can come to the final table about the characteristics of different types of mass media.

**d. Organisation**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Work in pairs. Discuss the different types of mass media. Make notes in the table below. (10 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to study the table and the example. Make sure they understand the words in the rows, columns and example.</li> <li>- Students share what they know about different types of mass media.</li> <li>- In weaker classes, explain to them what the example means.</li> </ul>	<p><i>E.g. In general, the cost of creating content and advertising on TV is very high. However, we can present both audio and visual information on TV and reach a very large group of audience. Moreover, the</i></p>

<p><i>E.g. In general, the cost of creating content and advertising on TV is very high. However, we can present both audio and visual information on TV and reach a very large group of audience. Moreover, the information on TV is generally reliable and credible.</i></p> <ul style="list-style-type: none"> <li>- Put Ss in pairs to complete the table. Remind them that they should give general comments about the mass media only (i.e., what is true about most print newspapers etc.).</li> <li>- Invite some students to share their answers with the class.</li> <li>- Students note down the information in the table.</li> </ul> <p>Students' answers (Suggested answers- see appendix)</p>	<p><i>information on TV is generally reliable and credible.</i></p>
<p><b>Vocabulary (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms ...)</li> <li>- Students listen to the teacher's explanation and guess the words.</li> <li>- Teacher checks students' understanding with the "Rub out and remember" technique.</li> <li>- Teacher asks Ss to take notes on their notebooks.</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. leaflet (n)</li> <li>2. brochure (n)</li> <li>3. promotion (n)</li> <li>4. cyberbullying (n)</li> </ol>

### e. Assessment

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

### 3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (23 mins)

#### a. Objectives:

- To give Ss an opportunity to use the language and ideas from the unit to respond to real-life situations.
- To give Ss an opportunity to summarise and present a group discussion to the class.

#### b. Content:

- Task 2: Work in groups. Discuss the following situations and decide on the most suitable type of media to use in each situation. Provide reasons for your choice. (p.94)
- Task 3. Report your answers to the whole class. Vote for the best idea for each situation. (p.94)

#### c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the most suitable type of media.

#### d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 2: Work in groups. Discuss the following situations and decide on the most suitable type of media to use in each situation. Provide reasons for your choice. (15 mins)</b></p> <ul style="list-style-type: none"> <li>- Put Ss in groups. Ask them to study the situations in the book before discussing them. Encourage them to underline the key words in each situation.</li> <li>- Students work in groups to discuss the given situations.</li> </ul>	<p><b><i>Suggested answer:</i></b></p> <p>2. A: To raise our classmates' awareness of cyberbullying, we plan to send them some information and videos about the issue. Since it's both visual and audio content, I don't think we can use leaflets or the school newsletter. Perhaps we should send the materials</p>

<ul style="list-style-type: none"> <li>- In weaker classes, ask them to look at some useful expressions for discussion in the appendix of their book if they need help.</li> <li>- Walk around and offer help when necessary.</li> <li>- Students compare their notes with their partners.</li> </ul>	<p>via email. It will be quick and free.</p> <p>B: I agree. But not all students in our school have email accounts. Mass emails usually end up in the spam folder. Many students may not even notice that they have received the information and videos. Or they may think it's a spam email and just delete it.</p> <p>C: How about our school website? It's a credible source of information and most students visit it every day.</p> <p>A: Good idea! And it'll be free of charge! But we need to ask for permission from the head teacher.</p> <p>B: That shouldn't be a problem. I'm sure we'll get the permission to post information on our school website. This will be part of the school anti-bullying campaign.</p> <p>3.</p> <p>A: We need to inform people about the upcoming collection of books and clothes for charity. Since we only need to include some text and perhaps a couple of pictures, I think something simple like leaflets is the way to go. Besides, they're more affordable for a non-profit making event like this one.</p> <p>B: I agree that they're cheap and simple to make. But many people may not pay much attention to them. They may mistake our leaflets as product adverts and throw them away.</p> <p>C: I see. How about social media sites? People can share the information with their friends and family quickly, so we can reach a large number of people. Creating social media posts is also easy and doesn't cost anything.</p> <p>A &amp; B: Yes, that's a good idea.</p>
<p><b>Task 3: Report your answers to the whole class. Vote for the best idea for each situation.</b></p> <ul style="list-style-type: none"> <li>- Have a representative from all groups share their plan in front of the class.</li> <li>- Students work in groups, use the notes and talk about</li> </ul>	<p><b>Suggested answers:</b></p> <p>2. In our discussion, we talked about ways to raise our classmates' awareness of cyberbullying.</p> <p>We considered sending information and</p>

<p>the most suitable type of media.</p> <ul style="list-style-type: none"> <li>- Praise for good effort, well-structured responses and fluent delivery.</li> <li>- Students add more details if they can.</li> <li>- After all groups present their plans to a situation, ask the class to vote for the best programme (suggested criteria: number of activities, duration, participants, preparation for the event...). Remind Ss not to vote for their own plan. Count the votes for each group and announce the best plan.</li> <li>- Vote for the best idea.</li> </ul>	<p>videos via email, but were worried about spam filters.</p> <p>Finally, we've agreed that the school website is a better option, as it's a credible source and widely accessed by students. In order to post information on it, we plan to seek permission from the head teacher first.</p> <p>3. We've just discussed how to inform people about an upcoming charity event for book and clothes collection. At first, we considered making leaflets because they are easy to design and affordable. However, some of us expressed concerns about people disregarding them. Finally, we've all agreed that sharing the information on social media sites would be more effective for reaching a larger audience quickly and at no cost.</p>
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**e. Assessment**

- Teacher observes, 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 the characteristics of different mass media forms.
- Prepare for the next lesson – Listening