**Period 10 UNIT 2: HUMANS AND THE ENVIRONMENT**

**Lesson 1: Getting started – Go Green Club**

**I/ Learning outcomes:**

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

1. **Knowledge:**

- Have an overview about the topic Human and the Environment.

- Gain vocabulary to talk about activities to adopt a greener lifestyle.

1. **Competences:**

- Develop communication skills and environmental awareness.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

1. **Attributes:**

- Develop a greener lifestyle and awareness of environmental issues;

- Be responsible to the environment.

**II/ Teaching and learning resources:**

* Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, and posters

**III/** **PROCEDURE:**

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| **Aims** | **Content** | **Outcomes** | **Steps** |
| **ACTIVITY 1: IN TRODUCTION & ENGAGE/ WARM UP (5’)** | | | |
| - Introduce the unit topic ( Humans and the environment);  - Introduce some vocabulary to be learnt in the unit. | **1a. What are they doing?**  **1b. What for? (2’)**  People cleaning the beach with a stick  Description automatically generated | Students’ oral prediction about the topic  **Suggested answer:**  2a. collecting garbage on the beach./ cleaning up the beach.  2b. to protect the environment. | **Elicit**  Show the picture to elicit the topic |
| **2. List the work that you** **do to protect the environment (3’)**    T gives some cues to help students if they can’t do the task. | List of the work to protect the environment  **Expected answers:**  - planting trees.  - collecting garbage.  - sweeping school yard/ classrooms.  - Saving water, energy.  - watering flowers, plants  - taking out garbage.  - …………………. | Work in pairs to list some of the work that you do to protect the environment on the board |
| **ACTIVITY 2: STUDY/ PRESENTATION (15’)** | | | |
| - Understand the related words in the environment.  - Introduce the grammar points to be learnt in the unit. | 1. **Vocabulary**  1. adopt (v) /əˈdɒpt/: start to use a particular method  2. awareness (of) (n) /əˈweənəs/: interest in and concern about a particular situation or area of interest  A logo of a group of people  Description automatically generated  3. carbon footprint (n) /ˌkɑːbən ˈfʊtprɪnt/: a measure of the amount of carbon dioxide that is produced by the activities of a person or company  A diagram of a foot with different types of objects  Description automatically generated  4. set up (v) /set ʌp/: = establish (synonym)  5. reduce (v) /rɪˈdʒuːs/ >< increase ( antonym) | A list of words in notebook | **Elicit**  Give synonym/ Vietnamese equivalent/ example to elicit vocabulary from Ss |
|  | \* ***Listen & repeat*** | Sts’ pronunciation of the words | Listen to the audio/teacher & repeat in chorus then individually |
|  | \* ***Check vocabulary:***  A table with words on it  Description automatically generated | - The missing words on the board.  - Do the task 3.  A screenshot of a computer  Description automatically generated | **Rub out and remember** |
|  | **2**.**Listen & read (5’)**A group of people wearing face masks  Description automatically generated  look at the picture (p.18 - 19) and answer the questions:   * Who are they? * Where are they? * What are they doing? * Is cleaning up the school/ the street/ public places a way to adopt a green lifestyle?   \* T leads to the new lesson.  **\*** T plays the recording twice, has Ss listen to the conversation, read along and underline the activities in the conversation which are good for the environment.  \*\* Ss do the task individually.  \*\*\* Ss share their answers with a partner.  \*\*\*\* T checks their answers with the whole class.  \* T has the Ss read the conversation in pairs.  \*\* Ss read the conversation.  \*\*\* One or two pairs read aloud. | Ss’prediction about the picture  **Suggested answers:**   * They are students. * They are at school. * They are cleaning up the school and planting trees. * Yes, it is.   **Suggested answers:**   * adopting a greener lifestyle. * raising local people’s awareness of environmental issues. * reducing my carbon footprint | Set the context for listening and reading the conversation |
| **ACTIVITY 3: ACTIVATE/ PRACTICE (15’)** | | | |
| Practise reading for specific information | **TASK 2:** **READ AND ANSWER THE QUESTIONS.** (p.19)  **Read the conversation again and answer the following questions.**  \* T asks Ss to work individually to read the questions and underline the key words, then share their ideas with a partner who sits next to them.  \*\* Ss do Task 2 individually first.  \*\*\* Ss share and discuss with their partners about the key words.  \*\*\*\* T corrects their answers as a class.   1. *Who set up the Go Green Club?* 2. *What does the club want to achieve?* 3. *What does Nam think the club will do in the future?* 4. *What is the first activity of the club?* 5. *What is Mike keen to do?* 6. *What do they decide at the end of the conversation?*   \* T asks Ss to scan the conversation, locate the key words to find the answer for each the question with the partner who sits behind them.  \*\* Ss do the task in pairs.  \*\*\*\* T divides the class into two big teams, and has Ss in each team take turns to choose a number in the game Lucky number to check the answers.  *Nam will tell Mike the time and the place of the club meeting.*  . | - Ss’ oral prediciton  - Ss’ answers  *Key:*   1. *The Youth Union in Nam’s school set it up.* 2. *The club wants to improve the environment and encourage people to adopt a greener lifestyle.* 3. *He thinks the club will organize more activities to raise people’s awareness of environmental issues.* 4. *It is cleaning up the school right after the ceremony* 5. *He is keen to reduce his carbon footprint.* | **Predict then listen and read the conversation**  - Work in pairs  - Peer correction  - Teacher’s feedback |
| - Identify the present simple and the present continuous, and how they are used in sentences | **TASK 4: COMPLETE THE FOLLOWING SENTENCES BASED ON THE CONVERSATION IN TASK 1.** (p.19)  A questionnaire with black text  Description automatically generated  \* T has Ss read each sentences, try to think of a verb or an auxiliary verb that will complete the gap.  \*\* Ss do the task individually.  \*\*\* Ss share the answers with a peer.  \*\*\*\* T asks the whole class to call out the verb forms first, then calls on individual Ss to read the complete sentences. | Completed sentences  using the present simple and the present continuous  *Key:*  *1. was set up*  *2. are / ‘re going to*  *3. will / ‘ll* | - Do the task individually  - share the answers with a peer.  - Teacher’s feedback |
| **ACTIVITY 4: CONSOLIDATION/ PRODUCTION (5’)** | | | |
| Help students memorise the target language and skills that they have learned | **1.WRAP-UP (3’)**  Watch the video clip and list all the work done to protect the environment in the video | - Ss’ list of household chores on the poster  **Suggested answers:**  *- planting trees.*  *- collecting garbage.*  *- sweeping school yard/ classrooms.*  *- Saving water, energy.*  *- watering flowers, plants*  *- taking out garbage.* | **Watching and listening**  -Work in 4 groups  -Peer correction  - Teacher’s feedback |
| Inform students what the final product of the project should be and how students can prepare for it. | **2.** **HOMEWORK (2’)**  1. Exercises in the workbook  2. Project preparation  \* Teacher:  - Has Ss look at the last page of Unit 2, the Project lesson and asks them what topic of the project is.  - Tells them the project requirements: Ss will have to make a plan for a Go Green Weekend in which they will:  + suggest activities for the event, provide the reasons and expected results of the activities;  + include information as stated in the table on page 27 in the Student’s Book.  + present their plans in the last lesson of the unit.  - Reminds Ss that beside brainstorming Go Green Weekend activities, they:  + can search for ideas on the Internet, in the newspapers, etc. for reference.  + should use photos/pictures to illustrate their ideas.  - Puts Ss into groups and has them choose their group leader; Asks them to assign tasks for each member, making sure that all group members contribute to the project work.  - Helps Ss set deadlines for each task. | Ss’ oral presentation of the research results | Groupwork |

**Period 11 UNIT 2: HUMANS AND THE ENVIRONMENT**

**Lesson 2: Language**

**I/ Learning outcomes:**

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

**1. Knowledge**

- Pronounce the consonant blends /kl/, /pl/, /gr/, and /pr/ correctly in isolation and in sentences;

- Understand and use some lexical items about humans and the environment;

- Distinguish and use *will* and *be going to* to talk about the future;

- Use the passive voice correctly.

**2. Competence**

- Be collaborative and supportive in pair work and team work;

- Access and consolidate information from a variety of sources;

- Actively join in class activities.

**3. Attributes:**

- Adopt greener lifestyle and awareness of environmental issues;

- Be responsible for environment protection.

**II/ Teaching and learning resources:**

- Grade 10 textbook, Unit 2, Language

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

**III. PROCEDURES**

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| --- | --- | --- | --- | --- |
| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| WARM-UP | - To arouse the classroom atmosphere.  - To lead in the lesson. | **GUESSING GAME: WHAT AM I GOING TO DRAW?**  -T shows the picture of dark clouds and asks ss “What’s going to happen ?”  -Ss answer.........................................................   * It is going to rain   - T gives comments ,asks some more questions to lead in the lesson.  + Is using these vehicles good for the environment?  + Why is using them not good for the environment? | T-S  S-S  T-S | 4 mins |
| PRONUNCIATION | To help students recognize and practise the consonant blends /kl/, /pl/, /gr/, and /pr/ in individual words. | **TASK 1: LISTEN AND REPEAT.**  **Pay attention to the consonant blends /kl/, /pl/, /gr/, and /pr/.** (p.19)  **\*** T shows the following pictures, and asks Ss to describe each picture with a word.  vCô giáo ôm học sinh trước giờ vào lớp - VnExpress A cracked ground with a flower  Description automatically generated Vẽ tranh tường khu vui chơi trẻ em | Tiểu cảnh sân vườn  class ground play  A picture containing text, clock  Description automatically generated Background pattern  Description automatically generated with medium confidence Chart, sunburst chart  Description automatically generated  gift green clean  **Icon  Description automatically generated** Ví dụ về bảo vệ hòa bình  place protect  - T has Ss work in pairs to categorize those pictures.  \*\* Ss do as instructed.  \*\*\* Ss share their ideas with a partner.  \*\*\*\* T confirms the correct answers and leads in the task.  \* Teacher:  - plays the recording and asks Ss to listen to the words and repeat; tells them to pay attention to the consonant blends. (Teacher can play the recording as many times as necessary)  - makes sure Ss know the meaning of each word.  \*\* Ss do as instructed.  \*\*\*\* T checks whether Ss have improved their pronunciation by randomly calling on individual Ss to read the words aloud. | T-S  S-S  S-S  T-S  T-S  S-S  T-S | 6mins |
| To help students recognise the consonant blends /kl/, /pl/, /gr/, and /pr/ in sentences and pronounce them correctly. | **TASK 2: LISTEN AND PRACTISE SAYING THE FOLLOWING SENTENCES**. (p.19)  \* Teacher:  - checks Ss’ comprehension of the sentences.  - plays the recording, has Ss focus on the words containing the consonant blends and asks them to circle these words.  - plays the recording again, pausing after each sentence, for Ss to repeat.  \*\* Ss do as instructed.  \*\*\* Ss practise reading the sentences in pairs.  \*\*\*\* T goes round to offer help and collects common mistakes to correct as a class. | T-S  S-S  S-S  T-S | 5 mins |
| VOCABULARY | To make sure that students understand the meaning of some lexical items about humans and the environment. | **TASK 1: MATCH THE WORDS AND PHRASES TO THEIR MEANINGS.** (p.20)  **A group of household appliances  Description automatically generated Diagram  Description automatically generated A pair of black footprints  Description automatically generated**  1. household appliances 2. energy 3. carbon footprint  **Shape  Description automatically generated**  4. litter 5. eco-friendly  \* T gives clear instructions.  \*\* Ss work in pairs to discuss and do the matching.  \*\*\* Ss share the answers with the whole class.  \*\*\*\* T confirms the correct answer.  *Key: 1. d - 2. e - 3. a - 4. b - 5. c* | T-S  S-S  S-S  T-S | 4 mins |
| To give students practice in using the words/phrases in meaningful contexts. | **TASK 2: COMPLETE THE SENTENCES USING THE WORDS OR PHRASES IN 1**. (p.20)  \* Teacher:  - has Ss read the sentences carefully to decide which word/phrase in 1 can be used to complete each of the sentences.  - explains that they should use the context clues to decide on the word/ phrase, e.g. in the first sentence, the gapped word is an adjective (eco-friendly)  \*\* Ss work in pairs to discuss and find the answers.  \*\*\* Ss share the answers with the whole class.  \*\*\*\* T confirms the correct answers and asks Ss to give the reasons why they have chosen the word/phrase for each sentence.  *Key:*  *1. Eco-friendly*  *2. household appliances*  *3. carbon footprint*  *4. energy*  *5. litter* | T-S  S-S  S-S  T-S | 4 mins |
| To help students memorize the words/phrases they have learnt. | **TASK 3: MAKE SENTENCES, USING THE WORDS/PHRASES IN TASK 1.**  \* T divides the class into teams, asks Ss to write as many sentences as they can in 2 minutes, using the words/phrases in 1. T reminds them to make at least one sentence with each word/ phrase.  \*\* Ss works in small teams and do as instructed.  \*\*\* The teams with the most sentences take turns to read aloud their sentences.  \*\*\*\* T gives comments, collects common mistakes to correct. | T-S  S-S  S-S  T-S | 4 mins |
| GRAMMAR | - To give students an opportunity to revise the use of *will* and *be going to* to talk about future actions.  - To give students an opportunity to revise the passive voice. | **THE FUTURE WITH WILL AND BE GOING TO**  **Complete the following sentences with will or the correct forms of be going to.** (p.20)  \* Teacher:  -tells Ss to read the explanations in the Remember! box on page 20 and asks Ss questions to elicit the differences between *will* and *be going to*, for example:  *+ Do both structures talk about the future?*  *+ Which auxiliary do we use to talk about plans made at the moment of speaking / before the moment of speaking?*  *+ Can we use both structures for predictions*?  - in weaker classes, T gives more examples to make sure Ss understand the use of *will* and *be going to*; in stronger classes, has Ss come up with their own example sentences.  - asks Ss to work in pairs or individually to choose *will* or the correct form of *be going to* to complete each sentence.  - reminds them to use some clues in the sentence to decide on the correct tense form. *e.g.* *1: I don’t think; 2: have already made the decision; 3: I’m sure; 4: Look at; 5: I forgot to phone Dad*.  \*\* Ss do as instructed.  \*\*\* Ss share their answers with a partner.  \*\*\*\* T check Ss’ answers and asks them to explain their choices (using the clues above).  *Key:*  *1. will*  *2. are going to*  *3. will*  *4. is going to*  *5. will*  **PASSIVE VOICE**  **Rewrite the following sentences using the passive voice. Begin each sentence as shown.**  \* Teacher:  - asks Ss to read the explanation in the Remember! box on page 21 and asks Ss questions to check their understanding of the grammar point, for example:  *+ When do we use the passive voice?*  *+ What do we focus on?*  *+ How do we form the passive voice? (the verb be and the past participle of the main verb).*  - in weaker classes, gives more examples to make sure Ss understand the use and forms of the passive voice in different tenses; in stronger classes, has Ss come up with their own example sentences in both passive and active structures.  - asks Ss to work independently and rewrite the sentences using the passive voice.  - reminds Ss of the correct verb forms in different tenses; of the use of the preposition *by* to mention the doer of the action.  - elicits that if the subject in the active voice is *they* or *we*, Ss don’t need to indicate the doer in the passive voice.  \*\* Ss do as instructed.  \*\*\* Ss work in pairs to compare their answers.  \*\*\*\* T checks the answers as a class by having individual Ss read out the sentences or write them on the board.  *Key:*  *1. A green lifestyle is adopted by more and more people.*  *2. The rubbish was not put in the bins after the party yesterday by the students.*  *3. More trees will be planted in the neighbourhood.*  *4. A lot of clean-up activities are going to be organised by our club this weekend .*  *5. Important environmental issues were discussed at the meeting.* | T-S  S-S  S-S  T-S  T-S  S-S  S-S  T-S | 6 mins  6 mins |
| CONSOLIDATION | To help students memorise the target language and skills that they have learned | **WRAP-UP**  \* Teacher asks: What have you learnt today?  - Consonant blends /kl/, /pl/, /gr/, and /pr/  - Some lexical items about humans and the environment;  - *Will* and *be going to* to talk about the future;  - Passive voice.  **HOMEWORK**  - Exercises in the workbook.  - Prepare for Lesson 3, Unit 2. | T-S | 2 mins |