**Period 16 UNIT 2: HUMANS AND THE ENVIRONMENT**

**Lesson 7: Communication and Culture/ CLIL**

**I/ Learning outcomes:**

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

1. **Knowledge:**

- Ask for and give advice;

- Understand what a carbon footprint is.

1. **Competences:**

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

- Access and consolidate information from a variety of sources;

- Actively join in class activities.

1. **Attributes:**

- Be willing to take practical actions to help reduce their own carbon footprint and their family’s as well;

- Be responsible for environment protection.

**II/ Teaching and learning resources:**

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

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

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| **Aims** | **Content** | **Outcomes** | **Steps**  |
| **ACTIVITY 1: WARM UP (6’)** |
| - To arouse the classroom atmosphere.- To help students revise words/ phrases related to the topic | **1. Game: RUNNING MAN** - words / phrases related to the topic *Humans and the Environment* | List of words/ phrases related to the topic***Suggested answers:****- Green lifestyle**- Eco-friendly**- Plastic bags**- Zero waste**- Carbon footprint* | - Team work- Each team takes turns to run to the board and write a word/ phrase related to the topic *Humans and the Environment*- confirms the correct word/ phrase  |
| **EVERYDAY ENGLISH - ACTIVITY 2: STUDY/ PRACTICE (8’)** |
| - To provide Ss with an example conversation in which people ask for and give advice about ways to find information for the presentation. | **Task 1:** Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p.25) | Completed conversation with the expressions provided***Suggested answers:****1. B**2. A**3. D**4. C* | - asks Ss to read through the expressions in the box and the incomplete conversation- plays the recording once or twice- Ss do - checks the answers |
| Practice | Ss’ practice | - asks Ss to practise the conversation in pairs then read aloud. |
| **EVERYDAY ENGLISH - ACTIVITY 3: PRODUCTION (10’)** |
|  To help Ss practise ways of asking for and giving advice about green living | **Task 2:** **Work in pairs. Make a similar conversation asking for and giving advice about green living. Use the expressions below to help you. (p.25)**. | Ss’ conversation asking for and giving advice about green living. | - brainstorms green living ideas and writes them on the board- revises common expressions used to ask for and give advice - asks Ss to work in pairs- gives them some minutes to think about specific green issues that they want to include in their conversation. - act out their conversations- Feedback |
| **CLIL - ACTIVITY 4: PRACTICE (10’)** |
| To help Ss to know the meanings and pronunciation of some words/ phrases, so that Ss can use them in their presentation later and can understand the reading passage.  | **Vocabulary**1. emission /ɪˈmɪʃn/ (n): khí thải2. estimate /ˈestɪmeɪt/ (v): ước tính3. average /ˈævərɪdʒ/ (adj): trung bình4. atmosphere /ˈætməsfɪə(r)/ (n): bầu khí quyển | List of some words/ phrases in Ss; notebook | - shows the words one by one, plays the recording and has Ss repeat the sound of the words |
| To help students learn about carbon footprint and ways to reduce it (through CLIL) | **Task 1:** **Read the text and complete the table**. (p.26) | Completed table***Suggested answers:****1. CO2**2. global temperatures**3. showers**4. public transport* | - asks Ss read the text and complete the table.- Ss do - Ss share their answers with a partner.- Feedback |
| **CLIL - ACTIVITY 5: PRODUCTION (8’)** |
|  - To give students an opportunity to personalise the CLIL topic (ways to reduce their carbon footprint) | **Task 2:** **Work in pairs. Discuss things you can do to reduce your carbon footprint.** (p.26) | - Students’ oral presentation***Suggested answers:****We thinks that our carbon footprint is not very big, but we’ll try to reduce it to further help the environment. First, we’ll start cycling to school instead of asking our parents to drive us. Second, we’ll stop using plastic bags for groceries. Finally, we'll start drinking filtered tap water instead of buying bottled water*. | - work in pairs to discuss things they can do to reduce their carbon footprint.- underline the ideas in the text so that Ss can use them in their discussion- calls on some pairs to report their ideas to the class  |
| **ACTIVITY 6: CONSOLIDATION (3’)** |
| To help students memorise the content of the lesson that they have learnedTo inform what students do at home | **Wrap-up**- The ways to ask for and give advice- the ways to reduce carbon footprint in our lives  | . | - Individual work |
| **Homework**- Exercises in the workbook - Prepare for Looking back and Project lesson |

**Period 17 UNIT 2: HUMANS AND THE ENVIRONMENT**

**Lesson 8: Looking back and project**

**I/ Learning outcomes:**

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

1. **Knowledge:**

 - revise the consonant blends /kl/, /pl/, /gr/, /pr/ correctly;

 - revise words and phrases related to humans and the environment learnt in the unit;

 - revise how to use *will* and *be going to*, and *passive voice* correctly;

 - plan activities for a Go Green Weekend and give a group presentation about the event.

 **2. Competences:**

 - 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. Attributes:**

 - be more creative when doing the project;

 - develop self-study skills.

**II/ Teaching and learning resources:**

 Tape (CD), Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, posters

**III/** **PROCEDURE**

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| **Aims** | **Content** | **Outcomes** | **Steps** |
| **ACTIVITY 1: WARM-UP (5’)** |
|  - To arouse the classroom atmosphere.- To help students revise words/ phrases related to the topic | **WARM-UP*****The last man standing*** | List of words/ phrases related to the topic | -T explains the game rules to Ss- Ss do as instructed. |
| **ACTIVITY 2: LOOKING BACK (20’)** |
| To help students revise /kl/, /pl/, /gr/ and /pr/  | **1. PRONUNCIATION*****Listen and underline the words with the consonant blends /kl/, /pl/, /gr/ or /pr/. Then practise reading the sentences.*** *(p.26)* | Pronounced words with the consonant blends /kl/, /pl/, /gr/ and /pr/ *1. The professor is proud of the results of our project.**2. Grass is growing on the ground.**3. Those toy planes are made of plastic.**4. Click the button to become a member of the club.*  | \*T asks Ss to listen to the recording and underline the words that have the consonant blends /kl/, /pl/, /gr/ or /pr/.- T asks individual Ss to write the words with the consonant blends on the board and has them read those words several times.- T plays the recording again, pausing after each sentence for Ss to repeat.- T puts Ss in pairs and has them practise reading the sentences together.\*Ss do as instructed. |
| - To help students revise words and phrases related to human activities and the environment, which they have learnt in the unit. | **2. VOCABULARY*****Complete the sentences. Use the words and phrases in the box. (p.26)***  | Completed sentences with the words and phrases provided*Key:**1. green lifestyle**2. carbon footprint**3. eco-friendly**4. appliances* | \* Teacher asks Ss to complete the sentences by using the words and phrases in the box individually.\*Ss do as instructed. |
| - To help Ss revise *will* and *be going to* and the passive voice  | **3. GRAMMAR*****Choose the best answers. (p.26)***  | Completed sentences using *will* and *be going to* and the passive voice. | \*Teacher asks Ss to choose the answers that best complete the sentences individually.\*Ss do as instructed. |
| **ACTIVITY 3: PROJECT (15’)** |
| - To provide an opportunity for students to develop their research and collaboration skills, and to practise giving an oral presentation. | **GO GREEN WEEKEND*****Make a plan for a Go Green Weekend event. (P.27)*** | \* Ss’ oral presentation about the research | \* T gives Ss a checklist for peer and self-assessment. - T goes through the criteria for assessing their talk.- T invites two or three groups to give their presentations and encourages the rest of the class to ask questions at the end.\*Ss do as instructed. |
| **ACTIVITY 4: CONSOLIDATION/ PRODUCTION (5’)** |
| - To consolidate what students have learnt in the lesson. | **1.WRAP-UP (3’)**List of what Sts have learnt  | - Ss’ list of what they have learnt today | \*Teacher asks: *What have you learnt today?*\*Sts answer |
| -To prepare for the next lesson | **2.** **HOMEWORK (2’)**- Exercises in the workbook- Preparation for Unit 3- lesson 1 |  |  \*T instructs\*Ss take notes  |

**Period 18**

**UNIT 3: MUSIC**

**Lesson 1: Getting started – A talented artist**

**I. LEARNING OUTCOMES:**

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

**1. Knowledge**

- gain an overview about the vocabulary related to the topic Music and main grammatical points taught in this unit;

- gain vocabulary to talk about their musical idols.

**2. Core competence**

- develop communication skills;

- be collaborative and supportive in pair work and teamwork;

- actively join in class activities.

**3. Attributes**

- develop a positive attitude towards music;

- be aware of the important role of music in our life.

**II. MATERIALS**

- Grade 10 textbook, Unit 3, Getting started

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

**III. PROCEDURES**

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| **Stage aim**  | **Steps** | **Procedure** | **Outcomes** |
| **ACTIVITY 1: WARM-UP (5mins)** |
| * To create a friendly and lively atmosphere in the classroom by listening some English song then guess these names.

- To lead into the new unit | Introduce | **Listen to some pieces of music and guess the name of the songs.*** Divide class into 4 groups

Song 1: How long Song 2: we don’t talk any moreSong 3: AttentionSong 4: Let her goSong 5: See you again- asks Ss some questions and leads in the lesson.+ Whose songs are these? (They are Charlie Puth .)+ What is his kind of music? (Pop music)+ Is he a talented singer? (Yes, he is) | * Ss’ prediction about the topic
 |
| **ACTIVITY 2: PRESENTATION (15mins)** |
| - Understand the related words in the conversation- Introduce the grammar points to be learnt in the unit. | **Elicit**Give pictures to elicit vocabulary from Ss | **2.1 Vocabulary**1. talented (adj) /ˈtæləntɪd/: having a natural ability to do something well

 A collage of a child posing for a picture  Description automatically generated2. musical instrument (n) /ˌmjuːzɪkl ˈɪnstrəmənt/: an object used for producing musical sounds, e.g. a piano or a drum A group of musical instruments  Description automatically generated3. trumpet (n) /ˈtrʌmpɪt/: a [brass](https://www.oxfordlearnersdictionaries.com/definition/english/brass) musical instrument made of a curved metal tube that you blow into, with three [valves](https://www.oxfordlearnersdictionaries.com/definition/english/valve) for changing the note picture of trumpet4. perform (v) /pəˈfɔːm/: entertain an audience by playing a piece of music, acting in a play, etc.A person in a dress on a stage with a group of people dancing  Description automatically generated- Shows the Vietnamese meaning, plays the recordings and asks Ss to repeat them. - Checking vocabulary: Matching  | - A list of words in notebook- Ss’ pronunciation of the words* The words related to the pictures
 |
| - Set the context for listening and reading the conversation | **2.2 LISTEN AND READ.** *(Ex.1, p.28)***-** Sets the context for listening by having Ss look at the picture (p.28) and answer the questionsA group of women watching a television  Description automatically generated+ Where are they? (at home/ in the living room)+ Who is the boy? (a singer)+ What are they doing? (The boy is singing on the stage. The girls are watching a live programme and cheering.) | **-** Ss’ prediction about the picture  |
| **ACTIVITY 3: PRACTICE (15mins)** |
| - To practise reading for specific information - To develop Ss' vocabulary of the topic Music - To check Ss’ comprehension of the conversation | **Reading for specific information**- Work individually  | **3.1 READ THE CONVERSATION AGAIN AND ANSWER THE QUESTIONS.** *(Ex.2, p.29)*1. Who are Ann and Mai talking about?
2. What is he good at?
3. What made him popular?
 | Questions answered***Key****:* *1. They are talking about a young pop singer.**2. He is good at writing music and playing many musical instruments.**3. His cover song videos made him popular.* |
| **Find out words and phrases related to music**Work in groups of four | **3.2 FIND WORDS OR PHRASES IN THE CONVERSATION WHICH REFERS TO...** *(Ex.3, p.29)*- Read the four categories and brainstorm words or phrases to check their prior knowledge, e.g. types of music: Rock and roll, Jazz, Pop, Classical.- Read the conversation quickly again, and find the words or phrases that refer to the categories. | Words or phrases related to music***Key:***1. pop 2. Grammy, Billboard Music and Teen Choice Awards3. piano, drums, guitar, and trumpet 4. social media |
| **Matching** Work in pairs | **3.3 MATCH THE TWO PARTS TO MAKE COMPLETE SENTENCES.** *(Ex. 4, p. 29)*-Read the two parts of each of the four sentences and checks comprehension.- Elicits the target grammar point(s), e.g. 1. compound sentence, *to*-infinitive; 2. bare infinitive; 3. *to*-infinitive; 4. compound sentence. | **Completed sentences*****Key:*** 1. d; 2. c; 3. b; 4. a |
| **ACTIVITY 4: PRODUCTION (5mins)** |
| - To help Ss practise talking about their musical idol.- To give students authentic practice in using target language. | **Speaking** Work in pair | **TALK ABOUT YOUR FAVOURITE SINGER OR MUSICAL BAND.****You should mention :** **+Name: She/He is….****+Type of music: Her/His type of music is….****+Hobby: She/He likes…..****+ Her/his famous song you like best: I like…..** | Ss ‘ oral presentation |
| **ACTIVITY 5: CONSODILATION (5mins)** |
| - To help Ss memorize the target language and skills that they have learned.- To inform Ss what the final product of the Project should be like and how Ss can prepare for it. | **Group work**  | **Wrap-up**- “ What have you learnt today?”- Some lexical items about Music- Talking about musical idols.**Homework**1. Exercises in the workbook 2. Project preparation - Ask Ss to open their books at the last page of Unit 3, the **Project** section, look at the pictures and say what the topic of the Project is (a form of traditional music).- Tell Ss about the Project requirements: Ss will have to: + do research on a form of traditional music in Viet Nam or another country+ include information related to the points stated on the **Project** page or prepare a poster (drawing, pictures) presenting the research results. + give an oral presentation of the research results in the last lesson of the unit. - how they can get the information (search the Internet, read newspapers, go to the library, talk to experts, etc.). | -Ss’ list of type of music/ musical instrument-Ss’s oral presentation of musical idols* Ss’ oral presentation of the research results
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