

UNIT 9: PROTECTING THE ENVIRONMENT

Lesson 1: Getting started – A Presentation On The Environment

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic Protecting the Environment;
- Build vocabulary about the environment and identify the reported speech with statements and questions.

2. Core competence

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

3. Personal qualities

- Raise awareness of environmental problems and solutions;
- Promote environmental protection.

II. MATERIALS

- Grade 10 textbook, Unit 9, Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. identify (v)	/aɪ'dentɪfaɪ/	recognize a problem and show that it exists	nhận biết, nhận diện
2. deforestation (n)	/,di:ˌfɒrɪ'steɪʃn/	the cutting down of trees in a large area, or the destruction of forests by people	sự chặt phá rừng
3. endangered (a)	/ɪn'deɪndʒəd/	in danger of being harmed, lost, unsuccessful, etc.	có nguy cơ tuyệt chủng

Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none">- Students may not know the environmental problems and solutions.- Students may not know how to make an effective presentation on environmental protection.	<ul style="list-style-type: none">- Use a mindmap and images of some major environmental issues and solutions to show in the class.- Give short, clear instructions and help if necessary.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 9: PROTECTING THE ENVIRONMENT</p> <p style="text-align: center;">Lesson 1: Getting started – A Presentation on the Environment</p> <p>* Warm-up Crossword Task 1: Listen and read. Task 2: Read the conversation again and answer the following questions. Task 3: Match the words in A with the words in B. Task 4: Complete the sentences.</p> <p>* Homework</p>

III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> - To activate students' knowledge on the topic of the unit. - To create a lively atmosphere in the classroom. - To lead into the new unit. 	<p>CROSSWORD</p> <ul style="list-style-type: none"> * T gives instructions ** Ss do the crossword puzzle individually, choose a number and give your answer. *** Ss can ask T for more clues or consult their classmates if they don't know the answers. **** T checks and corrects if Ss spell or pronounce the words incorrectly. T decides on the winner who is the first to give the correct key word <i>ENVIRONMENT</i>. - T leads in the lesson: Environmental protection is the practice of protecting the natural environment by individuals, organizations and governments. Its objectives are to conserve natural resources and the existing natural environment and, where possible, to repair damage and reverse trends. As students, at your age, you can take some simple actions to help save the environment effectively. - T shows the mind map and briefs students on some key points of environmental problems, solutions and practical actions. 	<ul style="list-style-type: none"> T-S S S-S T-S 	5 mins
PRESENTATION	<ul style="list-style-type: none"> - To get students interested in the topic. - To get students to learn some vocabulary to be learnt in the unit. 	<p>TASK 1. LISTEN AND READ (P.100)</p> <ul style="list-style-type: none"> * T draws Ss' attention on the conversation between Nam and his father. T plays the recording twice, has Ss listen to the conversation, read along and underline words and phrases in the conversation which are related to the environment. ** Ss do the task individually. *** Ss compare the words and phrases they have underlined and discuss their meaning with a partner. **** T checks their answers with the whole class. * T has Ss read the conversation in pairs. 	<ul style="list-style-type: none"> T-S T-S S T-S 	12 mins

		<p>** Ss read the conversation *** One pair read aloud. **** T collects common mistakes and gives comments.</p>	<p>S-S S-S T-S</p>	
PRACTICE	<p>- To practise reading for specific information. - To practise scanning. - To develop Ss' knowledge of vocabulary for the topic protecting the environment.</p>	<p>TASK 2: READ THE CONVERSATION AGAIN AND ANSWER THE FOLLOWING QUESTIONS. (P.101) * 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. <u>What did Nam's teacher ask him to do?</u> 2. <u>What has Nam come up with so far?</u> 3. <u>When does Nam have to deliver the presentation?</u> * 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 have Ss share answers with the class and confirm the correct answer. Key: 1. She asked Nam to do some research on the environmental protection. 2. He's come up with a range of environmental issues. 3. Nam has to deliver the presentation next week.</p>	<p>T-S S-S T-S T-S S-S T-S</p>	5 mins
	<p>- To help Ss revise collocations for the environment. - To practise scanning.</p>	<p>TASK 3: MATCH THE WORDS IN A WITH THE WORDS IN B TO FORM PHRASES IN 1. (P.101) * T has Ss locate the verbs or phrasal verbs in the conversation, find the nouns or noun phrases after each verb/ phrasal verb to do the matching. ** Ss work individually. *** Ss share their answers with a partner. **** T checks and gives the correct answers with the whole class, has them say the meaning of each collocation.</p>	<p>T-S S T-S</p>	4 mins

		<p>* T checks Ss' understanding of the individual words (adjectives in column A and nouns in column B). T can do that by asking Ss for synonyms or simple explanations, e.g. Does 'global' mean affecting one country only? (No, it means affecting or including the whole world.) or for example sentences, e.g. The global 'economy' is affected by the pandemic.</p> <p>** T has Ss read the conversation quickly again, find these words and phrases, and underline them. Then T asks Ss to do the matching.</p> <p>*** Ss share their answers in groups of 4.</p> <p>**** T checks answers as a class, writes the adjectives on the board and calls on individual Ss to write the correct noun next to each adjective. Alternatively, T asks one student to read an adjective and another one to say the noun that goes with it.</p> <p><i>Key:</i> 1-d: global warming 2-c: practical actions 3-b: environmental issues 4-a: endangered animals</p>	T-S S S-S T-S	
	To help Ss identify reported speech with statements and questions.	<p>TASK 4: COMPLETE THE FOLLOWING SENTENCES BASED ON THE CONVERSATION. (P. 101)</p> <p>* T has Ss read each sentence, try to think of a verb that will complete the gap.</p> <p>** Ss do the task individually</p> <p>*** Ss share the answers with a peer.</p> <p>**** T asks the whole class about the verb form first, then the kind of verbs used in the very sentences, i.e. reporting verbs. T calls on individual students to read the complete sentences.</p> <p><i>Key:</i> 1. asked 2. advised 3. said</p>	T-S S S-S T-S	4 mins

<p>PRODUCTION</p>	<p>- To practise pair working and conversational skills in the form of role play. - To give students authentic practice in using target language input of the lesson.</p>	<p>TASK 5: ROLE PLAY THE FOLLOWING SITUATION SITUATION: - Student A: You're Minh, a student of Thang Long High School in Hanoi. You are preparing a presentation on <i>Environmental Protection</i>. You meet Greta Thunberg, a famous Swedish environmental activist. Ask for her advice on your presentation. - Student B: You're Greta Thunberg, a famous Swedish environmental activist. Give your advice on the presentation that Minh asks you.</p> <p>* Teacher gives Ss clear instructions in order to make sure Ss can role-play effectively. Ss are to bound to follow these conversation steps and use required language they have just acquired. - CONVERSATION STEPS: 1. Greeting 2. Small talks 3. Main topic 4. Finishing off - REQUIRED LANGUAGE: Use vocabulary in 3 and structures in 4. 1. Vocabulary: <i>environmental issues, practical actions, endangered animals, global warming.</i> 2. Structure: Reported speech</p> <p>**The student chooses his/ her partner and role play as instructed. ***T observes Ss while they are role playing, notes their language errors and gives help if necessary. **** T calls to pairs to role play in front of the audience, then gives Ss feedback.</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p> <p>T-S</p>	<p>10 mins</p>
<p>WRAP-UP HOMEWORK</p>	<p>To help Ss memorise the target language and skills that they have learned and do</p>	<p>WRAP-UP - Gain an overview about the topic Protecting the environment - Build vocabulary about the environment and identify the reported speech with statements and questions.</p>	<p>T-S</p>	<p>5 mins</p>

	research about a local or an international environmental organisation.	HOMEWORK <ul style="list-style-type: none">- Exercises in the workbook- Project preparation• Ask Ss to open their books at the last page of Unit 9, the Project section, say what the topic of the project is (Environmental organisations).• Tell Ss about the project requirements: Ss will have to do research about a local or an international environmental organisation. They will have to find out information about the organisation such as when it started working, its aims and activities, and prepare an oral presentation, which they deliver in the last lesson of the unit.• Suggest some organisations that Ss may know or hear of. Encourage Ss to search for information from different sources.• To make their presentation more interesting, Ss should also prepare some visuals to illustrate the information.• Put Ss into groups, and have them choose their group leaders. Ask groups to make a list of tasks they need to accomplish before each lesson, and assign them to different students, making sure that all group members contribute to the project work.		
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UNIT 9: PROTECTING THE ENVIRONMENT

LESSON 2: LANGUAGE

I. OBJECTIVES

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

1. Knowledge

- Revise sentence stress and become aware of rhythm in speaking;
- Understand and put words/ phrases related to the environment to good use;
- Revise and practice the reported speech with statements and questions.

2. Core competence

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

3. Personal qualities

- Be ready to be responsible for participating in environmental activities;
- Develop self-study skills.

II. MATERIALS

- Grade 10 textbook, Unit 9, Language
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

	Direct	Indirect	Reported clause
Statement	<i>'I'm tired,' I said.</i>	<i>I told them (that) I was tired.</i>	<i>that</i> -clause
Question	<i>'Are you ready?' the nurse asked Joel.</i>	<i>The nurse asked Joel if/whether he was ready.</i>	<i>if</i> -clause/ <i>whether</i> -clause <i>wh</i> -clause

	<i>'Who are you?' she asked.</i>	<i>She asked me who I was.</i>	
Command	<i>'Leave at once!' they ordered.</i>	<i>They ordered us to leave at once.</i>	to-infinitive clause

Assumptions

Anticipated difficulties	Solutions
1. Students may be confused when identifying stressed words in sentences and stressed syllables in words.	Give short and clear explanations with relevant examples for each case.
2. Students may be confused when changing direct speech into reported speech.	

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 9: Protecting the environment</p> <p>Lesson 2: Language</p> <p>* Warm-up</p> <p>Video watching</p> <p>I.Pronunciation</p> <p>Task 1: Listen and repeat.</p> <p>Task 2: Mark the stressed syllable.</p> <p>II.Vocabulary</p> <p>Task 1: Match the words and phrases with their meanings</p> <p>Task 2: Complete the sentences.</p> <p>III. Grammar</p> <p>Task 1: Choose the correct word or phrase.</p>
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Task 2: Change the sentences into reported speech.
 Revision game
 * **Homework**

III. PROCEDURES

Notes:

In each activity, each step will be represented as following

- * Deliver the task
- ** Implement the task
- *** Discuss
- **** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> - To activate students' knowledge on the topic of the unit. - To create a lively atmosphere in the classroom - To lead into the new unit 	<p>VIDEO WATCHING</p> <p>*T divides Ss into 8 groups, delivers the handouts, and asks Ss to watch the video and complete the handout.</p> <p>**Ss fill in each blank ONE word with its given initial to complete Mr. Earth story.</p> <p>*** Ss exchange their handouts to check the correct answers.</p> <p>****T gives relevant comments on the students' answers and shows the key on the screen.</p> <p><i>Key:</i></p> <p>1. resources 2. destroyed 3. dumped 4. thrown 5. Chemical 6. deforestation 7. energy 8. Material 9. Awareness 10. recycle</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins
PRONUNCIATION	<ul style="list-style-type: none"> - To help students understand the concept and identify sentence stress - To help Ss practice sentence stress and 	<p>RHYTHM</p> <p>*T explains what rhythm of speech is and that different languages or families of languages have different rhythm. For example, Vietnamese is a tonal language with no system of word stress and every word is stressed. On the other hand, the rhythm of English is based on the contrast between stressed and unstressed syllables or words in regular intervals. To sound like</p>	T-S	4 mins

	<p>become aware of rhythm in speaking.</p>	<p>a native speaker and be more fluent, Ss will also need to learn the language rhythm.</p> <p>- Sentence stress is the pattern of stressed and unstressed words across a sentence. Normally this emphasis is on words that carry important information, although this can change significantly, depending on the specific meaning the speaker wants to communicate.</p> <p>- Example: “<i>She bought a new car.</i>” has main stress on “bought”, “new” and “car”.</p> <p><i>Further links:</i> https://www.teachingenglish.org.uk/article/english-sentence-stress</p>		
		<p>TASK 1: LISTEN AND REPEAT. PAY ATTENTION TO THE STRESSED WORDS IN THE SENTENCES. (p.101)</p> <p>* T plays the recording and asks Ss to listen and repeat after each sentence, paying attention to the stressed words in the sentences.</p> <p>**Ss focus attention on the way the words are grouped in the sentences and the pauses after between groups.</p> <p>*** T puts Ss into pairs and has them practise reading the sentences to each other as naturally as they can.</p> <p>****T corrects mistakes if necessary.</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	<p>4 mins</p>
	<p>To help Ss practise speaking with a natural rhythm</p>	<p>TASK 2: MARK THE STRESSED SYLLABLES IN THE WORDS IN BOLD. THEN PRACTISE SAYING THE SENTENCES WITH A NATURAL RHYTHM. (p.101)</p> <p>* T puts Ss into pairs and has them read out the sentences to each other as naturally as possible. T reminds them to stress the correct syllables in the words in bold and pauses in appropriate places.</p> <p>** T lets Ss mark the stressed syllables in the words in bold individually.</p> <p>*** Ss work in pairs to compare their answers.</p> <p>****Check answers as a class.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <i>'Don't 'feed the 'animals in the 'zoo while they are 'resting.</i> <i>The 'teacher 'asked his 'students to 'focus on their 'work.</i> <i>'What were you 'doing when I 'rang you up an 'hour ago?</i> <i>Are you 'reading the 'book about en'dangered 'animals in the 'world?</i> 	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	<p>4 mins</p>

VOCABULARY	To make sure that Ss understand the meanings of the words / phrases that have been introduced in Getting Started or will be learnt in the unit.	<p>TASK 1: MATCH THE WORDS AND PHRASES WITH THEIR MEANINGS. (p.102)</p> <p>*T asks Ss to work independently or in pairs and asks them to read the words and phrases carefully and match them to their meanings.</p> <p>** Ss look at the conversation, and find the context where the words / phrases are used, if necessary.</p> <p>*** Ss discuss in pairs, then T calls on one student to read aloud a word / phrase and another student to read its definition.</p> <p>**** T checks answers as a class.</p> <p>Key: 1. a 2. d 3. e 4. b 5. c</p>	T-S S S-T-S T-S	4 mins
	To give Ss an opportunity to practise using the words / phrases they have learnt in meaningful contexts.	<p>TASK 2: COMPLETE THE SENTENCES USING THE CORRECT FORM OF THE WORDS AND PHRASES IN 1. (p.102)</p> <p>*T asks Ss to work in pairs using the correct form of the words and phrases in 1.</p> <p>**Ss read the sentences carefully to decide which word / phrase in 1 can be used to complete each of the sentences and explain that they can use the context clues to help them decide on the word / phrase.</p> <p>***T asks Ss work in pairs. Ss call out the word / phrase they have used in each sentence first.</p> <p>**** T asks Ss to give the answers as well as the reasons why they have chosen the word / phrase for each sentence. T checks answers as a class and confirms the correct answers.</p> <p>Key: 1. Biodiversity 2. wildlife 3. habitats 4. climate change 5. ecosystem</p>	T-S S S-S T-S	4 mins
GRAMMAR	- To have Ss revise reported speech with statements and questions.	<p>TASK 1: UNDERLINE THE CORRECT WORD OR PHRASE TO COMPLETE EACH SENTENCE. (p.102)</p> <p>*T tells Ss to look at <i>Remember!</i> box on page 40 and asks them to make a list of changes when reporting a statement or a question. In weaker classes,</p>	T-S	8 mins

	- To help Ss understand the use of reported speech with statements and questions.	<p>provide some prompts, e.g. tense, pronouns, time and place, if necessary.</p> <p>**T lets Ss work individually to choose the correct word or phrase in each sentence.</p> <p>***T tells them to exchange their answers in pairs.</p> <p>****T checks answers as a class and asks Ss to explain their choices.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. <i>was</i> 2. <i>suggested</i> 3. <i>the following week</i> 4. <i>asked</i> 5. <i>had handed</i> 	<p>S</p> <p>S-S</p> <p>T-S</p>	
	To give Ss an opportunity to practise the use of reported speech.	<p>TASK 2: CHANGE THESE SENTENCES INTO REPORTED SPEECH. (p.102)</p> <p>*T asks Ss to work independently and rewrite the sentences using reported speech. T also reminds Ss of the changes needed: personal pronouns, tenses of verbs, and adverbs of time.</p> <p>** T lets Ss work individually.</p> <p>*** T has Ss work in pairs to compare answers.</p> <p>**** T checks answers as a class and confirms the correct answers.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. <i>Mrs Le explained that the burning of coal led / leads to air pollution.</i> 2. <i>Nam said he had to present his paper on endangered animals the following week.</i> 3. <i>Linda asked the speaker if human activities had / have an impact on the environment.</i> 4. <i>Nam asked Mai what environmental projects her school did.</i> 5. <i>Tom said to / told Nam that he would read more articles before writing the essay.</i> 	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	4 mins
EXTRA ACTIVTITY	To give Ss a chance to revise what they have leant.	<p>REVISION GAME</p> <p>* T introduces 7 questions and shows them one by one on the screen.</p> <p>**Ss read the questions and choose the correct answers.</p> <p>*** Ss can share their answers in pairs.</p> <p>**** T checks with the whole class and confirms the correct answers.</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	4 mins

WRAP UP HOMEWORK	- To help Ss consolidate what they have learnt in the lesson. - To revise the lesson and prepare for the next lesson: Reading.	WRAP-UP T asks Ss to talk about what they have learnt in the lesson HOMEWORK Do exercises in the workbook.	T-S	3 mins
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UNIT 9: PROTECTING THE ENVIRONMENT

LESSON 3: READING

I. OBJECTIVES

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

1. Knowledge

- Practise reading for the main idea and specific information in a text about *Environmental problems*.

2. Core competence

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

3. Personal qualities

- Understand more about benefits of protecting the environment and raise Ss' awareness of taking part in environmental activities;
- Develop self-study skills.

II. MATERIALS

- Grade 10 textbook, Unit 9, Reading
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. consequence	/'kɒnsɪkwəns/	a result of something that has happened, especially an unpleasant result	Hậu quả
2. respiratory	/rə'spɪrətəri/	connected with breathing	(Thuộc) hô hấp
3. upset	/ʌp'set/	to change the usual state or order of something, especially in a way that stops it from happening or working	Làm rối loạn

Assumptions

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none">- Let students read the text again (if necessary).- Create a comfortable and encouraging environment for students to read.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 9: Protecting the environment</p> <p style="text-align: center;">Lesson 3: Reading</p> <p>* Warm-up: Slap the board</p> <p>Task 1: Look at the picture and answer the question.</p> <p>Task 2: Choose the best title.</p> <p>Task 3: Read the text again and decide which paragraph contains the following information.</p> <p>Task 4: Complete the sentences.</p> <p>Task 5: Discuss the question.</p> <p>* Homework</p>
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III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> - To introduce the topic of reading. - To enhance students' skills of cooperating with teammates. 	<p>GAME: SLAP THE BOARD</p> <p>*Class is divided into 2 teams, 2 leaders of 2 teams will play the game, the others support and cheer. T prepares 12 pictures of environmental issues. T says the name of one environmental issues and Ss have to slap their hands on the appropriate picture.</p> <p>** Ss do as instructed.</p> <p>****T corrects if necessary.</p> <p><i>Key:</i></p> <p>1. Global warming 2. Acid rain 3. Air pollution 4. Deforestation 5. Rubbish 6. Water pollution 7. Endangered animals 8. Ozone layer depletion 9. Noise pollution 10. Urban sprawl 11. Pesticide 12. Ocean acidification</p>	<p>T-S</p> <p>S</p> <p>T-S</p>	5 mins
PRE-READING	To introduce the topic of the reading and get Ss involved in the lesson.	<p>TASK 1: LOOK AT THE PICTURE AND ANSWER THE QUESTION (p.103)</p> <p>* T leads Ss into the lesson by showing 4 pictures on P.103 and asks them the question in Task 1: <i>What environmental problems do you see in the pictures?</i></p> <p>** Ss work in groups of four and identify the environmental problems in the pictures.</p> <p>*** Ss discuss what they see in each picture before they come up with the environmental problems.</p> <p>**** T shows each picture on the screen, names the problems and asks Ss to get ready for the first reading task.</p> <p><i>Suggested answers:</i></p> <p>a. Cutting of forests b. Global warming c. Air pollution d. Endangered animals</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	5 mins

<p>WHILE-READING</p>	<p>To help Ss practise reading for the main idea.</p>	<p>TASK 2: READ THE TEXT AND CHOOSE THE BEST TITLE FOR IT. (p.103) *T asks Ss to open the book, read through the text quickly and choose the best title for it. ** Ss do as required. *** Ss share their answer in pairs. ****T calls some students to give the answer, finalizes the answer and explains which sentence gives the information. Key: a. Environmental problems: what are they? VOCABULARY *T asks Ss to guess the meaning of the following words in context. 1. Consequence (n) 2. Respiratory (a) 3. Upset (v) ** Ss find these words in the reading passage and tell the T their meanings. *** Ss share their answers in pairs. ****T corrects if necessary.</p>	<p>T- S S S-S T- S T- S S S-S T- S</p>	<p>10 mins</p>
	<p>To provide students with some lexical items.</p>	<p>TASK 3: READ THE TEXT AGAIN AND DECIDE WHICH PARAGRAPH CONTAINS THE FOLLOWING INFORMATION. (p.104) *T asks Ss to read the whole text again and decide which paragraph contains the information in the table. **Ss identify key words in the information first. They may include paraphrased information so when they read the text they should also look for synonyms or words with similar meaning. ***T asks Ss to work in pairs to discuss and compare their answers. ****Teacher checks with the whole class. Key: 1. C 2. B 3. A 4. D</p>	<p>T- S S S-S T- S</p>	<p>5 mins</p>

	<p>- To develop reading skill for specific information.</p> <p>- To help Ss practise reading for specific information.</p>	<p>TASK 4: COMPLETE THE SENTENCES WITH INFORMATION FROM THE TEXT. USE NO MORE THAN TWO WORDS FOR EACH ANSWER (p.104)</p> <p>*T asks Ss to read the text again and complete the sentences using the information in the text.</p> <p>** Ss read through the text to locate the answers, then read again, but this time paying attention only to the parts of the text that contain the answers.</p> <p>*** Ss work in pairs or groups to compare answers.</p> <p>**** T checks answers as a class.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. <i>weather events</i> 2. <i>habitats</i> 3. <i>waste gases</i> 4. <i>ecosystem</i> 	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	<p>5 mins</p>
<p>POST-READING</p>	<p>- To help Ss use the ideas and language in the reading to talk about the most serious environmental problem in Viet Nam.</p> <p>- Check Ss' understanding of the reading passage.</p> <p>- To help some Ss enhance presentation skills.</p>	<p>TASK 5: DISCUSS THE QUESTION</p> <p>*T lets Ss work in groups and discuss the question. T has Ss work in groups and decide which environmental problem is the most serious in Viet Nam. T calls some Ss to present their answers in front of the whole class.</p> <p><i>Which of the problems mentioned in the text do you think is the most serious in Vietnam?</i></p> <ol style="list-style-type: none"> 1. <i>Global warming</i> 2. <i>Cutting of forests</i> 3. <i>Air pollution</i> 4. <i>Endangered animals</i> <p>** Ss do as instructed.</p> <p>***T allows Ss to give comments for their friends and vote for the most interesting and informative presentation.</p> <p>****T gives feedback and comments.</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	<p>10 mins</p>

<p>WRAP-UP HOMEWORK</p>	<ul style="list-style-type: none"> - To consolidate what students have learnt in the lesson. - To review the lesson they have learnt and prepare for the next lesson: Speaking. 	<p>WRAP-UP Teacher asks students to talk about what they have learnt in the lesson.</p> <p>HOMEWORK</p> <ul style="list-style-type: none"> - T asks students to write down their opinion about benefits of protecting the environment. - Do exercises in Workbook. 	<p>T-S</p>	<p>5 mins</p>
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UNIT 9: PROTECTING THE ENVIRONMENT

Lesson 4: Speaking

I. Objectives

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

1. Knowledge

- Identify environmental problems and relevant solutions;
- Gain an overview about the outline and useful expressions for making oral presentations on solutions to an environmental problem.

2. Core competence

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

3. Personal qualities

- Understand more about Protecting the environment;
- Develop self-study skills.

II. Materials

- Grade 10 textbook, Unit 9, Speaking
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Example	Use
recycle (v)	/ˌriːˈsaɪkl/	to treat things that have already been used so that they can be used again
illegal (a)	/ɪˈliːɡl/	not allowed by the law
emission (n)	/ɪˈmɪʃn/	gas, etc. that is sent out into the air

Assumptions

Anticipated difficulties	Solutions
1. Students may lack knowledge about the organization and some useful language of oral presentations.	Provide students with the form and use of some useful structures in their talk.
2. Students may have underdeveloped speaking and co-operating skills.	<ul style="list-style-type: none">- Create a comfortable and encouraging environment for students to speak.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Have excessive talking students practise.- Continue to clarify task expectations in small chunks (before every activity).

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 9: Protecting the environment</p> <p style="text-align: center;">Lesson 4: Speaking</p> <p>* Warm-up Game: Lucky Wheel</p> <p>Vocabulary</p> <ol style="list-style-type: none">1. recycle (v)2. illegal (a)3. emission (n) <p>* Speaking</p> <p>Task 1: Match the environmental problems to the suggested solutions. Task 2: Complete the presentation outline. Task 3: Presentation.</p> <p>* Homework</p>
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III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> - To introduce the topic of speaking. - To enhance students' skills of cooperating with teammates. 	<p>GAME: LUCKY WHEEL</p> <p>* T chooses 9 volunteer student players, gives instructions to play: Each player chooses a question and gives the answer. If he/she answers correctly, the player can join the wheel of fortune and enjoys a random gift.</p> <p>**Ss start playing the game.</p> <p>****T checks their answers, gives feedback and has Ss play several times.</p>	<p>T-S</p> <p>S</p> <p>T-S</p>	5 mins
CONTROLLED PRACTICE	<ul style="list-style-type: none"> - To introduce more ideas for the main speaking task. - To provide Ss with essential vocabulary. 	<p>TASK 1: MATCH THE ENVIRONMENTAL PROBLEMS TO THE SUGGESTED SOLUTIONS. (p.104)</p> <p>* T shows some words with their relevant pictures. T asks Ss to work in pairs to guess the meaning and practise reading them aloud.</p> <p>** Ss do as instructed.</p> <p>*** Ss check the meaning and practice reading aloud in pairs.</p> <p>****T calls some students to share their answers and gives feedback.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. c - e 2. a - f 3. b - d 	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	10 mins

	<p>To introduce a model for a presentation on solutions to an environmental problem.</p>	<p>TASK 2: COMPLETE THE PRESENTATION OUTLINE BELOW WITH THE INFORMATION IN THE BOX. (p.105)</p> <p>*T tells Ss to work in pairs to complete the presentation outline using information in the right box.</p> <p>**T tells Ss to read the information carefully before deciding on their answers.</p> <p>***Ss exchange their answers with their partners.</p> <p>****T calls on some Ss to share their answers with the class and checks answers as a class.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. D 2. A 3. C 4. B 	<p>T-S</p> <p>T-S</p> <p>S - S</p> <p>T-S</p>	<p>5 mins</p>
<p>LESS CONTROLLED PRACTICE</p>	<p>- To give Ss an opportunity to discuss in groups, create a creative mind map/ diagram and deliver a group presentation on solutions to an environmental problem.</p> <p>- Check students' understanding about the topic.</p> <p>- To help some students enhance communication skills.</p>	<p>TASK 3: WORK IN GROUPS. CHOOSE AN ENVIRONMENTAL PROBLEM IN 1 AND MAKE A PRESENTATION ON THE SOLUTIONS TO IT. USE THE EXPRESSIONS BELOW TO HELP YOU. (p.105)</p> <p>*T asks Ss work in groups. Each group:</p> <ul style="list-style-type: none"> - Chooses an environmental problem in 1. - Designs a creative mind map / diagram on the environmental problem. - Prepares a 3-5 minute presentation on the solutions to it. - Joins the contest: WHO'S THE BEST PRESENTER? <p>*T gives each member of the BOARD OF JUDGES a marking sheet to give marks for all the presenters.</p> <p>*** Ss work in groups to prepare their oral presentations.</p> <p>** Presenters join "Who's the best presenter" contest, take turns giving their oral presentations as required.</p> <p>****T collects marking sheets, adds up the marks of each presenter, gives feedback, comments, decides the winner and gives a reward for the best presenter.</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	<p>20 mins</p>

WRAP-UP HOMEWORK	- To consolidate what students have learnt in the lesson. - To review the lesson they have learnt and prepare for the next lesson: Listening.	WRAP-UP Teacher asks students to talk about what they have learnt in the lesson. HOMEWORK Do exercises in the workbook	T-S	5 mins
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UNIT 9: PROTECTING THE ENVIRONMENT

Lesson 5: Listening

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Protecting the environment*;
- Listen for specific information in a conversation about ways to protect endangered animals.

2. Core competence

- Develop listening skills and creativity;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Personal qualities

- Be well aware of saving endangered animals;
- Be encouraged to attend activities organized to protect endangered animals.

II. MATERIALS

- Grade 10 textbook, Unit 9, Listening
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. Suffering (n)	/ˈsʌfərɪŋ/	physical or mental pain	Sự đau khổ

2. Ban (v)	/bæn/	to decide or say officially that something is not allowed	Cấm
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Assumptions

Anticipated difficulties	Solutions
1. Students may have underdeveloped listening skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
2. Some students might excessively talk in the class.	- Explain expectations for each task in detail. Have excessive talking students practise. - Continue to explain task expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 9: Protecting the environment</p> <p>Lesson 5: Listening</p> <p>* Warm-up: Ocean rescue Task 1: Answer the question. Task 2: True or false. Task 3: Complete the notes. Task 4: Work in groups and answer the question: <i>Which is the most effective way to save endangered animals?</i></p> <p>* Homework</p>

III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none">- Check students' general knowledge about rhinos and tigers- two endangered animals.- To introduce the topic of listening.- To set the context for the very listening part.	<p>GAME: OCEAN RESCUE</p> <p>*T divides class into 2 teams and chooses a team leader for each. 2 team leaders compete by raising his/ her hand to be the first to give answers to the questions.</p> <p>** Ss do as instructed.</p> <p>***Competitors may discuss with his/ her team members to find out the answers.</p> <p>****T gives comments or feedback.</p> <p>Key:</p> <ol style="list-style-type: none">1. D2. B3. A4. C5. C <p>- T draws Ss' attention to the word ENDANGERED ANIMALS, then lets them know they are going to listen to a talk show related to this word.</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins
PRE-LISTENING	<ul style="list-style-type: none">- To help students brainstorm and have an overview about what they are going to listen to.- To provide Ss with essential vocabulary	<p>TASK 1: LOOK AT THE PICTURE AND ANSWER THE QUESTIONS. (p.106)</p> <p>*T asks Ss to look at the picture and answer the questions:</p> <ol style="list-style-type: none">1. <i>What can you see in the picture?</i>2. <i>What is happening to the animals in the picture?</i> <p>** Ss try to figure out the answer individually first.</p> <p>***T lets Ss work in pairs and discuss the questions. T encourages them to speak English and feel free to make guesses.</p> <p>****T calls some Ss to share their guesses.</p> <p>Key:</p> <p>+ <i>Picture a: The rhino is being hunted.</i></p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	7 mins

		<p>+ Picture b: <i>The wild tiger is being kept in a cage. / The wild tiger is being held in captivity.</i></p> <p>VOCABULARY</p> <p>T introduces the vocabulary by:</p> <ul style="list-style-type: none"> - giving explanation - showing the pictures illustrating the words. <ol style="list-style-type: none"> 1. suffering (n) – explanation 2. ban (v) - visual 		
WHILE-LISTENING	To help students develop listening skills for specific information.	<p>TASK 2: NAM AND MAI ARE TALKING ABOUT MAI'S PROJECT ON WAYS TO SAVE ENDANGERED ANIMALS. LISTEN TO THE CONVERSATION AND DECIDE WHETHER THE STATEMENTS ARE (T) OR FALSE (F). (p.106)</p> <p>*T asks Ss to read the statements, underline the key words, and reminds them to pay attention to keywords while listening. T plays the recording. T asks Ss to listen and decide whether the statements are true (T) or false (F).</p> <p>** Ss do as instructed.</p> <p>***T asks Ss to compare their answers with their partner.</p> <p>****T calls on some Ss to present their answers, then plays the recording once again and checks with the class.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. T 2. T 3. F 4. T 	T-S	10 mins
		<p>TASK 3: LISTEN TO THE CONVERSATION AGAIN AND COMPLETE THE NOTES. USE ONE WORD FOR EACH GAP. (p.106)</p> <p>3.1. Read and identify the part of speech (word class) of the missing word.</p> <p>*T asks Ss to read the notes and identify the part of speech (word class) of the missing word.</p> <p>** Ss read the notes, do as required.</p> <p>*** Ss compare their answers.</p>	T-S	10 mins

		<p>****T calls on one student to write their answers on the board, then read the notes and check with the class.</p> <p>(1) – a noun (2) – a noun (3) – a noun (4) – a noun or an adjective</p> <p>3.2. Listen and complete the notes with ONE word from the listening text.</p> <p>*T plays the recording and asks Ss to listen and complete each blank number with ONE word from the listening text.</p> <p>** Ss do as required.</p> <p>***T asks Ss to compare their answers with their partner.</p> <p>****T calls on some Ss to write their answers on the board, then play the recording once again and check with the class.</p> <p><i>Key:</i></p> <p>1. <i>importance</i> 2. <i>laws</i> 3. <i>trade</i> 4. <i>animal</i></p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	
<p>POST-LISTENING</p>	<p>To check students' understanding of the listening part.</p>	<p>TASK 4: DISCUSS THE FOLLOWING QUESTION. (p.106)</p> <p>* T asks Ss to work in groups of four and answer the question: <i>Which is the most effective way to save endangered animals?</i></p> <p>**Each group prepares a 3-min summary on the most effective way to save endangered animals. Then some group leaders take turns presenting the summary of their discussions to the whole class.</p> <p>*** T asks Ss to discuss the question and reminds them to refer to the ideas of the listening part. T helps if necessary.</p> <p>****T calls some groups to present their summary in front of the whole class.</p> <p>- T allows Ss to give comments for their friends and vote for the best summary.</p> <p>- T gives feedback and comments.</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	<p>10 mins</p>

WRAP-UP HOMEWORK	- To consolidate what students have learnt in the lesson. - To review the lesson they have learnt and prepare for the next lesson: Writing.	WRAP-UP Teacher asks students to talk about what they have learnt in the lesson. HOMEWORK Teacher asks students to write a short paragraph about their opinion on how students can help to save endangered animals.	T-S	2 mins
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UNIT 9: PROTECTING THE ENVIRONMENT

Lesson 6: Writing

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Protecting the environment*;
- Write about a wildlife organization.

2. Core competence

- Develop writing skills and creativity;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Personal qualities

- Develop more positive feelings towards their families;
- Be encouraged to attend family activities.

II. MATERIALS

- Grade 10 textbook, Unit 9, Writing
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. Originally (adv)	/ə'ri:dʒənəli/	In the beginning; when something first existed	bắt nguồn
2. Non-governmental (a)	/,nɒn ˌɡʌvnməntl/	(especially of an organization) not part of or associated with any government	phi chính phủ

3. Organisation (n)	/ˈɔːgənəɪˈzeɪʃn/	a group of people who work together in an organized way for a shared purpose	tổ chức
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Assumptions

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	<ul style="list-style-type: none"> - Get students to know the key information and the model for writing about a wildlife organization based on the text and the two tables in Task 2 and Task 3. - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 9: Protecting the environment</p> <p>Lesson 6: Writing</p>
<p>* Warm-up Guessing game</p> <p>* Writing Task 1: Answer the questions. Task 2: Complete the table. Task 3: Write a paragraph about <i>Save the Elephant</i>.</p> <p>* Homework</p>

III. PROCEDURES

Notes:

In each activity, each step will be represented as following

- * Deliver the task
- ** Implement the task
- *** Discuss
- **** Give comments or feedback

		<p>*** Ss share their answers in groups.</p> <p>****T calls some groups to give their answers in front of the whole class and gives the final answers.</p> <ol style="list-style-type: none"> 1. <i>A panda.</i> 2. <i>It comes from China.</i> 3. <i>WWF stands for WORLD WIDE FUND FOR NATURE (formally The World Wildlife Fund).</i> 	<p>S</p> <p>S-S</p>	
WHILE-WRITING	To provide further information about a wildlife organization and a model for the writing task.	<p>TASK 2: READ THE TEXT ABOUT WWF AND COMPLETE THE TABLE. (p.106)</p> <p>*T asks Ss to work independently to read the text about WWF and complete the table with the information from it.</p> <p>**Ss do as required.</p> <p>****T lets Ss share their answers in pairs.</p> <p>****T invites one or two students to share their answers and checks the answers with the whole class.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. <i>Non-governmental organisation</i> 2. <i>1961</i> 3. <i>to stop the process of destroying the planet's natural environment</i> 4. <i>the survival of endangered animals and the protection of their natural habitats</i> 5. <i>1,300</i> 	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	10 mins
	To help Ss practise developing ideas and writing about a wildlife organisation.	<p>TASK 3: WRITE A PARAGRAPH ABOUT SAVE THE ELEPHANTS, USING THE INFORMATION IN THE TABLE BELOW. (p.106)</p> <p>*T explains the writing task: Ss use the information about another a wildlife organisation (Save the Elephants) and write a paragraph (120 – 150 words) about it following the model in 2. T sets a time limit for the task and reminds Ss to refer to the text about WWF and use the sentence and paragraph structures as models for their writing.</p> <p>**Ss do as required.</p> <p>***T lets Ss discuss in pairs if needed.</p> <p>**** T calls one student to write his/ her writing on the board, checks and</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	8 mins

		gives feedbacks.		
POST-WRITING	To do a cross-check and final check on students' writing.	<p>PEER CHECK</p> <p>- T has the groups swap and give feedback on each other's writing. T gives feedback on one writing as a model and gives a sample answer:</p> <p><i>Save the Elephants (STE) is a non-profit organisation. It was set up in 1993 by Iain Douglas-Hamilton, and today it is one of the world's largest organisations to save elephants worldwide. It aims to make sure elephants do not die out and protect the habitats in which elephants are found.</i></p> <p><i>Much of the work of STE focuses on stopping the illegal hunting of elephants especially in Africa and Asia, working together with scientists and experts to conduct research on behaviours of elephants, and raising people's awareness through films, televisions and new media sources. So far, it has conducted 335 projects in 40 countries and helped to protect thousands of elephants worldwide.</i></p>	Group work	10 mins
WRAP-UP HOMEWORK	<p>- To consolidate what students have learnt in the lesson.</p> <p>- To allow students to finalize their versions after being checked by friends and teacher.</p>	<p>WRAP-UP</p> <p>Teacher asks students to talk about what they have learnt in the lesson.</p> <p>HOMEWORK</p> <p>- Rewrite the paragraph in the notebooks.</p> <p>- Prepare for the Communication and Culture/CLIL.</p>	T-S	3 mins

UNIT 9: PROTECTING THE ENVIRONMENT

Lesson 7: Communication and Culture/ CLIL

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Protecting the environment*;
- Know how to make and respond to apologies;
- Know what Earth Hour is and what people do in that hour.

2. Core competence

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

3. Personal qualities

- Be ready to make and respond to apologies;
- Understand more about Earth Hour and actively take part in this lights-out event in Vietnam.

II. MATERIALS

- Grade 10 textbook, Unit 9, Communication and Culture/CLIL
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. backup (n)	/'bækʌp/	a copy of a file, etc. that can be used if the original is lost or damaged	Bản sao lưu dữ liệu
2. device (n)	/di'vaɪs/	an object or a piece of equipment that has been designed to do a particular job	thiết bị

3. territory (n)	/ˈterətri/	land that is under the control of a particular country or political leader.	lãnh thổ
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Assumptions

Anticipated difficulties	Solutions
1. Students may have underdeveloped speaking and co-operating skills.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
2. Some students will excessively talk in the class.	- Explain expectations for each task in detail. - Have excessive talking students practise. - Continue to explain task expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 9: Protecting the environment</p> <p>Lesson 7: Communication and Culture/ CLIL</p> <p>* Warm-up: Video watching</p> <p>I. Everyday English</p> <p>Task 1: Listen and complete the conversations.</p> <p>Task 2: Make similar conversations.</p> <p>II. Culture</p> <p>Task 1: Answer the questions.</p> <p>Task 2: Read the text and complete the fact file.</p> <p>Task 3: Discussion.</p> <p>Extra activity</p> <p>Talk about Earth Hour.</p> <p>* Homework</p>

III. PROCEDURES

		<p>****T plays the video clip again on the screen and checks the answers with the whole class.</p> <p>Key:</p> <ol style="list-style-type: none"> 1. <i>sorry</i> 2. <i>really</i> 3. <i>all right</i> 4. <i>paying attention</i> 5. <i>not to run</i> 6. <i>fault</i> 7. <i>too</i> 8. <i>it's fine</i> 9. <i>worry</i> 		
LEAD IN	To lead in the everyday English: Making and responding to apologies	T leads Ss into the lesson by introducing what they are going to learn: Making and responding to apologies.	T-S	2 mins
EVERYDAY ENGLISH	To introduce some structures to express opinions.	<p>TASK 1: LISTEN AND COMPLETE THE CONVERSATIONS WITH THE EXPRESSIONS IN THE BOX. THEN PRACTISE THEM IN PAIRS. (p.107)</p> <p>*T asks Ss to listen and complete the conversations with the expressions in the box.</p> <p>**Ss do the task individually.</p> <p>***T lets Ss share their answers.</p> <p>****T calls one student to share his/ her answers and checks the answers with the whole class.</p> <p>Key:</p> <ol style="list-style-type: none"> 1. <i>B</i> 2. <i>C</i> 3. <i>D</i> 4. <i>A</i> 	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	8 mins

		- T gives more explanations and writes down some common structures for making and responding to apologies.		
	To revise and practice making and responding to apologies in a conversation.	<p>TASK 2: WORK IN PAIRS. MAKE SIMILAR CONVERSATIONS MAKING AND RESPONDING TO APOLOGIES. USE THE EXPRESSIONS IN TASK 1. (p.107)</p> <p>*T asks Ss to work in pairs and make similar conversations using useful expressions of making and responding to apologies in task 1.</p> <p>**Ss work in pairs and do the task.</p> <p>****T calls on some pairs to act out the conversations to the class and then praises Ss for interesting ideas and fluent delivery.</p>	T-S S T-S	7 mins
CLIL	To identify the meaning and importance of Earth Hour.	<p>TASK 1: LOOK AT THE PICTURES AND ANSWER THE QUESTION.</p> <p><i>What do you know about Earth Hour?</i></p> <p>*T has Ss work independently to look at the pictures and list out their answers.</p> <p>***T lets Ss check their answers in pairs.</p> <p>****T calls some Ss to share their answers and checks with the whole class.</p> <p><i>Key: Students' answer</i></p>	T-S S-S T-S	3 mins
	To help Ss learn about Earth Hour through CLIL (Environmental studies) and learn some content vocabulary.	<p>TASK 2: READ THE TEXT AND COMPLETE EACH BLANK OF THE FACT FILE ABOUT EARTH HOUR WITH ONE WORD. (p.108)</p> <p>*T puts Ss into pairs. Ask them to read the text about Earth Hour and complete the table.</p> <p>** While Ss completing the task, T walks round the class and offers help, explains unfamiliar words.</p> <p>****T checks answers as a class by calling on pairs to write their missing words on the board.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. Saturday 2. support 3. climate 4. activities 5. 2009 	T-S S T-S	5 mins

	To give Ss an opportunity to personalise the CLIL topic.	<p>TASK 3: WATCH A VIDEO ABOUT EARTH HOUR. WORK IN PAIRS. DISCUSS THE FOLLOWING QUESTIONS. (p.108)</p> <p>*T asks Ss to work in pairs to answer the questions:</p> <ol style="list-style-type: none"> 1. Do you want to take part in this lights-out event in Viet Nam? Why or why not? 2. If you have a chance to take part in the event, what would you do? 3. What can you do to prevent the Covid-19 pandemic from spreading in Vietnam? <p>**T has Ss underline the ideas in the text so they can use them in their discussion. In stronger classes, T encourages Ss to come up with other ideas about what to do when having a chance to take part in the event.</p> <p>***T calls on some Ss to give their answers to class.</p> <p>**** T gives comments and feedbacks</p>	T-S S S-S T-S	5 mins
EXTRA ACTIVITY	To apply the knowledge they have learnt in this lesson.	<p>WORK IN GROUPS AND TALK ABOUT EARTH HOUR</p> <p>*T asks Ss to move to places of classmates they haven't got well acquainted with yet, form a new group and talk about Earth Hour.</p> <p>**T calls some groups to model their talk in front of the class.</p> <p>***T allows Ss to give comments for their friends and vote for the most interesting and informative presentation.</p> <p>****T gives feedback and comments.</p>	T-S S S-S T-S	8 mins
WRAP-UP HOMEWORK	<p>- To consolidate what students have learnt in the lesson.</p> <p>- To review what students have learnt in the lesson.</p>	<p>WRAP-UP</p> <p>Teacher asks students to talk about what they have learnt in the lesson.</p> <p>HOMEWORK</p> <p>Write down the discussion results of Earth Hour.</p>	T-S	2 mins

UNIT 9: PROTECTING THE ENVIRONMENT

Lesson 8: Looking back & Project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of *Unit 9*;
- 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 more creative when doing the project;
- Develop self-study skills.

II. MATERIALS

- Grade 10 textbook, Unit 9, Looking back & Project
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- sachmem.vn

Assumptions

Anticipated difficulties	Solutions
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1. Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
2. Some students might excessively talk in the class.	- Explain expectations for each task in detail. Have excessive talking student's practice. - Continue to explain task expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 9: Protecting the environment</p> <p>Lesson 8: Looking back & Project</p> <p>* Warm-up</p> <p>Video watching</p> <p>I. Looking back</p> <p>PRONUCIATION: Listen and mark the stressed syllables in the words in bold.</p> <p>VOCABUIARY: Complete the sentences.</p> <p>GRAMMMAR: Rewrite the senteces.</p> <p>II. Project</p> <p>An environmental organisation</p> <p>* Homework</p>
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III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<p>- To revise the vocabulary related to the topic and lead in the next part of the lesson.</p> <p>- To enhance students' skills of cooperating with teammates.</p>	<p>VIDEO WATCHING</p> <p>*T divides the class into groups of 4.</p> <p>**Members of each group watch the video clip about saving the earth and take notes individually.</p> <p>*** Ss in each group share the notes.</p> <p>****T calls 1-2 Ss to give a summary of the video content based on the group's notes, comments and checks.</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins
PRONUNCIATION	To help Ss further revise sentence stress and practise speaking with a natural rhythm.	<p>LISTEN AND MARK THE STRESSED SYLLABLES IN THE WORDS IN BOLD. THEN PRACTISE SAYING THE SENTENCES WITH A NATURAL RHYTHM.</p> <p>(p.108)</p> <p>*T asks Ss to listen to the recording and mark the stressed syllables in the words in bold in the sentences and then practise saying them with a natural rhythm. T plays the recording several times if necessary.</p> <p>**Ss listen and mark the stressed syllables.</p> <p>***T puts Ss into pairs and has them read the sentences to each other. T encourages them to use correct sentence stress and appropriate pausing.</p> <p>****T praises Ss who try to speak with a natural rhythm.</p> <p>Key:</p> <ol style="list-style-type: none"> 'Don't 'buy 'products that are 'made from 'wild 'animal 'parts. 'What can we 'do to 'help the 'animals in the 'wild? 'Larger 'tigers tend to 'live in 'colder 'areas while 'smaller 'tigers 'live in 'warmer 'countries. 'Elephants are en'dangered because of il'legal 'hunting and 'body 'part 'trade. Do you 'know why so many en'dangered 'animals are disap'pearing? 	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins
VOCABULARY	To help Ss revise the vocabulary items	<p>CHOOSE THE CORRECT WORD TO COMPLETE EACH SENTENCE. (p.109)</p> <p>*T asks Ss to choose the correct word to complete each sentence.</p>	T-S	5 mins

	they have learnt in the unit.	<p>** T has Ss do this activity individually</p> <p>***T then has Ss compare their answers with their partners.</p> <p>****T checks answers as a class. T asks some Ss to write the words on the board and explain their choices.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. <i>habitats</i> 2. <i>impact</i> 3. <i>endangered</i> 4. <i>warming</i> 	<p>S</p> <p>S-S</p> <p>T-S</p>	
GRAMMAR	To help Ss revise the use of reported speech.	<p>CHANGE THE FOLLOWING SENTENCES INTO REPORTED SPEECH.</p> <p>(p.109)</p> <p>*T asks Ss to change the sentences into reported speech.</p> <p>**Ss do this activity individually.</p> <p>***Ss then compare their answers with a partner.</p> <p>****T checks answers as a class. T asks some Ss to write the sentences on the board and explains the changes they made to the original statements and questions.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. <i>The teacher explained that the rising sea level was / is a result of global warming.</i> 2. <i>My friend told me that she would take part in the competition the following month.</i> 3. <i>The speaker said the clearing and burning of forests led / lead to air pollution.</i> 4. <i>Tuan asked Minh if/ whether he was interested in joining the event that weekend.</i> 5. <i>Nam asked Mai when she was going to deliver the presentation on the environment.</i> 	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins
PROJECT	To provide an opportunity for Ss to develop their	<p>A LOCAL OR AN INTERNATIONAL ENVIRONMENTAL ORGANISATION</p> <p>(p.109)</p> <p>As Ss have prepared for the project throughout the unit, the focus of</p>		23 mins

	<p>research and collaboration skills and to practise giving an oral presentation.</p>	<p>this lesson should be on the final product, which is an oral presentation.</p> <p>*T gets Ss to work in their groups and gives them a few minutes to get ready for the presentation.</p> <p>- T gives Ss a checklist for peer and self-assessment, explains that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.</p> <p>- If necessary, T goes through the criteria for assessing their talk to make sure Ss are familiar with them.</p> <p>**Two or three groups give their presentations.</p> <p>***The rest of the class to ask questions and may hold further discussions at the end.</p> <p>****T showers praise on each presentation and gives Ss marks for their presentations as part of their continuous assessment or T can award a special prize to the group which has the most brilliant presentation.</p>	<p>T-S</p> <p>S</p> <p>T-S</p>	
<p>WRAP-UP HOMEWORK</p>	<p>- To consolidate what students have learnt in the lesson.</p> <p>- To prepare for the next lesson.</p>	<p>WRAP-UP Teacher asks students to talk about what they have learnt in the lesson.</p> <p>HOMEWORK Prepare for the next lesson: Unit 10 – Lesson 1. Getting started.</p>	<p>T-S</p>	<p>2 mins</p>