

**PERIOD 20:**

**UNIT 3: THE GREEN MOVEMENT**  
**GETTING STARTED – Let's go green!**  
**+ LANGUAGE (VOCABULARY)**

**Aims and Objectives:**

- To help Ss get started with some language items in Unit 3
- To teach Ss to listen and read a conversation about the Go green campaign and do some Tasks.
- To teach some lexical items related to the topic of *The green movement*
- At the end of the lesson, students will be able to:
  - + have general ideas about the topic of *The green movement*.
  - + identify cause & effect relationships by choosing True/False statements.
  - + find meaning of difficult words by inferring from contextual clues
  - + use the words and phrases related to the topic of *The green movement*.
  - + get to know the grammar points of the unit: *Simple, compound and complex sentences; Relative clauses with which referring to the whole clause.*

**Teaching aids :** video clip, pictures, handouts

**Methods:** Integrated, mainly communicative.

**Skills:** - Reading for gist and for specific information.

- Skimming and scanning reading
- Listening skill

**Procedures:**

T	CONTENT	ACTIVITIES
5'	<p><b>* Warm-up: Watch a video clip</b></p> <p><b>* Questions:</b> What is the video clip about?            → Going Green</p> <p>→ <b>Lead into the new lesson.</b></p> <p><b>NEW LESSON:</b></p>	<p>- T plays a video clip and asks Ss to answer the questions.</p>
8'	<p><b>I. Activity 1: Listen and read:</b>            You are going to listen to a conversation between Kevin, Maria, and Mai about a green lifestyle.</p> <p>→ They are classmates and are discussing green activities/ how to go green.</p> <p><b>* Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Hazardous chemicals (n): Hóa chất độc hại</li> <li>• Deplete (v): reduce sth by a large amount so that there is not enough left</li> </ul>	<p>Ask Ss to look at the picture and guess what the students in the picture are talking about.</p> <ul style="list-style-type: none"> <li>• Tell Ss that they are going to listen to a conversation between Kevin, Maria, and Mai about a green lifestyle.</li> <li>• Play the recording. Ask Ss to listen and read along.</li> </ul>

	<ul style="list-style-type: none"> <li>• Mould and mildew (n): mốc, nấm mốc</li> <li>• Pathway (n): đường mòn, đường nhỏ</li> <li>• Dispose of</li> <li>• Clutter (n) lộn xộn, hỗn loạn</li> <li>• Asthma (a disease)</li> </ul> <p>6' <b>II. Activity 2: Decide whether the statements are true (T), false (F) or not given (NG):</b></p> <p><b>* Key:</b></p> <ol style="list-style-type: none"> <li>1. T</li> <li>2. F</li> <li>3. NG</li> <li>4. T</li> <li>5. F</li> </ol> <p>8' <b>III. Activity 3: Combine each pair of sentences using the word in bracket:</b></p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. Some chemicals can be used for cleaning surfaces but they affect the air quality and cause health problems.</li> <li>2. We should use renewable resources because they are never depleted.</li> <li>3. We are trying our best to preserve natural habitats, which will help to save our planet for future generations.</li> </ol> <p>6' <b>IV. Activity 4: Find five noun phrases in the conversation that mean the following:</b></p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. dangerous climate change</li> <li>2. renewable resources</li> <li>3. eco-friendly products</li> <li>4. hazardous chemicals</li> <li>5. green technology</li> </ol> <p>5' <b>V. Activity 5: Work in pairs. Answer the following question.</b></p> <p><i>What do you think about the Go Green campaign Mai and Maria are launching?</i></p>	<p>Ask Ss to work in pairs to decide whether the statements are true (T), false (F), or not given (NG). Encourage them to provide reasons for their answers. They may refer back to the conversation to get the necessary information.</p> <ul style="list-style-type: none"> <li>• Have Ss read the simple sentences and focus on the words (conjunctions) given in brackets.</li> <li>• Ask Ss to combine the sentences and then have them read their compound or complex sentences to check their answers. Check answers as a class</li> <li>• Ask Ss to work individually. Have them read the meaning of each noun phrase, and then read the conversation again to find the correct phrase.</li> <li>• Have Ss write the correct phrase next to the meanings given.</li> <li>• Ask Ss to compare their answers in pairs or groups.</li> <li>• Check answers as a class.</li> <li>• Have Ss work in pairs. Encourage them to talk about what they think about the Go Green campaign Mai and Maria are launching.</li> <li>• Have some pairs summarise their discussion and present the main ideas to the rest of the class.</li> </ul> <p>Ask Ss to work individually, read each word or phrase and match it with its meaning. They should read each explanation and decide if it defines a verb, noun, or adjective. If necessary, provide support by encouraging Ss to</p>
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<p>6'</p>	<p><b>LANGUAGE: Vocabulary:</b></p> <p><b>1. Activity 1: Match each word and phrases with its meaning:</b></p> <p><i>Key:</i></p> <p>1. c            2. d            3. b  4. f            5. e            6. a</p> <p><b>2. Activity 2: Completing the sentences:</b></p> <p><b>Key:</b></p> <p>1. pathway            2. mould and mildew  3. asthma            4. dispose of  5. depleted</p> <p><b>* Homework:</b> Prepare for the next lesson: Language +</p>	<p>use the context and clues in the conversation.</p> <p>Ask Ss to study the context in which the words or phrases in <b>1</b> have been used.</p> <ul style="list-style-type: none"> <li>• Ask Ss to complete the sentences individually.</li> </ul> <p>Alternatively, in a weaker class, have Ss work on the sentences in pairs.</p> <ul style="list-style-type: none"> <li>• Check answers as a class</li> </ul>
<p>1'</p>	<p>Looking back (Pronunciation &amp; Grammar)</p>	

PERIODS 21, 22:

**UNIT 3: THE GREEN MOVEMENT**  
**LANGUAGE + LOOKING BACK**  
**(Pronunciation & Grammar)**

**OBJECTIVES :**

**1. EDUCATIONAL AIMS :** At the end of the lesson, students will be able to:

- pronounce assimilation in connected speech
- use words and phrases related to the topic "*The green movement* "
- use Simple, compound and complex sentences; Relative clauses with **which** referring to the whole clause.

**2. KNOWLEDGE :** Information about the topic "*The green movement*".

Pronunciation and grammar

**LANGUAGE :** Words and phrases related to the topic "*The green movement* ".

Sentences related to above grammars

**3. SKILLS :** Listening

**METHOD :** Integrated, mainly communicative

**TEACHING AIDS :** Handouts, CD player

**PROCEDURE :**

T	CONTENT	ACTIVITIES									
5'	<p><b>PERIOD 21:</b></p> <p><b>* Check-up: Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- reliable</li> <li>- self-reliant</li> <li>- decisive</li> <li>- determined</li> <li>- well-informed</li> <li>- confident</li> </ul>	- T checks Ss' Vocabulary.									
5'	<p><b>*Warm-up:</b></p>										
10'	<p><b>*NEW LESSON:</b></p> <p><b>LANGUAGE:</b></p> <p><b>I. Pronunciation: Assimilation</b></p> <p><b>1. Activity 1: Listen and repeat:</b></p> <p><b>Key:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">light <u>b</u>ulb t→p</td> <td style="text-align: center;">clean <u>n</u> beach n→m</td> <td style="text-align: center;">action <u>n</u> plan n→m</td> </tr> <tr> <td style="text-align: center;">green <u>n</u> planet n→m</td> <td style="text-align: center;">earth <u>th</u> scientist θ→s</td> <td></td> </tr> <tr> <td style="text-align: center;">wind <u>d</u> power d→b</td> <td style="text-align: center;">plant <u>t</u> material t→p</td> <td></td> </tr> </table>	light <u>b</u> ulb t→p	clean <u>n</u> beach n→m	action <u>n</u> plan n→m	green <u>n</u> planet n→m	earth <u>th</u> scientist θ→s		wind <u>d</u> power d→b	plant <u>t</u> material t→p		<p>Explain the process of assimilation to Ss, that is, when the ending sound of one word blends into the beginning sound /m/, /b/, /p/, and /s/ of the following word.</p> <ul style="list-style-type: none"> <li>• Play the recording for Ss to listen and follow.</li> <li>• Read out the phrases (or play the recording again) for Ss to repeat as a class.</li> <li>• Ask Ss to work in pairs and take turns</li> </ul>
light <u>b</u> ulb t→p	clean <u>n</u> beach n→m	action <u>n</u> plan n→m									
green <u>n</u> planet n→m	earth <u>th</u> scientist θ→s										
wind <u>d</u> power d→b	plant <u>t</u> material t→p										

**2. Activity 2 : Listen and repeat the following sentences, paying attention to the assimilation indicated in bold.**

**Key:**

1. Can you describe any direct **t** m methods of monitoring air t p pollution?
2. Do you discuss any environmental issues with your n m **p**al?
3. Carbon n m **m**onoxide is a poisonous gas produced t p **ed** by the n m incomplete t p **u**rning of various fuels.
4. Despite all the environmental activities, the city is losing its fight against t p **p**ollution.
5. We need a detailed action n m **n** plan for maintaining clean n m **e**aches and d b **p**arks.

10'

**LOOKING BACK:**

**I. Pronunciation:**

**Activity 1: Listen and underline the sounds that are assimilated:**

**Key:**

1. This is the t p **est** book on environmental issues.
2. We believe that θ s **oth** sides should focus more on energy-saving projects.
3. We'll make the earth a green n m **n** planet.
4. Wind d b **u**nder power produces no greenhouse gas emissions during d b **u**nder operation.
5. Bio-fuels are obtained from biodegradable plant t p **u** material.

**Activity 2: Listen and complete the sentences:**

**Key:**

1. Fresh green n m **n** beans provide lots of valuable nutrients.
2. Sustainability is the key element in modern town n m **n** planning.
3. I got food d b **u**nder poisoning after eating vegetables sprayed with pesticides.
4. The goal of Green n m **n** Britain foundation is to create new wildlife habitats.
5. We started using energy-saving light t p **u** bulbs.

pronouncing the phrases. Encourage Ss to say them as naturally as possible.

- Read the sentences, focusing on the assimilated sounds indicated by the letters in bold, and have Ss repeat.
- Play the recording for Ss to repeat once or twice.
- Extend this task by having Ss take turns reading each of the sentences twice: 1) slowly, trying to enunciate the sounds clearly and avoid any assimilation and 2) quickly, trying to blend the final and initial sounds. Ask their partners to listen carefully and identify any assimilated sounds.

Review what assimilation is and when this process happens.

- Play the recording and let Ss listen and underline the ending and starting sounds with assimilation in the words.
- Check answers as a class by asking some Ss to read the sentences out loud.
- Play the recording again and let Ss listen and repeat the sentences.
- Remind Ss of the process of assimilation and the changes to the ending sounds. Ask them to refer to the *Do you know...?* box.
- Play the recording. Ask Ss to write what they hear.
- Check answers as a class by asking Ss to read the completed sentences.
- Play the recording again and let Ss listen and repeat the answers.

- Ask Ss if they can remember the use of relative pronouns *who*, *that*, and *which*.
- Read the *Do you know...?* box and explain the difference between *which*

## II. Grammar: Relative clauses with *which*

### LANGUAGE:

*Which* can be used to define the whole idea presented in the main clause:

main clause, *which* + relative clause

*Ex:*

*We are using green cleaning products **which** do not release harmful chemicals into the environment.*

*(which defines 'green cleaning products')*

*# We are using green cleaning products, **which** will help to save the environment.*

*(which defines the whole idea of the main clause)*

*Note: This relative clause is usually separated with a comma after the main clause.*

### 3. Activity 3: Combine the following sentences using *which*

#### Key:

1. The water in this river is seriously polluted, which places some species of native fish in danger of extinction.
2. The air in most classrooms in this school contains a lot of harmful gases, which is very worrying as many young children are studying here.
3. We should all go green by practising the 3Rs: *reduce*, *reuse*, and *recycle*, which is always encouraged by environmentalists.
4. Illegal dumping is strictly prohibited in the town, which has helped to keep our environment clean and green.
5. Young people are starting to practise simple green living, which will help to save our planet for future generations.

#### LOOKING BACK:

**Activity 3: Match the simple sentences, then write complex sentences with *which*.**

#### Key:

1. d The indoor air quality at school is better now, which has helped students to improve their concentration and test results.
2. a They have cleaned the mould from the walls, which has resulted in fewer asthma attacks.
3. e We keep our school environment clean and green, which has made us very proud.
4. b They have started using more green products, which has brought them some financial and health benefits.
5. c School staff have shown parents different ways to go green, which has had an impact on the entire community

## PERIOD 22: GRAMMAR:

### Simple, compound, and complex sentences:

defining something in the main clause and *which* defining the whole idea of the main clause.

- Ask Ss to do the activity individually.
- Monitor the activity and help Ss, if necessary.
- Check answers as a class

Have Ss read and combine the simple sentences into complex ones.

- Remind Ss to look for similar ideas in the sentences so that they can use *which* to form relative clauses.
- Ask Ss to work individually to write the complex sentences with *which*.
- Then have Ss compare their answers with a partner.
- Check answers as a class.

- Ask Ss if they can remember the differences between simple, compound, and complex sentences. Check their understanding.
- Have Ss figure out the answers.
- Monitor the activity and help Ss, if necessary.
- Remind Ss to pay attention to the main clauses, the subordinate clauses

24'	<p><b>LANGUAGE</b></p> <p><b>1. Activity 1: Identifying types of sentences:</b></p> <p><b>Key:</b></p> <table border="0"> <tr> <td>1. Simple</td> <td>2. Compound</td> </tr> <tr> <td>3. Complex</td> <td>4. Simple</td> </tr> <tr> <td>5. Complex</td> <td>6. Complex</td> </tr> </table> <p><b>2. Activity 2: Combine the following simple sentences, using words from the box.</b></p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>If we all adopt a green lifestyle, we will help conserve our natural resources.</li> <li>Some foods taste good, but they do not have many nutrients.</li> <li>We should keep the school air clean because this will improve students' concentration and help them to learn better.</li> <li>Germs can cause infections in parts of our body and can make us feel unwell.</li> <li>When we all start conserving the environment, we can all enjoy better living conditions.</li> <li>Coal, which is still used in a lot of power plants, remains one of the most important energy sources.</li> </ol>	1. Simple	2. Compound	3. Complex	4. Simple	5. Complex	6. Complex	<p>and the conjunctions.</p> <ul style="list-style-type: none"> <li>• Check answers as a class</li> <li>• Ask Ss to do the activity individually.</li> <li>• Observe and help Ss, if necessary.</li> <li>• Remind Ss to pay attention to the meaning of each simple clause when they choose the conjunctions.</li> <li>• Check answers by asking individual Ss to take turns reading aloud their complete sentences.</li> </ul> <p>Ask Ss to follow the instructions and combine the sentences individually.</p> <ul style="list-style-type: none"> <li>• Have Ss compare their answers with a partner.</li> <li>• Check answers as a class.</li> </ul>
1. Simple	2. Compound							
3. Complex	4. Simple							
5. Complex	6. Complex							
20	<p><b>LOOKING BACK:</b></p> <p><b>Activity 1: Combine the simple sentences into compound sentences, using appropriate conjunctions.</b></p> <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> <li>We read food labels carefully, for we want to buy only organic products.</li> <li>The burning of fossil fuels is the largest source of greenhouse gas emissions and causes air pollution.</li> <li>Shall we organise a tree-planting day or launch a recycling campaign at school?</li> <li>Regular exercise is essential to longevity, but it is not the only factor.</li> <li>Noise pollution can cause stress and psychological problems, so try to spend some peaceful, quiet time in nature.</li> </ol>	<p>This activity is to help Ss to review complex sentences consisting of main clauses and subordinate clauses.</p> <ul style="list-style-type: none"> <li>• Ask Ss to work individually first, and then compare their answers with a partner.</li> <li>• Check answers as a class.</li> </ul>						

**Activity 2: Combine the simple sentences into complex sentences using the words in brackets:**

**Key:**

1. If we change our consumption habits, we can reduce our carbon footprint.
2. We should use bicycles instead of cars because this will help reduce exhaust fumes and pollution.
3. When fossil fuels are burned, they emit harmful gas into the environment.
4. Protect the environment where you live.
5. We reuse bags, old clothes and scrap paper at home so that we can reduce waste.

\* **Homework:** Prepare for the next lesson: Reading

1'



**PERIOD 23:**

**UNIT 3: THE GREEN MOVEMENT**

**READING: Black carbon pollution**

**Main language focus :** Reading Comprehension

**Integrated language skills :** Speaking (discussing soot pollution)

**Main reading subskills:** Identifying main facts and details / Identifying cause & effect relationships / Inferring skills

**Reading levels :** IC / RO

**Specific objectives :**

At the end of the lesson, students will be able to :






- understand a text about soot pollution.
- identify cause & effect relationships by choosing the appropriate heading for each paragraph
- find meaning of difficult words by filling the missing information

**Prior knowledge :** Some information about soot pollution.

**Teaching aids :** pictures, handouts

**Methods:** Integrated, mainly communicative.

**PROCEDURES:**

T	CONTENT	ACTIVITIES
<p>5'</p> <p>5'</p>	<p><b>* Check-up:</b></p> <p><b>* Warm-up: Look at the following pictures and guess the words:</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>F_r_s_f_r_</p> </div> <div style="text-align: center;">  <p>D_e_e_v_h_c_e</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>I_e_m_l_i_g</p> </div> <div style="text-align: center;">  <p>G_o_a_w_r_i_g</p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p>C_a_b_r_i_g</p> </div> <p>Key: 1. Forest fire      2. Diesel vehicle          3. Ice melting      4. Global warming</p>	<p>- T shows some pictures and asks ss to fill the missing letters to make meaningful words.</p>

<p>10'</p>	<p>5. Coal burning</p> <p>→ What pollutant do you think of when you see the above pictures? → <b>Soot</b> (Black carbon)</p> <p><b>Watch a video clip:</b> <a href="https://youtu.be/ColNlsqErZM">https://youtu.be/ColNlsqErZM</a> (NOAA Ocean Today video: 'Black Carbon')</p> <p>→ Questions; 1. <i>What is soot?</i> 2. <i>Do you think soot is harmful? Why or why not?</i></p> <p>→ Lead into the new lesson.</p> <p><b>I. Pre-reading:</b> <b>1. Activity 1: Match the pictures with the appropriate word or phrases:</b> <b>Key:</b> 1. diesel vehicle 2. melting of the Arctic 3. soot</p> <p><b>2. Vocabulary:</b> - Soot (n) /sut/ (picture) - Diesel vehicle /'di:zl/ /'vi:əkl/ (picture) - combustion /kəm'bʌstʃən/ sự đốt cháy - Bronchitis /brɒŋ'kæɪtɪs/ (n) bệnh viêm cuống phổi, bệnh viêm phế quản</p>	<p>- T plays a video clip and asks Ss to answer the questions.</p> <p>Focus Ss' attention on the pictures and have them do the matching individually, and then check with a partner.</p> <p>- T teaches some new words, using different techniques.</p>
<p>18'</p>	<p><b>II. While- reading:</b> <b>1. Activity 2: Read the following article about soot pollution. Choose the appropriate heading (a-d) for each paragraph.</b></p> <p><b>Key:</b> 1. c    2. a    3. b    4. d</p> <p><b>2. Activity 3: Complete the sentences with no more than 5 words.</b> <b>Key:</b> 1. We know about carbon dioxide and its impact on global warming, but we <i>know little about soot/don't know much about soot.</i> 2. Soot comes from the burning of coal, <i>oil, wood, and other</i></p>	<p>• Explain to Ss that repeated and similar vocabulary can form a vocabulary chain in a paragraph, which can help to express the main idea of the paragraph. • Have Ss skim the text individually to choose the best heading for each paragraph. Then let them check their answers with a partner. • Check answers as a class and write them on the board</p> <p>• Allow enough time for Ss to read the instructions and the incomplete sentences. • Have Ss work in pairs. They should write their answers, and then check with another pair. • Check answers as a class and provide feedback.</p>

<p>6'</p>	<p><i>fuels.</i></p> <p>3. Black carbon is the <i>second most damaging greenhouse gas</i> after carbon dioxide.</p> <p>4. Soot particles can be easily breathed in because they are <i>smaller than dust and mould/ very tiny.</i></p> <p>5. People can reduce black carbon emissions at home by using <i>clean, alternative fuel stoves</i> for cooking and heating.</p> <p><b>III. Post reading: Discuss with a partner. Are soot emissions a problem in your community or in Viet Nam in general?</b></p> <p>A: <i>Do you see soot in the environment around you?</i>  B: .....</p> <p>A: <i>What are the sources of soot in your community?</i>  B: .....</p> <p>A: <i>What health problems does soot cause to the people in your community?</i>  B: .....</p>	<ul style="list-style-type: none"> <li>• Put Ss in pairs and let them discuss the questions freely. If Ss have difficulty coming up with new ideas, give them some examples of soot emissions and the pollution and health problems they cause.</li> <li>• Ask one or two pairs to report the discussion results to the class.</li> <li>• Alternatively, have Ss do some research on soot pollution in their community at home and report the findings in the next class.</li> </ul>
<p>1'</p>	<p>* <b>Homework:</b> Prepare for the next lesson: Listening</p>	

**PERIOD 24:**

**UNIT 3: THE GREEN MOVEMENT  
LISTENING- Go Green Week**

**OBJECTIVES :**

- 1. EDUCATIONAL AIMS :** At the end of the lesson, students will be able to:
  - Listen for general ideas and specific information in a talk show about a school’s Go Green initiative.
  - know about how to go green at school.
- 2. KNOWLEDGE :** Information about being independent.  
**LANGUAGE :** Words and phrases related to the green movement.
- 3. SKILLS :** Listening for gist and for specific information  
**METHOD :** Integrated, mainly communicative  
**TEACHING AIDS :** Handouts, CD player

**PROCEDURE :**

T	CONTENT	ACTIVITIES															
5' 5'	<p><b>* Check-up:</b>  <b>* Warm-up: List the activities:</b></p> <div style="text-align: center;"> <pre> graph TD     A((Green activities)) --- B[Walk to school]     A --- C[turn off light when not in use]     A --- D[Plant trees]     A --- E[use glass water bottle]     A -.- F[.....]     A -.- G[.....]                     </pre> </div> <p>→ <b>Lead into the new lesson.</b></p>	<p>- T asks Ss to work in pairs and list some green activities they have done.</p>															
11	<p><b>I. Pre-Listening:</b>  <b>Activity 1:</b> Discuss and prepare an action plan for the Go Green Week.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Days of week</th> <th style="width: 35%;">Green activities</th> <th style="width: 50%;">Reasons</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td><i>Turn off electric devices when not in use</i></td> <td><i>Save energy</i></td> </tr> <tr> <td>Tuesday</td> <td><i>Go to school on foot, by bus or ride a bike to school</i></td> <td><i>Save energy and improve overall health</i></td> </tr> <tr> <td>Wednesday</td> <td><i>Water trees in the schoolyard or the place where you are living</i></td> <td><i>Providing trees with enough water helps them grow fast and green. Trees provide us with oxygen.</i></td> </tr> <tr> <td>Thursday</td> <td><i>Collect used things for reuse and recycle</i></td> <td><i>Reuse and recycle help a lot in protecting the environment.</i></td> </tr> </tbody> </table>	Days of week	Green activities	Reasons	Monday	<i>Turn off electric devices when not in use</i>	<i>Save energy</i>	Tuesday	<i>Go to school on foot, by bus or ride a bike to school</i>	<i>Save energy and improve overall health</i>	Wednesday	<i>Water trees in the schoolyard or the place where you are living</i>	<i>Providing trees with enough water helps them grow fast and green. Trees provide us with oxygen.</i>	Thursday	<i>Collect used things for reuse and recycle</i>	<i>Reuse and recycle help a lot in protecting the environment.</i>	<p>Ask Ss to work in pairs to discuss and prepare an action plan for the Go Green Week.</p> <ul style="list-style-type: none"> <li>• Remind Ss to describe the activities for each day and the reasons for doing them.</li> <li>• Ask some pairs to describe their activities to the class.</li> </ul>
Days of week	Green activities	Reasons															
Monday	<i>Turn off electric devices when not in use</i>	<i>Save energy</i>															
Tuesday	<i>Go to school on foot, by bus or ride a bike to school</i>	<i>Save energy and improve overall health</i>															
Wednesday	<i>Water trees in the schoolyard or the place where you are living</i>	<i>Providing trees with enough water helps them grow fast and green. Trees provide us with oxygen.</i>															
Thursday	<i>Collect used things for reuse and recycle</i>	<i>Reuse and recycle help a lot in protecting the environment.</i>															

Friday	<i>Clean the schoolyard</i>	<i>The schoolyard becomes quite dirty after a week, so each student should give a hand with cleaning.</i>
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**II. While - Listening:**

**1. Activity 2: Listen to a talk show and answer the following questions:**

**Key:**

1. A secondary school's Go Green movement in Cam Ranh.
2. To help their school to go green and save the planet.
3. Students spare ten minutes during the break time every weekday at school for green activities.
4. He hopes the project will encourage more people to change their lifestyles and go green.

**2. Activity 3: Listening - True/ False/Not Given.**

**Key :**

1. NG    2. F    3. F    4. T    5. T

**3. Activity 4: Listen again and complete the table, using no more than 5 words for each blank.**

**Key:**

Days of week	Green Activities
Monday	<i>1. Recycling old /broken electronics</i>
Tuesday	<i>2. Growing organic vegetables</i>
Wednesday	<i>3. Learning about going green</i>
Thursday	<i>4. Checking for mould growth</i>
Friday	<i>5. Testing and widening environmental knowledge.</i>

7'

**IV. Post-listening: Discuss what you can do to change your lifestyles and go green.**

**Suggested answers:**

- reduce waste
- conserve energy
- conserve water

- Ask Ss to read through the questions and make some guesses about what they are going to hear. Explain any new words/phrases, if necessary.
- Play the recording without pausing first and have Ss listen for gist. Check their comprehension and play the audio again.
- Have Ss work in pairs to discuss and answer the questions.
- Check answers as a class
- Ask Ss to read the statements and check their comprehension before playing the recording.
- Have Ss work in pairs first, and then check their answers as a class.
- Allow enough time for Ss to read the instructions and the questions.
- Give Ss sufficient time to listen to the recording so they can extract the information needed and hear the words they have to write down.
- Have Ss work in pairs to write their answers, and then check with another pair.
- Check answers as a class and provide feedback
- Have Ss work in pairs and let them discuss the question freely.
- Ask one or two pairs to report the discussion results to the class

1'	<p>- eat local, organic foods</p> <p><b>Homework:</b> Ss prepare for Writing and do exercises in Workbook.</p>	
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**PERIOD 25:**

**UNIT 3: THE GREEN MOVEMENT**  
**WRITING – Advantages and disadvantages of going green**

**OBJECTIVES :**

- 1. EDUCATIONAL AIMS :** At the end of the lesson, Ss will be able to write an essay about the advantages and disadvantages of a green lifestyle.
- 2. KNOWLEDGE :** Information about writing an essay  
**LANGUAGE :** Words and phrases related to writing an essay
- 3. SKILLS :** Writing an essay  
**METHOD :** Integrated, mainly communicative  
**TEACHING AIDS :** handouts

**PROCEDURE :**

T	CONTENT	ACTIVITIES
5'	* <b>Check-up:</b>	
12'	<p><b>I. Pre-writing:</b></p> <p><b>1. Vocabulary:</b></p> <p>+ Hydro (n) /'haɪdrəʊ/ : thủy điện</p> <p>+ Geothermal (a) /,dʒi:əʊ'θɜ:məl/ : địa nhiệt</p> <p>+ Biomass (n) /'baɪəʊmæs/ : nhiên liệu sinh khối</p> <p>+ Seasonal (a) /'si:zənl/ : theo mùa/ theo thời vụ</p> <p>+ Time-consuming (a) /'taɪm kən'sju:mɪŋ/: taking or needing a lot of time</p> <p>+ initial cost (np) /ɪ'nɪʃl/ : chi phí ban đầu</p> <p><b>2. Activity 1: Read the incomplete essay about the advantages and disadvantages of green energy. Use the ideas in the following boxes to complete the second and third paragraphs.</b></p> <p><i><b>Suggested answer:</b></i></p> <p><i>One major advantage is that they are renewable - they can be replaced naturally and cannot be seriously depleted. This green energy also reduces the cost of operation. As a type of clean energy, they emit little or no harmful chemical pollutants into the air, so they have a minimal impact on the environment.</i></p> <p><i>While it is easy to see the environmental advantages of using green energy, we must also recognise some of the disadvantages. First, it is difficult to generate the quantities of electricity to satisfy our needs. Although the cost of operation is low, the initial cost of building and installing these new technologies are very high. Another disadvantage of using green energy is the unreliability of sources.</i></p>	<p>- T explains some words</p> <p>Ask Ss to read the phrases carefully. If necessary, let them use a dictionary to check the meaning of any unfamiliar vocabulary.</p> <ul style="list-style-type: none"> <li>• Ask Ss to work in pairs, discuss each phrase and write full sentences for the ideas.</li> <li>• Ask Ss to use their sentences to complete the second and third paragraphs.</li> <li>• Ask several pairs to give their answers.</li> <li>• Check answers as a class.</li> </ul>
23	<p><b>II. While Writing:</b></p> <p><b>1. <u>Outline of an essay about the advantages and disadvantages of going green</u></b></p> <p><b>USEFUL LANGUAGE:</b></p>	

- A pro/ a con...
- A positive aspect.../A positive point ...
- A negative aspect.../Negative consequences... a consequence of...
- A further (dis)advantage.../One more (dis)advantage ...
- The advantages outweigh the disadvantages ....
- However,.../ Nevertheless.../On the other hand, / In contrast, .../ On the contrary,.../ Despite all of this ..

**Activity 2: Use the ideas in the following boxes to write an essay of about 180-250 words about the advantages and disadvantages of consuming organic food, using the outline of the essay in 1:**

**Suggested answer:**

*Nowadays, food safety issues are regarded as one of the most important problems people, especially those in developing countries, have to face. As a result, consumers tend to pay more and more attention to the organic food. Some think it should be widely promoted while others assume it has certain limitation when in use based on its advantages and disadvantages.*

*First of all, organic food is very clean and safe for people's health because there are fewer chemicals or pesticide sprayed on it. Consequently, consumers will have more chances to use nutritional foods without any doubt. In addition, farmers use eco-friendly methods to cultivate so they spend fewer expenses on farming and are able to make big profits from selling their products.*

*In contrast, organic food has its own limitations, particularly for people with certain financial and geographical conditions. Producing organic products takes a lot of time and efforts and depends on many farming conditions such as suitable lands, weather, and farming methods. Accordingly, the price of organic food is quite expensive and buyers have fewer choices in favourite foods.*

*To sum up, like any problems, organic food has both strengths and weaknesses. It can help to save the environment and people's health; however, at this moment, it cannot be widely grown and consumed conveniently all over the world. For the sake of our health, we hope that, its negative points will be improved effectively soon.*

**III. Post - writing: Peer correction:**

- Ask Ss to discuss in groups and identify the aims of the paragraphs in the essay – introduction to the topic, the advantages of consuming organic food, the disadvantages of consuming organic food, and conclusion.
- Encourage them to use the ideas to write full sentences. Then ask Ss to read their drafts in groups, so they can comment on content, grammar, and vocabulary use. Walk around and provide help by correcting mistakes in grammar or word choice.
- Ask Ss to work independently and write their final drafts, incorporating all the feedback from Ss and T.
- Invite some Ss to read their essays. Have the rest of the class ask questions or say what they like most about the essay.

4'

1'

**\* Homework:** Communication and Culture



**PERIOD 26:**

**UNIT 3: THE GREEN MOVEMENT  
COMMUNICATION AND CULTURE**

**OBJECTIVES :**

**1. EDUCATIONAL AIMS :** At the end of the lesson, students will be able to:

- listen to an overview of the green movement in Viet Nam.
- learn about the greenest countries and cities in the world.
- discuss how to contribute to the green movement in Viet Nam and how to make big cities in Viet Nam become a green city like Stockholm.

**2. KNOWLEDGE :** Information about the green movement in Viet Nam and the greenest countries and cities in the world






**LANGUAGE :** Words and phrases related to the green movement.

**3. SKILLS :** Fluency in expressing opinions.  
Listening and reading for specific information

**METHOD :** Integrated, mainly communicative

**TEACHING AIDS :** pictures, handouts

**PROCEDURE :**

T	CONTENT	ACTIVITIES
<p>5' 5'</p>	<p><b>* Check-up:</b> <b>* Warm-up: Look at the pictures and guess the names of the cities.</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><b>London</b></p> </div> <div style="text-align: center;">  <p><b>New York</b></p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p><b>Stockholm</b></p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p><b>Berlin</b></p> </div> <div style="text-align: center;">  <p><b>Singapore</b></p> </div> </div> <p>→ Who can tell me the common feature of these cities? → Lead into the new lesson.</p>	<p>- T shows some pictures and asks Ss to answer the question.</p>

17'

## I. COMMUNICATION:

### The green movement in Viet Nam

**1. Activity 1: Listen to an overview of the green movement in Vietnam. Decide whether the statements are True, False.**

**Key:**

1. T 2. F 3. T 4. T 5. F

**2. Activity 2: Discussion: How can you contribute to the green movement in Viet Nam?**

**Example:**

*I think we should walk and ride bicycles more often instead of riding motorcycles or driving cars to save energy and to reduce emissions of harmful chemicals into the environment*

17'

## II. CULTURE:

### The greenest countries and cities in the world

**Lead-in: Watch a video clip**

<https://youtu.be/T5o7RdlP4FY>

Most Eco-Friendly Cities in the World (Part 1)

→ Have you ever been to these countries?

**1. Activity 1: Read the text and answer the questions:**

**Key:**

1. The five greenest countries are Sweden, Norway, Costa Rica, Germany, and Denmark and the ten greenest cities are Copenhagen, Amsterdam, Stockholm, Vancouver, London, Berlin, New York, Singapore, Helsinki, and Oslo.
2. They often wear helmets when travel around in the city on cycle paths and lanes or they can use public transport with buses and taxis that run on renewable energy.
3. They make their public transport sustainable by using buses and taxis that run on renewable energy.
4. They convert it into valuable resources. Almost 100% of the household waste in the city is recycled and is used for heating and electricity; and drinking water is always of very high and reliable quality.

**2. Activity 2: Discuss the question:**

*What should people in big cities in Viet Nam do to make their city become a green city like Stockholm?*

**Suggested answer:**

What people in big cities in Viet Nam should do are:

- Play the recording for Ss to listen.
- Check answers as a class. If many Ss have the same incorrect answers, play the recording again, pausing at the places where Ss could find the correct answers and discuss the problems.

- Ask Ss to work in groups and answer the question.
- Invite one or two groups to present their ideas in front of the class.
- Give comments and encourage other Ss to give comments too.

- T plays a video clip

- Ask Ss to read the text individually to get an overall idea about its content, then select the information to answer the questions.
- Ask Ss to compare their answers in pairs or groups.
- Check Ss' answers as a class.

Ask Ss to work in pairs to discuss the question. Then invite several Ss to present their answers to the class.

1	<p>- Both public and private transport can use upgraded biogas produced by waste-water treatment plants applying advanced technologies.</p> <p>- Travel by buses and taxis that run on renewable energy, which is really good for the environment.</p> <p>➤ <b>Homework:</b> Ss prepare Speaking and Project and do exercises in Workbook.</p>	
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PERIOD 31:

**UNIT 3: THE GREEN MOVEMENT**  
**SPEAKING – How green are you?**  
**+ PROJECT**

**OBJECTIVES :**

**1. EDUCATIONAL AIMS :** At the end of the lesson, students will be able to:

- express their opinion about lifestyle choices.
- deciding if they are environmentally friendly or not.
- do a survey.

**2. KNOWLEDGE :** Information about lifestyle choices.




**LANGUAGE :** Words and phrases related to lifestyle choices.

**3. SKILLS :** Fluency in expressing their opinions about lifestyle choices.

**METHOD :** Integrated, mainly communicative

**TEACHING AIDS :** pictures, handouts

**PROCEDURE :**

T	CONTENT	ACTIVITIES
<p>5' 5'</p>	<p>* <b>Check-up:</b>                      * <b>Warm-up: Name these activities:</b></p> <div style="display: flex; justify-content: space-around;">   </div> 	<p>- Shows 3 pictures and ask Ss to name them.</p>
<p>8'</p>	<p>⇒ <b>Lead into the new lesson: How green are you?</b></p> <p><b>I. Pre-speaking:</b>  <b>Activity 1: Put the following lifestyle choices in the appropriate box:</b></p> <p><b>Key:</b>  <b>Green activities:</b></p> <ol style="list-style-type: none"> <li>2. Walk whenever and wherever possible.</li> <li>3. Turn off your electric appliances when you do not use them.</li> <li>5. Take short showers instead of long baths.</li> <li>7. Turn off your computer or put it on sleep mode when you do not use it.</li> <li>8. Start growing an organic vegetable garden.</li> <li>9. Clean surfaces with natural products like lemon juice and olive oil.</li> </ol>	<p>- Lead in the new lesson.</p> <p>Ask Ss to read all of the lifestyle choices to get an overall understanding of the topic. Explain any unfamiliar language or concepts.</p> <ul style="list-style-type: none"> <li>• Have Ss read them again to decide which one is green and which one is environmentally unfriendly.</li> </ul> <p>Check answers as a class</p>

<p>15'</p>	<p><b>Environmentally unfriendly activities:</b></p> <ol style="list-style-type: none"> <li>1. Set your printer's default to one-sided printing.</li> <li>4. Ask your parents to buy you a motorcycle for convenient travelling.</li> <li>6. Ask your parents to get you a new mobile phone immediately after the latest model comes out.</li> <li>10. Take part in deforestation and hunting activities</li> </ol> <p><b>II. While- speaking:</b></p> <p><b>1. Activity 2: Complete the conversation using the lifestyle choices in 1 and the reasons in the box:</b></p> <p><b>Suggested answer:</b></p> <p><i>Kevin:</i> Mai, what do you think are green activities at home?</p> <p><i>Mai:</i> I'm no expert, but I think that we should <i>take short showers instead of long baths.</i></p> <p><i>Kevin:</i> Can you tell me more about it?</p> <p><i>Mai:</i> Well, the main reason for this is <i>to save electricity, water and other non-renewable energy resources.</i></p> <p><i>Kevin:</i> I totally agree with you and I think we shouldn't ask our parents to <i>buy us motorcycles for convenient travelling</i> since it is environmentally unfriendly. Just let me explain. Avoiding using these vehicles will <i>help reduce traffic congestion and air pollution, which causes global warming and health problems.</i></p> <p><i>Mai:</i> Yes, I totally agree with you. I think everybody should be better aware of green lifestyles that help protect the environment.</p> <p><b>2. Activity 3: Discussion:</b></p> <p><b>Think of a green activity and discuss how it will benefit the environment. Compare your activity with other groups.</b></p> <ul style="list-style-type: none"> <li>- A green activity is <u>planting many trees.</u></li> <li>- Benefits: <ul style="list-style-type: none"> <li>+ reducing pollution.</li> <li>+ conserving natural resource</li> <li>+ contributing to conservation of forest and wildlife.</li> <li>+ helping to maintain the ecological balance on the earth, so that all living beings can survive and thrive in their natural habitat.</li> </ul> </li> </ul>	<p>Ask Ss to work in pairs. Have them read through the choices in <b>1</b> again and prepare the explanations or the reasons why some lifestyles are environmentally friendly and some are not, using the reasons given in the box.</p> <ul style="list-style-type: none"> <li>• Encourage Ss to share their ideas and help each other to complete the conversation.</li> <li>• Ask Ss to practise the conversation. Then choose one or two pairs to present their ideas in front of the class.</li> </ul> <p>• Have Ss work in groups of four to think of a green activity and discuss how it will benefit the environment.</p>
<p>5'</p>	<p><b>III. Post-speaking: Presentation</b></p>	<ul style="list-style-type: none"> <li>• Have each student interview at least ten Ss, ask them questions and take notes of their answers.</li> </ul>
<p>6'</p>	<p><b>IV. PROJECT:</b></p> <p><b>Activity 1:</b> Doing a survey:</p>	<ul style="list-style-type: none"> <li>• Tell Ss that they should not collect any personal data such as names, or addresses to keep the identity of the survey participants anonymous.</li> <li>• Allow Ss one week to do the survey, collect the information and prepare their reports.</li> </ul> <p>Allow 10 minutes for individual</p>

1'	<p><b>Activity 2: Report the findings to the class.</b></p> <p>* <b>Homework:</b> Prepare for the next lesson: Looking back (Vocabulary) + Practice Test</p>	<p>Ss to report to the whole class.</p> <ul style="list-style-type: none"><li>• Ask Ss to compare the information they have collected about their survey participants, and find out any common or different features.</li></ul>
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PERIOD 27:

**PRACTICE TEST 3**  
**REVIEW UNIT 3**  
**+ LOOKING BACK (Vocabulary)**

**OBJECTIVES :**

**1. EDUCATIONAL AIMS :** At the end of the lesson, students will be able to review vocabulary and grammar in Unit 3.

**2. KNOWLEDGE :** Information about The green movement.

+ Vocabulary: Words / phrases related to topics “The green movement”

+ Pronunciation: Assimilation.

+ Grammar: Simple, compound and complex sentences.

Relative clauses with WHICH referring to the whole clause

**LANGUAGE :** Words and phrases related to topics “The green movement”

Sentences related to above grammars

**3. SKILLS :**

**METHOD :** Integrated, mainly communicative

**TEACHING AIDS :** handouts

**PROCEDURE :**

T	CONTENT	ACTIVITIES								
10'	<p><b>LOOKING BACK: VOCABULARY:</b>  <b>Complete the sentences with the correct words / phrases in the box.</b></p> <p><b>Key:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. disposal of</td> <td style="width: 50%;">2. depleted</td> </tr> <tr> <td>3. clutter</td> <td>4. Organic</td> </tr> <tr> <td>5. combustion</td> <td>6. Soot particles</td> </tr> <tr> <td>7. pathway</td> <td></td> </tr> </table>	1. disposal of	2. depleted	3. clutter	4. Organic	5. combustion	6. Soot particles	7. pathway		<ul style="list-style-type: none"> <li>• Have Ss write them in the blanks, making changes to the verb forms, if necessary.</li> <li>• Extend the task by asking Ss to make their own sentences with these words and phrases (depending on the level of the class).</li> </ul>
1. disposal of	2. depleted									
3. clutter	4. Organic									
5. combustion	6. Soot particles									
7. pathway										

**PRACTICE TEST 3 (UNIT 3)**

**I. Use the words from the crossword puzzle to complete the sentences. Change the word form, if necessary.**

<b>1. Soot   2. Organic   3. Clutter   4. Depletion   5. Technological   6. Combustion</b>
--

1. Carbon dioxide and black carbon, or \_\_\_\_\_, are two of the most dangerous air pollutants.
2. The more \_\_\_\_\_ food we consume, the more health benefits we gain.
3. Research has shown that office \_\_\_\_\_ has negative effects on employers' productivity and performance.
4. Using renewable resources is the best option for preventing the \_\_\_\_\_ of fossil-based resources.
5. \_\_\_\_\_ innovation should promote green lifestyles and sustainable development.
6. \_\_\_\_\_ is a chemical reaction between substances, which usually includes oxygen and produces heat and light.

**1. Soot 2. Organic 3. Clutter 4. Depletion 5. Technological 6. Combustion**

**II. Make a right choice:**

1. Heavy traffic \_\_\_\_ us so we came to the meeting rather late.  
A. promoted      B. arrested      C. canceled      **D. delayed**
2. It turned out to be a \_\_\_\_ journey when the weather became bad.  
A. hazard      **B. hazardous**      C. hazarded      D. hazarding
3. In the \_\_\_\_ agriculture, farmers try to limit the use of chemicals and fertilizers.  
**A. sustainable**      B. conserving      C. preserving      D. supporting
4. In Singapore, people try to \_\_\_\_ 80% of all waste.  
A. reprocess      B. reclaim      **C. recycle**      D. reuse
5. We need to act quickly to \_\_\_\_ to climate change, or it will be a disaster for the whole planet.  
**A. adapt**      B. go back      C. reverse      D. transit
6. \_\_\_\_ he was waiting for Sam outside the cinema, Jim realized that the street was funnily crowded.  
A. So      **B. While**      C. Unless      D. Even though
7. We can leave \_\_\_\_ you are ready.  
A. whatever      B. whoever      **C. whenever**      D. whichever
8. During the trip, we can visit some wildlife reserves to see lions and giraffes.  
A. That's great. How does it work?      B. Oh, I see. No problem.  
**C. Really? I am so excited.**      D. That was OK at first.
9. At the end, everybody cleaned up the whole room, that I hadn't expected before.  
A      B      **C**      D
10. I came to class very early so the teacher was late due to heavy traffic.  
A      **B**      C      D
11. The temperature increases significantly, what makes the ice melt faster.  
A      B      C      **D**

**Mark the letter A, B, C or D to indicate the sentence that is closest in meaning to each of the following questions.**

12. You must never take the helmet off when you drive.  
**A. Helmets must be worn at all times when driving.**  
B. Helmets must be taken around with you when you drive.  
C. Wearing helmets is never taken into consideration when driving.  
D. Helmets are an optional part of you when you drive.
13. My sister thinks the film is too frightening. I am not scared at all.  
A. My sister thinks the film is too frightening because I am not scared at all.  
B. My sister thinks the film is too frightening so I am not scared at all.  
**C. My sister thinks the film is too frightening whereas I am not scared at all.**  
D. My sister thinks the film is too frightening although I am not scared at all.
14. He was so angry with his boss. He quitted his job immediately.  
**A. Angry with his boss, he quitted his job immediately.**  
B. He quitted his job immediately, angry with his boss.  
C. Angry with his boss he is, he quitted his job immediately.  
D. He was so angry with his boss although quitting his job immediately.



**Mark the letter A, B, C or D to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.**

15. For environmental safety, we need to find ways to reduce emission of fumes and smoke of factories.

- A. leak                      **B. release**                      C. poison                      D. pollutant

16. Nylon is a man-made fibre, the use of which has helped more people to have cheaper and more colourful clothes to wear.

- A. natural                      B. plastic                      C. synthetic                      **D. artificial**

**Mark the letter A, B, C or D to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.**

17. 'If we continue to deplete our planets natural resources, we will damage the environment significantly.

- A. use up                      **B. add to**                      C. reduce                      D. exhaust

18. Her only problem is the limited experience because she is too young.

- A. narrow                      **B. considerable**                      C. insufficient                      D . restricted

**PERIOD 28:****REVIEW 1 - UNITS 1-2-3**  
**Language + More exercises****OBJECTIVES :**

**1. EDUCATIONAL AIMS :** At the end of the lesson, students will be able to revise the language and skills they have learnt in units 1-3.

**2. KNOWLEDGE :**

- + Vocabulary: Words / phrases related to topics “Life stories”, “Urbanization”, and “The green movement”
- + Pronunciation: homophones.
- + Grammar: present subjunctive, compound and complex sentences, past simple and past continuous, “which” as a connector.

**LANGUAGE :** Sentences related to above grammars

**3. SKILLS :**

**METHOD :** Integrated, mainly communicative

**TEACHING AIDS :** handouts

**PROCEDURE :**

<b>T</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>												
5'	* <b>Check-up:</b> The project													
8	<p><b>I. VOCABULARY:</b></p> <p><b>Activity 1: Use the correct form of the words in the box to complete the sentences:</b></p> <p><b>Answers:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. preservation</td> <td style="width: 50%;">2. distinguished</td> </tr> <tr> <td>3. respectable/respected</td> <td>4. urbanisation</td> </tr> <tr> <td>5. disposal</td> <td>6. Industrialization</td> </tr> </table> <p><b>Activity 2: Match the words on the left with the words on the right to form compound adjectives. Then use them to complete the sentences:</b></p> <p><b>Answers:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. thought-provoking</td> <td style="width: 50%;">2. off -peak</td> </tr> <tr> <td>3. well-planned</td> <td>4. long-term</td> </tr> <tr> <td>5. worldwide</td> <td></td> </tr> </table>	1. preservation	2. distinguished	3. respectable/respected	4. urbanisation	5. disposal	6. Industrialization	1. thought-provoking	2. off -peak	3. well-planned	4. long-term	5. worldwide		<ul style="list-style-type: none"> <li>• Ask Ss to do this activity individually and then check their answers with a partner before giving them the correct answers.</li> <li>• Have some Ss write the completed sentences on the board or read them out loud (depending on the level of the class).</li> </ul> <p>Have Ss do this activity individually first, then ask some Ss to write their answers on the board.</p> <ul style="list-style-type: none"> <li>• Check answers as a class.</li> </ul> <p>- Play the recording and have Ss do this activity individually, and then compare their answers with a partner. Write the sentences on the board. Then ask Ss to practise reading the sentences aloud.</p> <ul style="list-style-type: none"> <li>• Play the recording. Let Ss listen and write the correct words in the blanks. Check answers as a class.</li> <li>• Play the recording again for Ss to repeat each sentence out loud.</li> </ul>
1. preservation	2. distinguished													
3. respectable/respected	4. urbanisation													
5. disposal	6. Industrialization													
1. thought-provoking	2. off -peak													
3. well-planned	4. long-term													
5. worldwide														
8	<p><b>II. PRONUNCIATION:</b></p> <p><b>Activity 3: Listen and write the correct words in the blanks. Then practice reading the sentences:</b></p>													

14'	<p><b>Answer:</b></p> <p>1. their, They're      2. council, counsel  3. Where, wear      4. made, maid  5. red, read</p> <p><b>III. GRAMMAR:</b></p> <p><b>Activity 4: Complete the sentences, using the correct form of the verbs in the box:</b></p> <p><b>Answers:</b></p> <p>1. (should) join      2. (should) complete  3. (should) come      4. (should) offer  5. (should) be provided</p> <p><b>Activity 5: Put the verbs in brackets in the past simple or past continuous.</b></p> <p><b>Answers:</b></p> <p>1. was walking      2. saw      3. was standing  4. came      5. realized      6. stopped  7. helped      8. led      9. met  10. was waiting      11. said      12. was worrying  13. wondered</p> <p><b>Activity 6: Make compound or complex sentences, using the prompts and the words in brackets.</b></p> <p><b>Answers:</b></p> <p>1. <b>If</b> students (can) keep their homes and schools green and clean, they will contribute to the Go Green campaign.  2. The burning of fossil fuels emits harmful gases, <b>but</b> people still use them for heating and cooking.  3. The city buses and taxis use noise reduction devices <b>and</b> run on environmentally friendly fuels.  4. Many residents use coal fires for cooking, <b>which</b> can seriously pollute the air of the city.  5. They use corn to make bio-fuels, <b>which</b> may lead to food shortages.</p>	<ul style="list-style-type: none"> <li>• Alternatively, have Ss practise saying the sentences at home.</li> <li>• Ask Ss to follow the instructions and complete the sentences individually. Then have Ss compare their answers with a partner. Check answers as a class.</li> <li>• Remind Ss of the use of the subjunctive in <i>Unit 2</i> if necessary.</li> <li>• Have Ss discuss the possible use of 'should' in the sentences</li> <li>• Invite some Ss to complete the sentences on the board while others do the activity individually or in pairs.</li> <li>• Check answers as a class, and ask Ss to explain the choice of tense in each case</li> <li>• Invite some Ss to write the completed sentences on the board, and then check answers as a class.</li> <li>• Alternatively, have individual Ss read their answers aloud.</li> </ul>
9'	<b>IV. MORE EXERCISES:</b>	
1'	* <b>Homework:</b> Prepare for the next lesson	

**PERIOD 29:**

**REVIEW 1 - UNITS 1-2-3**

**Skills + More exercises**

**OBJECTIVES :**

**1. EDUCATIONAL AIMS :** At the end of the lesson, students will be able to:

- listen for gist and specific information
- use the words and phrases related to words related to topics “Life stories”, “Urbanization”, and “The green movement”.
- read for general ideas and specific information.
- write an essay about the pros and cons of solar energy.

**2. KNOWLEDGE :** Pronunciation, vocabulary and grammar in units 1, 2, 3

**LANGUAGE :** Sentences related to above grammars

**3. SKILLS :**

**METHOD :** Integrated, mainly communicative

**TEACHING AIDS :** handouts

**PROCEDURE :**

T	CONTENT	ACTIVITIES
<p>5'</p> <p>10'</p> <p>10'</p>	<p><b>* Check-up:</b></p> <p><b>NEW LESSON:</b></p> <p><b>I. READING: Counter-urbanization</b></p> <p><b>Activity 1: Read the text about the causes and effects of counter-urbanization.</b></p> <p><b>Activity 2: Read the text again decide whether the following statements are T, F or NG and tick the correct box:</b></p> <p><b>Key:</b></p> <p>1. T    2. F    3. NG 4. F    5. T    6. F</p> <p><b>II. SPEAKING: Historical figures:</b></p> <p><b>Activity 3: Use the information in the table or your own ideas to make a conversation about one historical figure:</b></p> <p><b>Example:</b></p> <p>A: <i>Who are you going to talk about in your presentation tomorrow?</i></p> <p>B: <i>I'm going to talk about our national hero – Emperor Quang Trung. He was a very talented political and military leader. He led the Vietnamese people against the Qing invaders between 1788 and 1789</i></p> <p>A: <i>You should also mention the year of his birth and death. The emperor was born in 1753 and died in 1792</i></p> <p>B: <i>I agree. Though he died young, he was able to introduce some very important economic and educational reforms in Vietnam.</i></p>	<p>- Ask students to read the title and make guesses about the content of the text.</p> <p>- Have students skim the questions before reading the text.</p> <p>- Give students enough time to read the text and scan it to choose the correct answers.</p> <p>- Check answers as a class and ask students to give explanations of their answers.</p> <p>• Have Ss work in pairs. Ask them to read the information in the table and the example first, then choose a person and decide on the facts they want to talk about.</p> <p>• Have Ss practise their conversations until they are fluent and confident.</p> <p>• Invite some pairs to role-play their conversations in front of the class.</p> <p>• Ask Ss to read the title and elicit any background knowledge about</p>

8'	<p><b>III. LISTENING: Wave energy:</b></p> <p><b>Activity 4: Listen to the recording about wave energy. Choose the best option to complete the sentence:</b></p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. B</li> <li>3. C</li> <li>4. A</li> <li>5. B</li> </ol>	<p>wave energy.</p> <ul style="list-style-type: none"> <li>• Ask Ss to read questions <b>1-5</b>.</li> <li>• Play the recording once for Ss to listen and decide on the correct answers.</li> <li>• Play the recording again, pausing at appropriate places and highlighting the clues in the listening text, so that Ss can check their answers.</li> <li>• Ask some Ss to report their answers. Correct any wrong answers.</li> </ul>
11'	<p><b>IV. WRITING: Solar energy</b></p> <p><b>Activity 5: Write meaningful sentences about the pros and cons of solar energy. Use the words given:</b></p> <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> <li>1. Solar energy comes directly from the sun and this renewable energy source is sustainable.</li> <li>2. This type of energy is environmentally friendly and does not cause pollution.</li> <li>3. Solar energy is available everywhere and is very quiet because solar energy/its devices do not have any moving parts.</li> <li>4. Solar panels are expensive as they use rare and special materials, and the technology used to store solar energy is costly.</li> <li>5. Solar energy is not always available since access to sunlight is limited at certain times.</li> <li>6. Although it is greener than fossil fuels, the production of solar panels may emit some greenhouse gases.</li> </ol> <p><b>Activity 6: Use the ideas in 5 (and your own ideas) to write an essay of about 180 - 250 words about the pros and cons of solar energy:</b></p> <p><i>Suggested answer:</i></p> <p><i>Nowadays, it has become necessary to use green technology with green renewable energy sources. Among all green energy sources, solar energy is the most important renewable energy source, which has both advantages and disadvantages.</i></p> <p><i>First of all, .....</i></p>	<ul style="list-style-type: none"> <li>• Have Ss read through the words and check comprehension. Allow enough time for them to write meaningful and grammatically correct sentences.</li> <li>• Walk around to monitor and offer help if necessary.</li> <li>• Ask some Ss to write their sentences on the board. Then check answers and give feedback as a class.</li> <li>• Ask Ss to write an essay about the pros and cons of solar energy, using the sentences in <b>5</b> and their own ideas.</li> <li>• Remind Ss of the structure of a discussion essay. If necessary, provide the outline or a template with some prompts for the introduction, the body (pros and cons) and the conclusion. Elicit frequently used linking devices that Ss can use in their own writing.</li> <li>• Ss may write their drafts first in class, swap them with a partner for peer review, and then write their final versions at home.</li> </ul>
1'	<p>* <b>Homework:</b> Prepare for the next lesson</p>	