

UNIT 2: HUMANS AND THE ENVIRONMENT

Lesson 1: Getting started – Go Green Club

I. OBJECTIVES

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

1. Knowledge

- An overview about the topic Human and the Environment;
- Vocabulary to talk about activities to adopt a greener lifestyle.

2. Core competence

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

3. Personal qualities

- Develop a greener lifestyle and awareness of environmental issues;
- Be responsible to the environment.

4. Digital Competence

- Identify information needs regarding the environment (1.1NC1a).

II. MATERIALS

- Grade 10 textbook, Unit 2, Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. adopt (v)	/ə'dɒpt/	start to use a particular method	áp dụng
2. awareness (of) (n)	/ə'weənəs/	interest in and concern about a particular situation or area of interest	sự nhận thức

3. carbon footprint (n)	/ˌkɑːbən 'fʊtprɪnt/	a measure of the amount of carbon dioxide that is produced by the activities of a person or company	lượng khí thải cacbon, dấu chân cacbon
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Assumptions

Anticipated difficulties	Solutions
- Students may not know the causes of carbon footprint. - Students may not know how to work in teams.	- Use pictures/ photos or videos of some activities which cause and increase the carbon footprint to show them in the class. - Give short, clear instructions and help if necessary.

Board Plan

<i>Date of teaching</i> Unit 2: HUMANS AND THE ENVIRONMENT Lesson 1: Getting started – Go Green Club WARM-UP: Watch the clip and write down the causes of air pollution Vocabulary 1. adopt (v) /əˈdɒpt/: áp dụng 2. awareness (of) (n) /əˈweənəs/: sự nhận thức 3. carbon footprint (n) /ˌkɑːbən 'fʊtprɪnt/: lượng khí thải cacbon, dấu chân cacbon Task 1: Listen and read. Task 2: Read and answer the questions. Task 3: Match the verbs or phrasal verbs in A with suitable ones in B. Task 4: Complete the sentences. Task 5: Interview. CONSOLIDATION
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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	- To activate students' knowledge on the topic of the unit. - To create a lively atmosphere in the classroom. - To lead into the new unit.	CLIP WATCHING T gives instructions: Watch the clip and take notes what the man has done. Ss do as instructed. Ss work in 4 groups, share their words/ phrases they have noted down with the others, then take turns to write the words/ phrases on the board. Teacher: - checks and corrects if there are any spelling mistakes - confirms the winner. Leads in the lesson: Our environment is being seriously destroyed, at your age you can take some simple actions to help save the environment. One of them is taking part in Go Green clubs. (Video link: https://www.youtube.com/watch?v=WfGMYdalCIU)	T-S S-S T-S	5 mins
PRESENTATION	To help students use key language more appropriately before they read and listen.	T asks Ss to look at the explanation and the photos to guess the meaning of new words. Ss say the Vietnamese meanings of the words. 1. adopt (v) /ə'dɒpt/: start to use a particular method 2. awareness (of) (n) /ə'weənəs/: interest in and concern about a particular situation or area of interest	T-S S	4 mins

	- To practise reading for specific information. - To practise scanning. - To develop students' knowledge of vocabulary for humans and the environment.	TASK 2: READ AND ANSWER THE QUESTIONS. (p.19) Read the conversation again and answer the following questions. T asks Ss to work individually to read the questions and underline the key words, then share their ideas with a partner who sits next to them. Ss do Task 2 individually first. Ss share and discuss with their partners about the key words. T corrects their answers as a class. Key: 1. <u>Who set up the Go Green Club?</u> 2. <u>What does the club want to achieve?</u> 3. <u>What does Nam think the club will do in the future?</u> 4. <u>What is the first activity of the club?</u> 5. <u>What is Mike keen to do?</u> 6. <u>What do they decide at the end of the conversation?</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 divides the class into two big teams, and has Ss in each team take turns to choose a number in the game Lucky number to check the answers. Key: 1. <i>The Youth Union in Nam's school set it up.</i> 2. <i>The club wants to improve the environment and encourage people to adopt a greener lifestyle.</i> 3. <i>He thinks the club will organize more activities to raise people's awareness of environmental issues.</i> 4. <i>It is cleaning up the school right after the ceremony</i> 5. <i>He is keen to reduce his carbon footprint.</i> 6. <i>Nam will tell Mike the time and the place of the club meeting.</i>	T-S S S-S T-S T-S S-S T-S	10 mins
	- To help students revive some	TASK 3: MATCH THE VERBS OR PHRASAL VERBS IN A WITH SUITABLE NOUNS OR NOUN PHRASES IN B. (p.19)		4 mins

	collocations for the environment so that they can use them in the following lessons. - To help students practise scanning.	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, and has them say the meaning of each collocation. <i>Answers:</i> <i>1 - c: raise awareness: nâng cao nhận thức</i> <i>2 - d: reduce your carbon footprint: giảm lượng khí thải cacbon của bạn</i> <i>3 - e: clean up the school: vệ sinh trường học</i> <i>4 - b: adopt a greener lifestyle: áp dụng lối sống xanh hơn</i> <i>5 - a. set up a club: thành lập câu lạc bộ</i>	T-S S S-S T-S	
	To help students identify some future structures with <i>will</i> and <i>be going to</i>, the passive voice and how they are used in sentences.	TASK 4: COMPLETE THE FOLLOWING SENTENCES BASED ON THE CONVERSATION IN TASK 1. (p.19) T has Ss read each sentences, try to think of a verb or an auxiliary verb that will complete the gap. Ss do the task individually. Ss share the answers with a peer. T asks the whole class to call out the verb forms first, then calls on individual Ss to read the complete sentences. <i>Key:</i> <i>1. was set up</i> <i>2. are / 're going to</i> <i>3. will / 'll</i>	T-S S S-S T-S	4 mins
PRODUCTION	- To help students practising talking about activities which help protect the environment.	TASK 5: INTERVIEW To become a member of our school Go Green Club, you must participate in an interview with the club chairman. Think about activities which you can do at school and in your community to help protect the environment.	T-S	8 mins

	- To practise team working. - To give students authentic practice in using target language.	Teacher: - Gives Ss clear instructions in order to make sure Ss can role-play effectively. - Divides Ss into 2 main groups consisting of Candidates and Club Chairmen. + Club chairmen think of, discuss and list as many questions to ask the candidates (<i>e.g: the reasons why the candidates want to become a club member, experiences in the past to protect the environment and the intentions in the future</i>). + Candidates think of the reasons why they want to become club members and activities they did in the past and are going to do in the future to help protect the environment. - Pairs the chairmen with the candidates and asks them to role play. - Observes Ss while they are role playing, notes their language errors. Ss do as instructed. - T gives Ss feedback. - T chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other students. - T chooses some typical errors and correct as a whole class without nominating the students' names.	S-S T-S	
CONSOLIDATION	- To help Ss memorise the target language and skills that they have learned. - To inform students what the final product of the project should be and how students can prepare for it.	WRAP-UP T asks Ss: What have you learnt today? - Some lexical items about humans and the environment - Reading for specific information - Scanning HOMEWORK 1. Exercises in the workbook 2. Project preparation Teacher: - Has Ss look at the last page of Unit 2, the Project lesson and asks them what topic of the project is.	T-S	4 mins

		- Tells them the project requirements: Ss will have to make a plan for a Go Green Weekend in which they will: + suggest activities for the event, provide the reasons and expected results of the activities; + include information as stated in the table on page 27 in the Student's Book. + present their plans in the last lesson of the unit. - Reminds Ss that beside brainstorming Go Green Weekend activities, they: + can search for ideas on the Internet, in the newspapers, etc. for reference. (Students demonstrate digital competence 1.1NC1a by identifying needed information) + should use photos/pictures to illustrate their ideas. - Puts Ss into groups and has them choose their group leader; Asks them to assign tasks for each member, making sure that all group members contributes to the project work. - Helps Ss set deadlines for each task.		
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UNIT 2: HUMANS AND THE ENVIRONMENT

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Pronounce the consonant blends /kl/, /pl/, /gr/, and /pr/ correctly in isolation and in sentences;
- Understand and use some lexical items about humans and the environment;
- Distinguish and use *will* and *be going to* to talk about the future;
- Use the passive voice correctly.

2. Core competence

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Adopt greener lifestyle and awareness of environmental issues;
- Be responsible for environment protection.

4. Digital Competence

- Use digital tools to look up grammar/pronunciation (5.3NC1a).

II. MATERIALS

- Grade 10 textbook, Unit 2, Language
- Computer connected to the Internet
- Projector/ TV/ pictures and cards

Language analysis

	Will	Be going to
1. Form	(+) S + will + V (-) S + will not/ won't + V (?) Will + S + V?	(+) S + am/is/ are going to + V (-) S + am/is/ are + not ('m not/ isn't/ aren't) + going to + V (?) Am/ Is/ Are + S + going to + V?

2. Uses	We use <i>will</i> to talk about: - Plans which are made at the moment of speaking (on-the-spot decisions). Ex: This shirt looks beautiful. I will buy it. - Predictions based on what we think or believe about the future. Ex: I think you team will win the competition.	We use <i>be going to</i> to talk about: - Plans and intentions which are made before the moment of speaking. Ex: I have made a reservation. We are going to have dinner at the Chinese restaurant nearby. - Predictions based on what we see or know. Ex: Look at the dark clouds. It is going to rain soon.
3. Time expressions	tomorrow, next week/month/year ..., in a week/month..., think, believe, hope, expect, suppose, know, probably...	tomorrow, tonight, next week/month, ...

PASSIVE VOICE	
1. Form: be + past participle (P2) Ex: The plants are watered by Jack everyday. The report was published last week.	2. Uses: We use the passive voice when the person or thing that does the action is unknown, unimportant, obvious from the context or we don't want to say who does the action. We focus on the action itself. Ex: My wallet was stolen yesterday. (unknown agent) The house is cleaned twice a week. (unimportant agent) The thief was arrested. (by the police-obvious agent from the context)
REMEMBER: + Adverb of place + by + object + adverb of time Ex: The police found the missing painting in Jack's house yesterday. -> The missing painting was found in Jack's house by the police yesterday. + If the subject in the active voice is one of the following words: people, one, someone/somebody, they, he, etc. , it is not changed into the object in the passive voice. Ex: They hold the World Cup every four year. -> The World Cup is held every four year.	

Assumptions

Anticipated difficulties	Solutions
- Students may be confused when using <i>will</i> or <i>be going to</i> to talk about the future. - Students may be confused about the position of adverbs	- Give short and clear explanations with legible examples for each case. - Remind them and give some legible examples.

of place and time in the passive voice.	
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Board Plan

<i>Date of teaching</i> Unit 2: HUMANS AND THE ENVIRONMENT Lesson 2: Language WARM-UP: Guessing game I. Pronunciation Task 1: Listen and repeat. Task 2: Listen and practise saying the sentences. Task 3: Make sentences. II. Vocabulary Task 1: Match the words and phrases to their meanings. Task 2: Complete the sentences. III. Grammar The future with <i>will</i> and <i>be going to</i> Task 1: Complete the sentences. Passive voice Task 2: Rewrite the sentences. IV. Extra activity Game: Chain memory CONSOLIDATION

III. PROCEDURES

Notes:

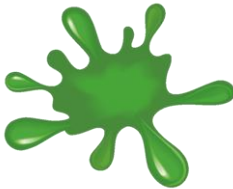
In each activity, each step will be represented as following:

Deliver the task

Implement the task

Discuss

Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To arouse the classroom atmosphere. - To lead in the lesson.	GUESSING GAME: WHAT AM I GOING TO DRAW? T gives instructions, draws lines or shapes one by one and has Ss guess what T is going to draw after drawing one line or one shape. Ss in two big teams take turns to guess what the T is going to do by answering: You are going to draw a/an ... T gives comments, decides the winner, asks some more questions to leads in the lesson. + Is using these vehicles good for the environment? + Why is using them not good for the environment?	T-S S-S T-S	4 mins
PRONUNCIATION	To help students recognize and practise the consonant blends /kl/, /pl/, /gr/, and /pr/ in individual words. - Encourages Ss to use digital tools (online dictionaries/apps) to check the pronunciation of these words (Digital Competence 5.3NC1a).	TASK 1: LISTEN AND REPEAT. Pay attention to the consonant blends /kl/, /pl/, /gr/, and /pr/. (p.19) T shows the following pictures, and asks Ss to describe each picture with a word.  class  ground  play   	T-S	6mins

		gift green clean  place protect - T has Ss work in pairs to categorize those pictures. Ss do as instructed. Ss share their ideas with a partner. T confirms the correct answers and leads in the task. Teacher: - plays the recording and asks Ss to listen to the words and repeat; tells them to pay attention to the consonant blends. (Teacher can play the recording as many times as necessary) - makes sure Ss know the meaning of each word. Ss do as instructed. T checks whether Ss have improved their pronunciation by randomly calling on individual Ss to read the words aloud.		
	To help students recognise the consonant blends /kl/, /pl/, /gr/, and /pr/ in sentences and pronounce them correctly.	TASK 2: LISTEN AND PRACTISE SAYING THE FOLLOWING SENTENCES. (p.19) Teacher: - checks Ss' comprehension of the sentences. - plays the recording, has Ss focus on the words containing the consonant blends and asks them to circle these words.	S-S S-S T-S T-S S-S T-S T-S S-S	5 mins

		- plays the recording again, pausing after each sentence, for Ss to repeat. Ss do as instructed. Ss practise reading the sentences in pairs. T goes round to offer help and collects common mistakes to correct as a class.	S-S T-S	
VOCABULARY	To make sure that students understand the meaning of some lexical items about humans and the environment.	TASK 1: MATCH THE WORDS AND PHRASES TO THEIR MEANINGS. (p.20)    1. household appliances footprint 2. energy 3. carbon   4. litter 5. eco-friendly T gives clear instructions. Ss work in pairs to discuss and do the matching. Ss share the answers with the whole class. T confirms the correct answer. <i>Key: 1. d - 2. e - 3. a - 4. b - 5. c</i>	T-S S-S S-S T-S	4 mins

	To give students practice in using the words/phrases in meaningful contexts.	TASK 2: COMPLETE THE SENTENCES USING THE WORDS OR PHRASES IN 1. (p.20) Teacher: - has Ss read the sentences carefully to decide which word/phrase in 1 can be used to complete each of the sentences. - explains that they should use the context clues to decide on the word/phrase, e.g. in the first sentence, the gapped word is an adjective (eco-friendly) Ss work in pairs to discuss and find the answers. Ss share the answers with the whole class. T confirms the correct answers and asks Ss to give the reasons why they have chosen the word/phrase for each sentence. <i>Key:</i> 1. <i>Eco-friendly</i> 2. <i>household appliances</i> 3. <i>carbon footprint</i> 4. <i>energy</i> 5. <i>litter</i>	T-S S-S S-S T-S	4 mins
	To help students memorize the words/phrases they have learnt.	TASK 3: MAKE SENTENCES, USING THE WORDS/PHRASES IN TASK 1. T divides the class into teams, asks Ss to write as many sentences as they can in 2 minutes, using the words/phrases in 1. T reminds them to make at least one sentence with each word/ phrase. Ss works in small teams and do as instructed. The teams with the most sentences take turns to read aloud their sentences. T gives comments, collects common mistakes to correct.	T-S S-S S-S T-S	4 mins
GRAMMAR	- To give students an opportunity to revise the use of <i>will</i> and <i>be going to</i> to talk about future	THE FUTURE WITH WILL AND BE GOING TO Complete the following sentences with will or the correct forms of be going to. (p.20) Teacher: - tells Ss to read the explanations in the Remember! box on page 20	T-S	6 mins

actions. - To give students an opportunity to revise the passive voice.	and asks Ss questions to elicit the differences between <i>will</i> and <i>be going to</i>, for example: + <i>Do both structures talk about the future?</i> + <i>Which auxiliary do we use to talk about plans made at the moment of speaking / before the moment of speaking?</i> + <i>Can we use both structures for predictions?</i> - in weaker classes, T gives more examples to make sure Ss understand the use of <i>will</i> and <i>be going to</i>; in stronger classes, has Ss come up with their own example sentences. - asks Ss to work in pairs or individually to choose <i>will</i> or the correct form of <i>be going to</i> to complete each sentence. - reminds them to use some clues in the sentence to decide on the correct tense form. <i>e.g. 1: I don't think; 2: have already made the decision; 3: I'm sure; 4: Look at; 5: I forgot to phone Dad.</i> Ss do as instructed. Ss share their answers with a partner. T check Ss' answers and asks them to explain their choices (using the clues above). <i>Key:</i> <i>will</i> <i>are going to</i> <i>will</i> <i>is going to</i> <i>will</i> PASSIVE VOICE Rewrite the following sentences using the passive voice. Begin each sentence as shown. Teacher: - asks Ss to read the explanation in the Remember! box on page 21 and asks Ss questions to check their understanding of the grammar point, for example: + <i>When do we use the passive voice?</i>	S-S S-S T-S	6 mins
	PASSIVE VOICE Rewrite the following sentences using the passive voice. Begin each sentence as shown. Teacher: - asks Ss to read the explanation in the Remember! box on page 21 and asks Ss questions to check their understanding of the grammar point, for example: + <i>When do we use the passive voice?</i>	T-S	

		+ <i>What do we focus on?</i> + <i>How do we form the passive voice? (the verb be and the past participle of the main verb).</i> - in weaker classes, gives more examples to make sure Ss understand the use and forms of the passive voice in different tenses; in stronger classes, has Ss come up with their own example sentences in both passive and active structures. - asks Ss to work independently and rewrite the sentences using the passive voice. - reminds Ss of the correct verb forms in different tenses; of the use of the preposition <i>by</i> to mention the doer of the action. - elicits that if the subject in the active voice is <i>they</i> or <i>we</i>, Ss don't need to indicate the doer in the passive voice. Ss do as instructed. Ss work in pairs to compare their answers. T checks the answers as a class by having individual Ss read out the sentences or write them on the board. <i>Key:</i> <i>1. A green lifestyle is adopted by more and more people.</i> <i>2. The rubbish was not put in the bins after the party yesterday by the students.</i> <i>3. More trees will be planted in the neighbourhood.</i> <i>4. A lot of clean-up activities are going to be organised by our club this weekend .</i> <i>5. Important environmental issues were discussed at the meeting.</i>	S-S S-S T-S	
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EXTRA ACTIVITY	To help students further practise the future tense forms.	GAME: CHAIN MEMORY T explains the rules of the game. Ss do as instructed. T praises Ss for interesting ideas and having a good memory and decides the winner. <u>Rules:</u> - T has Ss sit in a circle and has one student say a sentence about what he/she is going to or will do, for example: <i>After this lesson, I'm going to play volleyball in the playground.</i> The next student repeats it and adds another sentence, e.g. <i>After this lesson, I'm going to play volleyball in the playground and I'm going to meet some friends.</i> - T explains to Ss that the sentences don't have to be true. T continues until a student can't remember the previous sentences. In bigger classes, T has Ss play the game in teams. The winner is the team that continues the chain for the longest time.	T-S S-S T-S	4 mins
CONSOLIDATION	To help students memorise the target language and skills that they have learned	WRAP-UP Teacher asks: What have you learnt today? - Consonant blends /kl/, /pl/, /gr/, and /pr/ - Some lexical items about humans and the environment; - <i>Will</i> and <i>be going to</i> to talk about the future; - Passive voice. HOMEWORK - Exercises in the workbook. - Prepare for Lesson 3, Unit 2.	T-S	2 mins

UNIT 2: HUMANS AND THE ENVIRONMENT

Lesson 3: Reading

I. OBJECTIVES

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

1. Knowledge

- Read for main ideas and specific information in a text about green living;
- Guess the meaning of words/phrases in context;
- Talk about ways to live green.

2. Core competence

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Develop presentation skills;
- Actively join in class activities.

3. Personal qualities

- Recognise what activities are related to a green lifestyle and be ready to adopt them in their lives;
- Be responsible for environment protection.

4. Digital Competence

- 1.2NC1b: Conduct an evaluation of digital data, information, and content regarding the environment;

II. MATERIALS

- Grade 10 textbook, Unit 2, Reading
- Computer connected to the Internet
- Projector/ TV/ pictures and cards

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
explosion (n)	/ɪk'spləʊʒn/	a violent burst, often with a loud noise	vụ nổ

		<i>E.g: a bomb/nuclear/gas explosion</i>	
method (n)	/ˈmeθəd/	a way of doing something	phương pháp
refillable (adj)	/ˌriːˈfɪləbl/	that can be filled again after being empty	có thể làm đầy lại
raw material (n. phr.)	/ˌrɑː məˈtɪəriəl/	any material, such as oil, cotton, or sugar in its natural condition, before it has been processed for use	vật liệu thô
sort (v)	/sɔːt/	put a number of things in an order or to separate them into groups	phân loại

Assumptions

Anticipated difficulties	Solutions
- Ss may lack knowledge about some lexical items. - Ss may not know how to choose the best title for the passage.	- Provide them with the meaning and pronunciation of words. - Provide them with techniques to read for main ideas.

Board Plan

<i>Date of teaching</i> Unit 2: HUMANS AND THE ENVIRONMENT Lesson 3: Reading WARM-UP: Crossword Vocabulary Task 1: Look at the pictures and answer the questions. Task 2: Read the text and choose the best title for it. Task 3: Circle the correct meanings of the highlighted words and phrases in the text. Task 4: True or false Task 5: Work in pairs. Discuss the following question. CONSOLIDATION
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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	- To arouse the classroom atmosphere.	CROSSWORD Teacher: - divides the class into two teams, has Ss in each team take turns to choose a	T-S	6 mins



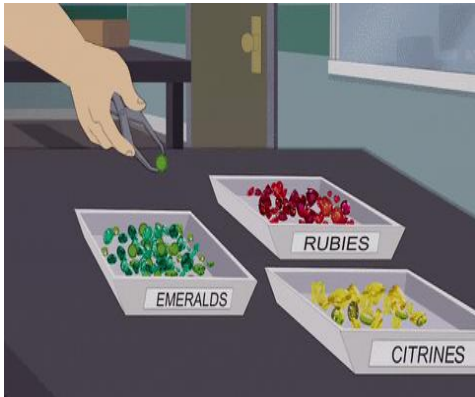
3. refillable (adj): can be filled again after being empty



4. raw material (n.phr.): any material, such as oil, cotton, or sugar in its natural condition, before it has been processed for use



5. sort (v): put a number of things in an order or to separate them into groups

	 Other Ss correct if the previous answers are incorrect. Teacher shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.	S-T-S T-S	
To introduce the topic of the reading and get students involved in the lesson.	TASK 1: WORK IN GROUPS. LOOK AT THE PICTURES AND ANSWER THE QUESTIONS. (p.21) <i>Which pictures show a green lifestyle? Why?</i> a  c b  d		6 mins



Teacher:

- has Ss work in groups of three or four to discuss the questions.
- encourage Ss to describe the pictures using their own language and focusing on how each object is related to a green lifestyle,
e.g. single-use plastic bags: plastic waste, pollution, difficult to recycle, can end up in the ocean; fresh vegetables: green lifestyle.

Ss do as instructed.

Ss share the answers with the whole class.

T confirms and leads in.

Suggested answers:

- *In Picture a, a man goes shopping with lots of plastic bags. It doesn't show a green lifestyle. Plastic bags pollute the environment since they take time to decay.*
- *In Picture b, we can see fresh food, which looks organic and is better for our health. It shows a green lifestyle.*
- *In Picture c, we can see a lot of litter on the ground. Dropping litter makes the streets very dirty and pollutes the air and water. It doesn't show a green lifestyle.*
- *In Picture d, the sign advises people to turn off lights when they are not in use.*

T-S

S-S

S-S

T-S

	To help students practise reading for specific information	TASK 4: READ THE TEXT AGAIN AND DECIDE WHETHER THE FOLLOWING STATEMENTS ARE TRUE (T) OR FALSE (F). (p.22) T has Ss read the statements and underline the key words, read through the text to locate the answers, and then read again paying attention only to the parts of the text that contain the answers. T explains that the information in the statements is paraphrased and asks if they understand some difficult words such as compulsory, plastic waste and break down. Ss work in pairs to compare the information in each statement with information from the text. Ss share the answers with the whole class. Teacher confirms the correct answers and asks Ss to correct the false statements. <i>Suggested answers:</i> 1. F (compulsory -> a choice) 2. T 3. T 4. F (not encouraged -> encouraged)	T-S S-S S-S T-S	7mins
POST-READING	To help students use the ideas and language in the reading to talk about ways to live green.	TASK 5: WORK IN PAIRS. DISCUSS THE FOLLOWING QUESTION. (p.22) <i>In your opinion, which of the suggestions in the text is the easiest way to live green?</i> Teacher: - asks Ss to read the text again and note down the four ways to live green. - encourages them to explain their answers using as many reasons as possible. Ss work in pairs and discuss which of the suggestions is the easiest to do. Some pairs present a summary of their discussion with the whole class. T gives comments, collects common mistakes to correct. <i>Suggested answers: In my/ our opinion, turning off household appliances when they are not in use is the easiest way to live green because we can do this right at home. We don't need any equipment or training for this.</i>	T-S S-S S-S T-S	7 mins

CONSOLIDATION	- To consolidate what students have learnt in the lesson. - To prepare for the next lesson.	WRAP-UP Teacher asks: What have you learnt today? - The ways to live green HOMEWORK - Digital Competence 1.2NC1b to evaluate the accuracy and reliability of the environmental information found), take notes of some, and post them on the Facebook/Zalo of your class - Prepare for Speaking lesson.	T-S	2 mins
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UNIT 2: HUMANS AND THE ENVIRONMENT

Lesson 4: Speaking

I. OBJECTIVES

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

1. Knowledge

- Talk about ways to live green.

2. Core competence

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

3. Personal qualities

- Recognise what activities teenagers should do to live green;
- Be aware of the importance of a green lifestyle.

4. Digital Competence:

- 2.2NC1a: Share data, information, and digital content through various tools (presenting green living ideas).

II. MATERIALS

- Grade 10 textbook, Unit 2, speaking
- Computer connected to the Internet
- Projector/ TV/ pictures and cards

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
leave st on (v)	/li:v 'sʌm.θɪŋ ɒn/	make or allow something to remain in working condition	không tắt

chemical (n)	/ˈkemɪkl/	a substance obtained by or used in a chemical process	hóa chất
shade (n)	/ʃeɪd/	slight darkness caused by something blocking the direct light from the sun	bóng mát, bóng râm

Assumptions

Anticipated difficulties	Solutions
- Ss may lack knowledge about some lexical items. - Ss may know only the connector “because” to express the reasons.	- Provide them with the meanings and pronunciation of words. - Provide them with other connectors so that they won’t repeat the word “because” in their presentation.

Board Plan

<i>Date of teaching</i> Unit 2: HUMANS AND THE ENVIRONMENT Lesson 4: Speaking WARM-UP: Board race Vocabulary Task 1: Should or shouldn’t. Task 2: Do the matching. Task 3: Discussion. CONSOLIDATION
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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	- To arouse the classroom atmosphere. - To lead in the lesson.	GAME: Board race (The topic word is <i>green living</i>) Teacher gives instructions of how to play the game, and gives an example. Ss discuss in their teams and write down the words. Ss in each team take turns to write their words on the board. Teacher confirms the correct words, decides the winner and leads in the lesson. <i>Rules and an example of the 'board race game':</i> - The class is divided into teams. - In one or two minutes (depending on the number of the letters in the topic words), Ss have to find the words which are related to the topic and have one letter in the topic word. - If the word begins with a letter in the topic word, the team gets 1 point. - If the letter of the topic word appears in the middle position, the team gets 2 points. - If the letter of the topic word is at the end of the word they have found, the team gets 3 points. For example, if the topic word is FILMS and with the words found in the table below, a team gets 9 points in total. <table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>F</td><td>A</td><td>M</td><td>O</td><td>U</td><td>S</td><td>(1 point)</td></tr><tr><td></td><td></td><td></td><td>M</td><td>O</td><td>V</td><td>I</td><td>E</td><td></td><td></td><td></td><td></td><td>(2 points)</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>L</td><td>O</td><td>V</td><td>E</td><td></td><td></td><td>(1 point)</td></tr><tr><td></td><td></td><td>C</td><td>I</td><td>N</td><td>E</td><td>M</td><td>A</td><td></td><td></td><td></td><td></td><td>(2</td></tr></table>							F	A	M	O	U	S	(1 point)				M	O	V	I	E					(2 points)							L	O	V	E			(1 point)			C	I	N	E	M	A					(2	T-S S-T-S T-S	6 mins
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												points)																															
A	C	T	R	E	S	S						(3 points)																															
Total												9 points																															
PRE-SPEAKING	To pre-teach some vocabulary so that students can understand the meanings and use them correctly in main speaking tasks.	VOCABULARY Teacher: - shows the words one by one, plays the recording and has Ss repeat the sounds of the words. - has Ss guess the meanings of the words based on pictures, explanations or examples. 1. leave st on (idioms): choose to keep something operational or switched to an "on" position. Ex: Someone left the lights on the whole time we were gone. Our electricity bill is going to be enormous. 2. chemical (n): a substance obtained by or used in a chemical process  3. shade (n): slight darkness caused by something blocking the direct light from the sun	T-S	6 mins																																							

	 Ss do as instructed. T confirms the meanings, calls on some individual Ss to make sentences with each word.	S-S T-S													
To introduce more ideas for the main speaking tasks and get students involved in the lesson	TASK 1: WHICH OF THE FOLLOWING ACTIVITIES DO YOU THINK TEENAGERS SHOULD OR SHOULDN'T DO TO LIVE GREEN? PUT A TICK IN THE APPROPRIATE COLUMN. (p.23) T has Ss work in pairs, read the activities, discuss their meanings and decide which activities they should/ shouldn't do to go green by putting a tick in the appropriate column. Ss do as instructed. Some individual Ss share their answers with the whole class. T confirms the correct answers. Key: <table><tr><th>Activities</th><th>Should</th><th>Shouldn't</th></tr><tr><td>1. Leaving your appliances on when not in use</td><td></td><td>✓</td></tr><tr><td>2. Recycling your used items</td><td>✓</td><td></td></tr><tr><td>3. Using plastic bags when shopping</td><td></td><td>✓</td></tr></table>	Activities	Should	Shouldn't	1. Leaving your appliances on when not in use		✓	2. Recycling your used items	✓		3. Using plastic bags when shopping		✓	T-S S-S S-S T-S	8 mins
Activities	Should	Shouldn't													
1. Leaving your appliances on when not in use		✓													
2. Recycling your used items	✓														
3. Using plastic bags when shopping		✓													

		4. Buying organic food	✓			
		5. Dropping litter in the street		✓		
		6. Planting trees	✓			
	To introduce more ideas for the main speaking task and get students involved in the lesson	TASK 2: THE TABLE BELOW PRESENTS THE REASONS WHY TEENAGERS SHOULD OR SHOULDN'T DO THE ACTIVITIES IN 1. WORK IN PAIRS AND MATCH THEM WITH THE ACTIVITIES. (p.23) Teacher: - has Ss read the reasons, and discuss with a peer to do the matching. - reminds them that besides using <i>because</i> , they can use <i>since/ as/ due to the fact that/ on the ground that</i> to express reasons and encourages them to give more reasons and make small exchanges after doing the matching, e.g. <i>Student A: Why shouldn't you leave your appliances on when not in use?</i> <i>Student B: Because this wastes electricity and creates dangerous situations. Why should you recycle your used items?</i> <i>Student A: Since this protects natural resources.</i> Ss do as instructed. Ss share the answers with the whole class. Teacher confirms the correct answers and calls on some pairs to make small exchanges like the one above. <i>Suggested answers:</i> <i>a - 5; b - 1; c - 3; d - 4; e - 2; f - 6</i>			T-S S-S S-S T-S	8 mins
WHILE-SPEAKING	To give students an opportunity to discuss ideas in groups and share with the rest of the	TASK 3: WORK IN GROUPS. DISCUSS AND PRESENT YOUR IDEAS ABOUT WHAT YOU SHOULD OR SHOULDN'T DO TO LIVE GREEN. (p.23) T has Ss work in groups, discussing what they should or shouldn't do to live green.			T-S S-S S-S	15 mins

	class. - Students are encouraged to apply Digital Competence 2.2NC1a by presenting their ideas using visual aids or slides if available.	In weaker classes, T reminds them to use the ideas given in 1 and 2 in their discussion. In stronger classes, T encourages them to think of other activities and reasons. Ss do as instructed. Ss share their ideas with the rest of the class by playing the game: PASSING THE BALL. <u>Rules:</u> A song is played while Ss are passing a ball one by one. When the music stops, the student who keeps the ball will make a presentation. Teacher praises Ss for interesting and imaginative ideas, and for providing well-formulated reasons. <i>Example: There are many things that we should or shouldn't do to live green. We should recycle our used items so that we can protect natural resources. We shouldn't drop litter in the street because this will make the street dirty and pollute the environment.</i>	T-S	
CONSOLIDATION	To help students memorise the content of the lesson	WRAP-UP Teacher asks: What have you learnt today? - Activities and the reasons why we should or shouldn't do to live green. HOMEWORK - Exercises in the workbook - Prepare for Listening lesson	T-S	2 mins

UNIT 2: HUMANS AND THE ENVIRONMENT

Lesson 5: Listening

I. OBJECTIVES

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

1. Knowledge

- Listen for specific information in a text about green living;
- Talk about a plan to organise a green event in their area.

2. Core competence

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

3. Personal qualities

- Be more responsible for the environment and be able to propose plans to solve environmental issues in their residential areas;
- Be ready to make a plan to organize a green event in their area.

4. Digital Competence

- Propose strategies to search for supplementary information for the listening task (1.1NC1d).

II. MATERIALS

- Grade 10 textbook, Unit 2, listening
- Computer connected to the Internet
- Projector/ TV/ pictures and cards

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
schedule (n)	/'ʃedju:l/	a plan that lists all the work that you have to do and when you must do each thing <i>E.g. They have a very flexible work schedule.</i>	thời gian biểu

specific (adj)	/spə'sɪfɪk/	connected with one particular thing only <i>E.g. The money was collected for a specific purpose.</i>	cụ thể
donation (n)	/dəʊ'neɪʃn/	money or goods that are given to help a person or organization, or the act of giving them	đồ hiến tặng, sự hiến tặng
delivery (n)	/dɪ'lɪvəri/	the act of taking goods, letters, parcels, etc. to people's houses or places of work	sự giao hàng

Assumptions

Anticipated difficulties	Solutions
- Ss may lack knowledge about some lexical items. - Ss may not catch the ideas to decide the statements are true or false.	- Provide them with the meanings and pronunciation of words. - Remind them to pay attention to the key words in each sentence.

Board Plan

<i>Date of teaching</i> Unit 2: HUMANS AND THE ENVIRONMENT Lesson 5: Listening WARM-UP: Taboo Vocabulary Task 1: Look at the picture and answer the questions. Task 2: True or false. Task 3: Listen and complete the table. Task 4: Discussion. CONSOLIDATION

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	- To arouse the classroom atmosphere. - To get students be actively involved in the lesson.	GAME: TABOO Teacher: - divides the class into 2 teams, lets each team choose 5 representatives. - prepares in advance 2 sets of words (maybe written on a sheet of paper), and gives them to the representatives. - asks the representatives to try to get their teammates to guess words using verbal clues or actions without using the words in their sets and without using their mother tongue in two minutes. Ss do as instructed. Ss in each team take turns to describe and guess the words. Teacher confirms the correct words, decides the winner. The winners are the ones whose team can guess the most words. <i>Suggested words:</i> <i>Set 1: adopt, carbon footprint, litter, method, eco-friendly</i> <i>Set 2: sort, awareness, organic, household appliances, cut down on</i>	T-S S-S S-S T-S	6 mins
PRE-LISTENING	To pre-teach the pronunciation and the meaning of some vocabulary so that students can understand the content of the	VOCABULARY Teacher: - shows the words one by one, plays the recording and has Ss repeat the sound of the words. - has Ss guess the meanings of the words based on pictures, explanations and examples.	T-S	6 mins

listening.

1. schedule (n): a plan that lists all the work that you have to do and when you must do each thing. *E.g. They have a very flexible work schedule.*



2. specific (adj): connected with one particular thing only.

E.g. The money was collected for a specific purpose.

3. donation (n): money or goods that are given to help a person or organization, or the act of giving them.



4. delivery (n): the act of taking goods, letters, parcels, etc. to people's houses or places of work.

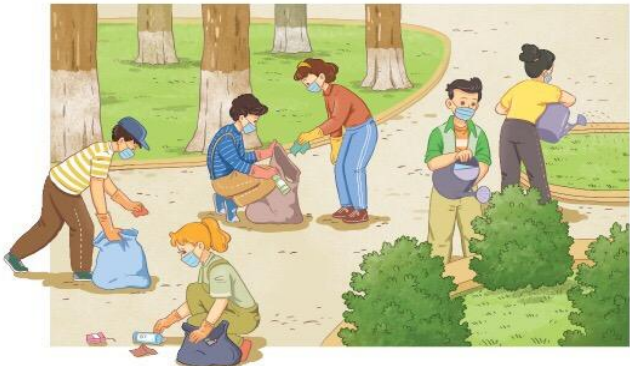


Ss do as instructed.

Teacher confirms the meanings, calls on some individual Ss to make sentences with each word.

To introduce the topic of the listening and activate Ss' prior knowledge

S-S
T-S

		TASK 1: WORK IN PAIRS. LOOK AT THE PICTURE AND ANSWER THE QUESTIONS. (p.24) WHAT ARE THEY DOING? WHY?  Teacher: - has Ss work in pairs, look at the picture and tell their partner what they see in the picture. - encourages them to use the vocabulary they have learnt to describe the picture, e.g. <i>The students are picking up rubbish, bottles and plastic bags; They are watering plants and trees.</i> Ss do as instructed. Some pairs share their answers with the class. Teacher praises the pairs with interesting ideas and asks the class some more questions to elicit the topic of the listening: <i>Go Green Weekend event</i> such as: + <i>Are the students wearing school uniforms?</i> + <i>Are they at school?</i> + <i>What day of the week do you think it is?</i> + <i>Do you think this is an organised event?</i> + <i>What kind of event is it?</i>	T-S S-S S-S T-S	6 mins
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	on how to organize a community clean-up)			
CONSOLIDATION	To help students memorise the content of the lesson	WRAP-UP Teacher asks: What have you learnt today? - We have listened to a plan to organize a green event and talked about our future plans to hold such events. HOMEWORK - Exercises in the workbook. - Prepare for writing lesson.	T-S	1 min

UNIT 2: HUMANS AND THE ENVIRONMENT

Lesson 6: Writing

I. OBJECTIVES

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

1. Knowledge

- Use lexical items related to the topic “Humans and the environment”;
- Write about ways to improve the environment.

2. Core competence

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

3. Personal qualities

- Be more responsible for protecting the surrounding;
- Be able and willing to persuade other people to take actions to make a nice and clean environment.

4. Digital Competence

- 3.3NC1a: Apply different copyright regulations (when citing environmental information).

II. MATERIALS

- Grade 10 textbook, Unit 2, writing
- Computer connected to the Internet
- Projector/ TV/ pictures and cards

Assumptions

Anticipated difficulties	Solutions
- Ss may want to use their own suggestions but they may not know how to express their ideas in English. - Ss in weaker classes may not know how to use connectors correctly to link sentences.	- Be ready to provide them with words/ phrases which they can use to express their ideas in English. - Provide them with some connectors and some examples.

- Ss may not know the structure of a paragraph.	- Give them some basic information about the structure of a paragraph.
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Board Plan

<i>Date of teaching</i> Unit 2: HUMANS AND THE ENVIRONMENT Lesson 6: Writing Warm-up: Game: Wheel of fortune Task 1: Match the suggestions for improving the environment with their expected results. Task 2: Fill in the blanks. Task 3: Add two more suggestions to improve the environment in your school to the paragraph in 2. Peer correction Class correction Consolidation
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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	- To arouse the classroom atmosphere.	GAME: THE WHEEL OF FORTUNE T divides the class into two teams, and explains the game rules: - Ss in each team read the clues, take turns to spin the wheel, guess the	T-S	6 mins

	- To get students be actively involved in the lesson.	individual letters until they can guess the whole word. - It is not necessary for the Ss to guess all the individual letters. They can guess the whole word at any time. Ss do as instructed. Ss in each team discuss and guess the words. T confirms the correct words, decides the winner and leads in the lesson. <i>Suggested words</i> <i>Round 1:</i> + <i>Clue: the conditions in which a person, animal or plant lives or operates or in which an activity takes place</i> + <i>Key: ENVIRONMENT</i> <i>Round 2:</i> + <i>Clue: make something or somebody better than before</i> + <i>Key: IMPROVE</i> <i>Round 3:</i> + <i>Clue: an idea or a plan that you mention for somebody else to think about</i> + <i>Key: SUGGESTION</i>	S-S S-S T-S	
PRE-WRITING	To help students recall some suggestions for improving the environment	TASK 1: WORK IN PAIRS. MATCH THE SUGGESTIONS FOR IMPROVING THE ENVIRONMENT WITH THEIR EXPECTED RESULTS. (p.25) Teacher: - asks Ss some questions to elicit the topic of the writing as well as some suggestions. e.g. + <i>Do you have any ideas about how to improve the environment in our school?</i> + <i>What are they?</i> - has them work in pairs and asks them to do the matching. In weaker classes, go through the suggestions and expected results to check comprehension. Ss do as instructed. Teacher asks individual Ss to call out their answers and confirms the correct	T-S S-S T-S	6 mins

		ones. <i>Key:</i> <i>1.c</i> <i>2.a</i> <i>3.b</i>		
WHILE-WRITING	To provide students with a model of a well-structured paragraph and practice in using connectors to link sentences.	TASK 2: READ THE INCOMPLETE PARAGRAPH ABOUT WAYS TO IMPROVE THE ENVIRONMENT. FILL IN THE BLANKS WITH THE WORDS AND PHRASES FROM THE BOX. (p.25) Teacher: - tells Ss that they are going to write a paragraph about ways to improve the environment in their school. First, they will be provided with an incomplete example as a model for their writing. - recall the information about the structure of a paragraph: + A paragraph is a group of sentences that develop ONE main idea. + A paragraph usually consists of three parts: a topic sentence, supporting sentences and a concluding sentence. + Two important qualities of a good paragraph are unity (i.e. one main idea is developed) and coherence (i.e. all the sentences and ideas flow smoothly to make clear and logical points about the topic) - asks Ss to read the incomplete paragraph and fill in each numbered blank with a word/ phrase in the box. - Ss do as instructed.	T-S	8 mins
			S-S	

recognise the common mistakes so that they can avoid in writing

- explains the marking symbols in the following table.

Marking symbols in writing

Short form	Full form	Examples
sp	spelling	My mum dose the laundry -> sp
T	tense	I took out the rubbish everyday -> T
↩	word order	My brother is a boy responsible ↩
^	missing word	My mum does most ^ the cooking
a A	capital letter	My sister and i take turns feeding the cat. -> a A

- asks two Ss sitting next to each other to exchange their writing, read their partner's writing and write the symbols next to mistakes that they can find like the ones in the table above.

- asks Ss to return their partner's writing and lets them correct themselves.

- reminds them that they can ask for their partner's help.

Ss do as instructed.

Ss share their ideas with a partner.

Teacher goes around to offer help.

CLASS CORRECTION

Teacher:

- writes Ss' common mistakes on the board, asks Ss to check whether they make the same mistakes in their writing.

- calls on some Ss to correct those mistakes as a class.

Ss do as instructed.

Teacher:

T-S

S-S

S-S

T-S

		- further explains the paragraph structure if Ss are not able to develop the three elements in their writing. - collects Ss' writing and provides written feedback in the next lesson. - in weaker classes, provides some suggested answers if necessary. <i>Sample answer:</i> <i>Another way would be to plant more trees. For example, we can plant more green trees around the school and in the schoolyard. It reduces CO2 and makes the air we breathe in cleaner. Finally, we can set up more rubbish bins. For instance, we can put more bins in public places such as parks or bus stations. This makes the waste collection easier.</i>		
CONSOLIDATION	To help students memorise the content of the lesson	WRAP-UP Teacher asks: What have you learnt today? - We have practised writing a paragraph about suggestions to improve the environment. HOMEWORK - Exercises in the workbook - Prepare for Communication and Culture lesson	T-S	2mins

UNIT 2: HUMANS AND THE ENVIRONMENT

Lesson 7: Communication and Culture/ CLIL

I. OBJECTIVES

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

1. Knowledge

- Ask for and give advice;
- Understand what a carbon footprint is.

2. Core competence

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Be willing to take practical actions to help reduce their own carbon footprint and their family's as well;
- Be responsible for environment protection.

4. Digital Competence:

- 2.5NC1b: Apply different communication strategies in a digital environment (simulating asking for advice via online channels).

II. MATERIALS

- Grade 10 textbook, Unit 2, Communication and Culture/ CLIL
- Computer connected to the Internet
- Projector/ TV/ pictures and cards

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
emission (n)	/ɪ'mɪʃn/	an amount of something, especially a gas that harms the environment, that is sent out into the air.	khí thải

estimate (v)	/'estimeɪt/	guess or calculate the cost, size, value, etc. of something	ước tính
average (n)	/'ævərɪdʒ/	an average number is the number you get by adding two or more amounts together and dividing the total by the number of amounts	trung bình
atmosphere (n)	/'ætməsfiə(r)/	the mixture of gases that surrounds the earth	bầu khí quyển

Assumptions

Anticipated difficulties	Solutions
- Students may have underdeveloped speaking and co-operating skills. - Students may lack knowledge about some lexical items	- Encourage students to work in pairs and in groups so that they can help each other. - Remind them to make use of the ideas and vocabulary items they have learnt in the previous lessons. - Provide them with the meanings and pronunciation of words/ phrases.

Board Plan

<i>Date of teaching</i> Unit 2: HUMANS AND THE ENVIRONMENT Lesson 7: Communication and Culture/ CLIL Warm-up: Running man I. Everyday English Task 1: Listen and complete the conversation. Task 2: Make a similar conversation. II. CLIL Vocabulary Task 1: Read the text and complete the table. Task 2: Discussion.
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Consolidation

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	- To arouse the classroom atmosphere. - To help students revise words/ phrases related to the topic	OPTION 1: GAME: RUNNING MAN Teacher divides the class into two teams, has Ss in each team take turns to run to the board and write a word/ phrase related to the topic <i>Humans and the Environment</i> on the board in two minutes. Ss do as instructed. Teacher confirms the correct word/ phrase and decides the winner (the	T-S S-S T-S	5 mins

		team with most correct words/ phrases) <i>Suggested answers:</i> - <i>Green lifestyle</i> - <i>Eco-friendly</i> - <i>Plastic bags</i> - <i>Zero waste</i> - <i>Carbon footprint</i> OPTION 2: CLIP WATCHING Teacher has Ss watch a video about carbon footprint and asks them the following questions: 1. What is carbon footprint? 2. What activities causes large carbon footprint? Teacher reminds Ss to note down key information about the environment and some examples. Ss watch the video and answer the questions. Teacher has Ss answer the questions individually, confirms the answers and leads in the lesson.	T-S S T-S	
EVERYDAY ENGLISH	To provide Ss with an example conversation in which people ask for and give advice about ways to find information for the presentation.	TASK 1: LISTEN AND COMPLETE THE CONVERSATION WITH THE EXPRESSIONS IN THE BOX. THEN PRACTISE IT IN PAIRS. (p.25) Teacher: - elicits expressions Ss already know related to asking for and giving advice by saying some situations and has Ss give advice, e.g. <i>Teacher: I don't know anything about organic food.</i> <i>Ss 1: You should search on the Internet.</i> <i>Ss 2: I advise you to go to a shop selling organic food.</i> - asks Ss to read through the expressions in the box and the incomplete conversation, checks comprehension and encourages them to complete the gaps based on the clues in the conversation. - plays the recording once (in stronger classes) or twice (in weaker classes) Ss do as instructed.	T-S S-S T-S	7 mins

pronunciation of some words/ phrases, so that Ss can use them in their presentation later and can understand the reading passage.

- shows the words one by one, plays the recording and has Ss repeat the sound of the words
- has Ss guess the meanings of the words based on pictures, explanations and examples.

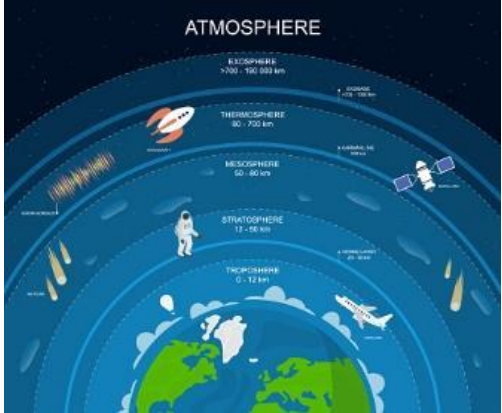
1. emission (n): an amount of something, especially a gas that harms the environment, that is sent out into the air



2. estimate (v): guess or calculate the cost, size, value, etc. of something



3. average (adj): an average number is the number you get by adding two or more amounts together and dividing the total by the number of amounts

	Find the average volume of water in the bottles.  210 ml 284 ml 220 ml The average volume of water in the bottles is 238 ml. We can find the average by dividing the sum of the values in a set by the number of values in the set. $\begin{array}{r} 210 \\ 284 \\ + 220 \\ \hline 714 \end{array}$ $\begin{array}{r} 238 \\ 3 \overline{) 714} \\ \underline{- 69} \\ 11 \\ \underline{- 9} \\ 24 \\ \underline{- 24} \\ 0 \end{array}$ 4. atmosphere (n): the mixture of gases that surrounds the earth  Ss do as instructed. Teacher confirms the meaning, calls on some individual Ss to make sentences with each word.		
To help students learn about carbon footprint and ways to reduce it (through CLIL)	TASK 1: READ THE TEXT AND COMPLETE THE TABLE. (p.26) Teacher: - asks Ss some questions to find out what they already know about the topic, e.g. + <i>What is the carbon footprint?</i> + <i>How do you measure it?</i> + <i>Why is it bad to have a large carbon footprint?</i> + <i>How can we reduce it?</i>	T-S	9 mins

		- asks Ss what they want to know about the topic and write the questions on the board, e.g. + <i>What is the average carbon footprint for a person (globally/ in Viet Nam)?</i> -> <i>4 tons globally/ 2.2 tons in Viet Nam</i> + <i>What problems are caused by a large carbon footprint?</i> -> <i>Global warming, climate change, extreme weather events</i> + <i>Which countries have the largest carbon footprint?</i> -> <i>China, the USA, India, Russia, Japan</i> + <i>What food has the highest carbon footprint?</i> -> <i>meat, cheese, eggs</i> - asks Ss read the text about carbon footprint and complete the table. - walks around the class to offer help, explaining unfamiliar words and answering questions. Ss do as instructed. Ss share their answers with a partner. Teacher: - checks the answers as a class by calling on pairs to write the missing words on the board - goes back to the questions on the board, i.e. the things Ss wanted to know about the topic and asks which of the questions they can answer now and cross them out. <i>Key:</i> 1. <i>CO2</i> 2. <i>global temperatures</i> 3. <i>showers</i> 4. <i>public transport</i>	S-S S-S T-S	
	To give students an opportunity to personalise the CLIL topic (ways to reduce their	TASK 2: WORK IN PAIRS. DISCUSS THINGS YOU CAN DO TO REDUCE YOUR CARBON FOOTPRINT. (p.26) Teacher: - has Ss work in pairs to discuss things they can do to reduce their carbon footprint.	T-S	8 mins

	carbon footprint)	- in weaker classes, has Ss underline the ideas in the text so that they can use them in their discussion; and in stronger classes, encourages Ss to come up with their own ideas to reduce their carbon footprint. - reminds them to take notes of their partner's ways to reduce his/ her carbon footprint Ss work in pairs to discuss and take notes. T calls on some Ss to report their partner's ideas to the class, e.g. <i>Lan thinks that her carbon footprint is not very big, but she'll try to reduce it to further help the environment. First, she'll start cycling to school instead of asking her dad to drive her. Second, she'll stop using plastic bags for groceries. Finally, she'll start drinking filtered tap water instead of buying bottled water.</i>	S-S T-S	
CONSOLIDATION	To help students memorise the content of the lesson that they have learned	WRAP-UP Teacher asks: What have you learnt today? - The ways to ask for and give advice - What carbon footprint is and the ways to reduce it in our lives. HOMEWORK - Do exercises in the part Looking back and answer the rest questions in Task 1 - Exercises in the workbook - Prepare for Looking back and Project lesson	T-S	2 mins

UNIT 2: HUMANS AND THE ENVIRONMENT

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- revise the consonant blends /kl/, /pl/, /gr/, /pr/ correctly;
- revise words and phrases related to humans and the environment learnt in the unit;
- revise how to use *will* and *be going to*, and passive voice correctly;
- Plan activities for a Go Green Weekend and give a group presentation about the event.

2. 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.

4. Digital Competence

- Work with different content items and new information, modify and integrate (create project products) (3.2NC1a).
- Use digital tools for group collaboration (2.4NC1a).

II. MATERIALS

- Grade 10 textbook, Unit 2, Looking back and project
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- Pictures, A0 paper

Assumptions

Anticipated difficulties	Solutions
Students may have underdeveloped presentation skills.	Give them a suggested checklist for peer assessment and ask them to read carefully and try to practise in advance and apply those techniques in their presentation.

Board Plan

<i>Date of teaching</i> Unit 2: HUMANS AND THE ENVIRONMENT Lesson 8: Looking back and Project Warm-up: The last man standing I. Looking back Pronunciation: Listen and underline. Vocabulary: Complete the sentences. Grammar: Choose the best answers. II. Project Go Green Weekend Consolidation

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	- To arouse the classroom atmosphere. - To help students revise words/ phrases related to the topic	GAME: THE LAST MAN STANDING Rules: - T has 10 Ss form a circle and stands at a center with a ball. - T speaks out a word related to the topic <i>Humans and the environment</i> and pass the ball to one student. Let him/her toss it to another student as he/she names the word related to the theme. - If Ss repeat a word or can't say any more words, they need to sit down. - The last student standing wins the game. Teacher: - Invites 10 Ss to form a circle and stand at a center with a ball. - Explains the game rules to Ss Ss do as instructed. Teacher praises the Ss with the most words and the most interesting words/ phrases.	T-S S-S T-S	5 mins

LOOKING BACK	To help students revise /kl/, /pl/, /gr/ and /pr/	PRONUNCIATION Listen and underline the words with the consonant blends /kl/, /pl/, /gr/ or /pr/. Then practise reading the sentences. (p.26) Teacher: - asks Ss to listen to the recording and underline the words that have the consonant blends /kl/, /pl/, /gr/ or /pr/. - asks individual Ss to write the words with the consonant blends on the board and has them read those words several times. - plays the recording again, pausing after each sentence for Ss to repeat. - puts Ss in pairs and has them practise reading the sentences together. Ss do as instructed. Teacher goes round to offer help and collect common mistakes if Ss have to correct as a class. Key: 1. The <u>prof</u> essor is <u>pr</u> oud of the results of our <u>pr</u> oject. 2. <u>Gr</u> ass is <u>gr</u> owing on the <u>gr</u> ound. 3. Those toy <u>pl</u> anes are made of <u>pl</u> astic. 4. <u>Cl</u> ick the button to become a member of the <u>cl</u> ub.	T-S S-S T-S	6 mins
	To help students revise words and phrases related to human activities and the environment, which they have learnt in the unit.	VOCABULARY Complete the sentences. Use the words and phrases in the box. (p.26) Teacher asks Ss to complete the sentences by using the words and phrases in the box individually. Ss do as instructed. Ss compare their answers with a partner. Teacher checks the answers by asking individual Ss to write the missing words/ phrases on the board. Key: 1. green lifestyle 2. carbon footprint 3. eco-friendly	T-S S S-S T-S	5 mins

	(2.4NC1a). - To integrate information and create project products (3.2NC1a).	Ss make questions after each presentation. Teacher: - gives praises and feedback after each presentation and gives marks for their presentation as part of their continuous assessment. - asks Ss to complete the self-assessment table, identifies any difficulties and weak areas and suggests further practice for individual Ss.	S-S T-S	
CONSOLIDATION	- To consolidate what students have learnt in the lesson. - To prepare for the next lesson	WRAP-UP Teacher asks: What have you learnt today? - Revise the consonant blends /kl/, /pl/, /gr/ and /pr/. - Revise words/ phrases related to the topic <i>Humans and the environment</i> . - Revise <i>will</i> and <i>be going to</i> and passive voice. Homework: - Exercises in the workbook - prepare for Unit 3 lesson 1	T-S	2 mins

APPENDIXES

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
<i>DELIVERY</i>		
- The presenters greeted the audience.		
- The presenters spoke clearly and naturally.		
- The presenters cooperated when delivering their talk.		
- The presenters interacted with the audience.		
- The presenters used some photos /pictures to illustrate their ideas.		
- The presenters concluded their talk appropriately		
<i>CONTENT:</i> <i>The presentation includes the following information about their plan Go Green Weekend</i>		
- activity		
- time		
- place		

- reason		
- expected result		

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
<i>DELIVERY</i>		
- I greeted the audience.		
- I spoke clearly and naturally.		
- I cooperated with my group members when delivering the talk.		
- I interacted with the audience.		
- I used some photos / pictures to illustrate my ideas.		
- I concluded my part of the talk appropriately		
<i>CONTENT: Our presentation includes the following information about our plan for Go Green Weekend</i>		
- activity		
- time		
- place		
- reason		

- expected result		
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