



Date of planning: 06/ 10 / 2024

PERIOD 16:

UNIT 2: A MULTICULTURAL WORLD

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

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

1. Knowledge

- Expand vocabulary with the topic of the unit;
- Gain knowledge about culture shock;
- Review expressions for making introductions and responding to them.

2. Competences

- Develop communication skills and creativity;
- Develop presentation skill;
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Be sensible when making introductions and responding to them;
- Actively join in class activities.

II. MATERIALS

- Grade 12 textbook, Unit 2, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Continue to explain task expectations in small chunks (before every activity).- Provide vocabulary and useful language before assigning tasks- Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:





- Board race

c. Expected outcomes:

- Students can get knowledge about famous people in the world and their famous sayings.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Board race</p> <ul style="list-style-type: none"> - Teacher divides the class into four teams and the board in four sections and gives a board pen to one of the Ss in each team. - Teacher calls out the theme (<i>Festivals</i>) and gives them two minutes to write as many names of festivals as they can in 2 minutes. - Each student of the team comes to the board and writes down a name. - When the game is finished, Teacher has teams check each other's spelling and count how many correct names each team has written. - Teacher leads in the new lesson by asking some questions. 	<ul style="list-style-type: none"> - Students come to the board one by one to write the answer. - Students check their answers with the class. 	<p><i>Students' answers</i></p>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (20 mins)

a. Objectives:

- To provide a model conversation in which speakers make introductions and respond.
- To review how to make introductions and respond.
- To help Ss practise making introductions and responding.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (p.28)
- Useful expressions
- Task 2: Work in groups of three. Use the models in 1 to make similar conversations for these situations. One of you is A, the others are B and C. Use the expressions below to help you. (p.28)

c. Expected outcomes:

- Students can use appropriate language to make introductions and respond.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (6 mins)		
<p>- Ask Ss to read through the two incomplete conversations. Check comprehension by asking questions, e.g. <i>Who are the speakers? What are they talking about? What is the difference between conversation 1 and conversation 2?</i></p> <p>- Give Ss a few minutes to read the expressions in the box and check student's understanding.</p> <p>- In stronger classes, encourage Ss to fill in the gaps based on context clues.</p> <p>- Have Ss listen and complete the conversation with the words from the box.</p> <p>- Check answers by asking two Ss to read out the conversations.</p> <p>- Have Ss underline expressions used to make introductions and respond (<i>I'd like you to meet...; this is...; It's nice to meet you...; Pleased to meet you...</i>)</p> <p>- Put Ss in pairs and have them practise the conversation.</p> <p>- Invite some pairs to role play the conversation in front of the class.</p>	<p>- Students listen to the recording.</p> <p>- Students complete the conversation with words in the box.</p> <p>- Students practise the conversation in pairs.</p>	<p>Answer key:</p> <ol style="list-style-type: none">1. B2. A3. C4. D
Useful expressions (7 mins)		
<p>- Teacher gives students a list of expressions which are mixed together. Ss have to classify them into 2 groups: Introducing people and responding to introduction</p> <p>- Teacher asks Ss to classify the expressions into two groups.</p> <p>- Check as a class.</p> <p>- T asks if Ss can add some more expressions.</p>	<p>- Ss work in groups to do the task.</p>	<p>* Introducing people</p> <p>Formal/ Semi-formal</p> <ul style="list-style-type: none">• <i>I'd like you to meet ...</i>• <i>I'd like to introduce/present ...</i>• <i>It's a pleasure to introduce ...</i>• <i>May I introduce/present ...?</i> <p>Informal</p> <ul style="list-style-type: none">• <i>This is ...</i>• <i>I want you to meet ...</i>• <i>Let me introduce you to ...</i>• <i>Please meet ...</i>• <i>Have you met ...?</i> <p>* Responding</p> <p>Formal/ Semi-formal</p> <ul style="list-style-type: none">• <i>It's nice to meet you.</i>• <i>How nice to meet you.</i>• <i>It's a pleasure to meet you.</i>



		<ul style="list-style-type: none"> • <i>How do you do?</i> <p>Informal</p> <ul style="list-style-type: none"> • <i>Hi, great/ nice to meet you.</i> • <i>Pleased/ Happy to meet you.</i>
<p>Task 2: Work in groups of three. Use the models in 1 to make similar conversations for these situations. One of you is A, the others are B and C. Use the expressions below to help you. (6 mins)</p>		
<ul style="list-style-type: none"> - Ask Ss to read through the situations and check students' understanding. Ask them if they have been in similar situations, e.g. if their class or club has a new member, how they make introductions and respond. - Have Ss work in groups of three. In weaker classes, underline words and phrases in the model conversation that Ss can replace with information from the new situations. You can also write some prompts on the board. - Go through the <i>Useful expressions</i> in the box and remind Ss to use them in their conversations. - Give Ss a few minutes to plan their conversations. Have them write down some prompts to help them, e.g. <i>how they are going to start the conversation, how they introduce a new member to the whole class, how their class will respond...</i> - Walk around the class and provide help if needed. - Call on some groups to role play their conversations in front of the class. Praise for good effort, appropriate use of the expressions for making introductions and responses, clear pronunciation and fluent delivery. 	<ul style="list-style-type: none"> - Students work in groups of three. - Make plan for the role-plan - Practice the role-play, based on the two situations. - Swap the role and continue practising. - Perform in front of class. 	<p>Sample conversations:</p> <p>1.</p> <p>Student A: Hello class. I would like to introduce Nam – a new member of our class. He has just moved from Nam Dinh High School. Please welcome him.</p> <p>Student B: Hello, everyone. My name is Nam. It's nice to meet you.</p> <p>Student C: Hi, Nam. Nice to meet you, too. Welcome to our class</p> <p>2.</p> <p>Student B: Hey, Long. Have you met Pit? He has joined our football club this week.</p> <p>Student A: Not yet. Hi, happy to meet you, Pit. I'm Long.</p> <p>Student C: Hi Long, great to meet you, too.</p>

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE (15 mins)

a. Objectives:

- To introduce words / phrases related to the topic;
- To help Ss learn about culture shock;
- To help Ss relate what they have learnt about culture shock to the situation in Viet Nam.

b. Content:

- Task 1: Read the text and put a tick (✓) or cross (X) in the box next to the pictures to show the appropriate behaviour in different cultures. (p.29)



- Task 2: Work in groups. Discuss the questions. (p.29)

c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about culture shock to the situation in Viet Nam.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the text and put a tick (✓) or cross (X) in the box next to the pictures to show the appropriate behaviour in different cultures. (7 mins)		
<ul style="list-style-type: none"> - Ask Ss some questions to find out what they already know about the topic, e.g. <i>What does culture shock mean? Have you ever experienced culture shock? Who do you think often experience culture shock?</i> - Ask Ss what they want to know about the topic. Write their questions on the board, e.g. <i>What is culture shock? How can people overcome culture shock? Can you list some examples of culture shock?</i> - Put Ss into pairs. Ask them to read the text and complete the question by putting a tick or a cross in the box. Walk round the class and offer help, explaining unfamiliar words or answering questions. - Check answers as a class calling on pairs to write their answers on the board. Have Ss provide evidence from the text for each answer. - Go back to the questions on the board, i.e., the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. 	<ul style="list-style-type: none"> - Students answer the questions. - Students work in pairs to read the text and complete the question by putting a tick or a cross in the box. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. ✓ 2. X 3. ✓ 4. X
Task 2: Work in groups. Discuss the questions. (8 mins)		
<ul style="list-style-type: none"> - Ask Ss to work in groups to discuss the two questions. - In weaker classes, ask questions to brainstorm ideas as a class, e.g. <i>Do foreigners experience culture shock when they visit Viet Nam? What are they?</i> - To answer the first question, encourage Ss to compare the cultural features of Viet Nam with other western countries, e.g: <i>eating habits (using chopsticks, street foods), transportation (full of vehicles on the road), languages (different dialects across regions; shopping (street markets,</i> 	<ul style="list-style-type: none"> - Students work in groups to discuss the question. - Students share their ideas in front of class. 	<p>Suggested answers:</p> <p>Visitors may experience different kinds of culture shock when they come to Viet Nam. For example, they may not be used to using chopsticks when eating or enjoying many dishes in the streets. Some may find Vietnamese people in different regions (the North, Middle and the</p>



<p><i>bargaining</i>). Then they come up with some solutions to help foreigners overcome these shocks (<i>make friends with foreigners and guide them, design leaflets/clips/videos about cultural features of Viet Nam..</i>)</p> <ul style="list-style-type: none">- Invite some groups to present a summary of their discussion to the class.		<p>South) have different dialects.</p> <p>To help these visitors, we can make friends with them and guide them when they want to explore the city or culture. Moreover, we can design some clips or leaflet to introduce special features of Vietnamese culture and some taboo topics they should avoid.</p>
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e. Assessment

- Teacher corrects students' answers as a whole class.
- Teacher checks students' pronunciation and gives feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 8 – Looking back and project.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 2: A multicultural world</p> <p style="text-align: center;">Lesson 7: Communication and Culture / CLIL</p> <p>*Warm-up Board race</p> <p>*Everyday English Task 1: Listen and complete the conversations. Task 2: Make similar conversations.</p> <p>*CLIL Task 1: Read the text and put a tick or cross. Task 2: Discussion</p> <p>* Homework</p>



Date of planning: 06/ 10 / 2024

PERIOD 17:

UNIT 2: A MULTICULTURAL WORLD

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 2;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Core competence

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

3. Personal qualities

- Be proud and respectful of Vietnamese and other cultures
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 2, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Game: Lucky number



c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 2.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Game: Lucky number</p> <ul style="list-style-type: none"> - Ss work in 2 teams. - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words or actions to describe it (without saying the word directly). - Other Ss try to guess the words. One point for a correct answer. - The group with the most points is the winner. 	<ul style="list-style-type: none"> - Students join the game in two teams, describe and guess the words. 	<p><i>Suggested words:</i></p> <ol style="list-style-type: none"> 1. originate 2. trend 3. identity 4. cuisine 5. booth

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: LOOKING BACK (12 mins)

a. Objectives:

- To help Ss review the pronunciation of the diphthongs /ɔɪ/, /aɪ/, and /aʊ/.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the Past Simple and Past Continuous.

b. Content:

- Pronunciation: Read the following sentences and write the words containing the /ɔɪ/, /aɪ/, and /aʊ/ sounds in the correct column. Then listen and check. Practise saying the sentences in pairs. (p.30)
- Vocabulary: Choose the correct word to complete each of the sentences. (p.30)
- Grammar: Choose the best answer A, B, C, or D. (p.30)

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS			
<p>Read the following sentences and write the words containing the /ɔɪ/, /aɪ/, and /aʊ/ sounds in the correct column. Then listen and check. Practise saying the sentences in pairs. (4 mins)</p>					
<ul style="list-style-type: none"> - Ask Ss to read the sentences silently and identify the words containing the diphthongs /eɪ/ and 	<ul style="list-style-type: none"> - Students do the task individually. 	<p><i>Answer key:</i></p> <table border="1"> <tr> <td>/ɔɪ/</td> <td>/aɪ/</td> <td>/aʊ/</td> </tr> </table>	/ɔɪ/	/aɪ/	/aʊ/
/ɔɪ/	/aɪ/	/aʊ/			



<p>/əʊ/. They should underline and circle those words respectively.</p> <ul style="list-style-type: none"> - Check answers as a class by playing the recording. - Ask Ss to read these sentences aloud in pairs. Encourage them to pay attention to the words containing the diphthongs /eɪ/ and /əʊ/. 	<ul style="list-style-type: none"> - Students listen to the recording and check the answers as a whole class. 	1		my, idols	shouted, loudly
		2	enjoyed	Mike, life, despite	
		3	choice	wide, spicy	
		4		final	announced

Choose the correct word to complete each of the sentences. (4 mins)

<ul style="list-style-type: none"> - Ask Ss to read each sentence and check comprehension. Then focus Ss' attention on the options and differentiate them. - Tell Ss to study the context carefully and decide on the suitable word to complete each sentence. - Have Ss check their answers in pairs. - Check answers as a class by asking individual Ss to read the sentences. 	<ul style="list-style-type: none"> - Students do the task individually. - Students check their answers with their partners. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. trend 2. originate 3. identity 4. cuisine
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Choose the best answer A, B, C, or D. (4 mins)

<ul style="list-style-type: none"> - Ask Ss to read the text and then decide which option is needed for each blank. - Have Ss check their answers in pairs / groups. - Check answers by asking individual Ss to read a blank each and elicit the use of articles in each blank. 	<ul style="list-style-type: none"> - Ss read the text and then decide which option is needed for each blank. - Students check the answers in pairs. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. A 4. D 5. B
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e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a presentation.

b. Content:


- Introduce a culture

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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<ul style="list-style-type: none"> - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster. - Have Ss work in their groups. Give them a few minutes to get ready for their poster presentation. Ask them to decide who is going to stand by the group poster and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters. - Have groups display their posters. Ask the group representative to stand next to their posters while the rest of the class walk around, study the posters and ask questions about them. In stronger classes, you can have group members take turns to stand by the poster and answer questions. - Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster. - You can also give Ss marks for their posters and poster presentations as part of their continuous assessment. 	<ul style="list-style-type: none"> - All groups exhibit their posters and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet. 	<p>Students' presentations</p> 
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e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 3.

Board Plan

Date of teaching
Unit 2: A multicultural world
Lesson 8: Looking back and project



* **Warm-up**

* **Looking back**

- Pronunciation

- Vocabulary

- Language

* **Project: Introduce a culture**

* **Homework**



Date of planning: 06/ 10 / 2024

PERIOD 18:

UNIT 3: GREEN LIVING

Lesson 1: Getting started – Green Classroom Competition

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic green living;
- Understand and use words and phrases related to green lifestyles;
- Use verbs with prepositions, and phrasal verbs correctly.

2. Competences

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

3. Personal qualities

- Be aware of current environmental issues and think of new ways to protect the environment;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 3, Getting started
- Computer connected to the Internet
- A0-size paper
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. awareness (n)	/ə'weənəs /	knowledge or understanding of a particular subject or situation	nhận thức
2. decompose (v)	/,di:kəm'pəʊz /	decay or make something decay	phân hủy
3. reusable (adj)	/,ri:'ju:.zə.bəl (r)/	able to be used more than once	có thể tái sử dụng
4. carbon footprint	/,kɑ:.bən'fɒt.prɪnt/	a measurement of the amount of carbon dioxide that human activities produce	dấu chân cacbon

Assumption





Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the listening and reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Guessing game

c. Expected outcomes:

- Students can list some types of pollution.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Guessing game</p> <ul style="list-style-type: none"> - Teacher divides the class into two teams. - Teacher prepares the pictures of 6 types of pollution. - Teacher gives instructions for the game: + One student from each group comes and sees a picture. Students use their own words to describe the picture so that their teammates tell what type of pollution it is. + If the answer is correct, the team gets one point. + If the answer is incorrect, the chance to answer is transferred to the other team. 	<ul style="list-style-type: none"> - Students work in groups. - Students look at the picture that the teacher shows them and describe the picture. - Other students try to guess the name. 	<p>Key:</p> <ol style="list-style-type: none"> 1. plastic pollution 2. light pollution 3. air pollution 4. noise pollution 5. water pollution 6. soil pollution



+ The team having more points is the winner of the game.		
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e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

- To provide students with new words related the topic;
- To help students be well-prepared for the listening and reading tasks.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. 	<ul style="list-style-type: none"> - Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook. 	<p>New words:</p> <ol style="list-style-type: none"> 1. awareness (n) 2. decompose (v) 3. reusable (adj) 4. carbon footprint

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

3. ACTIVITY 2: PRACTICE (22 mins)

a. Objectives:

- To help students get to know the topic;
- To introduce words and phrases related to green living;
- To help Ss identify some verbs with prepositions.

b. Content:

- Task 1: Listen and read. (p.32)
- Task 2: Read the conversation again and tick the green ideas mentioned in task 1. (p.33)
- Task 3: Find words and phrases in Task 1 with the following meanings. (p.33)
- Task 4: Complete the sentences with words from task 1. (p.33)

c. Expected outcomes:





- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (6 mins)		
<ul style="list-style-type: none">- Set the context for the listening and reading.- Ask Ss to look at the picture, the heading and the conversation, and ask questions.- Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to green living: awareness, refill, reusable, ecotour, decompose....- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.- Call on two or three pairs of Ss to read the conversation aloud.- In stronger classes, teacher asks Ss to close their books and just listen to the conversation once. Teacher asks some comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.	<ul style="list-style-type: none">- Students look at the picture and answer the questions.- Students listen to the recording.- Students underline words/phrases related to green living.- Students compare the words and phrases with their partners.- Students read the conversation aloud.	<p>Questions:</p> <ol style="list-style-type: none">1. Who are the speakers?2. What do you think they are discussing? <p>Suggested answers:</p> <ol style="list-style-type: none">1. Nam and his friend, Mark.2. They are talking about how to win an ecotour by participating in a Green Classroom Competition.
Task 2: Read the conversation again and tick the green ideas mentioned in task 1. (5 mins)		
<ul style="list-style-type: none">- Ask Ss to read the conversation again and tick the green ideas. Ask them to identify and underline the key words in the statements first. Then have them read the conversation again and locate the part that contains the information for each statement. Have them compare the information in the conversation with each statement to work out which is the correct answer, and why.- Have Ss work in pairs to discuss and compare their answers.	<ul style="list-style-type: none">- Students work independently to do the activity.- Students compare the answers in pairs.	<p>Answer key:</p> <ol style="list-style-type: none">1. ✓3. ✓5. ✓



- Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer.		
Task 3: Find words and phrases in Task 1 with the following meanings. (6 mins)		
<ul style="list-style-type: none"> - Have Ss look at the first letters of the words. Explain that these words are all in the conversation in Activity 1. - Ask Ss to read the definitions and find the words so that the words on the right match the definitions on the left, and they should start with the letters given. - Allow Ss to share answers before discussing as a class. - Check answers as a class. - Write the correct answers on the board. 	<ul style="list-style-type: none"> - Students read the conversation again and work independently to do the activity. - Students share and check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. cleaning up 2. eco-friendly 3. decompose 4. carbon footprint
Task 4: Complete the sentences with words from task 1. (5 mins)		
<ul style="list-style-type: none"> - Tell Ss to read the sentences. Focus attention on the blanks. - Ask Ss to complete the sentences, using the words and phrases from the conversation in task 1. - Check answers as a class. 	<ul style="list-style-type: none"> - Students work individually to complete the sentences - Students share and check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. away 2. which 3. off 4. on 5. which

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss memorize the key information about living green;
- To get Ss to speak about some ways to protect the environment.

b. Content:

- Make a mind map about ways to protect the environment.

c. Expected outcomes:

- Ss can make a mind map and present it before class.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Make a mind map about ways to protect the environment. (10 mins)		
<ul style="list-style-type: none"> - Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours. - Give instructions to students. 	<ul style="list-style-type: none"> - Students work in groups to follow the teacher's instruction. 	<i>Students' own creativity</i>



<ul style="list-style-type: none"> - Ask students to make a mind map. - Teacher asks all groups to stick their works on the blackboard. - Teacher calls on some groups to present their map. - Teacher asks other groups to listen and give comments. - Teacher gives feedback and gives marks to the best group. 	<ul style="list-style-type: none"> - Students perform in front of the class. 	
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e. Assessment

- Teacher’s observation on Ss’ performance.
- Teacher’s feedback and peers’ feedback.

5. CONSOLIDATION

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the project in Lesson 8

Board plan

<p><i>Date of teaching</i> Unit 3: GREEN LIVING Lesson 1: Getting started</p>
<p>* Warm-up</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. awareness (n) 2. decompose (v) 3. reusable (adj) 4. carbon footprint <p>Task 1: Listen and read. Task 2: Tick the correct answer. Task 3: Find words and a phrase. Task 4: Complete the sentences.</p> <p>Mind Map</p> <p>*Homework</p>