



Date of planning: 13/ 10 / 2024

PERIOD 19:

UNIT 3: GREEN LIVING

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Green living*
- Recognise and practise diphthongs /ɪə/, /eə/, and /ʊə/
- Use verbs with prepositions, and phrasal verbs correctly
- Use relative clauses to refer to the whole sentence correctly

2. Competences

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

3. Personal qualities

- Be eager to learn more about ways to protect environment
- Develop self-study skills

II. MATERIALS

- Grade 12 textbook, Unit 3, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

VERBS WITH PREPOSITIONS	
<p>1. V + prep. + O: The meaning of these two words is usually very similar to the original meaning of the verb.</p>	<p>- V + about: ask, care, talk, think, learn,...</p> <p>- V + for: ask, apply, apologise, wait, prepare,...</p> <p>- V + to: introduce, refer, respond, listen, explain,...</p>
<p>2. V + prep = a phrasal verb The meaning of a phrasal verb is often very different from the original meaning of the main verb. Phrasal verbs use adverbs as well as prepositions.</p>	<p>work out, carry out, turn on, turn off, look for, look after, look up,...</p>

RELATIVE CLAUSES REFERRING TO A WHOLE SENTENCE



We use a non-defining relative clause to refer to all the information in the previous clause. This type of clause is introduced with the relative pronoun <i>which</i> .	Eg: More and more people are interested in recycling nowadays, <u>which is good for the environment</u> .
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Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Define expectation in explicit detail. - Continue to define 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:

- Kim's game

c. Expected outcomes:

- Students can revise vocabulary related to green cleaning.
- Students can do all the exercises.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Kim's game - Divide the class into two teams. - Give instructions. Look at the pictures in 10 seconds. Try to remember all the pictures without writing anything. Students have 2 minutes to go to the board and write the words one by one. The team with more correct answers becomes the winner.	- Students work in groups to do the activity. - Students remember and write words on the board.	Keys: ear, pears, chair, deer, stairs, tourists

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:



- To help Ss recognise and practise diphthongs /ɪə/, /eə/ and /ʊə/ in single words and in a complete text.

b. Content:

- Task 1: Listen and repeat. Then practise saying the words. (p.33)

- Task 2: Work in pairs. Underline the words that contain the /ɪə/, /eə/ and /ʊə/ sounds. Listen and check. Then practise saying the sentences. (p.33)

c. Expected outcomes:

- Students can correctly pronounce diphthongs /ɪə/, /eə/ and /ʊə/ in single words and in a complete text.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Then practise saying the words. (6 mins)		
<ul style="list-style-type: none"> - Remind Ss what a diphthong is and elicit the ones they have learnt so far. Ask them if they know any other diphthongs. - Ask Ss to listen to the recording. Have them pay attention to the diphthongs /ɪə/, /eə/ or /ʊə/ in each word. In weaker classes, write the words on the board and underline the letters representing these sounds, e.g. idea, awareness, sure. - Ask Ss to listen to the recording again, but this time, have them repeat the words. - In stronger classes, put Ss in pairs and have them add more examples of words containing the diphthongs, e.g. /ɪə/near, here, prettier, beer, weird; /eə/ hair, bear, share, compare, Claire; /ʊə/secure, curious, during, endure. Elicit from Ss the various spellings of the diphthongs. 	<ul style="list-style-type: none"> - Students listen to the recording, and then repeat the words. - Students add more examples of the words that contain the diphthongs /ɪə/, /eə/ and /ʊə/. 	<p>Scripts:</p> <p>/ɪə/: idea, years /eə/: awareness, air conditioners /ʊə/: sure, ecotour</p>
Task 2: Work in pairs. Underline the words that contain the /ɪə/, /eə/ and /ʊə/ sounds. Listen and check. Then practise saying the sentences. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read quickly through the text to get a broad understanding. - Have Ss work in pairs to underline the words with the diphthongs /ɪə/, /eə/ and /ʊə/ in each sentence. - Ask them to listen to the recording and check their answers. - Have Ss practise reading the whole text aloud in pairs. 	<ul style="list-style-type: none"> - Students underline the words with the diphthongs /ɪə/, /eə/ and /ʊə/ first. Then listen to the recording. - Students read the whole text aloud. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <u>There</u> are many <u>volunteers</u> <u>here</u> to help clean up the beach. 2. <u>Ecotourism</u> encourages the <u>tourists</u> to develop eco-friendly habits when travelling.



<p>- In weaker classes, ask Ss to read the underlined words containing the diphthongs first before reading aloud the whole text.</p> <p>- In stronger classes, have pairs make 3-5 sentences about a specific topic (e.g. famous people), containing as many diphthongs /iə/, /eə/ and /ʊə/ as possible. Invite them to read these sentences aloud in front of the class, and have other students listen and count the number of correct words with diphthongs. The pair(s) with the most correct diphthongs are winners.</p>		<p>3. It is <u>clear</u> that not all people are <u>aware</u> of the negative impact of <u>their</u> daily habits on the environment.</p>
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: VOCABULARY (12 mins)

a. Objectives:

- To introduce words / phrases related to the topic *Green living*.
- To help Ss practise the words in meaningful contexts.

b. Content:

- Task 1: Match each word (1-5) with its meaning (a-e). (p.34)
- Task 2: Complete the following sentences using the correct forms of the words in Task 1. (p.34)

c. Expected outcomes:

- Students understand the meaning of words, memorise them and are able to use them in meaningful contexts.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match each word (1-5) with its meaning (a-e). (6 mins)		
<p>- Have Ss look at the pictures and tell you what they describe, e.g. <i>1. running tap water</i>. Ask questions such as, <i>Why is running tap water a waste?</i> (because the clean water goes into the sewage system and has to be treated and pumped again) <i>Why do some people leave the tap running?</i> (because they're careless). Try to elicit some of the words used in the definitions.</p> <p>- Have Ss match each word with its meaning.</p>	<p>- Students match each word/phrase on the left with the one on the right</p> <p>- Students study the meanings and underline key words.</p>	<p>Answer key:</p> <p>1. e 2. a 3. d 4. b 5. c</p>



<ul style="list-style-type: none"> - In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs. - Check answers as a class. - Point out that Ss have learnt the word waste, but with a different meaning, i.e. materials that are no longer needed and are thrown away. Elicit some sentences, e.g. Cleaning up industrial waste is expensive. It is illegal to dump waste in rivers. 		
<p>Task 2: Complete the following sentences using the correct forms of the phrases in Task 1. (6 mins)</p>		
<ul style="list-style-type: none"> - Tell Ss to read the sentences carefully and decide which word in 1 can be used to complete each of the sentences. Ask them to change the forms of some words if necessary. - Check answers as a class by asking some Ss to read the completed sentences. <p><i>Extension:</i> Put Ss in groups and have each group come up with synonyms and related words and phrases, e.g. waste: misuse, abuse, squandering, destruction, not good use. Explain the meaning of any unfamiliar words and have Ss make sentences with them, e.g. Misuse of pesticides can cause soil pollution.</p>	<ul style="list-style-type: none"> - Students read the sentences carefully and decide which words can be used. - Students explain the meaning of each phrase. - Students read the complete sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. waste 2. packaging 3. containers 4. reuse 5. landfill

e. Assessment

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

4. ACTIVITY 3: GRAMMAR (13 mins)

a. Objectives:

- To help Ss recognise and practise the use of verbs with prepositions in short sentences.
- To help Ss recognise and practise the use of relative clauses referring to a whole sentence in short sentences.

b. Content:

- Task 1: Complete the sentences with the suitable prepositions. (p.35)
- Task 2: Combine the sentences using relative clauses. (p.35)
- Task 3: Work in pairs. Talk about green things and activities you and your family often do. Use verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence. (p.35)

c. Expected outcomes:

- Students know how to use verbs + prep, phr.V and relative clauses and can apply them to give a short talk on the given topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Task 1: Complete the sentences with the suitable prepositions. (3 mins)		
<ul style="list-style-type: none">- Ask Ss to read the notes in the Remember! box to remember the use of prepositions after some verbs. Give more explanation and examples if necessary.- Ask Ss to complete the sentences with the suitable prepositions. Tell them to pay attention to the meaning of each sentence and the grammatical clue (i.e. which verb comes before the blank, and which preposition often follows that verb, as suggested in the Remember box).- Check answers as a class. Go through each sentence and ask Ss to explain the meaning of the whole phrase, e.g. 1. We use 'about', because 'care about' means 'worrying about or paying attention to'.	<ul style="list-style-type: none">- Students read the notes in the Remember! box.- Students write the correct prepositions.- Students explain their answers.	Answer key: <ol style="list-style-type: none">1. about2. on3. out4. after
Task 2: Combine the sentences using relative clauses. (4 mins)		
<ul style="list-style-type: none">- Ask Ss to read the notes in the Remember! box to introduce the use of relative clauses to refer to a whole sentence.- Ask Ss to combine the sentences using relative clauses. In weaker classes, remind them that each clause should refer to the whole sentence that comes before it.- Check answers as a class by asking some students to write the full sentences on the board.	<ul style="list-style-type: none">- Students read the notes in the Remember! box.- Students combine the sentences and explain their answers.	Answer key: <ol style="list-style-type: none">1. Plastic takes hundreds of years to decompose in the ground, which (explains why it) is harmful to the environment.2. Public transport does not pollute the air as much as private vehicles, which is why more people should consider using it.3. All students work very hard to help clean up the school, which is encouraged by the teacher/ the teacher encourages.
Task 3: Work in pairs. Talk about green things and activities you and your family often do. Use verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence. (6 mins)		
<ul style="list-style-type: none">- Ask Ss to work in pairs. Ask them to take turns to talk about green things and activities they and their family often do. They should make 3-5 sentences, using the verbs with	<ul style="list-style-type: none">- Students work in pairs.- Talk about green things and activities they and their family often do.	Suggested answers: <i>My family often get around our city by</i>



<p>prepositions or phrasal verbs, and relative clauses referring to the whole sentence as much as they can.</p> <ul style="list-style-type: none">- Encourage them to study the example in pairs first. Tell them to pay attention to the use of verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence.- Encourage them to speak without writing down the sentences. For weaker classes, allow them to write the sentences first before reading them aloud.- When they finish, invite some pairs to read the sentences aloud in front of the class. Correct any misuse of verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence.		<p><i>bicycle, which is more friendly to the environment than using a car or motorbike.</i></p> <p><i>I often help clean up our neighbourhood with the family, which is a fun activity to do at weekends.</i></p> <p><i>I often help my mother sort out the household waste, which helps reduce the waste entering landfills.</i></p>
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e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' 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 3 - Reading.

Board plan

<p style="text-align: center;"><i>Date of teaching</i> Unit 3: Green living Lesson 2: Language</p> <p>* Warm-up Kim's game</p> <p>* Pronunciation</p> <ul style="list-style-type: none">- Task 1. Listen and repeat.- Task 2. Underline the words. <p>* Vocabulary</p> <ul style="list-style-type: none">- Task 1. Match each word with its meaning.- Task 2. Complete the sentences. <p>* Grammar</p> <ul style="list-style-type: none">- Task 1. Complete the sentences.
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NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM
CÔNG TY CỔ PHẦN ĐẦU TƯ VÀ PHÁT TRIỂN GIÁO DỤC HÀ NỘI

- Task 2. Combine the sentences.
- Task 3. Talk about green things and activities.

*** Homework**



Date of planning: 13/ 10 / 2024

PERIOD 20:

UNIT 3: GREEN LIVING

Lesson 3: Reading – Going green with plastics

I. OBJECTIVES

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

1. Knowledge

- Read for specific information in emails about green ways to deal with plastic

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 responsible for saving the environment
- Develop self-study skills

II. MATERIALS

- Grade 12 textbook, Unit 3, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. leftover (n)	/'leftʊvə /	remaining after all the rest has been used, taken, or eaten	đồ ăn thừa
2. contaminate d (adj)	/kən'tæmɪneɪtɪd/	poisonous or not pure	ô nhiễm
3. get rid of	/get rɪd əv/	to throw away or destroy something you do not want anymore	loại bỏ
4. rinse (v)	/rɪns/	to wash something with clean water only, not using soap	tráng qua
5. convenience (n)	/kən'vi:niəns/	the quality of being useful, easy or suitable for somebody	sự thuận tiện



Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge about the figure they are going to learn about in the lesson;
- To set the context for the reading part;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Video watching

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher plays the video. - Teacher asks students some questions related to the video. - Teacher observes and gives feedback to students' answers.	- Students watch the video. - Students raise their hands to answer the questions.	Link: https://www.youtube.com/watch?v=_6xINyWpPB8 Questions: 1. How many stories are there in the video? 2. What happened to the first plastic bottle? 3. What happened to the second plastic bottle? 4. What happened to the third plastic bottle?

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:

- To get students learn vocabulary related to the topic;
- To activate prior knowledge about the topic and get Ss involved in the lesson.

b. Content:



- Task 1: Work in pairs to solve the quiz. (p.35)
- Pre-teach vocabulary

c. Expected outcomes:

- Students can identify some vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Work in pairs to solve the quiz. (4 mins)		
<ul style="list-style-type: none"> - Have Ss look at the picture and elicit the topic, e.g. <i>There is too much plastic waste. Our oceans and rivers are polluted by plastic. Millions of plastic bottles and bags end up in our oceans every year.</i> - Read through the quiz and check understanding. - Ask Ss to work in pairs to answer the questions. - Ask some pairs to share their answers with the whole class. - Ask what other information they want to know about the topic. Write their questions on the board. 	<ul style="list-style-type: none"> - Students work in pairs and solve the quiz. - Students write questions they want to know on the board. 	<p>Key:</p> <ol style="list-style-type: none"> 1. C 2. C 3. A 4. A
Vocabulary pre-teaching (5 mins)		
<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. leftover (n) 2. contaminated (adj) 3. get rid of 4. rinse (v) 5. convenience (n)

e. Assessment

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

3. ACTIVITY 2: WHILE-READING (20 mins)

a. Objectives:

- To get Ss to practise guessing the meaning of words from context;
- To help Ss develop reading skills for general information;
- To help Ss develop reading skills for specific information.

b. Content:

- Task 2: Read some extracts from the emails sent to the Teen magazine. Match the highlighted words and phrases (1-4) with the pictures (a-d). (p.36)
- Task 3: Read the email extracts again. Complete the summary notes with information from the text. Use no more than TWO words for each gap. (p.37)



- Task 4: Read the email extracts again. Match the following information with the right names. (p.37)

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
<p>Task 2: Read some extracts from the emails sent to the Teen magazine. Match the highlighted words and phrases with the pictures. (6 mins)</p>		
<p>- Ask Ss to read the text. Ask them to locate the highlighted words/phrases in the text, e.g. 1. The phrase 'cardboard boxes' is found in the sentence: "The supermarket near my house even provides cardboard boxes."</p> <p>- Ask students to study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully, e.g. 1. I try to use fewer plastic bags when shopping. The supermarket near my house even provides cardboard boxes so I can pack my groceries and get rid of plastic packaging!</p> <p>- Encourage Ss to study the pictures to see which one best represents the word/phrase. E.g. 1. Picture C is the correct match, because it shows images of boxes which can be used to contain things such as groceries and can replace plastic bags at stores and supermarkets.</p> <p>- In weaker classes, check understanding of the words by asking Ss to make sentences with them.</p>	<p>- Students read the text and locate the highlighted words individually.</p> <p>- Students study the context and do the tasks as required.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. a 3. d 4. b <p>Strategy: Reading for vocabulary</p> <p>To read and understand the meanings of words/phrases in context, students should:</p> <ol style="list-style-type: none"> 1. Locate the word or phrase in the text. 2. Study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully. 3. Try to replace the word/phrase with each choice to see which one best replaces the word/phrase.
<p>Task 3: Read the email extracts again. Complete the summary notes with information from the text. Use no more than TWO words for each gap. (7 mins)</p>		
<p>- Ask Ss to study the summary notes to get the general ideas. Make sure they understand that each idea on the right are examples of ways to deal with single-use plastic on the left. In weaker classes, give Ss an example, e.g. To reduce the use of single-use plastic, we could use cardboard boxes instead of plastic packaging.</p> <p>- Draw their attention to each gap. Encourage Ss to guess the type of information they need for each gap. E.g.</p>	<p>- Students read the extracts again.</p> <p>- Students write no more than two words for each gap.</p> <p>- Students check answers with the whole class and give explanations for their choice.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. cardboard boxes 2. reusable 3. plastic bags 4. numbers 5. rinse out



<p>For Blank (1) we need a noun or noun phrase in plural. For Blank (2) it is a singular noun or noun phrase.</p> <ul style="list-style-type: none">- Underline key words in the notes to locate the information in the passage. E.g. Blank (1) is related to the idea of reducing plastic packaging. Therefore, it can be found in the first extract (by Hai, 18).- Read the parts that contain the key words carefully to identify the words/phrases.- Make sure the word/phrase for each blank is exactly the same as taken from the passage. It should fit the gap in terms of both form and meaning. Finally, it should not exceed the word limit.- Check answers as a class.		
Task 4: Read the email extracts again. Match the following information with the right names. (7 mins)		
<ul style="list-style-type: none">- Ask Ss to study the list of people's names and locate them in the passage. Remind them that their names can be found at the end of the extracts.- Encourage Ss to underline key words in the statements. E.g. 1. This person has learnt from a past mistake how to recycle things properly. 2. This person's green lifestyle is supported by a local business.- Have Ss re-read each person's or ideas and compare them with the list of options. Encourage them to pay attention to paraphrases and implications (if any). E.g. Hai's extract does not mention any mistake as in Statement 1, or recycling symbols in Statement 3. Nor does it talk about the drinking water as in Statement 4 or the use of single-use containers as in Statement 5. However, it talks about a local business (i.e., "a the supermarket near my house") and how it supports his/her green lifestyles (i.e., The supermarket near my house even provides cardboard boxes so I can pack my groceries and get rid of plastic packaging). So 2 is the correct match with Hai.- Check answers as a class.	<ul style="list-style-type: none">- Students do the matching.- Students compare their answers with partners then check with the whole class.	<p>Answer key:</p> <ol style="list-style-type: none">1. e2. a3. d4. b5. c



e. Assessment

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

4. ACTIVITY 3: POST-READING (8 mins)

a. Objectives:

- To check students' understanding about the reading passage;
- To help some students enhance presentation skills;
- To practise team working;
- To help Ss use the language and ideas from the unit to express their ideas and opinions.

b. Content:

- Task 5: Work in pairs. Discuss the following questions. (p. 37)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about their habits.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the following questions. (p. 37)		
<ul style="list-style-type: none"> - Ask Ss to work in pairs. Have them discuss which green habits mentioned in the article have been adopted by them. Encourage them to say which ones they want to try in the future. - Invite some pairs to share their answers with the whole class. 	<ul style="list-style-type: none"> - Students practise speaking in pairs. - Students share their answers with the whole class. - Students listen and give feedback. 	<p>Suggested answers: Similarly to Hai, I try to use less plastics when I go shopping. I also reuse any takeaway containers like Hoang. Besides, I bring a reusable water bottle to school like Phuong. But I have never paid attention to the numbers at the bottom of plastic objects described by Ha. Neither do I rinse out plastic objects carefully before recycling them as Binh recommends. So I think I will try to adopt Ha's and Binh's green habits in the future.</p>

e. Assessment

- Teacher's observation on Ss' performance.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Write a paragraph about what green habits you would like to develop in the future.
- Prepare for the next lesson – Speaking.

Board plan



Date of teaching

Unit 3: Green living

Lesson 3: Reading

*** Warm-up**

Video watching

Vocabulary

1. leftover (n)

2. contaminated (adj)

3. get rid of

4. rinse (v)

5. convenience (n)

- Task 1: Solve the quiz.

- Task 2: Match the highlighted words with the pictures.

- Task 3: Complete the summary notes.

- Task 4: Match the information with the right names.

- Task 5: Discussion.

*** Homework**



Date of planning: 13/ 10 / 2024

PERIOD 21:

UNIT 3: GREEN LIVING

Lesson 4: Speaking – Paper: Reduce, Reuse, and Recycle!

I. OBJECTIVES

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

1. Knowledge

- Discuss ways to reduce, reuse, and recycle paper and express an opinion.
- Memorise vocabulary to talk about how to reduce, reuse and recycle.

2. Competences

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

3. Personal qualities

- Be aware and more responsible with the products used every day.

II. MATERIALS

- Grade 12 textbook, Unit 3, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. sort (v)	/sɔ:t/	to arrange things in groups or in a particular order according to their type, etc.; to separate things of one type from others	phân loại
2. packaging (n)	/'pækɪdʒɪŋ/	materials used to wrap or protect goods that are sold in shops	bao bì
3. waste (n)	/weɪst/	materials that are no longer needed and are thrown away	rác thải

Assumption

Anticipated difficulties	Solutions
Students may lack vocabulary to deliver a speech.	<ul style="list-style-type: none"> - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.



	- Give short, clear instructions and help if necessary.
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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 speaking part.

b. Content:

- Brainstorming

c. Expected outcomes:

- Students join the game enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Brainstorming - Teacher brings a piece of cloth, then asks students: What can you do with this piece of cloth?	- Students brainstorm, then raise hands to give answers.	Suggested answers: - throw it away. - make it into a flower - put it aside for future use - use it as a cleaning cloth ...

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (15 mins)

a. Objectives:

- To provide knowledge and language input for the main speaking task.
- To activate prior knowledge about the topic and get Ss involved in the lesson.
- To help Ss discuss ways to reduce, reuse, and recycle paper and express an opinion.

b. Content:

- Task 1: How can we save trees, energy, and water used to make paper? Sort these activities into Reduce, Reuse, or Recycle activities. (p.37)

- Pre-teach vocabulary

- Task 2: Work in pairs. Talk about how to reduce, reuse, and recycle paper. (p.37)

c. Expected outcomes:

- Ss will be able to discuss ways to reduce, reuse, and recycle paper and express an opinion.
- Students have an overview of 3R.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: How can we save trees, energy and water used to make paper? Sort these activities into Reduce, Reuse, and Recycle activities. (7 mins)		
- Elicit three main ways to deal with plastic they learned from the last lesson (i.e., Reduce, Reuse, Recycle). Tell them that they can do the same with	- Students work individually to decide. - Students share their answers.	KEY: a. Reduce b. Recycle c. Reduce



<p>another type of common waste around them as well, which is paper.</p> <ul style="list-style-type: none"> - In stronger classes, ask them to brainstorm some ideas to reduce, reuse, and recycle paper without looking at the book. - Ask Ss to work in pairs and sort out the activities into Reduce, Reuse or Recycle activities. Make sure they understand all the statements before they start. - Check their answers as a whole class. 		<ul style="list-style-type: none"> d. Reuse e. Reduce f. Reduce g. Reuse h. Reduce i. Recycle
<p>Task 2: Work in pairs. Talk about how to reduce, reuse, and recycle paper. (8 mins)</p>		
<ul style="list-style-type: none"> - Put Ss in pairs. Ask them to read the questions in the book before discussing them. - In weaker classes, ask them to look at some useful expressions for discussion in the appendix of their book if they need help. - Walk around and offer help when necessary. - Ask some pairs to share their ideas in front of the class. 	<ul style="list-style-type: none"> - Students work in pairs to talk about how to reduce, reuse and recycle paper. - Students compare their notes with their partners. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> - I'm/We're doing Options c (printing on both sides of the paper), f (using smart devices to take notes instead of using paper) and g (using the blank side of a sheet to take notes). - I/We suggest donating second-hand books to charity or schools and local libraries instead of throwing them away. <p>Cardboard boxes around the house could be used to store things, or turned into useful objects such as decorations, pencil cases or pen stands. These simple ways can help us save trees by reusing used paper products, rather than throwing them away after a single use.</p>

e. Assessment

- Teacher gives corrections and feedback.
- Teacher observes Ss' writing of vocabulary in their notebooks.

3. ACTIVITY 3: LESS-CONTROLLED PRACTICE (22 mins)

a. Objectives:

- To help Ss practise discussing in groups about ways to reduce, reuse and recycle paper;
- To help some students enhance presentation skills.



b. Content:

- Task 3: Work in groups. Read the situations below and think of some possible responses to promote a greener lifestyle. Provide reasons for each answer. (p.37)
- Task 4: Report your group's answers to the whole class. Vote for the most interesting responses. (p.37)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about the activities they have been doing to protect the environment.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3 + 4: Work in groups. Read the situations below and think of some possible responses to promote a greener lifestyle. Provide reasons for each answer.		
<ul style="list-style-type: none"> - Ask them to read the situations and study the example for the first situation in the book. Make sure they understand them. - Put Ss in groups of three or four. Tell them to think of some possible responses to promote a greener lifestyle with paper as well as provide good reasons for their responses. - In weaker classes, ask them to look at some useful expressions for discussion in the appendix of their book if they need help. - Walk around and offer help when necessary. - Have some Ss or groups share their answers to each situation in front of the class. - Praise for good effort, well-structured responses, and fluent delivery. - After all groups present their responses to a situation, ask the class to vote for the most interesting answer. - Count the votes for each group and announce the winners. 	<ul style="list-style-type: none"> - Students work in groups, use the notes and think of ways to give responses. - Students add more reasons. - Report group's answers to the whole class. 	<p>Suggested answers:</p> <p>2. We shouldn't print them all out. It is a waste of resources such as paper and ink. We can reduce the use of paper by reading and summarising the information in a Word file first, then only printing out the most important parts. When we have to print something out, we should make sure we use both sides of the paper.</p> <p>3. We think we should replace Post-it notes with something else. We can take turns to write on the board, or on the unused side of printouts. Alternatively, we can ask people to type on their smartphones, then we can project their introductions on a TV screen. It will be friendlier to the environment.</p>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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



b. Homework

- Write a paragraph about what you have done to save the environment.
- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

Board plan

<p><i>Date of teaching</i></p> <p>Unit 3: Green living</p> <p>Lesson 4: Speaking</p>
<p>* Warm-up</p> <p>Brainstorming</p> <p>Task 1: Sort activities.</p> <p>Task 2: Talk about how to reduce, reuse and recycle paper.</p> <p>Task 3+4: Practise giving responses to promote a greener lifestyle.</p> <p>* Homework</p>