



Date of planning: 20/ 10 / 2024

PERIOD 22:

## UNIT 3: GREEN LIVING

### Lesson 5: Listening – Creating a compost pile

#### I. OBJECTIVES

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

##### 1. Knowledge

- Listen to instructions about creating a compost pile;
- Memorize vocabulary to talk about creating a compost pile.

##### 2. Competences

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

##### 3. Personal qualities

- Develop self-study skills;
- Actively join in class activities.

#### II. MATERIALS

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

#### Language analysis

| Form           | Pronunciation | Meaning   | Vietnamese equivalent |
|----------------|---------------|---|-----------------------|
| 1. compost (n) | /'kɒmpɒst/    | a mixture of decayed plants, leaves etc used to improve the quality of soil                             | phân hữu cơ           |
| 2. layer (n)   | /'leɪə/       | an amount or piece of a material or substance that covers a surface or that is between two other things | lớp                   |
| 3. pile (n)    | /paɪl/        | things of the same type that are put on top of each other   | đống, chông           |

#### Assumption

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



|  |   |
|--|---|
|  | - Give short, clear instructions and help if necessary.   |
| Students cannot follow the speed of the recording. | - Make sure they understand the meaning and pronunciation of important words.<br>- Teach them the skill of underlining key words in the questions before they listen.<br>- Play more time if necessary. |

### III. PROCEDURES

#### 1. WARM-UP (5 mins)

##### a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

##### b. Content:

- Video watching

##### c. Expected outcomes:

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

##### d. Organisation

| TEACHER'S ACTIVITIES   | STUDENTS' ACTIVITIES                                 | CONTENTS  |
|--|--|---|
| <b>Video watching</b><br>- Teacher asks students to watch a video.<br>- Ask Ss some questions about the video.<br>- Teacher observes Ss and gives feedback to their answers. | - Students watch the video and answer the questions. | <b>Link:</b><br><a href="https://www.youtube.com/watch?v=LxNumOifkT0">https://www.youtube.com/watch?v=LxNumOifkT0</a><br><b>Suggested questions:</b><br>- What does 3R stand for?<br>- What things can we reduce?<br>- How can we recycle according to the video?<br>- How many things can we reuse? What are they? |

##### e. Assessment

- Teacher observes and gives feedback.

#### 2. ACTIVITY 1: PRE-LISTENING (9 mins)

##### a. Objectives:

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

##### b. Content:

- Task 1: Match the words and phrases (1-5) with the pictures (a-e). (p.38)

##### c. Expected outcomes:

- Students understand the meaning and know how to pronounce some new words.

##### d. Organisation

| TEACHER'S ACTIVITIES   | STUDENTS' ACTIVITIES                                 | CONTENTS                           |
|--|--|------------------------------------|
| <b>Task 1: Match the words and phrases (1-5) with the pictures (a-e). (9 mins)</b> |  |                                    |
| - Ask Ss if they know what a compost pile is, or how to make one.                  | - Students read the definitions and do the matching. | <b>Answer key:</b><br>1. c<br>2. e |



|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>- In weaker classes, read the definition of compost and elicit the matching picture. Have Ss read the definitions and explain any difficult words.</li> <li>- Have Ss match the other words/phrases and their definitions with the pictures. Tell them that the words and phrases will appear in the conversation they are going to listen to.</li> <li>- Check answers as a class.</li> </ul> | <ul style="list-style-type: none"> <li>- Students check answers with the whole class.</li> <li>- Students read new words aloud and write them in the notebook.</li> </ul> | <ul style="list-style-type: none"> <li>3. d</li> <li>4. b</li> <li>5. a</li> </ul> |
|---|---|--|

**e. Assessment**

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

**3. ACTIVITY 2: WHILE-LISTENING (20 mins)**

**a. Objectives:**

- To help Ss practise listening for specific information;
- To help Ss practise listening for instructions and understand the main steps to take.

**b. Content:**

- Task 2: Listen to a conversation about the main steps in creating a compost pile. Number the pictures in order. (p.38)
- Task 3: Listen again. Decide whether the statements are true or false. (p.39)

**c. Expected outcomes:**

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

**d. Organisation**

| TEACHER'S ACTIVITIES   | STUDENTS' ACTIVITIES   | CONTENTS   |
|--|--|--|
| <b>Task 2: Listen to a conversation about the main steps in creating a compost pile. Number the pictures in order. (10 mins)</b>   |  |  |
| <ul style="list-style-type: none"> <li>- Tell Ss that they are going to listen to instructions to make a compost pile.</li> <li>- Put the Ss in pairs and have them study the pictures carefully before playing the recording. Encourage them to describe what they see in each picture to each other. E.g. In Picture a, I can see someone is mixing up a lot of things such as dried leaves and vegetable pieces.</li> <li>- Ask Ss to listen carefully and select the pictures in the order they hear. Also, suggest that they can take notes and use these notes to arrange the main ideas later if they want.</li> <li>- Check answers as a class.</li> </ul> | <ul style="list-style-type: none"> <li>- Students make predictions before listening.</li> <li>- Listen and check the order.</li> </ul>                     | <p><b>Answer key:</b></p> <ul style="list-style-type: none"> <li>1. c</li> <li>2. b</li> <li>3. d</li> <li>4. e</li> <li>5. a</li> </ul> |
| <b>Task 3: Listen again. Decide whether the statements are true or false. (10 mins)</b>  |  |  |
| <ul style="list-style-type: none"> <li>- Tell Ss that they are going to listen to the recording again. This time, they should decide whether each statement (1-5) is true or false.</li> </ul>   | <ul style="list-style-type: none"> <li>- Students read the questions and underline the key words.</li> <li>- Students listen and decide T or F.</li> </ul> | <p><b>Answer key:</b></p> <ul style="list-style-type: none"> <li>1. F</li> <li>2. T</li> <li>3. T</li> </ul>                             |



|  |  |                      |
|--|--|----------------------|
| <ul style="list-style-type: none"> <li>- Have them read the statements and underline the key words.</li> <li>- Ask them to listen and pay attention to the key words, as well as paraphrases of these key words.</li> <li>- Tell them to write T (True) if the statement matches the information in the recording, and F (False) if it doesn't.</li> <li>- Play the recording. Ask Ss to circle the correct answers.</li> <li>- Check answers as a class.</li> </ul> |  | <p>4. F<br/>5. F</p> |
|--|--|----------------------|

**e. Assessment**

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

**4. ACTIVITY 3: POST-LISTENING (8 mins)**

**a. Objectives:**

- To help Ss use the language and ideas from the listening to share their experiences of dealing with household and garden waste.

**b. Content:**

- Task 4: Work in groups. Discuss these questions.

*How do you manage your household and garden waste? Is it environmentally friendly? (p.39)*

**c. Expected outcomes:**

- Students can use the language and ideas from the unit to talk about managing your household and garden waste.

**d. Organisation**

| TEACHER'S ACTIVITIES  | STUDENTS' ACTIVITIES  | CONTENTS  |
|---|---|---|
| <b>Task 4: Work in groups. Discuss the questions.</b>   |   |   |
| <ul style="list-style-type: none"> <li>- Ask Ss to work in groups. Have them discuss the ways they have used to manage their household and garden waste, and share opinions if these ways are sustainable or not.</li> <li>- Invite some groups to share their answers with the whole class.</li> </ul> | <ul style="list-style-type: none"> <li>- Students work in groups and discuss. Students share their ideas to the whole class.</li> </ul> | <p><b><i>Suggested answer:</i></b><br/>In my group, most people including me simply throw away household and garden waste. Some pile up and burn the dry leaves in their garden. Throwing away or burning waste is not sustainable as there are many ways to reuse or recycle such waste. Moreover, burning dry leaves is not only polluting the environment, but also increasing fire risks. We all agreed that we should try to manage our household and garden waste in a way that is more eco-friendly and sustainable.</p> |

**e. Assessment**

- Teacher's observation on Ss' performance.



- Teacher's feedback and peers' feedback.

## 5. CONSOLIDATION (3 mins)

### a. Wrap-up

- Summarise the main points of the lesson.

### b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

## Board Plan

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|---|
| <p><i>Date of teaching</i></p> <p><b>Unit 3: Green living</b></p> <p><b>Lesson 5: Listening</b></p>   |
| <p><b>*Warm-up</b></p> <p>Video watching</p> <ul style="list-style-type: none"><li>- Task 1: Matching.</li><li>- Task 2: Listen and number.</li><li>- Task 3: True or false</li><li>- Task 4: Discussion.</li></ul> |
| <p><b>*Homework</b></p>   |



Date of planning: 20/ 10 / 2024

PERIOD 23:

## UNIT 3: GREEN LIVING

### Lesson 6: Writing – A problem-solving report on green solutions

#### I. OBJECTIVES

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

##### 1. Knowledge

- Ss will be able to write a report to analyse a problem and suggest solutions for a greener lifestyle;
- Apply structures to write a report.

##### 2. Competences

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;
- Be collaborative and supportive in pair work.

##### 3. Personal qualities

- Be eager to think of solutions to environmental problems.

#### II. MATERIALS

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

#### Assumption

| Anticipated difficulties   | Solutions  |
|--|--|
| Students may have underdeveloped listening, writing and co-operating skills. | <ul style="list-style-type: none"><li>- Play the recording many times if necessary.</li><li>- Encourage students to work in pairs, in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul> |

#### III. PROCEDURES

##### 1. WARM-UP (5 mins)

###### a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

###### b. Content:

- Create a situation. Ask students what they should do.

###### c. Expected outcomes:

- Students are eager to give solutions.

###### d. Organisation



| TEACHER'S ACTIVITIES   | STUDENTS' ACTIVITIES  | CONTENTS                      |
|--|---|-------------------------------|
| <b>Situation</b><br>- Teacher brings some plastic bottles into class and throws them here and there.<br>- Teacher asks students: What should you do when you see people throwing rubbish improperly?<br>- Teacher listens to Ss' answers and gives feedback. | - Students brainstorm the ideas and share with the whole class. | <b>Students' own answers.</b> |

**e. Assessment**

- Teacher observes and gives feedback.

**2. ACTIVITY 1: PRE-WRITING (9 mins)**

**a. Objectives:**

- To help Ss generate ideas for their writing;
- To familiarize Ss with the structure and language of a problem-solving report;

**b. Content:**

- Task 1: Work in pairs. Complete the notes using the words in the box. (p.39)
- Task 2: Read a problem-solving report and match the sections (A-D) with the correct headings (1-4). (p.39)

**c. Expected outcomes:**

- Students understand the problems, then give their own ideas.

**d. Organisation**

| TEACHER'S ACTIVITIES   | STUDENTS' ACTIVITIES  | CONTENTS  |
|--|---|---|
| <b>Task 1: Work in pairs. Complete the notes using the words in the box. (8 mins)</b>  |   |   |
| - Ask Ss to skim through the table. Make sure they understand the problems and consequences listed on the left and the words / phrases in the box.<br>- Put Ss in pairs. Ask them to complete the table using the words / phrases in the box. Remind them that the green solutions they complete on the right should respond well to the problems and consequences on the left.<br>- Check their answers as a class. | - Students work in pairs and complete the table.<br>- Students share their answers with their partner and check with the whole class. | <b>Answer key:</b><br>1. recycle<br>2. automatic<br>3. compost piles<br>4. public transport |
| <b>Task 2: Read a problem-solving report and match the sections (A-D) with the correct headings (1-4). (8 mins)</b>  |   |   |
| - Have Ss skim through the problem-solving report. In weaker classes, read each part and check if Ss know the words.<br>- Have Ss match the sections (1-4) with the correct headings (A-D).  | - Students read the text and decide the suitable headings.<br>- Students check the answers with the whole class.                      | <b>Answer key:</b><br>A - 3<br>B - 2<br>C - 4<br>D - 1                                      |



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| <ul style="list-style-type: none"> <li>- Check answers as a class.</li> <li>- Ask Ss to read the Tips box. Use the text to illustrate each part. E.g. Part 1 is the introduction, because It gives a brief introduction presenting the problem (i.e., single-use plastic in the school) and solutions (i.e., suggesting three solutions to the problem)</li> </ul> |  |  |
|--|--|--|

**e. Assessment**

- Teacher checks students' answers as a whole class.

**3. ACTIVITY 2: WHILE-WRITING (18 mins)**

**a. Objectives:**

- To help Ss practise writing a problem-solving report.

**b. Content:**

- Task 3: Choose one of the problems in Task 1, and write a problem-solving report (180 words). Use the model in Task 2 and the outline with useful expressions below to help you. (p.40)

**c. Expected outcomes:**

- Students can write a report on how to solve a problem.

**d. Organisation**

| TEACHER'S ACTIVITIES  | STUDENTS' ACTIVITIES   | CONTENTS  |
|---|--|---|
| <p><b>Task 3: Choose one of the problems in 1, and write a problem-solving report (180 words). Use the model in 2 and the outline with useful expressions below to help you.</b></p>  |  |   |
| <ul style="list-style-type: none"> <li>- Tell Ss that they are going to write a problem-solving report. They should use the ideas and the model in Activity 1 and 2, as well as the outline with useful expressions in this activity.</li> <li>- Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk around the class to provide help when necessary.</li> <li>- In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other's ideas, vocabulary and grammar. If time allows, encourage Ss to make revisions based on peer</li> </ul> | <ul style="list-style-type: none"> <li>- Students brainstorm for the ideas and the language necessary for writing</li> <li>- Students write the first draft individually using the ideas in task 1 and 2.</li> </ul> | <p><i>Suggested answer:</i></p> <p><b>Introduction</b><br/>This report describes the problem of traffic jams, noise and air pollution at the school gate and suggests two solutions to the problem.</p> <p><b>Problem</b><br/>Many parents drive their children to school and pick them up from school. This creates long queues of private cars and motorcycles outside the school gate twice a day, five days a week. As a result, traffic jams, noise and air pollution have increased. This is not good for the health of students and parents as well as the environment.</p> <p><b>Solutions</b><br/>To solve this problem, we suggest two solutions. First, students should be encouraged to take public</p> |





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|---|--|---|
| <p>feedback before they produce a final draft.</p> <ul style="list-style-type: none"> <li>- Collect Ss' writing tasks and give face-to-face feedback in private, or give them back with some written feedback.</li> </ul> |  | <p>transport if they live far away from school. The school could arrange for free bus tickets to motivate students to use public buses. Second, those who live near school should be invited to join the school Cycling-to-school programme, which will help them find an experienced cycling buddy who lives nearby and knows the safe cycling routes to school.</p> <p><b>Conclusion</b></p> <p>Using public transport and cycling to school will lead to a greener school environment, and help promote a green lifestyle among young people. Therefore, we recommend you put the suggested solutions into practice as soon as possible.</p> |
|---|--|---|

**e. Assessment**

- Teacher gives observations and feedback.

**4. ACTIVITY 3: POST-WRITING (12 mins)**

**a. Objectives:**

- To do a cross-check and final check on students' writing.

**b. Content:**

- Students exchange their work for cross-checking.

**c. Expected outcomes:**

- Students can evaluate others' work as well as improve their own pieces of writing.

**d. Organisation**

| TEACHER'S ACTIVITIES   | STUDENTS' ACTIVITIES   | CONTENTS  |
|--|--|---|
| <b>Cross-checking</b>  |  |   |
| <ul style="list-style-type: none"> <li>- Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review.</li> <li>- Ss do the task as required.</li> <li>- After peer review, Ss give the writing back to the owner and discuss how to improve it.</li> <li>- Teacher then chooses one piece of writing and gives feedback on it as a model.</li> <li>- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss.</li> </ul> | <ul style="list-style-type: none"> <li>- Students swap their piece of writing with their partners and give peer review.</li> </ul> | <p><b>Writing rubric</b></p> <ol style="list-style-type: none"> <li>1. Organization: .../10</li> <li>2. Legibility: .../10</li> <li>3. Ideas: .../10</li> <li>4. Word choice: .../10</li> <li>5. Grammar usage and mechanics: .../10</li> </ol> <p style="text-align: right;">TOTAL: .../50</p> |



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|---|--|--|
| - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names. |  |  |
|---|--|--|

**e. Assessment**

- Teacher's feedback and peers' feedback.

**4. CONSOLIDATION (2 mins)**

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.

**Board Plan**

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|---|
| <i>Date of teaching</i><br><b>Unit 3: Green living</b><br><b>Lesson 6: Writing</b>  |
| <b>*Warm-up</b><br>Situation  |
| <ul style="list-style-type: none"><li>- Task 1: Complete the notes.</li><li>- Task 2: Match the sections with the headings.</li><li>- Task 3: Write a report.</li><li>- Peer review</li></ul> |
| <b>*Homework</b>  |



Date of planning: 20/ 10 / 2024

PERIOD 24:

## UNIT 3: GREEN LIVING

### Lesson 7: Communication and Culture / CLIL

#### I. OBJECTIVES

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

##### 1. Knowledge

- Review expressions for making predictions.
- Identify traditions that are bad for the environment and suggest solutions.

##### 2. Competences

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

##### 3. Personal qualities

- Be aware of keeping the earth green.

#### II. MATERIALS

- Grade 12 textbook, Unit 3, 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"><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>   |
| Students may lack vocabulary to deliver a speech. | <ul style="list-style-type: none"><li>- Explain expectations for each task in detail.</li><li>- Continue to explain task expectations in small chunks (before every activity).</li><li>- Provide vocabulary and useful language before assigning tasks</li><li>- Encourage students to work in groups so that they can help each other.</li></ul> |

#### 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: Who says it?



**c. Expected outcomes:**

- Students can get knowledge about how harmful our festival traditions are.

**d. Organisation**

| TEACHER'S ACTIVITIES  | STUDENTS' ACTIVITIES  | CONTENTS  |
|---|---|---|
| <p><b>Guessing game (PPT slides)</b></p> <ul style="list-style-type: none"> <li>- Teacher divides the class into two teams.</li> <li>- Teacher shows 5 pictures.</li> <li>- Students have to say the name of the festival/tradition in each picture.</li> <li>- If the answer is correct, they get one point for their team. If the answer is incorrect, the chance is transferred to the other team.</li> <li>- The team with the higher score is the winner.</li> </ul> | <ul style="list-style-type: none"> <li>- Students listen to the instructions and guess the name of the festival/tradition.</li> </ul> | <p><b>Suggested ideas:</b></p> <ol style="list-style-type: none"> <li>1. Holi festival (India)</li> <li>2. Lantern festival</li> <li>3. fireworks</li> <li>4. Christmas</li> <li>5. Balloon festival</li> </ol> |

**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 predictions.
- To review expressions for making predictions.
- To help Ss practise making predictions.

**b. Content:**

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (p.40)
- Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. (p.40)

**c. Expected outcomes:**

- Students can use appropriate language to make predictions.

**d. Organisation**

| TEACHER'S ACTIVITIES  | STUDENTS' ACTIVITIES   | CONTENTS   |
|---|--|--|
| <p><b>Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (7 mins)</b></p>  |  |  |
| <ul style="list-style-type: none"> <li>- Give Ss some time to skim through the conversations. Use the photos to illustrate the context of the conversation if necessary. <i>E.g. Mark and Nam seem to be talking about the Green classroom competition and how to win the first prize.</i></li> <li>- Play the recording once in stronger classes and twice in weaker classes.</li> </ul> | <ul style="list-style-type: none"> <li>- Students listen to the recording.</li> <li>- Students complete the conversation with phrases in the box.</li> <li>- Students practise the conversation in pairs.</li> </ul> | <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. D</li> <li>2. B</li> <li>3. C</li> <li>4. A</li> </ol> |



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| <ul style="list-style-type: none"><li>- Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers.</li><li>- Put Ss into pairs and have them practise the conversation.</li></ul>  |  |  |
| <b>Useful expressions (6 mins)</b>   |  |  |
| <ul style="list-style-type: none"><li>- Teacher asks students to give some expressions for making predictions.</li><li>- T asks if Ss can add some more expressions.</li></ul>   | <ul style="list-style-type: none"><li>- Ss think of other expressions to make predictions.</li></ul>   | <b>Making predictions.</b> <ul style="list-style-type: none"><li>- I guess/ think/ expect...</li><li>- ... is going to...</li><li>- ... will...</li><li>- it's likely/ unlikely that</li><li>- it's hard to predict/say...</li></ul>   |
| <b>Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. (6 mins)</b>   |  |  |
| <ul style="list-style-type: none"><li>- Tell Ss that the words they used to fill in the gaps in Activity 1 are used to make predictions.</li><li>- Ask Ss to read the list of useful expressions and check understanding.</li><li>- Put Ss in pairs and explain the task: to role-play conversations similar to the one in Activity 1, but based on the two situations. Ss should play the roles given in this activity.</li><li>- Give Ss a few minutes to plan their conversations before they role-play them (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles.</li><li>- Walk round the class and provide help when necessary.</li><li>- Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery.</li></ul> | <ul style="list-style-type: none"><li>- Make plans for the role-play</li><li>- Practise the role-play conversation, based on the two situations.</li><li>- Swap the role and continue practising.</li><li>- Perform in front of class.</li></ul> | <b>Sample answers:</b> <ol style="list-style-type: none"><li>A: I wonder if the Youth Union will accept our proposal to install automatic lights and sensor taps in our school. I really hope they will.<br/>B: It's really hard to say. I mean they are going to like the idea, but it's unlikely that they will install them around the school because it's going to cost a lot of money. I guess they may install them in the toilets first.</li><li>B: I'm so excited about the Green Day event next week. Do you think many people will come?<br/>A: I guess around 300 people will come to the event. That will include students, teachers and some parents.<br/>B: That'll be great. What activity do you think will be most popular?<br/>A: It's hard to say, but I think our game booth will attract a lot of people. Everyone loves playing games and winning eco-friendly prizes!</li></ol> |



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|  |  | <p>B: I agree. Do you think the event will make a huge impact?</p> <p>A: Certainly! People are going to love the Green Day! I expect that as a result, many of the participants will adopt greener habits in the future.</p> |
|--|--|--|

**e. Assessment**

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

**3. ACTIVITY 2: CLIL (15 mins)**

**a. Objectives:**

- To help Ss learn about the possible environmental damage caused by some cultural traditions around the world.
- To help Ss relate what they have learnt about some cultural traditions to real-life situations.

**b. Content:**

- Task 1. Read the following text. What are the environmental problems of each tradition as mentioned in the text? Put a tick where relevant. (p.41)
- Task 2. Work in pairs. Suggest some green solutions to replace one of the traditions. (p.41)

**c. Expected outcomes:**

- Students memorise the information, and relate what they have learnt about how damaging some cultural traditions are to the environment.

**d. Organisation**

| TEACHER'S ACTIVITIES  | STUDENTS' ACTIVITIES   | CONTENTS   |
|---|--|--|
| <b>Task 1: Read the following text. What are the environmental problems of each tradition as mentioned in the text? (10 mins)</b>   |  |  |
| <ul style="list-style-type: none"> <li>- Ask Ss to look at the photos and ask some questions to find out what they already know about the topic, e.g. Do you know what traditions are shown in the photos? (releasing sky lanterns, having a firework display, decorating a Christmas tree), Where/when are these traditions popular? (mostly in Asian countries on a full-moon night; in many countries at New Year's Eve; in many countries at Christmas), Do you think these traditions are environmentally friendly? (answers vary).</li> <li>- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. In what ways are</li> </ul> | <ul style="list-style-type: none"> <li>- Students put a tick where the damage is relevant.</li> <li>- Students share their answers and explain.</li> </ul> | <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. Balloon and sky lanterns: Causing fires and harming animals</li> <li>2. Fireworks: Polluting the air and causing fires</li> <li>3. Christmas trees: Polluting the air and ending up in landfills</li> </ol> |



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|---|--|---|
| <p>these traditions damaging to the environment? What can be the greener replacements for these traditions?</p> <ul style="list-style-type: none"><li>- Ask Ss to study the comparison table in Activity 1. Make sure they understand the rows and columns.</li><li>- Tell Ss that they are going to read about three famous festival traditions around the world. As they read, they should fill in the comparison table to show the negative impact of these traditions on the environment.</li><li>- Explain or elicit any new or difficult words, e.g. frames, wildfires, chemicals. In stronger class, encourage them to guess their meaning from context as they read the text.</li><li>- Have Ss read the text and complete the table individually.</li><li>- Check answers as a class.</li><li>- 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.</li></ul> |  |   |
| <b>Task 2: Work in pairs. Suggest some green solutions to replace one of the traditions. (5 mins)</b>   |  |   |
| <ul style="list-style-type: none"><li>- Put Ss in pairs. Have each pair choose one of the traditions and discuss how they will make it more eco-friendly and reduce its impact on the environment.</li><li>- Ask some pairs to share their answers with the class.</li></ul>  | <ul style="list-style-type: none"><li>- Students work in pairs to discuss.</li><li>- Students share their ideas in front of class.</li></ul> | <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"><li>- Instead of releasing balloons and sky lanterns, people can fly kites. Kites are made from materials that are not easy to break and can be used many times without creating pollution. Kite flying is a sustainable activity that uses a green power source – the wind.</li><li>- There are many eco-friendly alternatives to fireworks. For example, a firework display can be replaced with a high-tech laser light show. Laser lights do not have a lasting impact on the environment. Another option is</li></ul> |



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|  |  | <p>a drone display, which is also safe and more environmentally friendly. Drones do not release any harmful chemicals into the atmosphere and generate very little noise pollution.</p> <p>- We can buy a real Christmas tree with roots still attached and not damaged. We can plant it in a big pot, and it will continue to grow. When it is too big, we can plant it in our garden. This way, we won't contribute to the waste produced by real Christmas trees thrown out every year.</p> |
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**e. Assessment**

- Teacher observes 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**

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| <p><i>Date of teaching</i></p> <p><b>Unit 3: Green living</b></p> <p><b>Lesson 7. Communication and Culture / CLIL</b></p> <p><b>*Warm-up</b><br/>Guessing game</p> <p><b>*Everyday English</b><br/>Task 1: Listen and complete the conversation.<br/>Task 2: Make similar conversations.</p> <p><b>*CLIL</b><br/>Task 1: Read the text and put a tick.<br/>Task 2: Discussion</p> <p><b>* Homework</b></p> |
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