

Date of preparation: 19/09/2025

UNIT 2: A MULTICULTURAL WORLD

Period 16 : 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*

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
Board race - 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.	- Students come to the board one by one to write the answer. - Students check their answers with the class.	<i>Students' answers</i>

<ul style="list-style-type: none"> - 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. 		
--	--	--

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
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (6 mins)		
<ul style="list-style-type: none"> - 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> - Give Ss a few minutes to read the expressions in the box and check student's understanding. - In stronger classes, encourage Ss to fill in the gaps based on context clues. - Have Ss listen and complete the conversation with the words from the box. - Check answers by asking two Ss to read out the conversations. - 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>) 	<ul style="list-style-type: none"> - Students listen to the recording. - Students complete the conversation with words in the box. - Students practise the conversation in pairs. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. B 2. A 3. C 4. D

<ul style="list-style-type: none"> - Put Ss in pairs and have them practise the conversation. - Invite some pairs to role play the conversation in front of the class. 		
Useful expressions (7 mins)		
<ul style="list-style-type: none"> - 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 - Teacher asks Ss to classify the expressions into two groups. - Check as a class. - T asks if Ss can add some more expressions. 	<ul style="list-style-type: none"> - Ss work in groups to do the task. 	<p>* Introducing people 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 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> • <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>
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)		
<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</i> 	<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><i>the whole class, how their class will respond...</i></p> <ul style="list-style-type: none"> - Walk around the class and provide help if needed. - Call on some groups to role play their conversations in front of the class. <p>Praise for good effort, appropriate use of the expressions for making introductions and responses, clear pronunciation and fluent delivery.</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
<p>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)</p>		
<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 	<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><i>Suggested answers:</i></p> <ol style="list-style-type: none"> ✓ X ✓ X

the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.		
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, 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>) - Invite some groups to present a summary of their discussion to the class. 	<ul style="list-style-type: none"> - Students work in groups to discuss the question. - Students share their ideas in front of class. 	<p><i>Suggested answers:</i></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 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>

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.

Date of preparation: 20/09/2025

UNIT 2: A MULTICULTURAL WORLD

Period 17: 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*

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
Game: Lucky number <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.	<ul style="list-style-type: none">- Students join the game in two teams, describe and guess the words.	<i>Suggested words:</i> <ul style="list-style-type: none">1. originate2. trend3. identity4. cuisine5. booth

<ul style="list-style-type: none"> - 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. 		
--	--	--

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																				
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)																						
<ul style="list-style-type: none">- Ask Ss to read the sentences silently and identify the words containing the diphthongs /eɪ/ and /əʊ/. They should underline and circle those words respectively.- 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 do the task individually.- Students listen to the recording and check the answers as a whole class.	<div>Answer key:<table><tr><th></th><th>/ɔɪ/</th><th>/aɪ/</th><th>/aʊ/</th></tr><tr><td>1</td><td></td><td>my, idols</td><td>shouted, loudly</td></tr><tr><td>2</td><td>enjoyed</td><td>Mike, life, despite</td><td></td></tr><tr><td>3</td><td>choice</td><td>wide, spicy</td><td></td></tr><tr><td>4</td><td></td><td>final</td><td>announced</td></tr></table></div>		/ɔɪ/	/aɪ/	/aʊ/	1		my, idols	shouted, loudly	2	enjoyed	Mike, life, despite		3	choice	wide, spicy		4		final	announced
	/ɔɪ/	/aɪ/	/aʊ/																			
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.	<ul style="list-style-type: none">- Students do the task individually.- Students check their answers with their partners.	<div>Answer key:<ol style="list-style-type: none">trendoriginateidentitycuisine</div>																				

<ul style="list-style-type: none"> - Have Ss check their answers in pairs. - Check answers as a class by asking individual Ss to read the sentences. 		
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. 	Answer key: 1. A 2. B 3. A 4. D 5. B

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
<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. 	<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>

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.		
--	--	--

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.

Date of preparation: 22/09/2025

UNIT 3: GREEN LIVING

Period 18: 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 'fʊt.prɪnt/	a measurement of the amount of carbon dioxide that human activities produce	dấu chân cac-bon

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
Guessing game - 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. + The team having more points is the winner of the game.	- 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.	Key: 1. plastic pollution 2. light pollution 3. air pollution 4. noise pollution 5. water pollution 6. soil pollution

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
Vocabulary pre-teaching <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. 	New words: <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 	<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.

<p>underlined and discuss their meaning. Then check comprehension as a class.</p> <ul style="list-style-type: none"> - 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. 		
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. - Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer. 	<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. ✓
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. - 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 work in groups to follow the teacher's instruction. - Students perform in front of the class. 	<i>Students' own creativity</i>

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

Date of preparation: 23/09/2025

UNIT 3: GREEN LIVING

Period 19: 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	
1. V + prep. + O: The meaning of these two words is usually very similar to the original meaning of the verb.	- V + about: ask, care, talk, think, learn,... - V + for: ask, apply, apologise, wait, prepare,... - V + to: introduce, refer, respond, listen, explain,...
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.	work out, carry out, turn on, turn off, look for, look after, look up,...

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> .

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)		
- 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.	- 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/.	Scripts: /ɪə/: idea, years /eə/: awareness, air conditioners /ʊə/: sure, ecotour

<ul style="list-style-type: none"> - 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. 		
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. - In weaker classes, ask Ss to read the underlined words containing the diphthongs first before reading aloud the whole text. - In stronger classes, have pairs make 3-5 sentences about a specific topic (e.g. famous people), containing as many diphthongs /ɪə/, /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. 	<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. 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.

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)		
<ul style="list-style-type: none"> - 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. - Have Ss match each word with its meaning. - 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. 	<ul style="list-style-type: none"> - Students match each word/phrase on the left with the one on the right - Students study the meanings and underline key words. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. e 2. a 3. d 4. b 5. c
Task 2: Complete the following sentences using the correct forms of the phrases in Task 1. (6 mins)		
<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
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. about 2. on 3. out 4. 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 prepositions or phrasal verbs, and relative clauses referring to the whole sentence as much as they can. - 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. 	<ul style="list-style-type: none"> - Students work in pairs. - Talk about green things and activities they and their family often do. 	<p><i>Suggested answers:</i></p> <p><i>My family often get around our city by 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>

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.

Date of preparation: 24 /09/2025

UNIT 3: GREEN LIVING

Period 20 : 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)	/ˈleftəʊvə /	remaining after all the rest has been used, taken, or eaten	đồ ăn thừa
2. contaminate d (adj)	/kənˈtæmɪneɪtɪd/	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)	/kənˈviːniəns/	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 <ul style="list-style-type: none"> - Teacher plays the video. - Teacher asks students some questions related to the video. - Teacher observes and gives feedback to students' answers. 	<ul style="list-style-type: none"> - Students watch the video. - Students raise their hands to answer the questions. 	Link: https://www.youtube.com/watch?v=_6xlNyWPpB8 Questions: <ol style="list-style-type: none"> 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. 	Key: 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. 	New words: 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
Task 2: Read some extracts from the emails sent to the Teen magazine. Match the highlighted words and phrases with the pictures. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the text. Ask them to locate the highlighted words/phrases in the text, e.g. 1. The phrase 'cardboard 	<ul style="list-style-type: none"> - Students read the text and locate the highlighted words individually. 	Answer key: 1. c 2. a

<p>boxes' is found in the sentence: "The supermarket near my house even provides cardboard boxes."</p> <ul style="list-style-type: none"> - 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! - 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. - In weaker classes, check understanding of the words by asking Ss to make sentences with them. 	<ul style="list-style-type: none"> - Students study the context and do the tasks as required. 	<p>3. d 4. b</p> <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>		
<ul style="list-style-type: none"> - 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. - Draw their attention to each gap. Encourage Ss to guess the type of information they need for each gap. E.g. For Blank (1) we need a noun or noun phrase in plural. For Blank (2) it is a singular noun or noun phrase. - 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. 	<ul style="list-style-type: none"> - Students read the extracts again. - Students write no more than two words for each gap. - Students check answers with the whole class and give explanations for their choice. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. cardboard boxes 2. reusable 3. plastic bags 4. numbers 5. rinse out

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. 	Answer key: 1. e 2. a 3. d 4. b 5. 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)		
- Ask Ss to work in pairs. Have them discuss which green habits mentioned in the article have	- Students practise speaking in pairs.	Suggested answers: Similarly to Hai, I try to use less plastics when I go shopping. I also

<p>been adopted by them. Encourage them to say which ones they want to try in the future.</p> <ul style="list-style-type: none"> - Invite some pairs to share their answers with the whole class. 	<ul style="list-style-type: none"> - Students share their answers with the whole class. - Students listen and give feedback. 	<p>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.

Date of preparation: 25/09/2025

UNIT 3: GREEN LIVING

Period 21: 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

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)		
<ul style="list-style-type: none"> - 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 another type of common waste around them as well, which is paper. - 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"> - Students work individually to decide. - Students share their answers. 	KEY: a. Reduce b. Recycle c. Reduce d. Reuse e. Reduce f. Reduce g. Reuse h. Reduce i. Recycle
Task 2: Work in pairs. Talk about how to reduce, reuse, and recycle paper. (8 mins)		
<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. 	<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. 	Suggested answers: - 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

<ul style="list-style-type: none"> - Walk around and offer help when necessary. - Ask some pairs to share their ideas in front of the class. 		<p>the blank side of a sheet to take notes).</p> <p>– I/We suggest donating second-hand books to charity or schools and local libraries instead of throwing them away.</p> <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.</p> <p>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. 	<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><i>Suggested answers:</i></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</p>

<ul style="list-style-type: none"> - 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. 		<p>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.