

School:

Teacher's name:

Class:

LESSON PLAN

(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 202 of the MOET)

UNIT 3: GREEN LIVING

Lesson 1: Getting started – Green Classroom Competition

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

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

4. Digital Competences:

- **1.1NC1a:** Determine information needs; find data, information, and content in the digital environment to meet information needs (e.g., searching for facts about carbon footprints or green tips).
- **5.3NC1a:** Use digital tools and technologies to create knowledge, innovate processes and products (e.g., using digital mind-mapping tools or searching online to synthesize knowledge for the environmental protection map).

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 các-bon

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Guessing game

c. Expected outcomes:

- Students can list some types of pollution.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Guessing game - Teacher divides the class into two teams. - Teacher prepares the pictures of 6 types of pollution.	- 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

- 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.		6. soil pollution
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e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

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

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - 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.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	New words: 1. awareness (n) 2. decompose (v) 3. reusable (adj) 4. carbon footprint

e. Assessment

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

3. ACTIVITY 2: PRACTICE (22 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

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

<p>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.</p> <ul style="list-style-type: none"> - 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. 	<p>- Students compare the answers in pairs.</p>	<p>5. ✓</p>
<p>Task 3: Find words and phrases in Task 1 with the following meanings. (6 mins)</p>		
<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
<p>Task 4: Complete the sentences with words from task 1. (5 mins)</p>		
<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.
- [NLS 1.1NC1a]: Direct Ss to use their smartphones/tablets to search for specific "green classroom" initiatives or data on how much CO2 is saved by recycling (meeting information needs in the digital environment).

- [NLS 5.3NC1a]: Encourage Ss to use digital tools (like Canva, MindMeister, or XMind) or search for creative digital icons to innovate their mind map and present knowledge effectively.

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

Board plan

Date of teaching
Unit 3: GREEN LIVING
Lesson 1: Getting started

*** Warm-up**

*** Vocabulary**

1. awareness (n)
2. decompose (v)
3. reusable (adj)
4. carbon footprint

Task 1: Listen and read.

Task 2: Tick the correct answer.

Task 3: Find words and a phrase.

Task 4: Complete the sentences.

Mind Map

***Homework**

UNIT 3: GREEN LIVING

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

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

4. Digital Competencies:

- **1.1NC1a:** Identify information needs; search for data, information, and content in a digital environment to meet information needs (Xác định nhu cầu thông tin; tìm kiếm được dữ liệu, thông tin và nội dung trong môi trường số để đáp ứng nhu cầu thông tin).
- **5.3NC1a:** Use digital tools and technologies to create knowledge, innovate processes and products (Sử dụng được các công cụ và công nghệ số để tạo ra kiến thức, đổi mới quy trình và sản phẩm).

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> .
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Assumption

Anticipated difficulties	Solutions
Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none"> - Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Kim's game

c. Expected outcomes:

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

d. Organisation:

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

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

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

b. Content:

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

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Then practise saying the words. (6 mins)		
<ul style="list-style-type: none"> - Remind Ss what a diphthong is and elicit the ones they have learnt so far. Ask them if they know any other diphthongs. - Ask Ss to listen to the recording. Have them pay attention to the diphthongs /ɪə/, /eə/ or /ʊə/ in each word. In weaker classes, write the words on the board and underline the letters representing these sounds, e.g. idea, awareness, sure. - Ask Ss to listen to the recording again, but this time, have them repeat the words. - In stronger classes, put Ss in pairs and have them add more examples of words containing the diphthongs, e.g. /ɪə/near, here, prettier, beer, weird; /eə/ hair, bear, share, compare, Claire; /ʊə/secure, curious, during, endure. Elicit from Ss the various spellings of the diphthongs. 	<ul style="list-style-type: none"> - Students listen to the recording, and then repeat the words. - Students add more examples of the words that contain the diphthongs /ɪə/, /eə/ and /ʊə/. 	<p>Scripts:</p> <p>/ɪə/: idea, years</p> <p>/eə/: awareness, air conditioners</p> <p>/ʊə/: sure, ecotour</p>
Task 2: Work in pairs. Underline the words that contain the /ɪə/, /eə/ and /ʊə/ sounds. Listen and check. Then practise saying the sentences. (6 mins)		
<ul style="list-style-type: none"> - Ask Ss to read quickly through the text to get a broad understanding. - Have Ss work in pairs to underline the words with the diphthongs /ɪə/, /eə/ and /ʊə/ in each sentence. - Ask them to listen to the recording and check their answers. - Have Ss practise reading the whole text aloud in pairs. 	<ul style="list-style-type: none"> - Students underline the words with the diphthongs /ɪə/, /eə/ and /ʊə/ first. Then listen to the recording. - Students read the whole text aloud. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <u>There</u> are many <u>volunteers</u> <u>here</u> to help clean up the beach. 2. <u>Ecotourism</u> encourages the <u>tourists</u> to develop eco-friendly habits when travelling. 3. It is <u>clear</u> that not all people are <u>aware</u> of the

<ul style="list-style-type: none"> - 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. 		negative impact of <u>their</u> daily habits on the environment.
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e. Assessment

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

3. ACTIVITY 2: VOCABULARY (12 mins)

a. Objectives:

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

b. Content:

- Task 1: Match each word (1-5) with its meaning (a-e). (p.34)
- Task 2: Complete the following sentences using the correct forms of the words in Task 1. (p.34)
- [1.1NC1a] Use smartphones/tablets to search for specific digital content related to vocabulary (e.g., "Eco-friendly packaging examples") to meet information needs.

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>I. 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. 	<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. 	Answer key: <ol style="list-style-type: none"> 1. e 2. a 3. d 4. b 5. c

<ul style="list-style-type: none"> - 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. 		
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)
- [5.3NC1a] Use digital technologies to create a shared "Green Action Board", innovating the process of sharing life stories and habits.

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: 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: 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 	<ul style="list-style-type: none"> - Students work in pairs. 	<i>Suggested answers:</i>

<p>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.</p> <ul style="list-style-type: none"> - Encourage them to study the example in pairs first. Tell them to pay attention to the use of verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence. - Encourage them to speak without writing down the sentences. For weaker classes, allow them to write the sentences first before reading them aloud. - When they finish, invite some pairs to read the sentences aloud in front of the class. Correct any misuse of verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence. 	<ul style="list-style-type: none"> - Talk about green things and activities they and their family often do. 	<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>
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e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

Board plan

<p><i>Date of teaching</i></p> <p>Unit 3: Green living</p> <p>Lesson 2: Language</p> <p>* Warm-up</p> <p>Kim's game</p> <p>* Pronunciation</p> <ul style="list-style-type: none"> - Task 1. Listen and repeat. - Task 2. Underline the words. <p>* Vocabulary</p> <ul style="list-style-type: none"> - Task 1. Match each word with its meaning. - Task 2. Complete the sentences. <p>* Grammar</p>

- Task 1. Complete the sentences.
- Task 2. Combine the sentences.
- Task 3. Talk about green things and activities.

*** Homework**

UNIT 3: GREEN LIVING

Lesson 3: Reading – Going green with plastics

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

- Be responsible for saving the environment
- Develop self-study skills

4. Digital Competencies (Năng lực số):

- **1.1NC1b:** Identify information needs; find data, information and content in digital environment – Apply search techniques to retrieve data, information and digital content. (*Xác định được nhu cầu thông tin; tìm kiếm được dữ liệu, thông tin và nội dung trong môi trường số – Áp dụng được kỹ thuật tìm kiếm để lấy được dữ liệu, thông tin và nội dung số.*)
- **2.1NC1a:** Interact through various digital technologies and perceive digital communication means – Use multiple digital technologies to interact. (*Tương tác thông qua các công nghệ số khác nhau và nhận biết được phương tiện giao tiếp số – Sử dụng được nhiều công nghệ số để tương tác.*)

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)	/kən'vi:niəns/	the quality of being useful, easy or suitable for somebody	sự thuận tiện
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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
- **Digital Competency (1.1NC1b):** Students use digital observation techniques to retrieve information from a video.

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)
- **Digital Competency (2.1NC1a):** Students use digital tools (TV/Projector/hoclieu.vn) to interact with the reading tasks.

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 boxes' is found in the sentence: "The supermarket near my house even provides cardboard boxes." - 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 read the text and locate the highlighted words individually. - Students study the context and do the tasks as required. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. a 3. d 4. b <p>Strategy: Reading for vocabulary</p> <p>To read and understand the meanings of words/phrases in context, students should:</p> <ol style="list-style-type: none"> 1. Locate the word or phrase in the text. 2. Study the context (including the sentence containing the word/phrase as well as neighbouring sentences) carefully. 3. Try to replace the word/phrase with each choice to see which one best replaces the word/phrase.
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)		
<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 	<ul style="list-style-type: none"> - Students read the extracts again. - Students write no more than two words for each gap. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. cardboard boxes 2. reusable 3. plastic bags 4. numbers

<p>Ss an example, e.g. To reduce the use of single-use plastic, we could use cardboard boxes instead of plastic packaging.</p> <ul style="list-style-type: none"> - 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 check answers with the whole class and give explanations for their choice. 	<p>5. rinse out</p>
<p>Task 4: Read the email extracts again. Match the following information with the right names. (7 mins)</p>		
<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 	<ul style="list-style-type: none"> - Students do the matching. - Students compare their answers with partners then check with the whole class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. e 2. a 3. d 4. b 5. c

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.		
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e. Assessment

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

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

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

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

e. Assessment

- Teacher's observation on Ss' performance.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

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

Board plan

Date of teaching
Unit 3: Green living
Lesson 3: Reading

*** Warm-up**

Video watching

Vocabulary

1. leftover (n)

2. contaminated (adj)

3. get rid of

4. rinse (v)

5. convenience (n)

- Task 1: Solve the quiz.

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

- Task 3: Complete the summary notes.

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

- Task 5: Discussion.

*** Homework**

UNIT 3: GREEN LIVING

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

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

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

4. Digital Competences:

- **4.4NC1a:** Recognise the impact of digital technology and the use of digital technology on the environment. (*Nhận thức được tác động của công nghệ số và việc sử dụng công nghệ số đối với môi trường*).
- **2.2NC1a:** Share data, information, and digital content through various digital tools. (*Chia sẻ dữ liệu, thông tin và nội dung số thông qua nhiều công cụ*).

II. MATERIALS

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

Language analysis

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

Assumption

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

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To set the context for the speaking part.

b. Content:

- Brainstorming

c. Expected outcomes:

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

d. Organisation:

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

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (15 mins)

a. Objectives:

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

b. Content:

- Task 1: How can we save trees, energy, and water used to make paper? Sort these activities into Reduce, Reuse, or Recycle activities. (p.37)
- Pre-teach vocabulary
- Task 2: Work in pairs. Talk about how to reduce, reuse, and recycle paper. (p.37)
- **Digital Focus (4.4NC1a):** Discussing the environmental trade-offs between paper and digital devices.

c. Expected outcomes:

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

d. Organisation

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

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

e. Assessment

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

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

a. Objectives:

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

b. Content:

- Task 3: Work in groups. Read the situations below and think of some possible responses to promote a greener lifestyle. Provide reasons for each answer. (p.37)
- Task 4: Report your group's answers to the whole class. Vote for the most interesting responses. (p.37)
- **Integration 2.2NC1a:** Ask groups to type their responses on a shared digital platform (e.g., Padlet or a QR-coded form) to **share their content digitally** with the class.

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3 + 4: Work in groups. Read the situations below and think of some possible responses to promote a greener lifestyle. Provide reasons for each answer.		
<ul style="list-style-type: none"> - Ask them to read the situations and study the example for the first situation in the book. Make sure they understand them. - Put Ss in groups of three or four. Tell them to think of some possible responses to promote a greener lifestyle with paper as well as provide good reasons for their responses. - In weaker classes, ask them to look at some useful expressions for discussion in the appendix of their book if they need help. - Walk around and offer help when necessary. - Have some Ss or groups share their answers to each situation in front of the class. - Praise for good effort, well-structured responses, and fluent delivery. - After all groups present their responses to a situation, ask the class to vote for the most interesting answer. - Count the votes for each group and announce the winners. 	<ul style="list-style-type: none"> - Students work in groups, use the notes and think of ways to give responses. - Students add more reasons. - Report group's answers to the whole class. 	<p><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 should make sure we use both sides of the paper.</p> <p>3. We think we should replace Post-it notes with something else. We can take turns to write on the board, or on the unused side of printouts. Alternatively, we can ask people to type on their smartphones, then we can project their introductions on a TV screen. It will be friendlier to the environment.</p>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (3 mins)**a. Wrap-up**

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

b. Homework

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

Board plan

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

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.

4. Digital Competences:

- **4.4NC1a:** Recognize the impact of digital technology and its use on the environment (e.g., discussing the digital footprint of online videos vs. physical waste).
- **5.3NC1a:** Use digital tools and technologies to create knowledge, innovate processes, and products (e.g., using apps or digital tools to design/visualize a composting process).

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)	/ˈkɒmpɒst/	a mixture of decayed plants, leaves etc used to improve the quality of soil	phân hữu cơ
2. layer (n)	/ˈleɪə/	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, chồng

Assumption

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

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

- **Digital Competence Integration (4.4NC1a):** After watching, T briefly mentions that while digital videos help us learn about "Green Living," streaming uses energy. T encourages Ss to be mindful of digital usage to protect the environment.

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Video watching - Teacher asks students to watch a video. - Ask Ss some questions about the video. - Teacher observes Ss and gives feedback to their answers.	- Students watch the video and answer the questions.	Link: https://www.youtube.com/watch?v=LxNumOifkT0 Suggested questions: - What does 3R stand for? - What things can we reduce? - How can we recycle according to the video? - 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
Task 1: Match the words and phrases (1-5) with the pictures (a-e). (9 mins)		

<ul style="list-style-type: none"> - Ask Ss if they know what a compost pile is, or how to make one. - In weaker classes, read the definition of compost and elicit the matching picture. Have Ss read the definitions and explain any difficult words. - 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. - Check answers as a class. 	<ul style="list-style-type: none"> - Students read the definitions and do the matching. - Students check answers with the whole class. - Students read new words aloud and write them in the notebook. 	Answer key: 1. c 2. e 3. d 4. b 5. a
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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
Task 2: Listen to a conversation about the main steps in creating a compost pile. Number the pictures in order. (10 mins)		
<ul style="list-style-type: none"> - Tell Ss that they are going to listen to instructions to make a compost pile. - 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. - 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. - Check answers as a class. 	<ul style="list-style-type: none"> - Students make predictions before listening. - Listen and check the order. 	Answer key: 1. c 2. b 3. d 4. e 5. a
Task 3: Listen again. Decide whether the statements are true or false. (10 mins)		
<ul style="list-style-type: none"> - Tell Ss that they are going to listen to the recording again. This time, they should 	<ul style="list-style-type: none"> - Students read the questions and underline the key words. 	Answer key: 1. F 2. T

decide whether each statement (1-5) is true or false. - Have them read the statements and underline the key words. - Ask them to listen and pay attention to the key words, as well as paraphrases of these key words. - Tell them to write T (True) if the statement matches the information in the recording, and F (False) if it doesn't. - Play the recording. Ask Ss to circle the correct answers. - Check answers as a class.	- Students listen and decide T or F.	3. T 4. F 5. F
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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)

- **Digital Competence Integration (5.3NC1a):** T suggests students use a digital tool (like a note-taking app or a simple graphic design app like Canva) to create a quick digital "Green Plan" for their home.

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
Task 4: Work in groups. Discuss the questions.		
- 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. - Invite some groups to share their answers with the whole class.	- Students work in groups and discuss. Students share their ideas to the whole class.	<i>Suggested answer:</i> 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.
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e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

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

Board Plan

	<p><i>Date of teaching</i></p> <p>Unit 3: Green living</p> <p>Lesson 5: Listening</p>
*Warm-up	
Video watching	
- Task 1: Matching.	
- Task 2: Listen and number.	
- Task 3: True or false	
- Task 4: Discussion.	
*Homework	

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.

4. Digital Competences:

- **[1.1NC1b]:** Apply search techniques to retrieve data, information and digital content (Applied when students use the internet to find more information about environmental consequences or green solutions).
- **[5.3NC1a]:** Use digital tools and technologies to create knowledge, new processes and products (Applied when students use digital tools to draft, structure, and produce their problem-solving report).

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">- Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

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

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)
- **Digital Integration [1.1NC1b]:** If students are stuck, encourage them to use the internet to apply search techniques and retrieve more data about "compost piles" or "public transport" benefits.

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Complete the notes using the words in the box. (8 mins)		
- 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. - 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. - Check their answers as a class.	- Students work in pairs and complete the table. - Students share their answers with their partner and check with the whole class.	Answer key: 1. recycle 2. automatic 3. compost piles 4. public transport
Task 2: Read a problem-solving report and match the sections (A-D) with the correct headings (1-4). (8 mins)		

<ul style="list-style-type: none"> - Have Ss skim through the problem-solving report. In weaker classes, read each part and check if Ss know the words. - Have Ss match the sections (1-4) with the correct headings (A-D). - Check answers as a class. - 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) 	<ul style="list-style-type: none"> - Students read the text and decide the suitable headings. - Students check the answers with the whole class. 	Answer key: A - 3 B - 2 C - 4 D - 1
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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)
- **Digital Integration [5.3NC1a]:** Guide Ss to use digital tools (word processors or writing apps) to organize their ideas and create their report, effectively creating new "knowledge/product."

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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.		
<ul style="list-style-type: none"> - 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. - 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. - In stronger classes, have Ss work individually, then swap 	<ul style="list-style-type: none"> - Students brainstorm for the ideas and the language necessary for writing - Students write the first draft individually using the ideas in task 1 and 2. 	Suggested answer: Introduction This report describes the problem of traffic jams, noise and air pollution at the school gate and suggests two solutions to the problem. Problem 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

<p>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 feedback before they produce a final draft.</p> <p>- Collect Ss' writing tasks and give face-to-face feedback in private, or give them back with some written feedback.</p>		<p>and air pollution have increased. This is not good for the health of students and parents as well as the environment.</p> <p>Solutions</p> <p>To solve this problem, we suggest two solutions. First, students should be encouraged to take public 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>Conclusion</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>
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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
Cross-checking		
<ul style="list-style-type: none"> - 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. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. 	<ul style="list-style-type: none"> - Students swap their piece of writing with their partners and give peer review. 	<p>Writing rubric</p> <ol style="list-style-type: none"> 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 <p style="text-align: right;">TOTAL: .../50</p>

<ul style="list-style-type: none"> - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names. 		
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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

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

4. Digital Competences:

- **1.1NC1c:** Identify information needs; search for data, information, and content in digital environments; show others how to access such data and information (specifically searching for evidence of environmental damage caused by traditions).
- **3.1NC1a:** Apply methods to create and edit digital content in various formats to represent information (specifically designing digital infographics or slides for green solutions).

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- 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
Guessing game (PPT slides) - Teacher divides the class into two teams. - Teacher shows 5 pictures. - Students have to say the name of the festival/tradition in each picture. - 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. - The team with the higher score is the winner.	- Students listen to the instructions and guess the name of the festival/tradition.	<i>Suggested ideas:</i> 1. Holi festival (India) 2. Lantern festival 3. fireworks 4. Christmas 5. Balloon festival

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
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (7 mins)		
- 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> - Play the recording once in stronger classes and twice in weaker classes.	- Students listen to the recording. - Students complete the conversation with phrases in the box. - Students practise the conversation in pairs.	<i>Answer key:</i> 1. D 2. B 3. C 4. A

<ul style="list-style-type: none"> - Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers. - Put Ss into pairs and have them practise the conversation. 		
Useful expressions (6 mins)		
<ul style="list-style-type: none"> - Teacher asks students to give some expressions for making predictions. - T asks if Ss can add some more expressions. 	<ul style="list-style-type: none"> - Ss think of other expressions to make predictions. 	Making predictions. <ul style="list-style-type: none"> - I guess/ think/ expect... - ... is going to... - ... will... - it's likely/ unlikely that - it's hard to predict/say...
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)		
<ul style="list-style-type: none"> - Tell Ss that the words they used to fill in the gaps in Activity 1 are used to make predictions. - Ask Ss to read the list of useful expressions and check understanding. - 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. - 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. - Walk round the class and provide help when necessary. - Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery. 	<ul style="list-style-type: none"> - Make plans for the role-play - Practise the role-play conversation, based on the two situations. - Swap the role and continue practising. - Perform in front of class. 	Sample answers: <p>1. 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. 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.</p> <p>2. B: I'm so excited about the Green Day event next week. Do you think many people will come? A: I guess around 300 people will come to the event. That will include students, teachers and some parents. B: That'll be great. What activity do you think will be most popular? 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! B: I agree. Do you think the event will make a huge impact?</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.
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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)
- **Integration of 1.1NC1c:** T asks Ss to use their devices to find one specific news article or digital resource showing a real-life example of a wildfire or animal harm caused by these traditions and share the link/source with their partner.
- **Integration of 3.1NC1a:** Instead of just speaking, T encourages groups to use a digital tool (Canva or a shared slide) to create a quick "Green Alternative Poster" for one tradition.

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
Task 1: Read the following text. What are the environmental problems of each tradition as mentioned in the text? (10 mins)		
<ul style="list-style-type: none"> - 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). - Ask Ss what they want to know about the topic. Write their questions 	<ul style="list-style-type: none"> - Students put a tick where the damage is relevant. - Students share their answers and explain. 	<p>Key:</p> <ol style="list-style-type: none"> 1. Balloon and sky lanterns: Causing fires and harming animals 2. Fireworks: Polluting the air and causing fires 3. Christmas trees: Polluting the air and ending up in landfills

<p>on the board, e.g. In what ways are these traditions damaging to the environment? What can be the greener replacements for these traditions?</p> <ul style="list-style-type: none"> - Ask Ss to study the comparison table in Activity 1. Make sure they understand the rows and columns. - 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. - 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. - Have Ss read the text and complete the table individually. - Check answers as a class. - 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. 		
Task 2: Work in pairs. Suggest some green solutions to replace one of the traditions. (5 mins)		
<ul style="list-style-type: none"> - 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. - Ask some pairs to share their answers with the class. 	<ul style="list-style-type: none"> - Students work in pairs to discuss. - Students share their ideas in front of class. 	<p><i>Suggested answers:</i></p> <ul style="list-style-type: none"> - 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. - 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

		<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

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

UNIT 3: GREEN LIVING

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 3;
- 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 aware of going green and saving the environment.

4. Digital Competence:

- **3.1a:** Apply methods to create and edit digital content in various formats (leaflets, digital posters, or slides) to express ideas about eco-friendly habits.
- **4.4a:** Recognize the environmental impact of using digital technology (e.g., choosing digital leaflets over paper ones to reduce waste).

II. MATERIALS

- Grade 12 textbook, Unit 3, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Guessing words

c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 3.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Guessing words <ul style="list-style-type: none"> - T divides the class into 2 teams. - T prepares some pieces of paper with suggested words written on them. - There are 8 words. - The teams take turns to choose 1 student to the board. This student will pick one paper, and explain the word so that the rest guess what word it is. - The team with the most points is the winner. 	<ul style="list-style-type: none"> - Students join the game, describe and guess the words. 	Suggested words: <ol style="list-style-type: none"> 1. hair 2. pair 3. hear 4. bear 5. fear 6. pear 7. ear 8. literature

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 /ɪə/, /eə/ and /ʊə/.
- To help Ss revise words they have learnt in this unit.
- To help Ss review the use of prepositions and relative clauses referring to a whole sentence.

b. Content:

- Pronunciation: Read the words and choose the odd one out. Then listen and check. (p.42)
- Vocabulary: Solve the crossword with the words you've learnt in this unit. What is the hidden word? (p.42)
- Grammar: Circle the mistake in each sentence. Then correct it. (p.42)

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
Pronunciation: Read the words and choose the odd one out. Then listen and check. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to try to pronounce all the words in each line, paying attention to the underlined sounds. - Tell them to choose the word with the underlined part which is pronounced differently from the rest. In weaker classes, give an example first. E.g. 1. fair /eə/, hair /eə/, container /eɪ/, pair /eə/. so C is the odd one out. - Ask Ss to listen to the recording and check their answers. Have them pay 	<ul style="list-style-type: none"> - Students pronounce the words, and choose the correct answers. - Students check the answers with the whole class. 	Key: <ol style="list-style-type: none"> 1. C 2. D 3. A 4. A

<p>attention to the diphthongs /ɪə/, /eə/ or /ʊə/ in each word.</p> <ul style="list-style-type: none"> - Ask Ss to listen to the recording again, but this time, have them repeat the words. 		
Vocabulary: Solve the crossword with the words you've learnt in this unit. What is the hidden word? (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to work in pairs to solve the crossword. Remind them that all the words they need are in this unit, and there is a hidden vertical word. - Have Ss complete the activity. - Check answers as a class. - If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. packaging first appears in the Language section. 	<ul style="list-style-type: none"> - Ss work in pairs - Ss solve the crossword. 	<p>Answer key:</p> 
Grammar: Circle the mistake in each sentence. Then correct it. (4 mins)		
<ul style="list-style-type: none"> - Ask Ss to read the sentences, focusing on the underlined words. - Encourage them to pay attention to the words before and after the underlined parts and decide if the phrases are grammatically correct, e.g. 1. Answer choice A. 'to' is part of the phrase 'learn to recycling', which is incorrect. We say 'learn to do sth' or 'learn about sth', not 'learn to doing sth'. So A is the mistake. - In weaker classes, remind them that the focus today is on verbs with prepositions and relative clauses referring to a whole sentence. Ask them to review the grammar explanations and examples in the Language section before they complete the activity. - Check answers as a class by asking individual Ss to identify the mistakes, correct them and provide reasons for their corrections. 	<ul style="list-style-type: none"> - Ss identify the incorrect part, give corrections and reasons for their corrections. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A (to → about) 2. B (that → which) 3. C (with → to) 4. B (over → away)

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 writing a leaflet.

b. Content:

- Eco-friendly habits

- **Digital Competence Integration:** To apply digital creation skills (3.1a) and reflect on the environmental impact of technology (4.4a).

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 leaflet presentation. - Have Ss work in their groups. Give them a few minutes to get ready for the presentation. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while studying the leaflet or listening to the presentation, and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, go through the assessment criteria to make sure Ss are familiar with them. - If most students are handing out copies of their leaflets, ask them to swap their leaflets with one-two other groups. Give them time to study the leaflets and give written feedback and comments. When they finish, ask them to return the leaflets with comments to each other. - If most students are giving a PowerPoint presentations, invite one or two groups to present their leaflets on the slides and briefly introduce them to everyone. Ask others to listen and write down their feedback and comments. At the end of each presentation, invite peer feedback from the audience in oral and/or written forms. - Give praise and feedback at the end. You can also give Ss marks for their presentation as part of their continuous assessment. 	<ul style="list-style-type: none"> - All groups exhibit their leaflets and make presentations. - When one group makes a presentation, others listen and complete the evaluation sheet. 	<p><i>Students' presentations</i></p>

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 4.

Board Plan

<i>Date of teaching</i>
Unit 3: Green living
Lesson 8: Looking back and project
*Warm-up Guessing words
* Looking back - Pronunciation - Vocabulary - Language
* Project Eco-friendly habits
*Homework