

UNIT 2: HUMANS AND THE ENVIRONMENT

Lesson 1: Getting started – Go Green Club

I. OBJECTIVES

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

1. Knowledge

- An overview about the topic Human and the Environment;
- Vocabulary to talk about activities to adopt a greener lifestyle.

2. Core competence

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

3. Personal qualities

- Develop a greener lifestyle and awareness of environmental issues;
- Be responsible to the environment.

II. MATERIALS

- Grade 10 textbook, Unit 2, Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. adopt (v)	/ə'dɒpt/	start to use a particular method	áp dụng
2. awareness (of) (n)	/ə'weənəs/	interest in and concern about a particular situation or area of interest	sự nhận thức
3. carbon	/ˌkɑːbən	a measure of the amount of carbon dioxide that is	lượng khí thải cacbon,

footprint (n)	'fɒtprɪnt/	produced by the activities of a person or company	dấu chân cacbon
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Assumptions

Anticipated difficulties	Solutions
- Students may not know the causes of carbon footprint.	- Use pictures/ photos or videos of some activities which cause and increase the carbon footprint to show them in the class.
- Students may not know how to work in teams.	- Give short, clear instructions and help if necessary.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 2: HUMANS AND THE ENVIRONMENT</p> <p style="text-align: center;">Lesson 1: Getting started – Go Green Club</p> <p>* WARM-UP: Watch the clip and write down the causes of air pollution</p> <p>Vocabulary</p> <ol style="list-style-type: none"> 1. adopt (v) /ə'dɒpt/: áp dụng 2. awareness (of) (n) /ə'weənəs/: sự nhận thức 3. carbon footprint (n) /ˌkɑːbən 'fɒtprɪnt/: lượng khí thải cacbon, dấu chân cacbon <p>Task 1: Listen and read.</p> <p>Task 2: Read and answer the questions.</p> <p>Task 3: Match the verbs or phrasal verbs in A with suitable ones in B.</p> <p>Task 4: Complete the sentences.</p> <p>Task 5: Interview.</p> <p>* CONSOLIDATION</p>
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III. PROCEDURES

Notes:

In each activity, each step will be represented as following:

- * Deliver the task
- ** Implement the task

- *** Discuss
 **** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> - To activate students' knowledge on the topic of the unit. - To create a lively atmosphere in the classroom. - To lead into the new unit. 	<p>CLIP WATCHING</p> <p>* T gives instructions: Watch the clip and take notes what the man has done. ** Ss do as instructed. *** Ss work in 4 groups, share their words/ phrases they have noted down with the others, then take turns to write the words/ phrases on the board. **** Teacher:</p> <ul style="list-style-type: none"> - checks and corrects if there are any spelling mistakes - confirms the winner. <p>Leads in the lesson: Our environment is being seriously destroyed, at your age you can take some simple actions to help save the environment. One of them is taking part in Go Green clubs.</p> <p>(Video link: https://www.youtube.com/watch?v=WfGMYdalCIU)</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	5 mins
PRESENTATION	To help students use key language more appropriately before they read and listen.	<p>* T asks Ss to look at the explanation and the photos to guess the meaning of new words. ** Ss say the Vietnamese meanings of the words.</p> <ol style="list-style-type: none"> 1. adopt (v) /ə'dɒpt/: start to use a particular method 2. awareness (of) (n) /ə'weənəs/: interest in and concern about a particular situation or area of interest 3. carbon footprint (n) /,kɑ:bən 'fɒtprɪnt/: a measure of the amount of carbon dioxide that is produced by the activities of a person or company <p>*** Other Ss correct if the previous answers are incorrect. **** T shows the meanings, says the words aloud and asks Ss to repeat them.</p>	<p>T-S</p> <p>S</p> <p>S-S</p>	4 mins
PRACTICE	<ul style="list-style-type: none"> - To get students interested in the topic. - To get students to learn some vocabulary to be learnt in the unit. 	<p>TASK 1. LISTEN AND READ (p.18)</p> <p>* T asks Ss to look at the picture (p.18) and answer the following questions:</p>	T-S	6 mins

		 <p>+ What are the students doing? + Is cleaning up the school/ the street/ public places a way to adopt a green lifestyle? + What are you going to listen to?</p> <p>* T plays the recording twice, has Ss listen to the conversation, read along and underline the activities in the conversation which are good for the environment. ** Ss do the task individually. *** Ss share their answers with a partner. **** T checks their answers with the whole class.</p> <p><i>Suggested answers: adopting a greener lifestyle, raising local people's awareness of environmental issues, reducing my carbon footprint</i></p> <p>* T has the Ss read the conversation in pairs. ** Ss read the conversation. *** One pair reads aloud. **** T collects common mistakes and gives comments.</p>	<p>T-S</p> <p>S S-S T-S</p> <p>T-S S-S S-S T-S</p>	
	<p>- To practise reading for specific information. - To practise scanning. - To develop students' knowledge of vocabulary for humans and the environment.</p>	<p>TASK 2: READ AND ANSWER THE QUESTIONS. (p.19) Read the conversation again and answer the following questions.</p> <p>* T asks Ss to work individually to read the questions and underline the key words, then share their ideas with a partner who sits next to them. ** Ss do Task 2 individually first. *** Ss share and discuss with their partners about the key words. **** T corrects their answers as a class.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <i>Who set up the Go Green Club?</i> <i>What does the club want to achieve?</i> <i>What does Nam think the club will do in the future?</i> <i>What is the first activity of the club?</i> <i>What is Mike keen to do?</i> 	<p>T-S S S-S T-S</p>	10 mins

		<p>6. <i>What do they <u>decide</u> at the <u>end</u> of the <u>conversation</u>?</i></p> <p>* T asks Ss to scan the conversation, locate the key words to find the answer for each the question with the partner who sits behind them.</p> <p>** Ss do the task in pairs.</p> <p>**** T divides the class into two big teams, and has Ss in each team take turns to choose a number in the game Lucky number to check the answers.</p> <p>Key:</p> <ol style="list-style-type: none">1. <i>The Youth Union in Nam's school set it up.</i>2. <i>The club wants to improve the environment and encourage people to adopt a greener lifestyle.</i>3. <i>He thinks the club will organize more activities to raise people's awareness of environmental issues.</i>4. <i>It is cleaning up the school right after the ceremony</i>5. <i>He is keen to reduce his carbon footprint.</i>6. <i>Nam will tell Mike the time and the place of the club meeting.</i>	T-S S-S T-S	
<p>- To help students revive some collocations for the environment so that they can use them in the following lessons.</p> <p>- To help students practise scanning.</p>	<p>TASK 3: MATCH THE VERBS OR PHRASAL VERBS IN A WITH SUITABLE NOUNS OR NOUN PHRASES IN B. (p.19)</p> <p>* T has Ss locate the verbs or phrasal verbs in the conversation, find the nouns or noun phrases after each verb/ phrasal verb to do the matching.</p> <p>** Ss work individually.</p> <p>*** Ss share their answers with a partner.</p> <p>**** T checks and gives the correct answers with the whole class, and has them say the meaning of each collocation.</p> <p>Answers:</p> <p>1 - c: <i>raise awareness: nâng cao nhận thức</i></p> <p>2 - d: <i>reduce your carbon footprint: giảm lượng khí thải cacbon của bạn</i></p> <p>3 - e: <i>clean up the school: vệ sinh trường học</i></p> <p>4 - b: <i>adopt a greener lifestyle: áp dụng lối sống xanh hơn</i></p> <p>5 - a. <i>set up a club: thành lập câu lạc bộ</i></p>	T-S S S-S T-S	4 mins	
<p>To help students identify some future structures with <i>will</i> and <i>be going to</i>, the passive voice and how</p>	<p>TASK 4: COMPLETE THE FOLLOWING SENTENCES BASED ON THE CONVERSATION IN TASK 1. (p.19)</p> <p>* T has Ss read each sentences, try to think of a verb or an auxiliary verb that will complete the gap.</p> <p>** Ss do the task individually.</p>	T-S S S-S	4 mins	

	<p>and skills that they have learned.</p> <p>- To inform students what the final product of the project should be and how students can prepare for it.</p>	<p>- Some lexical items about humans and the environment</p> <p>- Reading for specific information</p> <p>- Scanning</p> <p>HOMEWORK</p> <p>1. Exercises in the workbook</p> <p>2. Project preparation</p> <p>* Teacher:</p> <p>- Has Ss look at the last page of Unit 2, the Project lesson and asks them what topic of the project is.</p> <p>- Tells them the project requirements: Ss will have to make a plan for a Go Green Weekend in which they will:</p> <ul style="list-style-type: none"> + suggest activities for the event, provide the reasons and expected results of the activities; + include information as stated in the table on page 27 in the Student's Book. + present their plans in the last lesson of the unit. <p>- Reminds Ss that beside brainstorming Go Green Weekend activities, they:</p> <ul style="list-style-type: none"> + can search for ideas on the Internet, in the newspapers, etc. for reference. + should use photos/pictures to illustrate their ideas. <p>- Puts Ss into groups and has them choose their group leader; Asks them to assign tasks for each member, making sure that all group members contributes to the project work.</p> <p>- Helps Ss set deadlines for each task.</p>		
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UNIT 2: HUMANS AND THE ENVIRONMENT

Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge

- Pronounce the consonant blends /kl/, /pl/, /gr/, and /pr/ correctly in isolation and in sentences;
- Understand and use some lexical items about humans and the environment;
- Distinguish and use *will* and *be going to* to talk about the future;
- Use the passive voice correctly.

2. Core competence

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Adopt greener lifestyle and awareness of environmental issues;
- Be responsible for environment protection.

II. MATERIALS

- Grade 10 textbook, Unit 2, Language
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

	Will	Be going to
1. Form	(+) S + will + V (-) S + will not/ won't + V (?) Will + S + V?	(+) S + am/is/ are going to + V (-) S + am/is/ are + not ('m not/ isn't/ aren't) + going to + V (?) Am/ Is/ Are + S + going to + V?

2. Uses	<p>We use <i>will</i> to talk about:</p> <ul style="list-style-type: none"> - Plans which are made at the moment of speaking (on-the-spot decisions). Ex: This shirt looks beautiful. I will buy it. - Predictions based on what we think or believe about the future. Ex: I think you team will win the competition. 	<p>We use <i>be going to</i> to talk about:</p> <ul style="list-style-type: none"> - Plans and intentions which are made before the moment of speaking. Ex: I have made a reservation. We are going to have dinner at the Chinese restaurant nearby. - Predictions based on what we see or know. Ex: Look at the dark clouds. It is going to rain soon.
3. Time expressions	tomorrow, next week/month/year ..., in a week/month..., think, believe, hope, expect, suppose, know, probably...	tomorrow, tonight, next week/month, ...

PASSIVE VOICE	
<p>1. Form: be + past participle (P2) Ex: The plants are watered by Jack everyday. The report was published last week.</p>	<p>2. Uses: We use the passive voice when the person or thing that does the action is unknown, unimportant, obvious from the context or we don't want to say who does the action. We focus on the action itself. Ex: My wallet was stolen yesterday. (unknown agent) The house is cleaned twice a week. (unimportant agent) The thief was arrested. (by the police-obvious agent from the context)</p>
<p>REMEMBER: + Adverb of place + by + object + adverb of time Ex: The police found the missing painting in Jack's house yesterday. -> The missing painting was found in Jack's house by the police yesterday. + If the subject in the active voice is one of the following words: people, one, someone/somebody, they, he, etc. , it is not changed into the object in the passive voice. Ex: They hold the World Cup every four year. -> The World Cup is held every four year.</p>	

Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> - Students may be confused when using <i>will</i> or <i>be going to</i> to talk about the future. - Students may be confused about the position of adverbs of place and time in the passive voice. 	<ul style="list-style-type: none"> - Give short and clear explanations with legible examples for each case. - Remind them and give some legible examples.

Board Plan

Date of teaching
Unit 2: HUMANS AND THE ENVIRONMENT
Lesson 2: Language

* **WARM-UP:** Guessing game

I. Pronunciation

Task 1: Listen and repeat.

Task 2: Listen and practise saying the sentences.

Task 3: Make sentences.

II. Vocabulary

Task 1: Match the words and phrases to their meanings.

Task 2: Complete the sentences.

III. Grammar

* **The future with *will* and *be going to***

Task 1: Complete the sentences.

* **Passive voice**

Task 2: Rewrite the sentences.

IV. Extra activity

Game: Chain memory

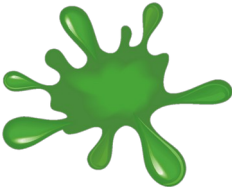
* **CONSOLIDATION**

III. PROCEDURES

Notes:

In each activity, each step will be represented as following:

- * Deliver the task
- ** Implement the task
- *** Discuss
- **** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> - To arouse the classroom atmosphere. - To lead in the lesson. 	<p>GUESSING GAME: WHAT AM I GOING TO DRAW?</p> <p>* T gives instructions, draws lines or shapes one by one and has Ss guess what T is going to draw after drawing one line or one shape.</p> <p>** Ss in two big teams take turns to guess what the T is going to do by answering: You are going to draw a/an ...</p> <p>**** T gives comments, decides the winner, asks some more questions to leads in the lesson.</p> <ul style="list-style-type: none"> + Is using these vehicles good for the environment? + Why is using them not good for the environment? 	<p>T-S</p> <p>S-S</p> <p>T-S</p>	4 mins
PRONUNCIATION	To help students recognize and practise the consonant blends /kl/, /pl/, /gr/, and /pr/ in individual words.	<p>TASK 1: LISTEN AND REPEAT.</p> <p>Pay attention to the consonant blends /kl/, /pl/, /gr/, and /pr/. (p.19)</p> <p>* T shows the following pictures, and asks Ss to describe each picture with a word.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;">  <p>class</p> </div> <div style="text-align: center;">  <p>ground</p> </div> <div style="text-align: center;">  <p>play</p> </div> <div style="text-align: center;">  <p>gift</p> </div> <div style="text-align: center;">  <p>green</p> </div> <div style="text-align: center;">  <p>clean</p> </div> </div>	T-S	6mins

		 <p>place protect</p> <p>- T has Ss work in pairs to categorize those pictures. ** Ss do as instructed. *** Ss share their ideas with a partner. **** T confirms the correct answers and leads in the task.</p> <p>* Teacher: - plays the recording and asks Ss to listen to the words and repeat; tells them to pay attention to the consonant blends. (Teacher can play the recording as many times as necessary) - makes sure Ss know the meaning of each word. ** Ss do as instructed. **** T checks whether Ss have improved their pronunciation by randomly calling on individual Ss to read the words aloud.</p>	<p>S-S S-S T-S T-S</p> <p>S-S T-S</p>	
	To help students recognise the consonant blends /kl/, /pl/, /gr/, and /pr/ in sentences and pronounce them correctly.	<p>TASK 2: LISTEN AND PRACTISE SAYING THE FOLLOWING SENTENCES. (p.19)</p> <p>* Teacher: - checks Ss' comprehension of the sentences. - plays the recording, has Ss focus on the words containing the consonant blends and asks them to circle these words. - plays the recording again, pausing after each sentence, for Ss to repeat. ** Ss do as instructed. *** Ss practise reading the sentences in pairs. **** T goes round to offer help and collects common mistakes to correct as a class.</p>	<p>T-S</p> <p>S-S S-S T-S</p>	5 mins
VOCABULARY	To make sure that students understand the meaning of some	<p>TASK 1: MATCH THE WORDS AND PHRASES TO THEIR MEANINGS. (p.20)</p>		4 mins

<p>lexical items about humans and the environment.</p>	<div data-bbox="712 140 1048 331">  </div> <div data-bbox="712 335 1025 370"> <p>1. household appliances</p> </div> <div data-bbox="1059 140 1411 331">  </div> <div data-bbox="1070 335 1198 370"> <p>2. energy</p> </div> <div data-bbox="1444 140 1579 331">  </div> <div data-bbox="1444 335 1684 370"> <p>3. carbon footprint</p> </div> <div data-bbox="712 383 990 683">  </div> <div data-bbox="712 686 810 721"> <p>4. litter</p> </div> <div data-bbox="1059 430 1272 635">  </div> <div data-bbox="1137 686 1332 721"> <p>5. eco-friendly</p> </div> <p>* T gives clear instructions. ** Ss work in pairs to discuss and do the matching. *** Ss share the answers with the whole class. **** T confirms the correct answer. <i>Key: 1. d - 2. e - 3. a - 4. b - 5. c</i></p>	<p>T-S S-S S-S T-S</p>	
<p>To give students practice in using the words/phrases in meaningful contexts.</p>	<p>TASK 2: COMPLETE THE SENTENCES USING THE WORDS OR PHRASES IN 1. (p.20) * Teacher: - has Ss read the sentences carefully to decide which word/phrase in 1 can be used to complete each of the sentences. - explains that they should use the context clues to decide on the word/phrase, e.g. in the first sentence, the gapped word is an adjective (eco-friendly) ** Ss work in pairs to discuss and find the answers. *** Ss share the answers with the whole class. **** T confirms the correct answers and asks Ss to give the reasons why they have chosen the word/phrase for each sentence. <i>Key:</i> 1. <i>Eco-friendly</i></p>	<p>T-S S-S S-S T-S</p>	<p>4 mins</p>

		<p>2. household appliances</p> <p>3. carbon footprint</p> <p>4. energy</p> <p>5. litter</p>		
	To help students memorize the words/phrases they have learnt.	<p>TASK 3: MAKE SENTENCES, USING THE WORDS/PHRASES IN TASK 1.</p> <p>* T divides the class into teams, asks Ss to write as many sentences as they can in 2 minutes, using the words/phrases in 1. T reminds them to make at least one sentence with each word/ phrase.</p> <p>** Ss works in small teams and do as instructed.</p> <p>*** The teams with the most sentences take turns to read aloud their sentences.</p> <p>**** T gives comments, collects common mistakes to correct.</p>	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</p>	4 mins
GRAMMAR	<p>- To give students an opportunity to revise the use of <i>will</i> and <i>be going to</i> to talk about future actions.</p> <p>- To give students an opportunity to revise the passive voice.</p>	<p>THE FUTURE WITH WILL AND BE GOING TO</p> <p>Complete the following sentences with will or the correct forms of be going to. (p.20)</p> <p>* Teacher:</p> <p>- tells Ss to read the explanations in the Remember! box on page 20 and asks Ss questions to elicit the differences between <i>will</i> and <i>be going to</i>, for example:</p> <p>+ <i>Do both structures talk about the future?</i></p> <p>+ <i>Which auxiliary do we use to talk about plans made at the moment of speaking / before the moment of speaking?</i></p> <p>+ <i>Can we use both structures for predictions?</i></p> <p>- in weaker classes, T gives more examples to make sure Ss understand the use of <i>will</i> and <i>be going to</i>; in stronger classes, has Ss come up with their own example sentences.</p> <p>- asks Ss to work in pairs or individually to choose <i>will</i> or the correct form of <i>be going to</i> to complete each sentence.</p> <p>- reminds them to use some clues in the sentence to decide on the correct tense form. e.g. 1: <i>I don't think</i>; 2: <i>have already made the decision</i>; 3: <i>I'm sure</i>; 4: <i>Look at</i>; 5: <i>I forgot to phone Dad</i>.</p> <p>** Ss do as instructed.</p> <p>*** Ss share their answers with a partner.</p>	<p>T-S</p> <p>S-S</p> <p>S-S</p>	6 mins

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		<p>1. A green lifestyle is adopted by more and more people.</p> <p>2. The rubbish was not put in the bins after the party yesterday by the students.</p> <p>3. More trees will be planted in the neighbourhood.</p> <p>4. A lot of clean-up activities are going to be organised by our club this weekend .</p> <p>5. Important environmental issues were discussed at the meeting.</p>		
EXTRA ACTIVITY	To help students further practise the future tense forms.	<p>GAME: CHAIN MEMORY</p> <p>* T explains the rules of the game.</p> <p>** Ss do as instructed.</p> <p>**** T praises Ss for interesting ideas and having a good memory and decides the winner.</p> <p><u>Rules:</u></p> <p>- T has Ss sit in a circle and has one student say a sentence about what he/she is going to or will do, for example: <i>After this lesson, I'm going to play volleyball in the playground.</i> The next student repeats it and adds another sentence, e.g. <i>After this lesson, I'm going to play volleyball in the playground and I'm going to meet some friends.</i></p> <p>- T explains to Ss that the sentences don't have to be true. T continues until a student can't remember the previous sentences. In bigger classes, T has Ss play the game in teams. The winner is the team that continues the chain for the longest time.</p>	T-S S-S T-S	4 mins
CONSOLIDATI ON	To help students memorise the target language and skills that they have learned	<p>WRAP-UP</p> <p>* Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> - Consonant blends /kl/, /pl/, /gr/, and /pr/ - Some lexical items about humans and the environment; - <i>Will</i> and <i>be going to</i> to talk about the future; - Passive voice. <p>HOMEWORK</p> <ul style="list-style-type: none"> - Exercises in the workbook. - Prepare for Lesson 3, Unit 2. 	T-S	2 mins

UNIT 2: HUMANS AND THE ENVIRONMENT

Lesson 3: Reading

I. OBJECTIVES

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

1. Knowledge

- Read for main ideas and specific information in a text about green living;
- Guess the meaning of words/phrases in context;
- Talk about ways to live green.

2. Core competence

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Develop presentation skills;
- Actively join in class activities.

3. Personal qualities

- Recognise what activities are related to a green lifestyle and be ready to adopt them in their lives;
- Be responsible for environment protection.

II. MATERIALS

- Grade 10 textbook, Unit 2, Reading
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
explosion (n)	/ɪk'spləʊʒn/	a violent burst, often with a loud noise	vụ nổ

		<i>E.g: a bomb/nuclear/gas explosion</i>	
method (n)	/ˈmeθəd/	a way of doing something	phương pháp
refillable (adj)	/ˌriːˈfɪləbl/	that can be filled again after being empty	có thể làm đầy lại
raw material (n. phr.)	/ˌrɑː məˈtɪəriəl/	any material, such as oil, cotton, or sugar in its natural condition, before it has been processed for use	vật liệu thô
sort (v)	/sɔːt/	put a number of things in an order or to separate them into groups	phân loại

Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> - Ss may lack knowledge about some lexical items. - Ss may not know how to choose the best title for the passage. 	<ul style="list-style-type: none"> - Provide them with the meaning and pronunciation of words. - Provide them with techniques to read for main ideas.

Board Plan

Date of teaching

Unit 2: HUMANS AND THE ENVIRONMENT

Lesson 3: Reading

*** WARM-UP: Crossword**

Vocabulary

Task 1: Look at the pictures and answer the questions.

Task 2: Read the text and choose the best title for it.

Task 3: Circle the correct meanings of the highlighted words and phrases in the text.

Task 4: True or false

Task 5: Work in pairs. Discuss the following question.

* CONSOLIDATION

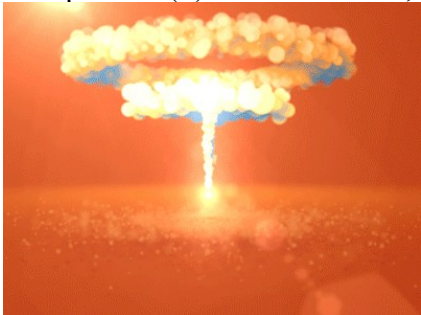
III. PROCEDURES

Notes:

In each activity, each step will be represented as following:

- * Deliver the task
- ** Implement the task
- *** Discuss
- **** Give comments or feedback

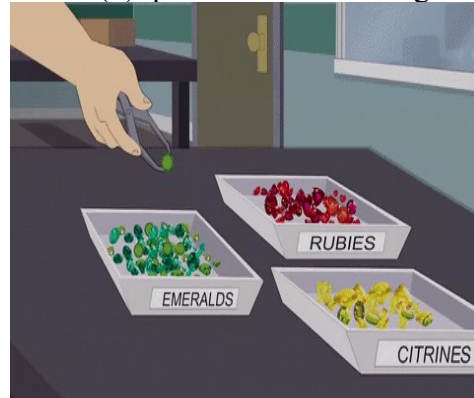
Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To arouse the classroom atmosphere. - To lead in the lesson.	CROSSWORD * Teacher: - divides the class into two teams, has Ss in each team take turns to choose a random number, and shows the clues on the screen for the Ss to guess the words. - also reminds Ss that they don't need to answer all the across words to find the key word. ** Ss discuss in their teams and say the words out. **** Teacher: - confirms, shows the answers on the screen and decides the winner.	 T-S S-T-S T-S	6 mins

PRE-READING	To help students use key language more appropriately before they read.	<p>VOCABULARY</p> <p>* T asks Ss to look at the explanation and the photos to guess the meanings of new words.</p> <p>** Ss say the Vietnamese meanings of the words.</p> <p>1. explosion (n): a violent burst, often with a loud noise</p>  <p>2. method (n): a way of doing st</p>  <p>3. refillable (adj): can be filled again after being empty</p> 	<p>T-S</p> <p>S-S</p>	5 mins
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4. raw material (n.phr.): any material, such as oil, cotton, or sugar in its natural condition, before it has been processed for use



5. sort (v): put a number of things in an order or to separate them into groups



*** Other Ss correct if the previous answers are incorrect.

**** Teacher shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.

S-T-S
T-S

To introduce the topic of the reading and get students involved in the lesson.

TASK 1: WORK IN GROUPS. LOOK AT THE PICTURES AND ANSWER THE QUESTIONS. (p.21)

Which pictures show a green lifestyle? Why?

a

b

6 mins



c



d



* Teacher:

- has Ss work in groups of three or four to discuss the questions.
- encourage Ss to describe the pictures using their own language and focusing on how each object is related to a green lifestyle,
e.g. single-use plastic bags: plastic waste, pollution, difficult to recycle, can end up in the ocean; fresh vegetables: green lifestyle.

** Ss do as instructed.

T-S

S-S

S-S

T-S

		<p>*** Ss share the answers with the whole class.</p> <p>**** T confirms and leads in.</p> <p><i>Suggested answers:</i></p> <p>- In Picture a, a man goes shopping with lots of plastic bags. It doesn't show a green lifestyle. Plastic bags pollute the environment since they take time to decay.</p> <p>- In Picture b, we can see fresh food, which looks organic and is better for our health. It shows a green lifestyle.</p> <p>- In Picture c, we can see a lot of litter on the ground. Dropping litter makes the streets very dirty and pollutes the air and water. It doesn't show a green lifestyle.</p> <p>- In Picture d, the sign advises people to turn off lights when they are not in use. This can save electricity and shows a green lifestyle.</p>		
WHILE-READING	To help students practise skimming a text to choose the best title for it	<p>TASK 2: READ THE FOLLOWING TEXT AND CHOOSE THE BEST TITLE FOR IT. (p.22)</p> <p>* Teacher:</p> <p>- draws Ss' attention to the <i>Tips</i> box, has them read through the tips and checks their understanding.</p> <p>- has Ss read the whole text once to get an overall idea.</p> <p>** Ss do as instructed individually.</p> <p>*** Ss work in groups to discuss the best option and compare answers.</p> <p>**** Teacher confirms the correct one; in stronger class, asks Ss to explain why the other options cannot be used as titles for the text, e.g. (B) <i>This only refers to environmental problems while the text mentions some solutions as well. (C) The text mentions a couple of green products such as organic food and refillable bottles, but they are not the focus here.</i></p> <p>Key: A</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins
	To help students practise guessing the meanings of words/phrases in context	<p>TASK 3: CIRCLE THE CORRECT MEANINGS OF THE HIGHLIGHTED WORDS AND PHRASES IN THE TEXT. (p.22)</p> <p>* Teacher has Ss read the text again, pay attention to the context of each highlighted word/phrase and look for clues explaining the meaning of it, e.g.</p> <p><i>1. sustainable: greener, lifestyle, can do, eco-friendly.</i></p> <p>** Ss work in groups to discuss the clues for each option and compare the answers.</p> <p>*** Ss share the answers with the whole class.</p> <p>**** Teacher confirms the answers by having individual Ss call out the correct options.</p>	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</p>	7 mins

	<p>have learnt in the lesson.</p> <p>- To prepare for the next lesson.</p>	<p>- The ways to live green</p> <p>HOMEWORK</p> <p>- Search for more ways to live green on the Internet, take note some and post them on the Facebook/Zalo of your class.</p> <p>- Prepare for Speaking lesson.</p>		
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UNIT 2: HUMANS AND THE ENVIRONMENT

Lesson 4: Speaking

I. OBJECTIVES

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

1. Knowledge

- Talk about ways to live green.

2. Core competence

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

3. Personal qualities

- Recognise what activities teenagers should do to live green;
- Be aware of the importance of a green lifestyle.

II. MATERIALS

- Grade 10 textbook, Unit 2, speaking
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
leave st on (v)	/li:v 'sʌm.θɪŋ ɒn/	make or allow something to remain in working condition	không tắt
chemical (n)	/'kemɪkl/	a substance obtained by or used in a chemical process	hóa chất
shade (n)	/ʃeɪd/	slight darkness caused by something blocking the direct light	bóng mát, bóng râm

		from the sun	
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Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> - Ss may lack knowledge about some lexical items. - Ss may know only the connector “because” to express the reasons. 	<ul style="list-style-type: none"> - Provide them with the meanings and pronunciation of words. - Provide them with other connectors so that they won’t repeat the word “because” in their presentation.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 2: HUMANS AND THE ENVIRONMENT</p> <p style="text-align: center;">Lesson 4: Speaking</p> <p>* WARM-UP: Board race</p> <p>Vocabulary</p> <p>Task 1: Should or shouldn’t.</p> <p>Task 2: Do the matching.</p> <p>Task 3: Discussion.</p> <p>* CONSOLIDATION</p>
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III. PROCEDURES

Notes:

In each activity, each step will be represented as following:

- * Deliver the task
- ** Implement the task
- *** Discuss
- **** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time																																																																														
WARM-UP	<div>- To arouse the classroom atmosphere.</div> <div>- To lead in the lesson.</div>	<p>GAME: Board race (The topic word is <i>green living</i>)</p> <p>* Teacher gives instructions of how to play the game, and gives an example.</p> <p>** Ss discuss in their teams and write down the words.</p> <p>*** Ss in each team take turns to write their words on the board.</p> <p>**** Teacher confirms the correct words, decides the winner and leads in the lesson.</p> <p><i>Rules and an example of the ‘board race game’:</i></p> <div><div>- The class is divided into teams.</div><div>- In one or two minutes (depending on the number of the letters in the topic words), Ss have to find the words which are related to the topic and have one letter in the topic word.</div><div>- If the word begins with a letter in the topic word, the team gets 1 point.</div><div>- If the letter of the topic word appears in the middle position, the team gets 2 points.</div><div>- If the letter of the topic word is at the end of the word they have found, the team gets 3 points.</div></div> <p>For example, if the topic word is FILMS and with the words found in the table below, a team gets 9 points in total.</p> <table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>F</td><td>A</td><td>M</td><td>O</td><td>U</td><td>S</td><td>(1 point)</td></tr><tr><td></td><td></td><td></td><td>M</td><td>O</td><td>V</td><td>I</td><td>E</td><td></td><td></td><td></td><td></td><td>(2 points)</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>L</td><td>O</td><td>V</td><td>E</td><td></td><td></td><td>(1 point)</td></tr><tr><td></td><td></td><td>C</td><td>I</td><td>N</td><td>E</td><td>M</td><td>A</td><td></td><td></td><td></td><td></td><td>(2 points)</td></tr><tr><td>A</td><td>C</td><td>T</td><td>R</td><td>E</td><td>S</td><td>S</td><td></td><td></td><td></td><td></td><td></td><td>(3 points)</td></tr><tr><td colspan="12">Total</td><td>9 points</td></tr></table>							F	A	M	O	U	S	(1 point)				M	O	V	I	E					(2 points)							L	O	V	E			(1 point)			C	I	N	E	M	A					(2 points)	A	C	T	R	E	S	S						(3 points)	Total												9 points	<div>T-S</div> <div>S-T-S</div> <div>T-S</div>	6 mins
						F	A	M	O	U	S	(1 point)																																																																						
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PRE-SPEAKING	To pre-teach some vocabulary so that students can understand the meanings and	<p>VOCABULARY</p> <p>* Teacher:</p> <div><div>- shows the words one by one, plays the recording and has Ss repeat the sounds of the words.</div><div>- has Ss guess the meanings of the words based on pictures, explanations or examples.</div></div>	<div>T-S</div>	6 mins																																																																														

	<p>use them correctly in main speaking tasks.</p>	<p>1. leave st on (idioms): choose to keep something operational or switched to an "on" position. Ex: Someone left the lights on the whole time we were gone. Our electricity bill is going to be enormous.</p> <p>2. chemical (n): a substance obtained by or used in a chemical process</p>  <p>3. shade (n): slight darkness caused by something blocking the direct light from the sun</p>  <p>** Ss do as instructed. **** T confirms the meanings, calls on some individual Ss to make sentences with each word.</p>	<p>S-S T-S</p>	
	<p>To introduce more ideas for the main speaking tasks and get students</p>	<p>TASK 1: WHICH OF THE FOLLOWING ACTIVITIES DO YOU THINK TEENAGERS SHOULD OR SHOULDN'T DO TO LIVE GREEN? PUT A TICK IN THE APPROPRIATE COLUMN. (p.23)</p> <p>* T has Ss work in pairs, read the activities, discuss their meanings and decide which activities they should/ shouldn't do to go green by putting a tick in the appropriate</p>	<p>T-S</p>	<p>8 mins</p>

		<i>a - 5; b - 1; c - 3; d - 4; e - 2; f - 6</i>		
WHILE-SPEAKING	To give students an opportunity to discuss ideas in groups and share with the rest of the class.	<p>TASK 3: WORK IN GROUPS. DISCUSS AND PRESENT YOUR IDEAS ABOUT WHAT YOU SHOULD OR SHOULDN'T DO TO LIVE GREEN. (p.23)</p> <p>* T has Ss work in groups, discussing what they should or shouldn't do to live green. In weaker classes, T reminds them to use the ideas given in 1 and 2 in their discussion. In stronger classes, T encourages them to think of other activities and reasons.</p> <p>** Ss do as instructed.</p> <p>*** Ss share their ideas with the rest of the class by playing the game: PASSING THE BALL.</p> <p><u>Rules:</u> A song is played while Ss are passing a ball one by one. When the music stops, the student who keeps the ball will make a presentation.</p> <p>**** Teacher praises Ss for interesting and imaginative ideas, and for providing well-formulated reasons.</p> <p><i>Example: There are many things that we should or shouldn't do to live green. We should recycle our used items so that we can protect natural resources. We shouldn't drop litter in the street because this will make the street dirty and pollute the environment.</i></p>	T-S S-S S-S T-S	15 mins
CONSOLIDATION	To help students memorise the content of the lesson	<p>WRAP-UP</p> <p>Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> - Activities and the reasons why we should or shouldn't do to live green. <p>HOMEWORK</p> <ul style="list-style-type: none"> - Exercises in the workbook - Prepare for Listening lesson 	T-S	2 mins

UNIT 2: HUMANS AND THE ENVIRONMENT

Lesson 5: Listening

I. OBJECTIVES

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

1. Knowledge

- Listen for specific information in a text about green living;
- Talk about a plan to organise a green event in their area.

2. Core competence

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

3. Personal qualities

- Be more responsible for the environment and be able to propose plans to solve environmental issues in their residential areas;
- Be ready to make a plan to organize a green event in their area.

II. MATERIALS

- Grade 10 textbook, Unit 2, listening
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
schedule (n)	/ˈʃedju:l/	a plan that lists all the work that you have to do and when you must do each thing <i>E.g. They have a very flexible work schedule.</i>	thời gian biểu
specific (adj)	/spəˈsɪfɪk/	connected with one particular thing only	cụ thể

		<i>E.g. The money was collected for a specific purpose.</i>	
donation (n)	/dəʊ'neɪʃn/	money or goods that are given to help a person or organization, or the act of giving them	đồ hiến tặng, sự hiến tặng
delivery (n)	/dɪ'lɪvəri/	the act of taking goods, letters, parcels, etc. to people's houses or places of work	sự giao hàng

Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> - Ss may lack knowledge about some lexical items. - Ss may not catch the ideas to decide the statements are true or false. 	<ul style="list-style-type: none"> - Provide them with the meanings and pronunciation of words. - Remind them to pay attention to the key words in each sentence.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 2: HUMANS AND THE ENVIRONMENT</p> <p style="text-align: center;">Lesson 5: Listening</p> <p>* WARM-UP: Taboo</p> <p>Vocabulary</p> <p>Task 1: Look at the picture and answer the questions.</p> <p>Task 2: True or false.</p> <p>Task 3: Listen and complete the table.</p> <p>Task 4: Discussion.</p> <p>* CONSOLIDATION</p>

III. PROCEDURES

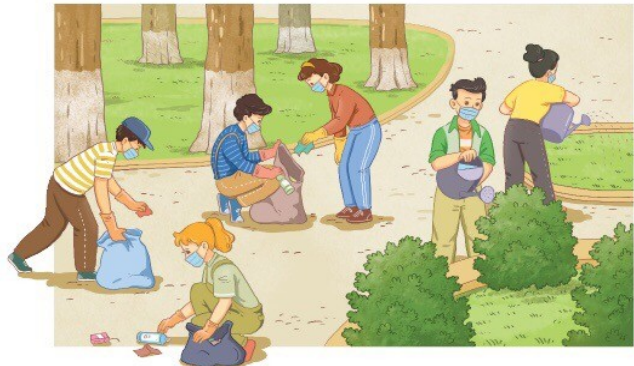
Notes:

In each activity, each step will be represented as following:

- * Deliver the task
- ** Implement the task
- *** Discuss
- **** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> - To arouse the classroom atmosphere. - To get students be actively involved in the lesson. 	<p>GAME: TABOO</p> <p>* Teacher:</p> <ul style="list-style-type: none"> - divides the class into 2 teams, lets each team choose 5 representatives. - prepares in advance 2 sets of words (maybe written on a sheet of paper), and gives them to the representatives. - asks the representatives to try to get their teammates to guess words using verbal clues or actions without using the words in their sets and without using their mother tongue in two minutes. <p>** Ss do as instructed.</p> <p>*** Ss in each team take turns to describe and guess the words.</p> <p>**** Teacher confirms the correct words, decides the winner. The winners are the ones whose team can guess the most words.</p> <p><i>Suggested words:</i></p> <p><i>Set 1: adopt, carbon footprint, litter, method, eco-friendly</i></p> <p><i>Set 2: sort, awareness, organic, household appliances, cut down on</i></p>	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</p>	6 mins
PRE-LISTENING	To pre-teach the pronunciation and the meaning of some vocabulary so that students can understand the content of the listening.	<p>VOCABULARY</p> <p>* Teacher:</p> <ul style="list-style-type: none"> - shows the words one by one, plays the recording and has Ss repeat the sound of the words. - has Ss guess the meanings of the words based on pictures, explanations and examples. <p>1. schedule (n): a plan that lists all the work that you have to do and when you must do each thing. <i>E.g. They have a very flexible work schedule.</i></p>	T-S	6 mins

		<div data-bbox="759 140 1023 443" data-label="Image"> </div> <p>2. specific (adj): connected with one particular thing only. <i>E.g. The money was collected for a specific purpose.</i></p> <p>3. donation (n): money or goods that are given to help a person or organization, or the act of giving them.</p> <div data-bbox="750 604 1052 828" data-label="Image"> </div> <p>4. delivery (n): the act of taking goods, letters, parcels, etc. to people's houses or places of work.</p> <div data-bbox="750 922 1090 1094" data-label="Image"> </div> <p>** Ss do as instructed. **** Teacher confirms the meanings, calls on some individual Ss to make sentences with each word.</p> <p>TASK 1: WORK IN PAIRS. LOOK AT THE PICTURE AND ANSWER THE QUESTIONS. (p.24)</p> <p><i>WHAT ARE THEY DOING? WHY?</i></p>	<p>S-S T-S</p>	<p>6 mins</p>
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		 <p>* Teacher:</p> <ul style="list-style-type: none"> - has Ss work in pairs, look at the picture and tell their partner what they see in the picture. - encourages them to use the vocabulary they have learnt to describe the picture, e.g. <i>The students are picking up rubbish, bottles and plastic bags; They are watering plants and trees.</i> <p>** Ss do as instructed.</p> <p>*** Some pairs share their answers with the class.</p> <p>**** Teacher praises the pairs with interesting ideas and asks the class some more questions to elicit the topic of the listening: <i>Go Green Weekend</i> event such as:</p> <ul style="list-style-type: none"> + <i>Are the students wearing school uniforms?</i> + <i>Are they at school?</i> + <i>What day of the week do you think it is?</i> + <i>Do you think this is an organised event?</i> + <i>What kind of event is it?</i> 	<p>T-S</p> <p>S-S S-S T-S</p>	
WHILE-LISTENING	To help Ss practise listening for specific information.	<p>TASK 2: LISTEN TO AN ANNOUNCEMENT ABOUT A GO GREEN WEEKEND EVENT AND DECIDE WHETHER THE FOLLOWING STATEMENTS ARE TRUE (T) OR FALSE (F). (p. 24)</p> <p>* Teacher:</p> <ul style="list-style-type: none"> - tells Ss that they are going to listen to an announcement about a <i>Go Green Weekend</i> event. - has them read the statements, underline the key words. - checks the key words with the whole class. - plays the recording and has Ss do the activity, paying attention to the key words to 	T-S	8 mins

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	listening in a speaking task.	<p>+ <i>Have you ever taken part in an environmental activity or event?</i> + <i>How many times have you participated in such activities or events?</i> + <i>What did you do there?</i> + <i>How did you feel?</i></p> <p>- put Ss in groups in which there are both not or less experienced Ss and Ss who have taken part in such eco-friendly events. - reminds them that they can use the ideas from the listening and in stronger classes, T encourages them to come up with their own green activities. ** Ss do as instructed. *** Ss share their ideas with the rest of the class. **** T invites some groups to present their ideas to the whole class, and praises the groups for interesting and imaginative ideas.</p>	S-S S-S T-S	
CONSOLIDATION	To help students memorise the content of the lesson	<p>WRAP-UP Teacher asks: What have you learnt today? - We have listened to a plan to organize a green event and talked about our future plans to hold such events. HOMEWORK - Exercises in the workbook. - Prepare for writing lesson.</p>	T-S	1 min

UNIT 2: HUMANS AND THE ENVIRONMENT

Lesson 6: Writing

I. OBJECTIVES

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

1. Knowledge

- Use lexical items related to the topic “Humans and the environment”;
- Write about ways to improve the environment.

2. Core competence

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

3. Personal qualities

- Be more responsible for protecting the surrounding;
- Be able and willing to persuade other people to take actions to make a nice and clean environment.

II. MATERIALS

- Grade 10 textbook, Unit 2, writing
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> - Ss may want to use their own suggestions but they may not know how to express their ideas in English. - Ss in weaker classes may not know how to use connectors correctly to link sentences. - Ss may not know the structure of a paragraph. 	<ul style="list-style-type: none"> - Be ready to provide them with words/ phrases which they can use to express their ideas in English. - Provide them with some connectors and some examples. - Give them some basic information about the structure of a paragraph.

Board Plan

Date of teaching

Unit 2: HUMANS AND THE ENVIRONMENT

Lesson 6: Writing

*** Warm-up: Game: Wheel of fortune**

Task 1: Match the suggestions for improving the environment with their expected results.

Task 2: Fill in the blanks.

Task 3: Add two more suggestions to improve the environment in your school to the paragraph in 2.

Peer correction

Class correction

* Consolidation

III. PROCEDURES

Notes:

In each activity, each step will be represented as following:

- * Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To arouse the classroom atmosphere. - To get students be actively involved in the lesson.	GAME: THE WHEEL OF FORTUNE * T divides the class into two teams, and explains the game rules: - Ss in each team read the clues, take turns to spin the wheel, guess the individual letters until they can guess the whole word. - It is not necessary for the Ss to guess all the individual letters. They can guess the whole word at any time. ** Ss do as instructed. *** Ss in each team discuss and guess the words. **** T confirms the correct words, decides the winner and leads in the lesson. <i>Suggested words</i> <i>Round 1:</i>	T-S S-S S-S T-S	6 mins

		<p>+ <i>Clue: the conditions in which a person, animal or plant lives or operates or in which an activity takes place</i></p> <p>+ <i>Key: ENVIRONMENT</i></p> <p>Round 2:</p> <p>+ <i>Clue: make something or somebody better than before</i></p> <p>+ <i>Key: IMPROVE</i></p> <p>Round 3:</p> <p>+ <i>Clue: an idea or a plan that you mention for somebody else to think about</i></p> <p>+ <i>Key: SUGGESTION</i></p>		
PRE-WRITING	To help students recall some suggestions for improving the environment	<p>TASK 1: WORK IN PAIRS. MATCH THE SUGGESTIONS FOR IMPROVING THE ENVIRONMENT WITH THEIR EXPECTED RESULTS. (p.25)</p> <p>* Teacher:</p> <p>- asks Ss some questions to elicit the topic of the writing as well as some suggestions. e.g.</p> <p>+ <i>Do you have any ideas about how to improve the environment in our school?</i></p> <p>+ <i>What are they?</i></p> <p>- has them work in pairs and asks them to do the matching. In weaker classes, go through the suggestions and expected results to check comprehension.</p> <p>** Ss do as instructed.</p> <p>**** Teacher asks individual Ss to call out their answers and confirms the correct ones.</p> <p>Key:</p> <p>1.c</p> <p>2.a</p> <p>3.b</p>	T-S S-S T-S	6 mins
WHILE-WRITING	To provide students with a model of a well-structured paragraph and practice in using connectors to link sentences.	<p>TASK 2: READ THE INCOMPLETE PARAGRAPH ABOUT WAYS TO IMPROVE THE ENVIRONMENT. FILL IN THE BLANKS WITH THE WORDS AND PHRASES FROM THE BOX. (p.25)</p> <p>* Teacher:</p> <p>- tells Ss that they are going to write a paragraph about ways to improve the environment in their school. First, they will be provided with an incomplete example as a model for their writing.</p> <p>- recall the information about the structure of a paragraph:</p> <p>+ A paragraph is a group of sentences that develop ONE main idea.</p> <p>+ A paragraph usually consists of three parts: a topic sentence, supporting sentences</p>	T-S	8 mins

	<p>and a concluding sentence.</p> <p>+ Two important qualities of a good paragraph are unity (i.e. one main idea is developed) and coherence (i.e. all the sentences and ideas flow smoothly to make clear and logical points about the topic)</p> <div><div>Sharks are a group of fish characterized by a cartilaginous skeleton, five to seven gills, and pectoral fins that are not fused to the head. Today's sharks are classified within the <i>Selachimorpha</i> clade, a sister group to the rays. However, the term "shark" has also been used for extinct members of the subclass Elasmobranchii outside the Selachimorpha, such as Cladoselache. Under this broader definition, the earliest known sharks date from more than 420 million years ago.</div><div><div>topic sentence</div><div>details</div><div>concluding sentence</div><div>one topic</div></div></div> <td><p>- asks Ss to read the incomplete paragraph and fill in each numbered blank with a word/phrase in the box.</p><p>** Ss do as instructed.</p><p>*** Ss discuss and share their answers with a peer.</p><p>**** Teacher checks the answers by calling on some Ss to read their answers to the class.</p><p>Key:</p><p>1. First</p><p>2. For example</p><p>3. In conclusion</p></td> <td><p>S-S</p><p>S-S</p><p>T-S</p></td> <td></td>	<p>- asks Ss to read the incomplete paragraph and fill in each numbered blank with a word/phrase in the box.</p> <p>** Ss do as instructed.</p> <p>*** Ss discuss and share their answers with a peer.</p> <p>**** Teacher checks the answers by calling on some Ss to read their answers to the class.</p> <p>Key:</p> <p>1. First</p> <p>2. For example</p> <p>3. In conclusion</p>	<p>S-S</p> <p>S-S</p> <p>T-S</p>	
<p>To help students practise developing ideas and writing a paragraph</p>	<p>TASK 3: ADD TWO MORE SUGGESTIONS TO IMPROVE THE ENVIRONMENT IN YOUR SCHOOL TO THE PARAGRAPH IN 2. USE THE IDEAS IN 1 TO HELP YOU. (p.25)</p> <p>* Teacher:</p> <ul style="list-style-type: none">- explains the writing task.- has Ss brainstorm more suggestions in groups.- walks round the class to offer help and encourages Ss to take notes of their ideas.- asks some groups to call out their ideas and write them on the board for other Ss' reference.- asks Ss to write their suggestions to complete the paragraph individually, sets a limited time for this task and walks round the class to give further support if needed.	<p>T-S</p>	<p>8 mins</p>	

		<ul style="list-style-type: none">- reminds them to use some connectors to link the ideas before they write:<ul style="list-style-type: none">+ To list ideas: First, Second, In addition, Additionally, Moreover, Furthermore, Another idea worth noting is that, Finally, ...+ To give an example: For example / For instance, To illustrate, ...+ To conclude: In conclusion, In brief, In short, To sum up, ...** Ss do as instructed.*** Ss share their answers with their group members.**** T walks round the class to monitor and make a note of some common mistakes.	S-S S-S T-S																			
POST-WRITING	To give students an opportunity to recognise the common mistakes so that they can avoid in writing	<p>PEER CORRECTION</p> <p>* Teacher:</p> <ul style="list-style-type: none">- explains the marking symbols in the following table. <div><h3>Marking symbols in writing</h3><table><tr><th>Short form</th><th>Full form</th><th>Examples</th></tr><tr><td>sp</td><td>spelling</td><td>My mum dose the laundry -> sp</td></tr><tr><td>T</td><td>tense</td><td>I took out the rubbish everyday -> T</td></tr><tr><td>↩</td><td>word order</td><td>My brother is a boy responsible ↩</td></tr><tr><td>^</td><td>missing word</td><td>My mum does most^the cooking</td></tr><tr><td>a A</td><td>capital letter</td><td>My sister and i take turns feeding the cat. -> a A</td></tr></table></div> <ul style="list-style-type: none">- asks two Ss sitting next to each other to exchange their writing, read their partner's writing and write the symbols next to mistakes that they can find like the ones in the table above.- asks Ss to return their partner's writing and lets them correct themselves.- reminds them that they can ask for their partner's help.** Ss do as instructed.*** Ss share their ideas with a partner.**** Teacher goes around to offer help.	Short form	Full form	Examples	sp	spelling	My mum dose the laundry -> sp	T	tense	I took out the rubbish everyday -> T	↩	word order	My brother is a boy responsible ↩	^	missing word	My mum does most^the cooking	a A	capital letter	My sister and i take turns feeding the cat. -> a A	T-S	9 mins
Short form	Full form	Examples																				
sp	spelling	My mum dose the laundry -> sp																				
T	tense	I took out the rubbish everyday -> T																				
↩	word order	My brother is a boy responsible ↩																				
^	missing word	My mum does most^the cooking																				
a A	capital letter	My sister and i take turns feeding the cat. -> a A																				

		<p>CLASS CORRECTION</p> <p>* Teacher:</p> <ul style="list-style-type: none"> - writes Ss' common mistakes on the board, asks Ss to check whether they make the same mistakes in their writing. - calls on some Ss to correct those mistakes as a class. <p>** Ss do as instructed.</p> <p>**** Teacher:</p> <ul style="list-style-type: none"> - further explains the paragraph structure if Ss are not able to develop the three elements in their writing. - collects Ss' writing and provides written feedback in the next lesson. - in weaker classes, provides some suggested answers if necessary. <p><i>Sample answer:</i></p> <p><i>Another way would be to plant more trees. For example, we can plant more green trees around the school and in the schoolyard. It reduces CO2 and makes the air we breathe in cleaner. Finally, we can set up more rubbish bins. For instance, we can put more bins in public places such as parks or bus stations. This makes the waste collection easier.</i></p>	<p>S-S S-S T-S</p>	
CONSOLIDATION	To help students memorise the content of the lesson	<p>WRAP-UP</p> <p>Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> - We have practised writing a paragraph about suggestions to improve the environment. <p>HOMEWORK</p> <ul style="list-style-type: none"> - Exercises in the workbook - Prepare for Communication and Culture lesson 	T-S	2mins

UNIT 2: HUMANS AND THE ENVIRONMENT

Lesson 7: Communication and Culture/ CLIL

I. OBJECTIVES

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

1. Knowledge

- Ask for and give advice;
- Understand what a carbon footprint is.

2. Core competence

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities

- Be willing to take practical actions to help reduce their own carbon footprint and their family's as well;
- Be responsible for environment protection.

II. MATERIALS

- Grade 10 textbook, Unit 2, Communication and Culture/ CLIL
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
emission (n)	/ɪ'mɪʃn/	an amount of something, especially a gas that harms the environment, that is sent out into the air.	khí thải
estimate (v)	/'estɪmənt/	guess or calculate the cost, size, value, etc. of something	ước tính

average (n)	/ˈævərɪdʒ/	an average number is the number you get by adding two or more amounts together and dividing the total by the number of amounts	trung bình
atmosphere (n)	/ˈætməsfɪə(r)/	the mixture of gases that surrounds the earth	bầu khí quyển

Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> - Students may have underdeveloped speaking and co-operating skills. - Students may lack knowledge about some lexical items 	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Remind them to make use of the ideas and vocabulary items they have learnt in the previous lessons. - Provide them with the meanings and pronunciation of words/ phrases.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 2: HUMANS AND THE ENVIRONMENT</p> <p style="text-align: center;">Lesson 7: Communication and Culture/ CLIL</p> <p>* Warm-up: Running man</p> <p>I. Everyday English</p> <p>Task 1: Listen and complete the conversation.</p> <p>Task 2: Make a similar conversation.</p> <p>II. CLIL</p> <p>Vocabulary</p> <p>Task 1: Read the text and complete the table.</p> <p>Task 2: Discussion.</p> <p>* Consolidation</p>
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III. PROCEDURES

Notes:

In each activity, each step will be represented as following:

* Deliver the task

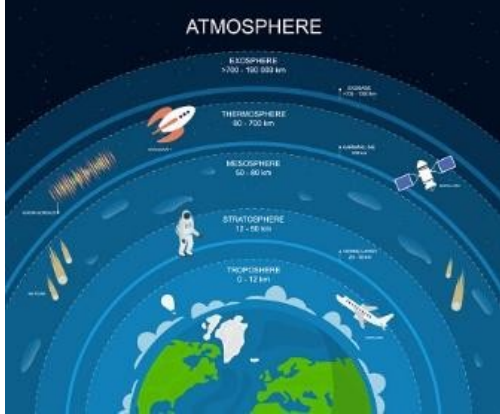
** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> - To arouse the classroom atmosphere. - To help students revise words/ phrases related to the topic 	<p>OPTION 1: GAME: RUNNING MAN * Teacher divides the class into two teams, has Ss in each team take turns to run to the board and write a word/ phrase related to the topic <i>Humans and the Environment</i> on the board in two minutes. ** Ss do as instructed. **** Teacher confirms the correct word/ phrase and decides the winner (the team with most correct words/ phrases) <i>Suggested answers:</i> - Green lifestyle - Eco-friendly - Plastic bags - Zero waste - Carbon footprint</p> <p>OPTION 2: CLIP WATCHING * Teacher has Ss watch a video about carbon footprint and asks them the following questions: 1. What is carbon footprint? 2. What activities causes large carbon footprint? * Teacher reminds Ss to note down key information about the environment and some examples. ** Ss watch the video and answer the questions. **** Teacher has Ss answer the questions individually, confirms the answers and leads in the lesson.</p>	<p>T-S</p> <p>S-S T-S</p> <p>T-S</p> <p>S T-S</p>	5 mins
EVERYDAY	To provide Ss with	TASK 1: LISTEN AND COMPLETE THE CONVERSATION WITH		7 mins

		<p>- in weaker classes, walks around the class and suggests situations to Ss, e.g. advice about reducing plastic waste, keeping the environment clean, or making homes or schools eco-friendly.</p> <p>** Ss work in pairs to practise their conversations.</p> <p>*** Some pairs act out their conversations to the class.</p> <p>**** Teacher praises Ss for good effort, clean pronunciation, fluent delivery and interesting ideas.</p>	<p>S-S</p> <p>S-S</p> <p>T-S</p>	
CLIL	To pre-teach the meanings and pronunciation of some words/ phrases, so that Ss can use them in their presentation later and can understand the reading passage.	<p>VOCABULARY</p> <p>* Teacher:</p> <ul style="list-style-type: none"> - shows the words one by one, plays the recording and has Ss repeat the sound of the words - has Ss guess the meanings of the words based on pictures, explanations and examples. <p>1. emission (n): an amount of something, especially a gas that harms the environment, that is sent out into the air</p>  <p>2. estimate (v): guess or calculate the cost, size, value, etc. of something</p>  <p>3. average (adj): an average number is the number you get by adding two or more amounts together and dividing the total by the number of amounts</p>	T-S	6 mins

	<p>Find the average volume of water in the bottles.</p>  <p>210 ml 284 ml 220 ml</p> <p>The average volume of water in the bottles is 238 ml.</p> <p>We can find the average by dividing the sum of the values in a set by the number of values in the set.</p> $\begin{array}{r} 210 \\ 284 \\ + 220 \\ \hline 714 \end{array}$ $\begin{array}{r} 238 \\ 3 \overline{) 714} \\ \underline{- 69} \\ 11 \\ \underline{- 9} \\ 24 \\ \underline{- 24} \\ 0 \end{array}$ <p>4. atmosphere (n): the mixture of gases that surrounds the earth</p>  <p>** Ss do as instructed. **** Teacher confirms the meaning, calls on some individual Ss to make sentences with each word.</p>		
To help students learn about carbon footprint and ways to reduce it (through CLIL)	<p>TASK 1: READ THE TEXT AND COMPLETE THE TABLE. (p.26)</p> <p>* Teacher:</p> <ul style="list-style-type: none"> - asks Ss some questions to find out what they already know about the topic, e.g. <ul style="list-style-type: none"> + <i>What is the carbon footprint?</i> + <i>How do you measure it?</i> + <i>Why is it bad to have a large carbon footprint?</i> + <i>How can we reduce it?</i> - asks Ss what they want to know about the topic and write the questions on the board, e.g. 	T-S	9 mins

		<p>+ <i>What is the average carbon footprint for a person (globally/ in Viet Nam)?</i> -> <i>4 tons globally/ 2.2 tons in Viet Nam</i> + <i>What problems are caused by a large carbon footprint?</i> -> <i>Global warming, climate change, extreme weather events</i> + <i>Which countries have the largest carbon footprint?</i> -> <i>China, the USA, India, Russia, Japan</i> + <i>What food has the highest carbon footprint?</i> -> <i>meat, cheese, eggs</i></p> <p>- asks Ss read the text about carbon footprint and complete the table. - walks around the class to offer help, explaining unfamiliar words and answering questions. ** Ss do as instructed. *** Ss share their answers with a partner. **** Teacher: - checks the answers as a class by calling on pairs to write the missing words on the board - goes back to the questions on the board, i.e. the things Ss wanted to know about the topic and asks which of the questions they can answer now and cross them out. <i>Key:</i> 1. <i>CO2</i> 2. <i>global temperatures</i> 3. <i>showers</i> 4. <i>public transport</i></p>	<p>S-S S-S T-S</p>	
To give students an opportunity to personalise the CLIL topic (ways to reduce their carbon footprint)	<p>TASK 2: WORK IN PAIRS. DISCUSS THINGS YOU CAN DO TO REDUCE YOUR CARBON FOOTPRINT. (p.26) * Teacher: - has Ss work in pairs to discuss things they can do to reduce their carbon footprint. - in weaker classes, has Ss underline the ideas in the text so that they can use them in their discussion; and in stronger classes, encourages Ss to come up with their own ideas to reduce their carbon footprint. - reminds them to take notes of their partner’s ways to reduce his/ her carbon footprint</p>	<p>T-S S-S</p>	8 mins	

		<p>** Ss work in pairs to discuss and take notes.</p> <p>**** T calls on some Ss to report their partner's ideas to the class, e.g. <i>Lan thinks that her carbon footprint is not very big, but she'll try to reduce it to further help the environment. First, she'll start cycling to school instead of asking her dad to drive her. Second, she'll stop using plastic bags for groceries. Finally, she'll start drinking filtered tap water instead of buying bottled water.</i></p>	T-S	
CONSOLIDATION	To help students memorise the content of the lesson that they have learned	<p>WRAP-UP</p> <p>Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> - The ways to ask for and give advice - What carbon footprint is and the ways to reduce it in our lives. <p>HOMEWORK</p> <ul style="list-style-type: none"> - Do exercises in the part Looking back and answer the rest questions in Task 1 - Exercises in the workbook - Prepare for Looking back and Project lesson 	T-S	2 mins

UNIT 2: HUMANS AND THE ENVIRONMENT

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- revise the consonant blends /kl/, /pl/, /gr/, /pr/ correctly;
- revise words and phrases related to humans and the environment learnt in the unit;
- revise how to use *will* and *be going to*, and passive voice correctly;
- Plan activities for a Go Green Weekend and give a group presentation about the event.

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 more creative when doing the project;
- Develop self-study skills.

II. MATERIALS

- Grade 10 textbook, Unit 2, Looking back and project
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- Pictures, A0 paper
- Sachmem.vn

Assumptions

Anticipated difficulties	Solutions
Students may have underdeveloped presentation skills.	Give them a suggested checklist for peer assessment and ask them to read carefully and try to practise in advance and apply those techniques in their presentation.

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 2: HUMANS AND THE ENVIRONMENT</p> <p style="text-align: center;">Lesson 8: Looking back and Project</p> <p>* Warm-up: The last man standing</p> <p>I. Looking back</p> <p>Pronunciation: Listen and underline.</p> <p>Vocabulary: Complete the sentences.</p> <p>Grammar: Choose the best answers.</p> <p>II. Project</p> <p>Go Green Weekend</p> <p>* Consolidation</p>

III. PROCEDURES

Notes:

In each activity, each step will be represented as following:

- * Deliver the task
- ** Implement the task
- *** Discuss
- **** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
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WARM-UP	<ul style="list-style-type: none"> - To arouse the classroom atmosphere. - To help students revise words/ phrases related to the topic 	GAME: THE LAST MAN STANDING Rules: <ul style="list-style-type: none"> - T has 10 Ss form a circle and stands at a center with a ball. - T speaks out a word related to the topic <i>Humans and the environment</i> and pass the ball to one student. Let him/her toss it to another student as he/she names the word related to the theme. - If Ss repeat a word or can't say any more words, they need to sit down. - The last student standing wins the game. * Teacher: <ul style="list-style-type: none"> - Invites 10 Ss to form a circle and stand at a center with a ball. - Explains the game rules to Ss ** Ss do as instructed. **** Teacher praises the Ss with the most words and the most interesting words/ phrases.	T-S S-S T-S	5 mins
LOOKING BACK	To help students revise /kl/, /pl/, /gr/ and /pr/	PRONUNCIATION Listen and underline the words with the consonant blends /kl/, /pl/, /gr/ or /pr/. Then practise reading the sentences. (p.26) * Teacher: <ul style="list-style-type: none"> - asks Ss to listen to the recording and underline the words that have the consonant blends /kl/, /pl/, /gr/ or /pr/. - asks individual Ss to write the words with the consonant blends on the board and has them read those words several times. - plays the recording again, pausing after each sentence for Ss to repeat. - puts Ss in pairs and has them practise reading the sentences together. ** Ss do as instructed. **** Teacher goes round to offer help and collect common mistakes if Ss have to correct as a class. Key: <ol style="list-style-type: none"> 1. <u>The professor</u> is <u>proud</u> of the results of our <u>project</u>. 2. <u>Grass</u> is <u>growing</u> on the <u>ground</u>. 3. Those toy <u>planes</u> are made of <u>plastic</u>. 4. <u>Click</u> the button to become a member of the <u>club</u>. 	T-S S-S T-S	6 mins
	To help students	VOCABULARY		5 mins

	revise words and phrases related to human activities and the environment, which they have learnt in the unit.	Complete the sentences. Use the words and phrases in the box. (p.26) * Teacher asks Ss to complete the sentences by using the words and phrases in the box individually. ** Ss do as instructed. *** Ss compare their answers with a partner. **** Teacher checks the answers by asking individual Ss to write the missing words/ phrases on the board. <i>Key:</i> 1. <i>green lifestyle</i> 2. <i>carbon footprint</i> 3. <i>eco-friendly</i> 4. <i>appliances</i>	T-S S S-S T-S	
	To help Ss revise <i>will</i> and <i>be going to</i> and the passive voice	GRAMMAR Choose the best answers. (p.26) * Teacher asks Ss to choose the answers that best complete the sentences individually. ** Ss do as instructed. *** Ss compare their answers with a partner. **** Teacher: - checks the answers by asking individual Ss to write the sentences on the board - has Ss explain what grammatical form they have used and why. - has Ss read aloud the sentences. <i>Key:</i> 1. <i>is used</i> 2. <i>are planted</i> 3. <i>will pass</i> 4. <i>will</i> 5. <i>are going to travel</i> 6. <i>is going to rain</i>	T-S S S-S T-S	6mins
PROJECT	To provide an opportunity for students to develop their research and	* Teacher: - gives Ss a checklist for peer and self-assessment and explains that they will have to tick the appropriate items while listening to their classmates' presentations and write comments if they have any. (The presenters should	T-S	21 mins

	collaboration skills, and to practise giving an oral presentation.	<p>complete their self-assessment checklist after completing their presentation).</p> <ul style="list-style-type: none"> - goes through the criteria for assessing their talk to make sure Ss are familiar with them. - invites two or three groups to give their presentations and encourages the rest of the class to ask questions at the end. <p>** Ss do as instructed.</p> <p>*** Ss make questions after each presentation.</p> <p>**** Teacher:</p> <ul style="list-style-type: none"> - gives praises and feedback after each presentation and gives marks for their presentation as part of their continuous assessment. - asks Ss to complete the self-assessment table, identifies any difficulties and weak areas and suggests further practice for individual Ss. 	S-S S-S T-S	
CONSOLIDATION	<ul style="list-style-type: none"> - To consolidate what students have learnt in the lesson. - To prepare for the next lesson 	<p>WRAP-UP</p> <p>Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> - Revise the consonant blends /kl/, /pl/, /gr/ and /pr/. - Revise words/ phrases related to the topic <i>Humans and the environment</i>. - Revise <i>will</i> and <i>be going to</i> and passive voice. <p>Homework:</p> <ul style="list-style-type: none"> - Exercises in the workbook - prepare for Unit 3 lesson 1 	T-S	2 mins

APPENDIXES

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
<i>DELIVERY</i>		
- The presenters greeted the audience.		
- The presenters spoke clearly and naturally.		
- The presenters cooperated when delivering their talk.		
- The presenters interacted with the audience.		
- The presenters used some photos /pictures to illustrate their ideas.		
- The presenters concluded their talk appropriately		
<i>CONTENT: The presentation includes the following information about their plan Go Green Weekend</i>		
- activity		
- time		
- place		
- reason		
- expected result		

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
<i>DELIVERY</i>		
- I greeted the audience.		
- I spoke clearly and naturally.		
- I cooperated with my group members when delivering the talk.		
- I interacted with the audience.		
- I used some photos / pictures to illustrate my ideas.		
- I concluded my part of the talk appropriately		
<i>CONTENT: Our presentation includes the following information about our plan for Go Green Weekend</i>		
- activity		
- time		

- place		
- reason		
- expected result		