

UNIT 2: HUMANS AND THE ENVIRONMENT
Period 10 : Lesson 1: Getting started – Go Green Club

I/ Learning outcomes:

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

1. Knowledge:

- Have an overview about the topic Human and the Environment.
- Gain vocabulary to talk about activities to adopt a greener lifestyle.

2. Competences:

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


3. Attributes:

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

II/ Teaching and learning resources:

- Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, and posters

III/ PROCEDURE:

Aims	Content	Outcomes	Steps
ACTIVITY 1: IN TRODUCTION & ENGAGE/ WARM UP (5')			
<ul style="list-style-type: none"> - Introduce the unit topic (Humans and the environment); - Introduce some vocabulary to be learnt in the unit. 	<p>1a. What are they doing? 1b. What for? (2')</p> 	<p>Students' oral prediction about the topic</p> <p>Suggested answer: 2a. collecting garbage on the beach./ cleaning up the beach. 2b. to protect the environment.</p>	<p>Elicit</p> <p>Show the picture to elicit the topic</p>
	<p>2. List the work that you do to protect the environment (3')</p> <p>T gives some cues to help students if they can't do the task.</p>	<p>List of the work to protect the environment</p> <p>Expected answers:</p> <ul style="list-style-type: none"> - planting trees. - collecting garbage. - sweeping school yard/ classrooms. - Saving water, energy. - watering flowers, plants - taking out garbage. - 	<p>Work in pairs to list some of the work that you do to protect the environment on the board</p>
ACTIVITY 2: STUDY/ PRESENTATION (15')			
<ul style="list-style-type: none"> - Understand the related words in the environment. - Introduce the grammar points to be learnt in the unit. 	<p>1. Vocabulary</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 	<p>A list of words in notebook</p>	<p>Elicit</p> <p>Give synonym/ Vietnamese equivalent/ example to elicit vocabulary from Ss</p>



3. carbon footprint (n) /ˌkɑːbən ˈfʊtprɪnt/: a measure of the amount of carbon dioxide that is produced by the activities of a person or company



4. set up (v) /set ʌp/: = establish (synonym)
 5. reduce (v) /rɪˈdʒuːs/ >< increase (antonym)

* **Listen & repeat**

Sts' pronunciation of the words

Listen to the audio/teacher & repeat in chorus then individually

* **Check vocabulary:**

3 Match the verbs or phrasal verbs in A with suitable nouns or noun phrases in B.

A	B
1. raise	a. a club
2. reduce	b. a greener lifestyle
3. clean up	c. awareness
4. adopt	d. your carbon footprint
5. set up	e. the school

- The missing words on the board.
 - Do the task 3.

3 Match the verbs or phrasal verbs in A with suitable nouns or noun phrases in B.

A	B	
1. raise	a. a club	thành lập câu lạc bộ
2. reduce	b. a greener lifestyle	áp dụng lối sống xanh hơn
3. clean up	c. awareness	nâng cao nhận thức
4. adopt	d. your carbon footprint	giảm lượng khí thải cacbon
5. set up	e. the school	đơn vệ sinh trường học

Rub out and remember

2. Listen & read (5')



look at the picture (p.18 - 19) and answer the questions:

- Who are they?
- Where are they?
- What are they doing?
- Is cleaning up the school/ the street/ public places a way to adopt a green

Ss' prediction about the picture

Suggested answers:

- They are students.
- They are at school.
- They are cleaning up the school and planting trees.
- Yes, it is.

Suggested answers:

Set the context for listening and reading the conversation

	<p>lifestyle?</p> <p>* T leads to the new lesson.</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.</p> <p>** Ss do the task individually.</p> <p>*** Ss share their answers with a partner.</p> <p>**** T checks their answers with the whole class.</p> <p>* T has the Ss read the conversation in pairs.</p> <p>** Ss read the conversation.</p> <p>*** One or two pairs read aloud.</p>	<ul style="list-style-type: none"> - adopting a greener lifestyle. - raising local people's awareness of environmental issues. - reducing my carbon footprint 	
ACTIVITY 3: ACTIVATE/ PRACTICE (15')			
<p>Practise reading for specific information</p>	<p>TASK 2: READ AND ANSWER THE QUESTIONS. (p.19)</p> <p>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.</p> <p>** Ss do Task 2 individually first.</p> <p>*** Ss share and discuss with their partners about the key words.</p> <p>**** T corrects their answers as a class.</p> <ol style="list-style-type: none"> 1. <u>Who set up the Go Green Club?</u> 2. <u>What does the club want to achieve?</u> 3. <u>What does Nam think the club will do in the future?</u> 4. <u>What is the first activity of the club?</u> 5. <u>What is Mike keen to do?</u> 6. <u>What do they decide at the end of the conversation?</u> <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><i>Nam will tell Mike the time and the</i></p>	<ul style="list-style-type: none"> - Ss' oral prediction - Ss' answers <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> 	<p>Predict then listen and read the conversation</p> <ul style="list-style-type: none"> - Work in pairs - Peer correction - Teacher's feedback

	<i>place of the club meeting.</i>		
- Identify the present simple and the present continuous, and how they are used in sentences	<p>TASK 4: COMPLETE THE FOLLOWING SENTENCES BASED ON THE CONVERSATION IN TASK 1. (p.19)</p> <hr/> <p>4 Complete the following sentences based on the conversation in</p> <ol style="list-style-type: none"> The club _____ by the Youth Union in Nam's school. The club members _____ clean up the school right after the ceremony. Nam thinks they _____ organise more activities to raise local people's awareness of environmental issues. <p>* T has Ss read each sentence, try to think of a verb or an auxiliary verb that will complete the gap. ** Ss do the task individually. *** Ss share the answers with a peer. **** T asks the whole class to call out the verb forms first, then calls on individual Ss to read the complete sentences.</p>	Completed sentences using the present simple and the present continuous	- Do the task individually - share the answers with a peer. - Teacher's feedback
ACTIVITY 4: CONSOLIDATION/ PRODUCTION (5')			
Help students memorise the target language and skills that they have learned	<p>1.WRAP-UP (3')</p> <p>Watch the video clip and list all the work done to protect the environment in the video</p>	<p>- Ss' list of household chores on the poster</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> - <i>planting trees.</i> - <i>collecting garbage.</i> - <i>sweeping school yard/ classrooms.</i> - <i>Saving water, energy.</i> - <i>watering flowers, plants</i> - <i>taking out garbage.</i> 	<p>Watching and listening</p> <ul style="list-style-type: none"> -Work in 4 groups -Peer correction - Teacher's feedback
Inform students what the final product of the project should be and how students can prepare for it.	<p>2. HOMEWORK (2')</p> <ol style="list-style-type: none"> Exercises in the workbook Project preparation <p>* Teacher:</p> <ul style="list-style-type: none"> - Has Ss look at the last page of Unit 2, the Project lesson and asks them what topic of the project is. - Tells them the project requirements: Ss will have to make a plan for a Go Green Weekend in which they will: <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 	Ss' oral presentation of the research results	Groupwork

	<p>lesson of the unit.</p> <ul style="list-style-type: none"> - Reminds Ss that beside brainstorming Go Green Weekend activities, they: <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. - 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 contribute to the project work. - Helps Ss set deadlines for each task. 		
--	---	--	--

UNIT 2: HUMANS AND THE ENVIRONMENT
Period 11: Lesson 2: Language

I/ Learning outcomes:

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. 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. Attributes:

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

II/ Teaching and learning resources:

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

III. PROCEDURES

Stage	Stage aim	Procedure	Interaction	Time
-------	-----------	-----------	-------------	------

		<p>*** Ss share the answers with the whole class.</p> <p>**** T confirms the correct answer.</p> <p><i>Key: 1. d - 2. e - 3. a - 4. b - 5. c</i></p>		
	To give students practice in using the words/phrases in meaningful contexts.	<p>TASK 2: COMPLETE THE SENTENCES USING THE WORDS OR PHRASES IN 1. (p.20)</p> <p>* Teacher:</p> <ul style="list-style-type: none"> - 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) <p>** Ss work in pairs to discuss and find the answers.</p> <p>*** Ss share the answers with the whole class.</p> <p>**** T confirms the correct answers and asks Ss to give the reasons why they have chosen the word/phrase for each sentence.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. <i>Eco-friendly</i> 2. <i>household appliances</i> 3. <i>carbon footprint</i> 4. <i>energy</i> 5. <i>litter</i> 	T-S S-S S-S T-S	4 mins
	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>	T-S S-S S-S T-S	4 mins
GRAMMAR	<ul style="list-style-type: none"> - To give students an opportunity to revise the use of <i>will</i> and <i>be going to</i> to talk about future actions. - To give students an opportunity to revise the passive voice. 	<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> <ul style="list-style-type: none"> - tells Ss to read the explanations in the Remember! box on page 20 	T-S	6 mins

		<p>and asks Ss questions to elicit the differences between <i>will</i> and <i>be going to</i>, for example:</p> <ul style="list-style-type: none"> + <i>Do both structures talk about the future?</i> + <i>Which auxiliary do we use to talk about plans made at the moment of speaking / before the moment of speaking?</i> + <i>Can we use both structures for predictions?</i> <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. <i>e.g. 1: I don't think; 2: have already made the decision; 3: I'm sure; 4: Look at; 5: I forgot to phone Dad.</i></p> <p>** Ss do as instructed.</p> <p>*** Ss share their answers with a partner.</p> <p>**** T check Ss' answers and asks them to explain their choices (using the clues above).</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. <i>will</i> 2. <i>are going to</i> 3. <i>will</i> 4. <i>is going to</i> 5. <i>will</i> <p>PASSIVE VOICE Rewrite the following sentences using the passive voice. Begin each sentence as shown.</p> <p>* Teacher:</p> <p>- asks Ss to read the explanation in the Remember! box on page 21 and asks Ss questions to check their understanding of the grammar point, for example:</p> <ul style="list-style-type: none"> + <i>When do we use the passive voice?</i> + <i>What do we focus on?</i> + <i>How do we form the passive voice? (the verb be and the past participle of the main verb).</i> 	<p>S-S S-S T-S</p> <p>T-S</p> <p>S-S S-S T-S</p>	<p>6 mins</p>
--	--	--	--	---------------

		<ul style="list-style-type: none"> - in weaker classes, gives more examples to make sure Ss understand the use and forms of the passive voice in different tenses; in stronger classes, has Ss come up with their own example sentences in both passive and active structures. - asks Ss to work independently and rewrite the sentences using the passive voice. - reminds Ss of the correct verb forms in different tenses; of the use of the preposition <i>by</i> to mention the doer of the action. - elicits that if the subject in the active voice is <i>they</i> or <i>we</i>, Ss don't need to indicate the doer in the passive voice. ** Ss do as instructed. *** Ss work in pairs to compare their answers. **** T checks the answers as a class by having individual Ss read out the sentences or write them on the board. <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. <i>A green lifestyle is adopted by more and more people.</i> 2. <i>The rubbish was not put in the bins after the party yesterday by the students.</i> 3. <i>More trees will be planted in the neighbourhood.</i> 4. <i>A lot of clean-up activities are going to be organised by our club this weekend .</i> 5. <i>Important environmental issues were discussed at the meeting.</i> 		
CONSOLIDATION	To help students memorise the target language and skills that they have learned	<p>WRAP-UP</p> <ul style="list-style-type: none"> * Teacher asks: What have you learnt today? - 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
Period 12: 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

III. PROCEDURES

Notes:

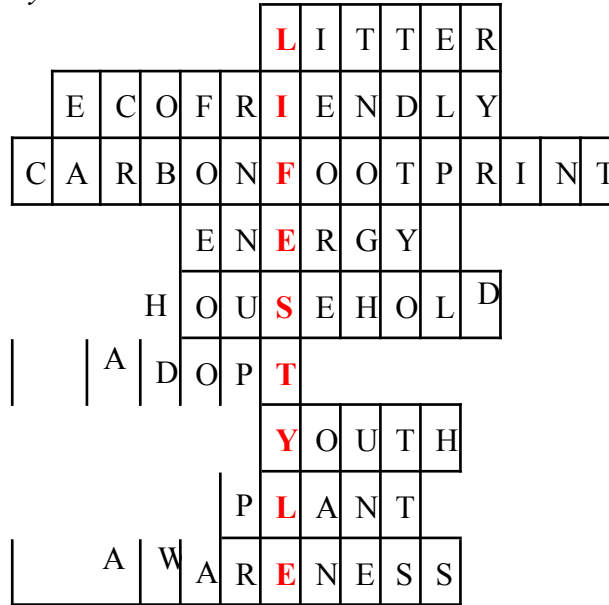
In each activity, each step will be represented as following:

- * 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>CROSSWORD</p> <p>* Teacher:</p> <ul style="list-style-type: none">- 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. <p>** Ss discuss in their teams and say the words out.</p> <p>**** Teacher:</p> <ul style="list-style-type: none">- confirms, shows the answers on the screen and decides the winner.- leads in the lesson. <p>Clues:</p> <ol style="list-style-type: none">1. Rubbish lying in an open or public place2. Causing no harm to the environment3. The amount of carbon dioxide produced by the activities of a person or an organisation4. Power used for driving machines, providing heat and light, etc5. All the people living together in a house or flat6. Start to use a particular method7. The time of life when a person is young,	<p>T-S</p> <p>S-T-S</p> <p>T-S</p>	6 mins

especially the time before a child becomes an adult
 8. Put plants, seeds, etc. in the ground to grow
 9. Interest in and concern about a particular situation or area of interest

Key:



Down word: *LIFESTYLE*

PRE-READING

To help students use key language more appropriately before they read.

VOCABULARY

* T asks Ss to look at the explanation and the photos to guess the meanings of new words.
 ** Ss say the Vietnamese meanings of the words.

1. explosion (n): a violent burst, often with a loud noise



2. method (n): a way of doing st



3. refillable (adj): can be filled again after being empty



4. raw material (n.phr.): any material, such as oil, cotton, or sugar in its natural condition, before it has been processed for use

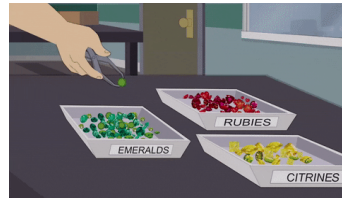
T-S

S-S

5 mins



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.

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

Which pictures show a green lifestyle? Why?

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



S-T-S
T-S

a

b



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.

*** Ss share the answers with the whole class.

**** T confirms and leads in.

Suggested answers:

- *In Picture a, a man goes shopping with lots of plastic bags. It doesn't show a green lifestyle.*

6
mins

		<p><i>Plastic bags pollute the environment since they take time to decay.</i></p> <p><i>- In Picture b, we can see fresh food, which looks organic and is better for our health. It shows a green lifestyle.</i></p> <p><i>- 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.</i></p> <p><i>- 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.</i></p>	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</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><i>Key: A</i></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: * 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><i>Suggested answers:</i></p> <p><i>1. a 2. b 3. A 4. a</i></p>	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</p>	7 mins
	To help students practise reading for specific information	<p>TASK 4:</p> <p>* T has Ss read the statements and underline the key words, read through the text to locate the answers, and then read again paying attention only to the parts of the text that contain the answers.</p> <p>T explains that the information in the statements is paraphrased and asks if they</p>	T-S	7mins

		<p>understand some difficult words such as compulsory, plastic waste and break down.</p> <p>** Ss work in pairs to compare the information in each statement with information from the text.</p> <p>*** Ss share the answers with the whole class.</p> <p>**** Teacher confirms the correct answers and asks Ss to correct the false statements.</p> <p><i>Suggested answers:</i></p> <p>1. <i>F (compulsory -> a choice)</i></p> <p>2. <i>T</i></p> <p>3. <i>T</i></p> <p>4. <i>F (not encouraged -> encouraged)</i></p>	<p>S-S</p> <p>S-S</p> <p>T-S</p>	
POST-READING	To help students use the ideas and language in the reading to talk about ways to live green.	<p>TASK 5: WORK IN PAIRS. DISCUSS THE FOLLOWING QUESTION. (p.22)</p> <p><i>In your opinion, which of the suggestions in the text is the easiest way to live green?</i></p> <p>* Teacher:</p> <p>- asks Ss to read the text again and note down the four ways to live green.</p> <p>- encourages them to explain their answers using as many reasons as possible.</p> <p>** Ss work in pairs and discuss which of the suggestions is the easiest to do.</p> <p>*** Some pairs present a summary of their discussion with the whole class.</p> <p>**** T gives comments, collects common mistakes to correct.</p> <p><i>Suggested answers: In my/ our opinion, turning off household appliances when they are not in use is the easiest way to live green because we can do this right at home. We don't need any equipment or training for this.</i></p>	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</p>	7 mins
CONSOLIDATION	<p>- To consolidate what students have learnt in the lesson.</p> <p>- To prepare for the next lesson.</p>	<p>WRAP-UP</p> <p>Teacher asks: What have you learnt today?</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>	T-S	2 mins

UNIT 2: HUMANS AND THE ENVIRONMENT
Period 13: Lesson 4: Speaking

I/ Learning outcomes:


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

1. **Knowledge:**
 - gain vocabulary to talk about ways to live green
2. **Competences:**
 - develop communication skills;
 - be collaborative and supportive in pair work and team work;
 - actively join in class activities.
3. **Attributes:**
 - be aware of the importance of a green lifestyle.

II/ Teaching and learning resources:

Tape (CD), Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, posters

III/ PROCEDURE:

Aims	Content	Outcomes	Steps
ACTIVITY 1: WARM UP (3')			
<p>- Introduce the unit topic (Humans and the environment);</p> <p>- Introduce some vocabulary to be learnt in the unit.</p>	<p>What are the pictures about?</p> 	<p>Students' oral prediction about the topic</p> <p>Suggested answer: Living green/ green lifestyle</p>	<p>Elicit Show the pictures to elicit the topic</p>
ACTIVITY 2: PRE-SPEAKING (20')			
<p>To pre-teach some vocabulary so that students can understand the meanings and use them correctly in main speaking tasks.</p>	<p>VOCABULARY (6')</p> <p>* Teacher:</p> <ul style="list-style-type: none"> - shows the words one by one, models and has Ss repeat the words. - has Ss guess the meanings of the words based on pictures, explanations or examples. <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) /'kemɪkəl/: a substance obtained by or used in a chemical process</p>	<p>A list of words in notebook</p>	<p>Elicit Give idiom, pictures definition, example to elicit vocabulary from Ss</p>



3. shade (n) /ʃeɪd/: slight darkness caused by something blocking the direct light from the sun



4. break down (phv) /breɪk daʊn/:
to divide something into smaller parts
T confirms the meanings, calls on some individual Ss to make sentences with each word.

To introduce more ideas for the main speaking tasks and get students involved in the lesson

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) (6')

* 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 column.

** Ss do as instructed.

*** Some individual Ss share their answers with the whole class.

**** T confirms the correct answers.

Activities	Should	Shouldn't
1. Leaving your appliances on when not in use		✓
2. Recycling your used items	✓	
3. Using plastic bags when shopping		✓
4. Buying organic food	✓	
5. Dropping litter in the street		✓
6. Planting trees	✓	

Ss' prediction about the activities

Suggested answers:

1. shouldn't
2. should
3. shouldn't
4. should
5. shouldn't
6. should

Set the context for speaking

<p>To introduce more ideas for the main speaking task and get students involved in the lesson</p>	<p>TASK 2: THE TABLE BELOW PRESENTS THE REASONS WHY TEENAGERS SHOULD OR SHOULDN'T DO THE ACTIVITIES IN 1. WORK IN PAIRS AND MATCH THEM WITH THE ACTIVITIES. (p.23) (8')</p> <p>* Teacher:</p> <ul style="list-style-type: none"> - has Ss read the reasons, and discuss with a peer to do the matching. - reminds them that besides using <i>because</i>, they can use <i>since/ as/ due to the fact that/ on the ground that</i> to express reasons and encourages them to give more reasons and makes small exchanges after doing the matching, e.g. <p><i>Student A: Why shouldn't you leave your appliances on when not in use?</i></p> <p><i>Student B: Because this wastes electricity and creates dangerous situations. Why should you recycle your used items?</i></p> <p><i>Student A: Since this protects natural resources.</i></p> <p>** Ss do as instructed.</p> <p>*** Ss share the answers with the whole class.</p> <p>**** Teacher confirms the correct answers and calls on some pairs to make small exchanges like the one above.</p>	<p><i>Matched reason with the activities</i></p> <p>Suggested answers: <i>a - 5; b - 1; c - 3; d - 4; e - 2; f - 6</i></p>	<p>Set the context for speaking</p>
<p>ACTIVITY 3: WHILE-SPEAKING (15')</p>			
<p>To give students an opportunity to discuss ideas in groups and share with the rest of the class.</p>	<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 of 5, discuss 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>*** T invites 3 groups to share their ideas with the rest of the class, other groups can put questions.</p> <p>**** Teacher praises Ss for interesting and imaginative ideas, and for providing well-formulated reasons.</p>	<p>Ss' oral presentation</p> <p>Example: <i>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>	<ul style="list-style-type: none"> - Groupwork - Teacher's feedback
<p>ACTIVITY 4: POST-SPEAKING (7')</p>			
<p>Help students memorise the target language and skills that they have learnt</p>	<p>1.WRAP-UP (5')</p> <p>T asks Ss to close the books and answer the questions:</p> <p>What should you do to live green?</p> <p>What shouldn't you do to live green?</p>	<p>Ss' answers</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> - Use renewable energy 	<ul style="list-style-type: none"> - Pair work -Peer correction -Teacher's feedback

		<ul style="list-style-type: none"> - Stop throwing out food - Use compost - Save water - Use public transportation 	
	2. HOMEWORK (2') <ul style="list-style-type: none"> - Learn the vocabulary by heart - Prepare for the next lesson: Unit 2- Lesson 5: Listening 		

UNIT 2: HUMANS AND THE ENVIRONMENT

Period 14: Lesson 5: Listening

I/ Learning outcomes:

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

4. Knowledge:

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

5. Competences:

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


6. Attributes:



- 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/ Teaching and learning resources:

Tape (CD), Tivi, speakers, textbook, teacher's book, handouts, cell phones, pictures, laptop.

III/ PROCEDURE:

Aims	Content	Outcomes	Steps
ACTIVITY 1: WARM UP (5')			
<ul style="list-style-type: none"> - To arouse the classroom atmosphere. - To get students be actively involved in the lesson. 	Game: GUESSING WORDS	<i>List of words related to the topic</i> <i>Set 1: adopt, litter, eco-friendly</i> <i>Set 2: sort, awareness, household appliances</i>	<ul style="list-style-type: none"> - T divides class into 2 teams. - T introduces the rule of game: - T leads into the new lesson.
ACTIVITY 2: PRE-LISTENING (10')			
To pre-teach the pronunciation and the meaning of some vocabulary so that students can understand the content of the listening.	<p>* Teaching Vocabulary</p> <p>1. schedule (n): a plan that lists all the work that you have to do and when you must do each thing.</p> 	List of words in Ss' notebook	T uses some techniques in teaching Vocab: picture, example, explanation,

	<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> <p>4. delivery (n): the act of taking goods, letters, parcels, etc. to people's houses or places of work.</p>  <p>* Checking Vocabulary: Slap the board</p>		
<p>To introduce the topic of the listening and activate Ss' prior knowledge</p>	<p>Task 1: Look at the picture and answer the question: What are they doing? Why?</p> 	<p>Ss' answers about the picture. Suggested answer: <i>The students are picking up rubbish, bottles and plastic bags; They are watering plants and trees.</i></p>	<p>- T has Ss work in pairs and tell their partner about what they see in the picture. - Ss discuss with their friends. - T invites some pairs to share their ideas. - T gives feedback.</p>

ACTIVITY 3: WHILE-LISTENING (15')

<p>- To help Ss practise listening for specific information.</p>	<p>Listen to an announcement about a Go Green Weekend event and do the following tasks.</p> <p>Task 2: Multiple choice: Choose the best answer</p> <p>1/ A Go Green Weekend event is being organized</p> <p>A. the upcoming Friday B. the upcoming Saturday C. the upcoming Sunday D. the upcoming Thursday</p> <p>2/ How many teams will be at a Go Green Weekend event? A. 2 B. 3 C. 4 D. 5</p> <p>3/ The Clean-up team will take the responsibility for cleaning</p> <p>A. the central park B. the central museum C. the central market D. the central pub</p> <p>4/ Items from local residents will be collected by</p> <p>A. the Donation Team B. the Media Team C. the Clean-up Team D. None of the above Teams</p>	<p>Completed sentences. Suggested answer:</p> <p>Task 2:</p> <p>1- C 2- B 3 - A 4 - A 5 - D</p> <p>Task 3:</p> <p>1 - C 2 - A 3 - B</p>	<p>- T gives handouts to Ss, asks them to work in groups of four, look at the handouts and have an overview of the two tasks. - T asks Ss to listen to the recording 3 times and do two tasks. - T lets Ss play the game on KAHOOT and has Ss check the answer by listening again. - Teams having the highest marks will be the winner. - T gives feedback.</p>
--	---	---	---

	<p>5/ The Media Team will be responsible for</p> <p>A. picking up rubbish, bottles and plastic bags</p> <p>B. sorting used items and putting them into the correct bags</p> <p>C. watering small trees and flowers</p> <p>D. posting pictures of the event on the club's website</p> <p>Task 3: Matching: Match the activities below with the corresponding team.</p> <table border="1" data-bbox="363 497 919 869"> <thead> <tr> <th data-bbox="363 497 639 533">A</th> <th data-bbox="639 497 919 533">B</th> </tr> </thead> <tbody> <tr> <td data-bbox="363 533 639 609">1. The Media Team</td> <td data-bbox="639 533 919 609">A. Watering small trees and flowers</td> </tr> <tr> <td data-bbox="363 609 639 721">2. The Clean-up Team</td> <td data-bbox="639 609 919 721">B. Putting used items into the correct bags</td> </tr> <tr> <td data-bbox="363 721 639 869">3. The Donation Team</td> <td data-bbox="639 721 919 869">C. Making suggestions for the club's future activities</td> </tr> </tbody> </table>	A	B	1. The Media Team	A. Watering small trees and flowers	2. The Clean-up Team	B. Putting used items into the correct bags	3. The Donation Team	C. Making suggestions for the club's future activities	<p><i>Matched activities with the corresponding team</i></p>	
A	B										
1. The Media Team	A. Watering small trees and flowers										
2. The Clean-up Team	B. Putting used items into the correct bags										
3. The Donation Team	C. Making suggestions for the club's future activities										

ACTIVITY 4: POST-LISTENING (10')

<p>To give students an opportunity to personalise the language and ideas from the listening in a speaking task.</p>	<p>DISCUSSION:</p> <p>“If you have to organize a green event in your area, what will you do?”</p> <p>Cues:</p> <p>+ <i>Have you ever taken part in an environmental activity or event?</i></p> <p>+ <i>How many times have you participated in such activities or events?</i></p> <p>+ <i>What did you do there?</i></p> <p>+ <i>How did you feel?</i></p>	<p>Ss' oral presentation.</p>	<p>- T asks Ss to work in groups of four and discuss the question.</p> <p>- T gives Ss some cues/ questions to answer.</p> <p>- T invites some Ss to present and lets other Ss give feedback.</p> <p>- T comments.</p>
---	---	-------------------------------	--

ACTIVITY 5: CONSOLIDATION (3')

<p>To help students memorise the content of the lesson</p>	<p>WRAP UP: PICKING UP</p> <p><i>What have just been mentioned in the lesson? Pick them up.</i></p> <p>- 4 new words: schedule, specific, donation, delivery</p> <p>- Green products</p> <p>- Go Green Club</p> <p>- Green living</p> <p>- Holding a green event in the area.</p>	<p>4 new words.</p> <p>Suggested answer:</p> <p>: schedule, specific, donation, delivery</p> <p>- Green living</p> <p>- Holding a green event in the area.</p>	<p>- T shows the screen about the content of the lesson and asks Ss to pick up the right content of the lesson.</p> <p>- T invites some Ss to answer and lets the others give feedback.</p> <p>- T comments.</p>
--	--	---	--

HOMEWORK (2')

<p>Inform students what the final product of the speaking topic.</p>	<p>Work in individual to talk about the ways to hold a green event in your area. Then, post your video clip on the link: https://flip.com/e234a15f</p>	<p>Ss' video clip on the link of Flipgrid</p>	<p>T gives Ss homework to do.</p>
--	---	---	-----------------------------------

UNIT 2: HUMAN AND THE ENVIRONMENT

Period 15: Lesson 6: Writing

I/ Learning outcomes:

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

7. Knowledge:

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

8. Competences:

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

9. Attributes:

- 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/ Teaching and learning resources:

- Grade 10 textbook, Unit 2, writing
- Computer connected to the Internet
- Projector/ TV/ sub-board

III/ PROCEDURE:

Aims	Content	Outcomes	Steps
ACTIVITY 1: WARM UP (6')			
- To arouse the classroom atmosphere. - To get students be actively involved in the lesson.	GAME: RUNNING MAN (6')	List of some ways to protect the environment Expected answers: <i>Buying organic foods</i> <i>Not using plastic bags</i> <i>Planting trees</i>	List Work in groups to list the ways to protect the environment on the board
ACTIVITY 2: PRE - WRITING (6')			
- To help students recall some suggestions for improving the environment	MATCH (6') Match the suggestions for improving the environment with their expected results. (p.25)	Ss' oral presentation Key: <i>1.c</i> <i>2.a</i> <i>3.b</i>	Match Work in pairs to match the suggestions for improving the environment with expected results
ACTIVITY 3: WHILE-WRITING (18')			
To provide students with a model of a well-structured paragraph and practice in using connectors to link sentences.	1/ FILL IN THE BLANKS (8') Read the incomplete paragraph about ways to improve the environment. Fill in the blanks with the words and phrases from the box. (p.25).	Completed paragraph with the words and phrases provided Key: <i>1. First</i> <i>2. For example</i> <i>3. In conclusion</i>	- be provided with an incomplete example as a model for their writing. - recall the information about the structure of a paragraph - Work in pairs

			- Teacher's feedback																		
To help students practise developing ideas and writing a paragraph	2 COMPLETE THE PARAGRAPH (10') 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)	A completed paragraph using more suggestions	- Work in groups of four																		
ACTIVITY 4: POST-WRITING (14')																					
To give students an opportunity to recognize the common mistakes so that they can avoid in writing	1. CORRECTION (12') a. PEER CORRECTION - T explains the marking symbols in the following table. <div style="text-align: center;">Marking symbols in writing</div> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Short form</th> <th>Full form</th> <th>Examples</th> </tr> </thead> <tbody> <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> </tbody> </table> b. CLASS CORRECTION - T writes Ss' common mistakes on the board, asks Ss to check whether they make the same mistakes in their writing.	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	Ss' recognition of mistakes Sample answer: <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>	- exchange their writing, read their partner's writing and write the symbols next to mistakes that they can find like the ones (following the table provided). - Correct those mistakes as a class. - Teacher's feedback
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																			
To help students memorise the content of the lesson	2. WRAP-UP (1') We have practised writing a paragraph about suggestions to improve the environment. 3. HOMEWORK (1') - Exercises in the workbook - Prepare for Communication and Culture lesson	Ss' oral presentation	Individual																		

UNIT 2: HUMANS AND THE ENVIRONMENT
Period 16: Lesson 7: Communication and Culture/ CLIL

I/ Learning outcomes:

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

10. Knowledge:

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

11. Competences:

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

12. Attributes:

- 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/ Teaching and learning resources:

Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop

III/ PROCEDURE:

Aims	Content	Outcomes	Steps
ACTIVITY 1: WARM UP (6')			
- To arouse the classroom atmosphere. - To help students revise words/ phrases related to the topic	1. Game: RUNNING MAN - words / phrases related to the topic <i>Humans and the Environment</i>	List of words/ phrases related to the topic Suggested answers: - <i>Green lifestyle</i> - <i>Eco-friendly</i> - <i>Plastic bags</i> - <i>Zero waste</i> - <i>Carbon footprint</i>	- Team work - Each team takes turns to run to the board and write a word/ phrase related to the topic <i>Humans and the Environment</i> - confirms the correct word/ phrase
EVERYDAY ENGLISH - ACTIVITY 2: STUDY/ PRACTICE (8')			
- To provide Ss with an example conversation in which people ask for and give advice about ways to find information for the presentation.	Task 1: Listen and complete the conversation with the expressions in the box. Then practise it in pairs. (p.25)	Completed conversation with the expressions provided Suggested answers: 1. <i>B</i> 2. <i>A</i> 3. <i>D</i> 4. <i>C</i>	- asks Ss to read through the expressions in the box and the incomplete conversation - plays the recording once or twice - Ss do - checks the answers
	Practice	Ss' practice	- asks Ss to practise the conversation in pairs then read aloud.
EVERYDAY ENGLISH - ACTIVITY 3: PRODUCTION (10')			
To help Ss practise ways of asking for and giving advice about green living	Task 2: Work in pairs. Make a similar conversation asking for and giving advice about green living. Use the expressions below to help you. (p.25)	Ss' conversation asking for and giving advice about green living.	- brainstorms green living ideas and writes them on the board - revises common expressions used to ask for and give advice - asks Ss to work in pairs - gives them some minutes to think about specific green issues that they want to include in their conversation. - act out their conversations - Feedback

CLIL - ACTIVITY 4: PRACTICE (10')			
To help Ss to know the meanings and pronunciation of some words/ phrases, so that Ss can use them in their presentation later and can understand the reading passage.	Vocabulary 1. emission /ɪ'mɪʃn/ (n): khí thải 2. estimate /'estɪmeɪt/ (v): ước tính 3. average /'ævərɪdʒ/ (adj): trung bình 4. atmosphere /'ætməsfɪə(r)/ (n): bầu khí quyển	List of some words/ phrases in Ss; notebook	- shows the words one by one, plays the recording and has Ss repeat the sound of the words
To help students learn about carbon footprint and ways to reduce it (through CLIL)	Task 1: Read the text and complete the table. (p.26)	Completed table Suggested answers: 1. CO2 2. global temperatures 3. showers 4. public transport	- asks Ss read the text and complete the table. - Ss do - Ss share their answers with a partner. - Feedback
CLIL - ACTIVITY 5: PRODUCTION (8')			
- To give students an opportunity to personalise the CLIL topic (ways to reduce their carbon footprint)	Task 2: Work in pairs. Discuss things you can do to reduce your carbon footprint. (p.26)	- Students' oral presentation Suggested answers: <i>We think that our carbon footprint is not very big, but we'll try to reduce it to further help the environment. First, we'll start cycling to school instead of asking our parents to drive us. Second, we'll stop using plastic bags for groceries. Finally, we'll start drinking filtered tap water instead of buying bottled water.</i>	- work in pairs to discuss things they can do to reduce their carbon footprint. - underline the ideas in the text so that Ss can use them in their discussion - calls on some pairs to report their ideas to the class
ACTIVITY 6: CONSOLIDATION (3')			
To help students memorise the content of the lesson that they have learned To inform what students do at home	Wrap-up - The ways to ask for and give advice - the ways to reduce carbon footprint in our lives Homework - Exercises in the workbook - Prepare for Looking back and Project lesson	.	- Individual work

I/ Learning outcomes:

By the end of this lesson, Ss 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. Competences:

- 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. Attributes:

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

II/ Teaching and learning resources:

Tape (CD), Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, posters

III/ PROCEDURE

Aims	Content	Outcomes	Steps
ACTIVITY 1: WARM-UP (5')			
- To arouse the classroom atmosphere. - To help students revise words/phrases related to the topic	WARM-UP <i>The last man standing</i>	List of words/ phrases related to the topic	-T explains the game rules to Ss - Ss do as instructed.
ACTIVITY 2: LOOKING BACK (20')			
To help students revise /kl/, /pl/, /gr/ and /pr/	1. PRONUNCIATION <i>Listen and underline the words with the consonant blends /kl/, /pl/, /gr/ or /pr/. Then practise reading the sentences. (p.26)</i>	Pronounced words with the consonant blends /kl/, /pl/, /gr/ and /pr/ 1. <i>The <u>professor</u> is <u>proud</u> of the results of our <u>project</u>.</i> 2. <i><u>Grass</u> is <u>growing</u> on the <u>ground</u>.</i> 3. <i>Those toy <u>planes</u> are made of <u>plastic</u>.</i> 4. <i><u>Click</u> the button to become a member of the <u>club</u>.</i>	*T asks Ss to listen to the recording and underline the words that have the consonant blends /kl/, /pl/, /gr/ or /pr/. - T asks individual Ss to write the words with the consonant blends on the board and has them read those words several times. - T plays the recording again, pausing after each sentence for Ss to repeat. - T puts Ss in pairs and has them practise reading the sentences together. *Ss do as instructed.

- To help students revise words and phrases related to human activities and the environment, which they have learnt in the unit.	2. VOCABULARY <i>Complete the sentences. Use the words and phrases in the box. (p.26)</i>	Completed sentences with the words and phrases provided Key: 1. <i>green lifestyle</i> 2. <i>carbon footprint</i> 3. <i>eco-friendly</i> 4. <i>appliances</i>	* Teacher asks Ss to complete the sentences by using the words and phrases in the box individually. *Ss do as instructed.
- To help Ss revise <i>will</i> and <i>be going to</i> and the passive voice	3. GRAMMAR <i>Choose the best answers. (p.26)</i>	Completed sentences using <i>will</i> and <i>be going to</i> and the passive voice.	*Teacher asks Ss to choose the answers that best complete the sentences individually. *Ss do as instructed.
ACTIVITY 3: PROJECT (15')			
- To provide an opportunity for students to develop their research and collaboration skills, and to practise giving an oral presentation.	GO GREEN WEEKEND <i>Make a plan for a Go Green Weekend event. (P.27)</i>	* Ss' oral presentation about the research	* T gives Ss a checklist for peer and self-assessment. - T goes through the criteria for assessing their talk. - T invites two or three groups to give their presentations and encourages the rest of the class to ask questions at the end. *Ss do as instructed.
ACTIVITY 4: CONSOLIDATION/ PRODUCTION (5')			
- To consolidate what students have learnt in the lesson.	1.WRAP-UP (3') List of what Sts have learnt	- Ss' list of what they have learnt today	*Teacher asks: <i>What have you learnt today?</i> *Sts answer
-To prepare for the next lesson	2. HOMEWORK (2') - Exercises in the workbook - Preparation for Unit 3-lesson 1		*T instructs *Ss take notes

Period 18: Lesson 1: Getting started – A talented artist

I. LEARNING OUTCOMES:

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

1. Knowledge

- gain an overview about the vocabulary related to the topic Music and main grammatical points taught in this unit;
- gain vocabulary to talk about their musical idols.

2. Core competence

- develop communication skills;
- be collaborative and supportive in pair work and teamwork;
- actively join in class activities.



3. Attributes




- develop a positive attitude towards music;
- be aware of the important role of music in our life.

II. MATERIALS

- Grade 10 textbook, Unit 3, Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards

III. PROCEDURES

Stage aim	Steps	Procedure	Outcomes
ACTIVITY 1: WARM-UP (5mins)			
<ul style="list-style-type: none"> - To create a friendly and lively atmosphere in the classroom by listening some English song then guess these names. - To lead into the new unit 	<p>Introduce</p>	<p>Listen to some pieces of music and guess the name of the songs.</p> <ul style="list-style-type: none"> - Divide class into 4 groups Song 1: How long Song 2: we don't talk any more Song 3: Attention Song 4: Let her go Song 5: See you again - asks Ss some questions and leads in the lesson. + Whose songs are these? (They are Charlie Puth .) + What is his kind of music? (Pop music) + Is he a talented singer? (Yes, he is) 	<ul style="list-style-type: none"> - Ss' prediction about the topic
ACTIVITY 2: PRESENTATION (15mins)			
<ul style="list-style-type: none"> - Understand the related words in the conversation - Introduce the grammar points to be learnt in the unit. 	<p>Elicit</p> <p>Give pictures to elicit vocabulary from Ss</p>	<p>2.1 Vocabulary</p> <ol style="list-style-type: none"> 1. talented (adj) /'tæləntɪd/: having a natural ability to do something well  <ol style="list-style-type: none"> 2. musical instrument (n) /,mju:zɪkl 'ɪnstrəmənt/: an object used for producing musical sounds, e.g.  <p>a piano or a drum</p>	<ul style="list-style-type: none"> - A list of words in notebook

		<p>3. trumpet (n) /'trʌmpɪt/: a brass musical instrument made of a curved metal tube that you blow into, with three valves for changing the note</p>  <p>4. perform (v) /pə'fɔ:m/: entertain an audience by playing a piece of music, acting in a play, etc.</p>  <p>- Shows the Vietnamese meaning, plays the recordings and asks Ss to repeat them. - Checking vocabulary: Matching</p>	<p>- Ss' pronunciation of the words</p> <p>- The words related to the pictures</p>
	<p>- Set the context for listening and reading the conversation</p>	<p>2.2 LISTEN AND READ. (Ex.1, p.28) - Sets the context for listening by having Ss look at the picture (p.28) and answer the questions</p>  <p>+ Where are they? (at home/ in the living room) + Who is the boy? (a singer) + What are they doing? (The boy is singing on the stage. The girls are watching a live programme and cheering.)</p>	<p>- Ss' prediction about the picture</p>
ACTIVITY 3: PRACTICE (15mins)			
<p>- To practise reading for specific information - To develop Ss' vocabulary of the topic Music - To check Ss'</p>	<p>Reading for specific information - Work individually</p>	<p>3.1 READ THE CONVERSATION AGAIN AND ANSWER THE QUESTIONS. (Ex.2, p.29)</p> <ol style="list-style-type: none"> 1. <u>Who</u> are Ann and Mai <u>talking about</u>? 2. <u>What</u> is he <u>good at</u>? 3. <u>What</u> <u>made</u> him <u>popular</u>? 	<p>Questions answered Key: 1. They are talking about a young pop singer. 2. He is good at writing music</p>

comprehension of the conversation			<i>and playing many musical instruments.</i> 3. His cover song videos made him popular.
	Find out words and phrases related to music Work in groups of four	3.2 FIND WORDS OR PHRASES IN THE CONVERSATION WHICH REFERS TO... (Ex.3, p.29) - Read the four categories and brainstorm words or phrases to check their prior knowledge, e.g. types of music: Rock and roll, Jazz, Pop, Classical. - Read the conversation quickly again, and find the words or phrases that refer to the categories.	Words or phrases related to music Key: 1. pop 2. Grammy, Billboard Music and Teen Choice Awards 3. piano, drums, guitar, and trumpet 4. social media
	Matching Work in pairs	3.3 MATCH THE TWO PARTS TO MAKE COMPLETE SENTENCES. (Ex. 4, p. 29) -Read the two parts of each of the four sentences and checks comprehension. - Elicits the target grammar point(s), e.g. 1. compound sentence, <i>to</i> -infinitive; 2. bare infinitive; 3. <i>to</i> -infinitive; 4. compound sentence.	Completed sentences Key: 1. d; 2. c; 3. b; 4. a
ACTIVITY 4: PRODUCTION (5mins)			
- To help Ss practise talking about their musical idol. - To give students authentic practice in using target language.	Speaking Work in pair	TALK ABOUT YOUR FAVOURITE SINGER OR MUSICAL BAND. You should mention : +Name: She/He is.... +Type of music: Her/His type of music is.... +Hobby: She/He likes..... + Her/his famous song you like best: I like.....	Ss ' oral presentation
ACTIVITY 5: CONSOLIDATION (5mins)			
- To help Ss memorize the target language and skills that they have learned. - To inform Ss what the final product of the Project should be like and how Ss can prepare for it.	Group work	Wrap-up - “ What have you learnt today?” - Some lexical items about Music - Talking about musical idols. Homework 1. Exercises in the workbook 2. Project preparation - Ask Ss to open their books at the last page of Unit 3, the Project section, look at the pictures and say what the topic of the Project is (a form of traditional music). - Tell Ss about the Project requirements: Ss will have to:	-Ss' list of type of music/ musical instrument -Ss's oral presentation of musical idols - Ss' oral

		+ do research on a form of traditional music in Viet Nam or another country + include information related to the points stated on the Project page or prepare a poster (drawing, pictures) presenting the research results. + give an oral presentation of the research results in the last lesson of the unit. - how they can get the information (search the Internet, read newspapers, go to the library, talk to experts, etc.).	presentation of the research results
--	--	--	--------------------------------------

UNIT 3: MUSIC

Period 19: Lesson 2: Language

I/ Learning outcomes:

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

13. Knowledge:

- pronounce two-syllable words with correct stress;
- understand and use words and phrases related to music;
- use conjunctions to make compound sentences;
- use *to*-infinitives and bare infinitives after some verbs.

14. Competences:

- be collaborative and supportive in pair work and team work
- access and consolidate information from a variety of sources
- actively join in class activities

15. Attributes:

- be willing to learn new language points
- be aware of the important role of music in life.

II/ Teaching and learning resources:

Tivi, speakers, textbook, teacher's book, handouts, laptop, sachmem.vn

III/ PROCEDURE:

Aims	Content	Outcomes	Implementation																																								
ACTIVITY 1: WARM UP (5')																																											
<ul style="list-style-type: none"> • To arouse the classroom atmosphere • To lead in the lesson 	1. Board game: (5') <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>S</td><td>I</td><td>N</td><td>G</td><td>E</td><td>R</td><td></td></tr> <tr><td>F</td><td>A</td><td>M</td><td>O</td><td>U</td><td>S</td><td></td><td></td></tr> <tr><td>A</td><td>T</td><td>T</td><td>R</td><td>A</td><td>C</td><td>T</td><td></td></tr> <tr><td></td><td>A</td><td>R</td><td>T</td><td>I</td><td>S</td><td>T</td><td></td></tr> <tr><td>P</td><td>E</td><td>R</td><td>F</td><td>O</td><td>R</td><td>M</td><td></td></tr> </table>		S	I	N	G	E	R		F	A	M	O	U	S			A	T	T	R	A	C	T			A	R	T	I	S	T		P	E	R	F	O	R	M		Ss' oral answers about the two-syllable words related to the topic Music.	Lead-in
	S	I	N	G	E	R																																					
F	A	M	O	U	S																																						
A	T	T	R	A	C	T																																					
	A	R	T	I	S	T																																					
P	E	R	F	O	R	M																																					
ACTIVITY 2: STUDY/ PRESENTATION (5')																																											
To give Ss practice in identifying the stressed syllables in two-syllable words and pronouncing these words.	I. PRONUNCIATION 1. LISTEN AND REPEAT. PAY ATTENTION TO THE STRESSED SYLLABLE IN EACH WORD. <i>(Ex.1, p.29)</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Stress on the first syllable</td> <td style="text-align: center;">Stress on the second syllable</td> </tr> </table>	Stress on the first syllable	Stress on the second syllable	Ss' pronunciation of the words. Rules: - Most two-syllable nouns and adjectives have the stress on the first syllable. - Most two-syllable verbs have the	Elicit Elicit the rule of the two-syllable words.																																						
Stress on the first syllable	Stress on the second syllable																																										

<p>To help Ss identify stressed syllables in two-syllable words in sentences and pronounce these words correctly.</p> <p>To make sure that sts understand the meaning of some lexical items about MUSIC.</p> <p>To give Ss practice in using the words in meaningful contexts.</p> <p>- To give Ss the opportunity to revise how to form compound sentences.</p> <p>To give Ss the opportunity to revise <i>to</i>-infinitives and bare infinitives</p>	<table border="1" data-bbox="456 91 903 271"> <tr> <td data-bbox="456 91 684 271"> singer programme common careful </td> <td data-bbox="684 91 903 271"> relax perform attract decide </td> </tr> </table> <p>2. LISTEN AND MARK THE STRESSED SYLLABLES IN THE WORDS IN BOLD. (Ex.2, p.29)</p> <p>II. VOCABULARY 1/ Match the words with their meanings. (Ex.1, p.30).</p> <p>2. COMPLETE THE SENTENCES USING THE WORDS IN 1. (Ex.2, p.30)</p> <p>III. GRAMMAR I. COMPOUND SENETENCES + A simple sentence consists of one independent clause. Ex: The cat chased the mouse. + A compound sentence consists of two or more independent clauses joined by a coordinating conjunction (e.g. <i>for, and, nor, but, or, and yet, so</i>). (Hint: The conjunctions spell FANBOYS.) Ex: The cat chased the mouse, and the mouse ran into the hole</p> <p>II. TO-INFINITIVES AND BARE INFINITIVE. - Some verbs are followed by <i>to</i>-infinitives: decide, expect, plan, want, promise, agree, hope, hesitate, ... - Some verbs are followed by bare infinitives: make, help, let, hear, notice, ...</p>	singer programme common careful	relax perform attract decide	<p>stress on the second syllable.</p> <p>+ Marked stressed syllables in Ss' book. + Ss' pronunciation of the sentences.</p> <p>+ Matched items in Ss' books. Key: 1.c, 2d, 3e, 4a, 5b</p> <p>A list of the missing words in the exercise 2 in Ss' notebook. Keys: 1. <i>Talented</i>, 2. <i>audience</i>, 3. <i>single</i>, 4. <i>judge</i>, 5. <i>Perform</i></p> <p>Takenotes in Ss' books.</p> <p>Take notes in Ss' books.</p>	<ul style="list-style-type: none"> - Pairwork - Peer correction - Teacher's feedback <p>Elicit</p> <ul style="list-style-type: none"> - Pairwork - Peer correction - Teacher's feedback <ul style="list-style-type: none"> - Work in pairs - Peer correction - Teacher's feedback <ul style="list-style-type: none"> - T's elicitation & explanation. - Answer teacher's questions - Teacher's feedback as a class. <p>Elicit some verbs followed by <i>to</i>-infinitive and some verbs followed by bare infinitive from students</p>
singer programme common careful	relax perform attract decide				
ACTIVITY 3: PRACTICE (°)					
<p>To give Ss chance to use conjunctions to make a compound sentence.</p>	<p>1. Make compound sentences using the correct conjunctions in brackets.</p>	<p>Ss' complete sentences on the b/b. Key: 1. <i>I am a jazz fan, and my favourite</i></p>	<ul style="list-style-type: none"> - T's instruction - Work in pairs or individually - peer correction 		

<p>To give Ss chance to use to-infinitives and bare infinitives in contexts.</p>	<p>2. Complete the following sentences, using the to-infinitive or bare infinitive of the verbs in brackets.</p>	<p><i>style is from the late 1960s.</i></p> <p>2. <i>Jackson wants to go to the music festival on Saturday, but he has a maths exam on that day.</i></p> <p>3. <i>You can book the tickets online, or you can buy them at the stadium ticket office.</i></p> <p>4. <i>The concert didn't happen, so we stayed at home.</i></p> <p>A list of the missing words in the exercise 2 in Ss' notebook.</p> <p>Key: 1. <i>to send</i> 2. <i>fall</i> 3. <i>to delay</i> 4. <i>watch</i></p>	<p>- Teacher's feedback</p> <p>- pairwork</p> <p>- peer correction</p> <p>- Teacher's feedback</p>
ACTIVITY 4: PRODUCTION (5')			
<p>To use compound sentences, to-infinitive or bare infinitive to make a sentence.</p>	<p>1. Make a sentence using compound sentences or to-infinitive or bare infinitive</p>	<p>Students' sentences on the b/b</p>	<p>- Groupwork</p> <p>- Teacher's feedback.</p>
ACTIVITY 5: CONSOLIDATION (5')			
<p>To help Ss memorise the target language that they have learned</p>	<p>1.WRAP-UP What have you learnt today?</p>	<p>Ss' oral answers. Suggested answers:</p> <ul style="list-style-type: none"> - stress in two-syllable words; - words and phrases related to music; - conjunctions to make compound sentences; - <i>to</i>-infinitives and bare infinitives after some verbs. 	<p>- Elicit the answers from students</p> <p>- Teacher's feedback</p>
<p>Inform students what they have to do at home</p>	<p>2. HOMEWORK</p> <ul style="list-style-type: none"> - Exercises in the workbook - Prepare for lesson 3 Unit 3. 		

UNIT 3: MUSIC

Period 20: Lesson 3: Reading – American Idol

I/ Learning outcomes:

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

16. Knowledge:

- read for specific information in a text about a famous TV music show;
- guess the meaning of words/phrases in context;
- talk about reasons why they want or don't want to participate in a music competition.

17. Competences:

- be collaborative and supportive in pair work and team work;
- access and consolidate information from a variety of sources;
- develop presentation skill;
- actively join in class activities.



18. Attributes:



- recognise different musical shows;
- be eager to get more information about music shows.

II/ Teaching and learning resources:

Tape (CD), Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, posters.

III/ PROCEDURE:

Aims	Content	Outcomes	Steps
ENGAGE/ WARM UP (5')			
<ul style="list-style-type: none"> - To create a friendly and lively atmosphere in the classroom; - To introduce the unit topic (Music show); - To lead in the lesson 	<p>1. What is the picture about? (2')</p> 	<p>Students' oral prediction about the topic</p> <p>Suggested answer: Music show</p>	<p>Elicit Show the picture to elicit the topic</p>
	<p>2. List more music shows you know (3')</p>	<p>List of some music shows</p> <p>Expected answers: <i>The voice kids</i> <i>American idol</i> <i>Rap Viet</i></p>	<p>List Work in groups of two to list some music shows</p>
STUDY/ PRESENTATION (15')			
<ul style="list-style-type: none"> - To understand the related words in the reading 	<p>1. Vocabulary (7')</p> <p>1. compete (v) = contest competitive (a) competitor(n)= contestant competition (n)= contest</p>  <p>2. participate(v) in = take part in □ participant (n)</p> <p>3.audience (n) the group of people who have gathered to watch or listen to something (a play, concert, somebody speaking, etc.)</p>	<p>A list of words in Ss' notebook</p>	<p>Elicit Give synonym/ Vietnamese equivalent/ example/pictures to elicit vocabulary from Ss</p>

	 <p>4. play a role in (idiom): be involved in or have an effect on Ex: Water <u>plays an important role</u> in our life. 5. judge (n): someone who decides on the result of a competition</p>		
	* Listen & repeat	Sts' pronunciation of the words	Listen to the audio/teacher & repeat in chorus then individually
	* Check vocabulary:	The missing words on the board	Rub out and remember
- To help Ss practise guessing the meanings of words in context.	Task 2: Read a text about a famous music show. Match the highlighted words and phrases in the text to the meanings below. (ex.2, p.31) (8')	Matched words and phrases with the meaning Suggested answers: 1. b 2. a 3. d 4. c	Asks Ss to read and match the highlighted words and phrases in the text to the meanings.
ACTIVATE/ PRACTICE (20')			
- To practise reading for specific information	TASK 3: Read the text again and choose the best answers. (Ex.3, p.32) (10')	Completed sentences Key: 1. B 2. A 3. A 4. C 5. C	- Work in pairs - Read the questions and underline the key words - Choose the correct options - Peer correction - Teacher's feedback
To help Ss use the ideas and language in the reading to talk about whether they want to take part in <i>Vietnam Idol</i> and give reasons.	TASK 4: Work in pairs. Discuss whether you want to participate in Vietnam idol. Give your reasons. (10') 	Ss' ideas and oral presentation about the reasons Ss like or dislike Vietnam idol. Suggested answers Like: 1,3,5,6 Dislike:2,4,	- Ss work in pairs to make notes of things they like and dislike about the show to support their opinions - T has Ss present a summary of their discussion -Teacher's feedback

	<table border="1"> <thead> <tr> <th>Reasons</th> <th>like</th> <th>dislike</th> </tr> </thead> <tbody> <tr> <td>1.lifting your mood 2.leading to stress and anxiety 3.reducing stress 4.be prepared for disappointment 5.enhancing social and emotional learning 6.creating sense of camaraderie and community</td> <td></td> <td></td> </tr> </tbody> </table> <p>Model: <i>I like/dislike participating in Vietnam idol because I think.....</i></p>	Reasons	like	dislike	1.lifting your mood 2.leading to stress and anxiety 3.reducing stress 4.be prepared for disappointment 5.enhancing social and emotional learning 6.creating sense of camaraderie and community				
Reasons	like	dislike							
1.lifting your mood 2.leading to stress and anxiety 3.reducing stress 4.be prepared for disappointment 5.enhancing social and emotional learning 6.creating sense of camaraderie and community									
CONSOLIDATION/ PRODUCTION (5')									
- To help students memorise the target language and skills that they have learned	1.WRAP-UP (3') List the content Ss have learnt	Ss' reflection about the content of the lesson.	- Class work - Teacher's feedback						
- To inform students what the final product of the project should be and how students can prepare for it.	2. HOMEWORK (2') a/ Exercises in the workbook b/ - Search for more music shows on the Internet, take note the regulations and the prizes and post them on the Facebook/Zalo group of your class - Prepare for Speaking lesson	Ss' oral presentation of the research results	Groupwork						

UNIT 3: MUSIC

Lesson 4: Speaking – Talking about a TV music show

I/ Learning outcomes:

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

19. Knowledge:

- talk about a music show.

20. Competences:

- be collaborative and supportive in pair work and team work;
- develop presentation skill;
- actively join in class activities;
- be creative;
- be critical in thinking.

21. Attributes:

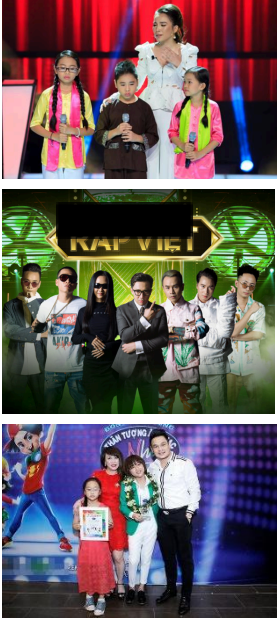



- be eager to create a new musical show;

- be ready to share their ideas with the whole class;
- be able to self-study.

II/ Teaching and learning resources:

Television, laptop, textbook, teacher's book, handouts.

III/ PROCEDURE:

Aims	Content	Outcomes	Steps
WARM UP (5')			
<ul style="list-style-type: none"> - To arouse the classroom atmosphere. - To lead in the lesson. 	<p>Warm-up: (5') Picture guessing</p> 	<p>Ss know the names of music shows.</p> <p>Suggested answer:</p> <ul style="list-style-type: none"> - The voice kids - RapViet - Vietnam Idol Kids 	<p>Warm-up</p> <ul style="list-style-type: none"> - Ss look at the pictures and write down the names of the music shows. - Ss share their answers with a partner. - T checks by having some Ss to call out the answers. - T leads in the new lesson.
PRESENTATION (10')			
<ul style="list-style-type: none"> - To pre-teach some vocabulary so that Ss can understand the meaning and use them correctly in main speaking tasks. 	<p>Activity 1. Vocabulary (5')</p> <ul style="list-style-type: none"> - dress up (ph.v): /dres ʌp/ wear clothes that are more formal than those you usually wear  <ul style="list-style-type: none"> - runner-up (n): /, rʌnər 'ʌp/ a person or team that finishes second in a race or competition  <ul style="list-style-type: none"> - cash (n): /kæʃ/ money in the form of coins or notes  <ul style="list-style-type: none"> - come up with (ph.v): suggest or think of an idea or plan 	<p>A list of words in ss' notebook</p>	<p>Elicit</p> <ul style="list-style-type: none"> - T shows pictures/ gives explanations to elicit vocabulary from Ss.



	* Listen & repeat	Sts' pronunciation of the words	Listen to the audio/teacher & repeat in chorus then individually.
	* Check vocabulary:	The missing words on the board	Rub out and remember

<p>- To introduce more ideas for the main speaking tasks and get Ss involved in the lesson</p>	<p>2. Task 1: Read about a TV music show and complete the notes below. (5')</p> <ol style="list-style-type: none"> 1. <i>Name:</i> I know your face 2. <i>People who give their scores:</i> ... 3. <i>Number of participants:</i> ... 4. <i>What participants have to do:</i> ... 5. <i>How participants win the show:</i> ... 6. <i>Prize(s):</i> ... 	<p>Ss' complete notes about the TV music show.</p> <p>Suggested answers:</p> <ol style="list-style-type: none"> 2. two main judges and a guest artist 3. six 4. dress up and perform as famous international or local artists in a live show every week 5. <ul style="list-style-type: none"> - 3 participants with the highest scores after 5 weeks go to the final night. - TV audiences vote and decide on the winner and two runners-up. 6. cash 	<p>Individually</p> <ul style="list-style-type: none"> - Ss look at notes first and try to guess the information. - T tells Ss to read the TV show description and complete the note. - Ss compare their answers in pairs. - T checks answers as a class.
--	---	---	--

PRACTICE (25')

<p>To help Ss brainstorm ideas for the speaking activity.</p>	<p>1/ Match the information in column A with details in column B (3')</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">A</th> <th style="width: 50%; text-align: center;">B</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;"> 1. Name 2. People who give their scores 3. Number of participants 4. What participants have to do 5. How participants win the show 6. Prize(s) </td> <td style="font-size: small;"> a. cash b. six coaches divided into three duo coaches. c. sing and perform in livenesshows every week. d. The voice kids. e. 45 contestants chosen in blind auditions. 15 contestants chosen in the battles attend the playoffs with 5 rounds. f. 3 or 4 participants with the highest scores after 4 rounds go to the final night. TV audiences vote and decide on the winner and runners-up. </td> </tr> </tbody> </table>	A	B	1. Name 2. People who give their scores 3. Number of participants 4. What participants have to do 5. How participants win the show 6. Prize(s)	a. cash b. six coaches divided into three duo coaches. c. sing and perform in livenesshows every week. d. The voice kids. e. 45 contestants chosen in blind auditions. 15 contestants chosen in the battles attend the playoffs with 5 rounds. f. 3 or 4 participants with the highest scores after 4 rounds go to the final night. TV audiences vote and decide on the winner and runners-up.	<p>- Ss' complete notes about the TV music show.</p> <p>Key:</p> <ol style="list-style-type: none"> 1. d 2. b 3. e 4. c 5. f 6. a 	<p>- Ss work in groups of four to match the information in the handouts.</p> <ul style="list-style-type: none"> - Peer correction - Teacher's feedback
A	B						
1. Name 2. People who give their scores 3. Number of participants 4. What participants have to do 5. How participants win the show 6. Prize(s)	a. cash b. six coaches divided into three duo coaches. c. sing and perform in livenesshows every week. d. The voice kids. e. 45 contestants chosen in blind auditions. 15 contestants chosen in the battles attend the playoffs with 5 rounds. f. 3 or 4 participants with the highest scores after 4 rounds go to the final night. TV audiences vote and decide on the winner and runners-up.						
	<p>2/ Task 2: Make up a new music show. Use the points in Task 1 and the activity Matching to organise your ideas. (7')</p>	<p>Ss' ideas about a TV music show.</p> <p>Suggested answer:</p> <ul style="list-style-type: none"> - Your face sounds familiar - Hidden voices 	<p>Brainstorming</p> <ul style="list-style-type: none"> - T asks Ss to refer back to their notes in Task 1 & Matching; - T has Ss work in groups to brainstorm 				

		- X-factor ...	ideas for their new show and take notes.
To give Ss the opportunity to present their music shows to the class.	3/ Present your show to the whole class. Use your ideas in Task 2 and the given expressions. Vote for the best show. (15') <div style="background-color: #e0f2f1; padding: 5px;"> <p>Useful expressions:</p> <ul style="list-style-type: none"> - We came up with an idea about a TV music show which is... - Let us give you an example. - In our show, there will be... - The participants have to... - The winner will receive... </div>	Ss' presentation about a TV music show.	<ul style="list-style-type: none"> - Ss work in groups to prepare for the presentation, using the given expressions. - Some groups talk about their show. - Class feedback - T asks Ss to vote for the most interesting show. - T gives feedback.
CONSOLIDATION/ PRODUCTION (5')			
To help Ss memorise the content of the lesson	1.WRAP-UP (3') Teacher asks: <ul style="list-style-type: none"> - What information should be included in a presentation about a TV music show? - Can you talk something about your favourite TV music show? 	- Ss' reflection about the content of the lesson.	- T asks and Ss answer.
To help Ss prepare for the project	2. HOMEWORK (2') a/ Exercises in the workbook b/ Project preparation <ul style="list-style-type: none"> - Search the Internet for some information about a form of traditional music in Vietnam or another country. 	Ss' report of information about a form of traditional music in Vietnam or another country.	Groupwork

UNIT 3: MUSIC
Period 22: Lesson 5: Listening

I/ Learning outcomes:

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

1. Knowledge.

- Listen for gist and specific information in an interview about a music festival;
- Talk about the reasons why they want/ don't want to go to a music festival.

2. Competences.

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







3. Attributes.



- Be more interested in music and music events.

II/ Teaching and learning resources:

- Grade 10 textbook, Unit 3, Listening
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

III/ PROCEDURE:

Aims	Content	Outcomes	Steps
WARM UP (6')			
<p>- Arouse the classroom atmosphere. - Get Ss be actively involved in the lesson</p>	<p>1. Videos: (2')</p> <p> Yamaha ravolution festival_edit.mp4</p> <p> Euro 2021.mp4</p> <p> Mid autumn.mp4</p>	<p>- Students' oral prediction about the music festival</p>	<p>Watch videos</p>
	<p>2. Match the videos with their titles of the events (2')</p>	<p>Suggested answer: music festival 1. Advertisement (Yamaha) 2. Football 3. Mid Autumn</p>	<p>Elicit Stop the videos to elicit the titles</p>
	<p>3. Where do the events usually take place? (2')</p>	<p>Expected answers: <i>On a farm/ at a stadium/ a park/ a beach</i></p>	<p>List Work individually</p>
ACTIVITY 1: PRESENTATION (6')			
<p>- Understand and use the words related to the music events</p>	<p>New words look at the photos to guess the meaning of new words</p> <p>1. background (n): sounds that can be heard behind other sounds that are louder</p> <p></p> <p>2. stage (n): a raised area, usually in a theatre, etc. where actors, dancers, etc. perform</p> <p></p> <p>3. free of charge (adv): without having to pay</p> <p></p> <p>4. overcrowding (adj): the situation when there are too many people or things in one place</p>	<p>A list of words in Ss' notebook</p>	<p>Elicit Give synonym/ Vietnamese equivalent/ example to elicit vocabulary from Ss</p>

	 <p>5. in advance (idiom): before the time that is expected; before something happens</p> <p>Cash in Advance</p> 		
	* Listen & repeat	Sts' pronunciation of the words	Listen to the audio/teacher & repeat in chorus then individually
	* Check vocabulary:	The missing words on the board	Rub out and remember
ACTIVITY 2: ACTIVATE/ PRACTICE (12')			
Practise listening for specific information	<p>Today, we'll listen to the music festival. Listen and do the tasks</p> <p>TASK 2 (4'): Listen to an interview about preparations for an international youth music festival. Tick the information that you hear in the recording. (Ex.2, p.33)</p> <p>TASK 3 (8'): Listen again and decide whether the following statements are true (T) or false (F). (Ex.3, p.33)</p>	<p>- Ss' oral prediction - Ss' answers Key: A, D</p> <p>Statements identified as true or false Key: 1. F (first -> second); 2. F (They are still setting up the main stage and there's still a lot to do.); 3. T; 4. F (They have sold the tickets in advance.); 5. T</p>	<p>Predict then listen and give answer</p> <p>- Work individually - Peer correction - Teacher's feedback</p> <p>- Ss work in pairs or groups and compare answers</p>
ACTIVITY 3: Production(10')			
Give Ss an opportunity to personalise the language and ideas from the listening in a speaking task.	<p>Task 4 (10') Tell your friends about your experience on a music festival using the cues given:</p> <ul style="list-style-type: none"> - What is the name of the festival? - When did you attend? - Where did the festival take place? - Who did you go with? - How do you feel about this festival? 	- Ss' oral presentation about the music festival	-SS talk about their music festival. - T gives feedback
ACTIVITY 4: Consolidation (5')			
Help Ss memorise the content of the lesson	<p>1.Wrap-up - We have listened to an interview about preparations for a music festival</p> <p>2. Homework</p>	- The vocabulary related to music festival and the content of the listening	- work individually

	- Exercises in the workbook - Prepare for Writing lesson		
--	---	--	--

UNIT 3: MUSIC
Period 23: Lesson 6: Writing

I. OBJECTIVES

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

1. Knowledge:

- use lexical items related to the topic Music;
- write a blog about experiences at a music event.

2. Core competence:

- be collaborative and supportive in pair work and team work;
- actively join in class activities; - be imaginative and creative ; - develop presentation skills.




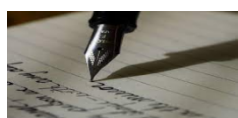


3. Personal qualities:

- be inspired to learn more about music and music events;

II/ Teaching and learning resources:

Tape (CD), Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, posters

III/ PROCEDURE:

Aims	Content	Outcomes	Steps
ACTIVITY 1: WARM UP (8')			
-To arouse the classroom atmosphere - To get Ss be actively involved in the lesson	1.Introduction: (5') Game: Guess the mystery words. :	Ss's chance to know how to play the games	Introduce The game
- Introduce some vocabulary to be learnt in the unit.	2. What is the picture about? (2')   Music event   blog writing   music website	Suggested answer: Music	Elicit
ACTIVITY 2: STUDY/ PRESENTATION (15')			
- To pre-teach the pronunciation and the meaning of some vocabulary so that Ss can understand the content of the reading.	VOCABULARY: 1. hit (n): a song that is very popular 2. take place (phr.v): happen, especially after previously being arranged or planned <i>The music festival will take place on February 5th.</i> 3.art exhibition (n): a collection of works of art, that are shown to the public	A list of words in notebook	Elicit Give explanation/ Vietnamese equivalent/ example to elicit vocabulary from Ss

	* Listen & repeat	Sts' pronunciation of the words	Listen to the audio/teacher & repeat in chorus then individually																									
	* Check vocabulary:	The missing words on the board	Rub out and remember																									
- To provide an example blog on a music website, which Ss can use as a model for their writing.	TASK 1: COMPLETE THE NOTES. (Ex. 1, p.33) Ann has just come back from a music event and shared her experience on a music website. Read her blog and complete the notes below. <i>e.g. Which event did Ann go to?</i>	Notes completed Key: Ann's notes Event: International Youth Music Festival When: last Saturday Where: in a big country park Who with: some friends Atmosphere: party What we did: <i>saw favourite idols perform live on stage and listened to their greatest hits</i> <i>– tasted yummy food from different countries</i> <i>– made new friends</i> How we felt: excited	Work in pairs and note down Copy in their notebooks																									
- To provide Ss with some useful words and phrases to describe experiences; - To help Ss develop ideas for their writing in 3.	TASK 2: PUT THE WORDS & PHRASES INTO THE APPROPRIATE COLUMNS. (Ex. 2, p.34) Key: <table border="1" data-bbox="370 1176 876 1568"> <thead> <tr> <th>Location</th> <th>Atmosphere</th> <th>Activities</th> <th>Feeling</th> </tr> </thead> <tbody> <tr> <td>beach</td> <td>amazing</td> <td>watch</td> <td>amazing</td> </tr> <tr> <td rowspan="4">stadium</td> <td>friendly</td> <td>fireworks</td> <td>excited</td> </tr> <tr> <td>relaxed</td> <td>play games</td> <td>relaxed</td> </tr> <tr> <td>wonderful</td> <td>take photos</td> <td>wonderful</td> </tr> <tr> <td>fun</td> <td>see art exhibitions</td> <td></td> </tr> <tr> <td></td> <td></td> <td>play musical instruments</td> <td></td> </tr> </tbody> </table>	Location	Atmosphere	Activities	Feeling	beach	amazing	watch	amazing	stadium	friendly	fireworks	excited	relaxed	play games	relaxed	wonderful	take photos	wonderful	fun	see art exhibitions				play musical instruments		Competed column with the words and phrases provided	Work in groups of 4
Location	Atmosphere	Activities	Feeling																									
beach	amazing	watch	amazing																									
stadium	friendly	fireworks	excited																									
	relaxed	play games	relaxed																									
	wonderful	take photos	wonderful																									
	fun	see art exhibitions																										
		play musical instruments																										
ACTIVITY 3: ACTIVATE/PRACTICE (17')																												
- To help Ss practise developing ideas and an outline for their writing. - To help Ss practise writing a blog about their personal	TASK3: WRITE A BLOG. (Ex. 3, p.34) Imagine you went to a music event. Write a blog (about 120 words) to share your experience. Use the notes in 1 and words and phrases in 2 to help you. 1. Instruct how to write the middle paragraph of the email. 2. Write a blog 3 Peer Correction	Blog written	Work in teams																									

experience at a music event.	-Sample answer: My sister and I attended the F5 tour at the National Stadium last night. I could sum up the concert in one word, INCREDIBLE. We found our way up to our seats after having a light meal and stood in a queue at the gate of the stadium for 45 minutes. When the curtain was raised to reveal the F5 band, the entire stadium went absolutely crazy. I was thrilled by every of their performances. There was so much emotion in many of their songs, and the way they performed was so terrific. This was such a wonderful experience, a night that I'll never forget. I'm so grateful to have been able to have that experience.		
ACTIVITY 4: CONSOLIDATION/PRODUCTION (6')			
To help Ss memorise the content of the lesson	1.WRAP-UP (3') - We have practised writing a blog about experiences at a music event. 2 Homework: - Search the Internet for music blogs, choose one that you like most and post it on your class' Facebook or Zalo group, the blog which gets the most likes will be rewarded. - prepare for Communication and Culture lesson.		Teacher's feedback

UNIT 3: MUSIC

Period 24: Lesson 7: COMMUNICATION & CULTURE

I/ Learning outcomes:

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

1. Knowledge:

- make and respond to suggestions
- identify *chau van* singing and other types of traditional music in Viet Nam.

2. Competences:

- be collaborative and supportive in pair work and team work;
- access and consolidate information from a variety of sources;
- be creative and imaginative in making conversations
- actively join in class activities.

3. Attributes:

- be willing to learn about national folk music;
- be responsible for maintaining national folk music and national culture.

II/ Teaching and learning resources:

Tape (CD), Tivi, textbook, teacher's book, Laptop,

III/ PROCEDURE:

Aims	Content	Outcomes	Steps
ACTIVITY 1: WARM UP (5')			

<ul style="list-style-type: none"> - To arouse the classroom atmosphere. - To help Ss revise some types of traditional music in Viet Nam. 	Video watching: Watch the video and say the names of some types of traditional music in Viet Nam.	* Ss' individual presentation Suggested answers: <i>Tuong, Cai luong, Cheo, Ca tru, Xam, Quan ho, Chau van</i>	<ul style="list-style-type: none"> * Teacher divides the class into two teams and plays the recording. - asks Ss to give their answers.
---	--	--	---



EVERY DAY ENGLISH - ACTIVITY 2: (7') ACTIVATE/PRACTISE

<ul style="list-style-type: none"> - To review expressions for making and responding to suggestions. - To provide Ss with an example conversation in which people make and respond to suggestions about going to a music show. 	Listen and complete the following conversation with the expressions from the box. then practise it in pairs. <i>(ex.1, p.34)</i>	Completed conversation Key: 1. C 2. B 3. A 4. D	<ul style="list-style-type: none"> * Teacher: <ul style="list-style-type: none"> - has Ss look at the four options A - D and checks if they understand their meanings and use: phrases to make suggestions - asks Ss to read the conversation and find clues for the missing expressions, then has them complete the gaps. - plays the recording for Ss to listen and complete the conversation - puts Ss into pairs to practise the conversation.
--	--	---	--

EVERY DAY ENGLISH - ACTIVITY 3: (10') PRODUCTION

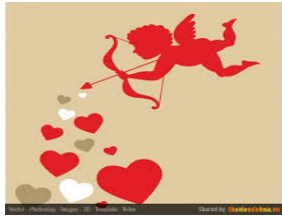
<ul style="list-style-type: none"> -To help Ss practise making and responding to suggestions. 	Have similar conversation making and responding to suggestions about going to a music show.	** Ss' making conversation Expected answers: + music shows: a traditional music performance, a pop music show, + locations: Hanoi opera house, Thang Long art performance centre, ** conversations performed by Ss	<ul style="list-style-type: none"> * Teacher: <ul style="list-style-type: none"> - has Ss brainstorm some ideas about what kind of music show they want to go to, where and when it happens and who performs; - asks Ss to work in pairs to make similar conversations ,using the expressions for making and responding to suggestions
--	--	---	--

CULTURE : ACTIVITY 4: VOCABULARY PRETEACHING (5')

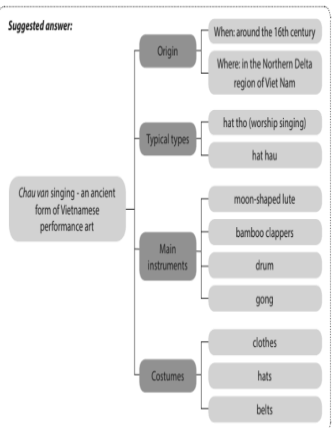
<ul style="list-style-type: none"> - To pre-teach the meaning of some words/phrases, so that Ss can use them in their presentation later and can understand the reading passage. 	Vocabulary 1. praise (v)  2. chanting (n):  3. psychic (n):	A list of words in notebook	<ul style="list-style-type: none"> * Teacher: <ul style="list-style-type: none"> - has Ss guess the meaning of the words based on pictures,
---	---	-----------------------------	--



4. saint (n):



CULTURE – ACTIVITY 5 (ACTIVATE) (10’)

<p>- To introduce a type of traditional music in Viet Nam; - To help Ss practise summarising the main points of a passage using a mind map.</p>	<p>Read a passage about <i>chau van</i> singing and complete the mind map below. (ex. 1, p.35)</p>	<p>Completed mind map</p> 	<p>* Teacher: - asks Ss if they like traditional music and what types they are familiar with. - has them look at the picture and describe it, - introduces the type of music they are going to read about in this section. - asks Ss to read the text and complete the mind map individually.</p>
---	---	---	---

CULTURE – ACTIVITY 6 (PRODUCTION) (5’)

<p>To help Ss practise expressing opinions about a traditional type of music.</p>	<p>Tell your partner what you find most interesting about <i>chau van</i> singing.</p>	<p>** Ss’ oral performance Suggested answer: <i>What I find most fantastic about <i>chau van</i> is that the psychic’s costumes are very colourful and the style of clothes, hats and belts depend on the rank of the gods or saints the performers worship.</i></p>	<p>* Teacher: - asks Ss to work in pairs and share what they find most interesting about <i>chau van</i> singing. *Teacher calls on some pairs to share their ideas with the whole class.</p>
---	---	---	---

CONSOLIDATION & HOMEWORK (3’)

<p>-To help Ss memorise the content of the lesson that they have learned</p>	<p>Wrap-up Homework - Exercises in the workbook - Prepare for Looking back and Project lesson</p>	<p>Suggested answer: -making and responding to suggestions; -identifying <i>chau van</i> singing.</p>	
--	--	--	--

UNIT 3: MUSIC
Period 25: Lesson 8: LOOKING BACK AND PROJECT

I/ Learning outcomes:

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

22. Knowledge:

- pronounce two-syllable words with correct stress;
- understand and use words and phrases related to music;
- use conjunctions to make compound sentences correctly;
- use *to*-infinitives and bare infinitives after some verbs correctly;
- do research on traditional music in Viet Nam or another country and give a group presentation about it.

23. Competences:

- develop communication skills and creativity;
- develop presentation skill;
- develop critical thinking skill;
- be collaborative and supportive in pair work and team work;
- actively join in class activities.

24. Attributes:

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

II/ Teaching and learning resources:

Tape (CD), Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, posters

III/ PROCEDURE:

Aims	Contents	Outcomes	Steps
ACTIVITY 1: WARM UP (5')			
- To arouse the classroom atmosphere. - To help Ss revise words/ phrases related to the topic	1. WARM-UP: (5')	Lists of some words/ phrases related to the topic	Game Game: The last man standing Rules: Have ten Ss form a circle and stand at a center with a ball. Ss take turns to speak out a word related to the topic Music and pass the ball to one student. Let them toss it to another student as they name the word related to the theme. If they repeat a word or can't say any more words, they need to sit down. The last student standing wins the game. * Teacher: - invites ten 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.
ACTIVITY 2: . LOOKING BACK (25')			
To help Ss revise stress in two-syllable words.	1. PRONUNCIATION	A list of two-syllable words Key + Audio script – Track 24: <i>per'form</i> <i>'concert 'final</i> <i>'singer 'famous</i> <i>en'joy</i>	Listen and mark the stressed syllables in the following words. Then read them out. * Teacher: - has Ss do this activity individually, then compare their answers in pairs. - plays the recording, pausing after each word for Ss to check their answers. - writes the correct answers on the board if necessary. - plays the recording again for Ss to repeat the words.

			<p>** Ss do as instructed. *** Ss compare their answers with a partner. **** Teacher has Ss practise saying the words in pairs and checks their pronunciation.</p>
- To help Ss revise vocabulary items they have learnt in the unit	2. VOCABULARY	<p>Completed text with words provided</p> <p>Key: 1. music 2. fans 3. artists 4. instrument 5. Concerts</p>	<p>Complete the text using the words and phrases in the box. * Teacher: - asks Ss to read the paragraph quickly and check if they don't know any words. - has Ss do this activity individually and write their answers in their notebooks. ** Ss do as instructed. **** Teacher calls on individual Ss to write their answers on the board, and checks answers as a class.</p>
- To help Ss revise compound sentences. To help Ss revise verbs followed by <i>to</i> -infinitives and bare-infinitives.	3. GRAMMAR	<p>- Matched sentences Key: 1. c 2. d 3. a 4. b</p> <p><i>Corrected sentences using to infinitive or bare infinitive</i> Key: 1. attend -> to attend 2. to go -> go 3. buy -> to buy 4. to sing -> sing</p>	<p>GRAMMAR 1. Match the two parts to make complete sentences. * Teacher asks Ss to read the two parts carefully and find out the clues to do the matching, e.g. <i>He</i> in 2 with <i>his</i> in d; <i>We can</i> in 3 and a... ** Ss do the matching individually. *** Ss compare their answers with a partner. **** Teacher checks the answers as a class. 2. There is a mistake in each sentence below. Find the mistake and correct it. * Teacher: - asks Ss to read the sentences, then recall verbs that go with <i>to</i>-infinitives or bare infinitives. - has them underline the mistakes in the sentences and correct them individually. ** Ss do as instructed. **** Teacher: - calls on some Ss to read their answers. - checks the answers as a class.</p>
ACTIVITY 3: PROJECT (10')			
To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving an oral presentation.	PROJECT	Development of Ss' research	<p>* 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 complete their self-assessment checklist after completing their presentation). - 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. ** Ss do as instructed. *** Ss make questions after each presentation. **** Teacher: gives praise and feedback after each presentation and gives marks for their presentation as part of their continuous assessment.</p>

			- asks Ss to complete the self-assessment table, identifies any difficulties and weak areas and suggests further practice for individual Ss.
ACTIVITY 4: CONSOLIDATION/ PRODUCTION (5')			
- To consolidate what students have learnt in the lesson. - To prepare for the next lesson	CONSOLIDATION		Wrap-up Teacher asks: What have you learnt today? - revise how to pronounce stress in two-syllable words correctly; - revise the use of words/ phrases related to the topic <i>Music</i> ; - revise how to use conjunctions to make compound sentences correctly; - revise some verbs followed by <i>to</i> -infinitives and bare-infinitives.
			Homework - Exercises in the workbook - prepare for Unit 4 lesson 1