

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')			
<p>- Introduce the unit topic (Humans and the environment);</p> <p>- Introduce some vocabulary to be learnt in the unit.</p>	<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')			
<p>- Understand the related words in the environment.</p>	<p>1. Vocabulary</p> <p>1. adopt (v) /ə'dɒpt/: start to use a particular method</p>	<p>A list of words in notebook</p>	<p>Elicit</p> <p>Give synonym/</p>

<p>- Introduce the grammar points to be learnt in the unit.</p>	<p>2. awareness (of) (n) /ə'weənəs/: interest in and concern about a particular situation or area of interest</p>  <p>3. carbon footprint (n) /,kɑ:bən'fʊtprɪnt/: a measure of the amount of carbon dioxide that is produced by the activities of a person or company</p>  <p>4. set up (v) /set ʌp/: = establish (synonym) 5. reduce (v) /rɪ'dʒu:s/ >< increase (antonym)</p>		<p>Vietnamese equivalent/example to elicit vocabulary from Ss</p>																														
	<p>* Listen & repeat</p>	<p>Sts' pronunciation of the words</p>	<p>Listen to the audio/teacher & repeat in chorus then individually</p>																														
	<p>* Check vocabulary: 3 Match the verbs or phrasal verbs in A with suitable nouns or noun phrases in B.</p> <table border="1" data-bbox="557 1461 961 1665"> <thead> <tr> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>1. raise</td> <td>a. a club</td> </tr> <tr> <td>2. reduce</td> <td>b. a greener lifestyle</td> </tr> <tr> <td>3. clean up</td> <td>c. awareness</td> </tr> <tr> <td>4. adopt</td> <td>d. your carbon footprint</td> </tr> <tr> <td>5. set up</td> <td>e. the school</td> </tr> </tbody> </table>	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	<p>- The missing words on the board. - Do the task 3.</p> <p>3 Match the verbs or phrasal verbs in A with suitable nouns or noun phrases in B.</p> <table border="1" data-bbox="1015 1514 1323 1738"> <thead> <tr> <th>A</th> <th>B</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. raise</td> <td>a. a club</td> <td>thành lập câu lạc bộ</td> </tr> <tr> <td>2. reduce</td> <td>b. a greener lifestyle</td> <td>áp dụng lối sống xanh hơn</td> </tr> <tr> <td>3. clean up</td> <td>c. awareness</td> <td>nâng cao nhận thức</td> </tr> <tr> <td>4. adopt</td> <td>d. your carbon footprint</td> <td>giảm lượng khí thải các bon</td> </tr> <tr> <td>5. set up</td> <td>e. the school</td> <td>đón về sinh trường học</td> </tr> </tbody> </table>	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 các bon	5. set up	e. the school	đón về sinh trường học	<p>Rub out and remember</p>
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	<p>2. Listen & read (5')</p>  <p>look at the picture (p.18 - 19) and answer the questions:</p> <ul style="list-style-type: none"> ● 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 lifestyle? <p>* T leads to the new lesson. * T plays the recording twice, has Ss listen to the conversation, read along and underline the activities in the conversation which are good for the environment. ** Ss do the task individually. *** Ss share their answers with a partner. **** T checks their answers with the whole class. * T has the Ss read the conversation in pairs. ** Ss read the conversation. *** One or two pairs read aloud.</p>	<p>Ss' prediction about the picture</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> - They are students. - They are at school. - They are cleaning up the school and planting trees. - Yes, it is. <p>Suggested answers:</p> <ul style="list-style-type: none"> - adopting a greener lifestyle. - raising local people's awareness of environmental issues. - reducing my carbon footprint 	<p>Set the context for listening and reading the conversation</p>
ACTIVITY 3: ACTIVATE/ PRACTICE (15')			
<p>Practise reading for specific information</p>	<p>TASK 2: READ AND ANSWER THE QUESTIONS. (p.19) Read the conversation again and answer the following questions.</p> <p>* T asks Ss to work individually to read the questions and underline the key words, then share their ideas with a partner who sits next to them. ** Ss do Task 2 individually first. *** Ss share and discuss with their partners about the key words.</p>	<p>- Ss' oral prediction - Ss' answers</p> <p><i>Key:</i></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</i> 	<p>Predict then listen and read the conversation</p> <ul style="list-style-type: none"> - Work in pairs - Peer correction - Teacher's feedback

	<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. ** Ss do the task in pairs. **** 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. <i>Nam will tell Mike the time and the place of the club meeting.</i></p>	<p><i>a greener lifestyle.</i></p> <ol style="list-style-type: none"> 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>- Identify the present simple and the present continuous, and how they are used in sentences</p>	<p>TASK 4: COMPLETE THE FOLLOWING SENTENCES BASED ON THE CONVERSATION IN TASK 1. (p.19)</p> <hr style="border: 1px solid orange;"/> <p>4 Complete the following sentences based on the conversation in</p> <ol style="list-style-type: none"> 1. The club _____ by the Youth Union in Nam's school. 2. The club members _____ clean up the school right after the ceremony. 3. Nam thinks they _____ organise more activities to raise local people's awareness of environmental issues <p>* T has Ss read each sentences, 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</p>	<p>Completed sentences using the present simple and the present continuous</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. <i>was set up</i> 2. <i>are / 're going to</i> 3. <i>will / 'll</i> 	<p>- Do the task individually</p> <p>- share the answers with a peer.</p> <p>- Teacher's feedback</p>

	out the verb forms first, then calls on individual Ss to read the complete sentences.		
ACTIVITY 4: CONSOLIDATION/ PRODUCTION (5')			
Help students memorise the target language and skills that they have learned	1.WRAP-UP (3') Watch the video clip and list all the work done to protect the environment in the video	- Ss' list of household chores on the poster Suggested answers: - <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>	Watching and listening -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.	2. HOMEWORK (2') 1. Exercises in the workbook 2. Project preparation * Teacher: - 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: + suggest activities for the event, provide the reasons and expected results of the activities; + include information as stated in the table on page 27 in the Student's Book. + present their plans in the last lesson of the unit. - Reminds Ss that beside brainstorming Go Green Weekend activities, they: + 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	Ss' oral presentation of the research results	Groupwork

	to assign tasks for each member, making sure that all group members contribute to the project work. - Helps Ss set deadlines for each task.		
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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
WARM-UP	- To arouse the classroom atmosphere. - To lead in the	GUESSING GAME: WHAT AM I GOING TO DRAW? -T shows the picture of dark clouds and asks ss “What’s going to happen	T-S S-S	4 mins

	<p>lesson.</p>	<p>?"</p> <p>-Ss</p> <p>answer.....</p> <p>.....</p> <ul style="list-style-type: none"> - It is going to rain - T gives comments ,asks some more questions to lead in the lesson. + Is using these vehicles good for the environment? + Why is using them not good for the environment? 	<p>T-S</p>	
<p>PRONUNCIATI ON</p>	<p>To help students recognize and practise the consonant blends /kl/, /pl/, /gr/, and /pr/ in individual words.</p>	<p>TASK 1: LISTEN AND REPEAT. Pay attention to the consonant blends /kl/, /pl/, /gr/, and /pr/. (p.19) * T shows the following pictures, and asks Ss to describe each picture with a word.</p>    <p>ground</p> <p>class</p> <p>play</p>	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</p>	<p>6mins</p>

		<p>the recording as many times as necessary)</p> <ul style="list-style-type: none"> - makes sure Ss know the meaning of each word. <p>** Ss do as instructed.</p> <p>**** T checks whether Ss have improved their pronunciation by randomly calling on individual Ss to read the words aloud.</p>		
	<p>To help students recognise the consonant blends /kl/, /pl/, /gr/, and /pr/ in sentences and pronounce them correctly.</p>	<p>TASK 2: LISTEN AND PRACTISE SAYING THE FOLLOWING SENTENCES. (p.19)</p> <p>* Teacher:</p> <ul style="list-style-type: none"> - checks Ss' comprehension of the sentences. - plays the recording, has Ss focus on the words containing the consonant blends and asks them to circle these words. - plays the recording again, pausing after each sentence, for Ss to repeat. <p>** Ss do as instructed.</p> <p>*** Ss practise reading the sentences in pairs.</p> <p>**** T goes round to offer help and collects common mistakes to correct as a class.</p>	<p>T-S</p> <p>S-S S-S T-S</p>	5 mins
VOCABULARY	<p>To make sure that students understand the meaning of some lexical items about humans and the environment.</p>	<p>TASK 1: MATCH THE WORDS AND PHRASES TO THEIR MEANINGS. (p.20)</p> 	<p>T-S S-S</p>	4 mins

		<p>1. household appliances 2. energy 3. carbon footprint</p>   <p>4. litter 5. eco-friendly</p> <p>* T gives clear instructions. ** Ss work in pairs to discuss and do the matching. *** Ss share the answers with the whole class. **** T confirms the correct answer. <i>Key: 1. d - 2. e - 3. a - 4. b - 5. c</i></p>	<p>S-S T-S</p>	
	<p>To give students practice in using the words/phrases in meaningful contexts.</p>	<p>TASK 2: COMPLETE THE SENTENCES USING THE WORDS OR PHRASES IN 1. (p.20)</p> <p>* Teacher: - has Ss read the sentences carefully to decide which word/phrase in 1 can be used to complete each of the sentences. - explains that they should use the context clues to decide on the word/phrase, e.g. in the first sentence, the gapped word is an adjective (eco-friendly) ** Ss work in pairs to discuss and find the answers. *** Ss share the answers with the whole class.</p>	<p>T-S</p> <p>S-S S-S T-S</p>	<p>4 mins</p>

		<p>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> <ul style="list-style-type: none"> - 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. - 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>** Ss do as instructed. *** Ss share their answers with a partner. **** T check Ss' answers and asks them to explain their choices (using the clues above).</p> <p><i>Key:</i> 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> <p>PASSIVE VOICE Rewrite the following sentences using the passive voice. Begin each sentence as shown.</p> <p>* Teacher:</p> <ul style="list-style-type: none"> - 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: <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> - in weaker classes, gives more examples to make sure Ss 	<p>S-S T-S</p> <p>T-S</p> <p>S-S S-S T-S</p>	<p>6 mins</p>
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		<p>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.</p> <ul style="list-style-type: none"> - 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. <p>** 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> <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> 		
<p>CONSOLIDATION</p>	<p>To help students memorise the target language and skills that they have learned</p>	<p>WRAP-UP</p> <p>* Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> - Consonant blends /kl/, /pl/, /gr/, and /pr/ - Some lexical items about humans and the environment; - <i>Will</i> and <i>be going to</i> to talk about the future; - Passive voice. 	<p>T-S</p>	<p>2 mins</p>

		HOMEWORK - Exercises in the workbook. - Prepare for Lesson 3, Unit 2.		
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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	- To arouse the classroom atmosphere. - To lead in the lesson.	CROSSWORD * Teacher: - divides the class into two teams, has Ss in each team take turns to choose a random number, and shows the clues on the screen for the Ss to guess the words. - also reminds Ss that they don't need to answer all the across words to find the key	T-S S-T-S T-S	6 mins

before they read.

words.

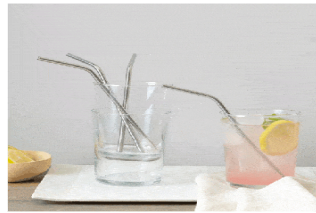
1. explosion (n): a violent burst, often with a loud noise



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



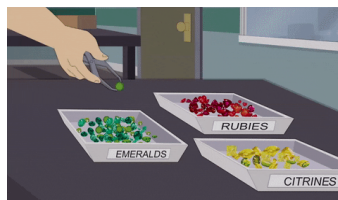
3. refillable (adj): can be filled again after being empty



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





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

	<p>To introduce the topic of the reading and get students involved in the lesson.</p>	<p>them. TASK 1: WORK IN GROUPS. LOOK AT THE PICTURES AND ANSWER THE QUESTIONS. (p.21) <i>Which pictures show a green lifestyle? Why?</i></p> 	<p>S-T-S T-S</p>	
		<p>a b</p>  <p>c d</p> <p>* Teacher:</p> <ul style="list-style-type: none"> - 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. <i>single-use plastic bags: plastic waste, pollution, difficult to recycle, can end up in the ocean; fresh vegetables: green lifestyle.</i> ** Ss do as instructed. *** Ss share the answers with the whole class. **** T confirms and leads in. <p><i>Suggested answers:</i></p> <ul style="list-style-type: none"> - <i>In Picture a, a man goes shopping with lots of plastic bags. It doesn't show a green lifestyle. Plastic bags pollute the environment since they take time to decay.</i> - <i>In Picture b, we can see fresh food, which looks organic and is better for our health. It shows a green lifestyle.</i> - <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> - <i>In Picture d, the sign advises people to turn</i> 	<p>T-S S-S</p>	<p>6 mins</p>

		<i>off lights when they are not in use. This can save electricity and shows a green lifestyle.</i>	S-S T-S	
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> <ul style="list-style-type: none"> - draws Ss' attention to the <i>Tips</i> box, has them read through the tips and checks their understanding. - has Ss read the whole text once to get an overall idea. <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, <i>e.g. (B) 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>	T-S S S-S T-S	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, <i>e.g.</i></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> <i>1. a 2. b 3. A 4. a</i></p>	T-S S-S S-S T-S	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> <ul style="list-style-type: none"> - asks Ss to read the text again and note down the four ways to live green. - encourages them to explain their answers using as many reasons as possible. <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	<ul style="list-style-type: none"> - To consolidate what students have learnt in the lesson. - To prepare for the next lesson. 	<p>WRAP-UP</p> <p>Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> - The ways to live green <p>HOMEWORK</p> <ul style="list-style-type: none"> - Search for more ways to live green on the Internet, take note some and post them on the Facebook/Zalo of your class. - Prepare for Speaking lesson. 	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')

To pre-teach some vocabulary so that students can understand the meanings and use them correctly in main speaking tasks.

VOCABULARY (6')

* Teacher:
- 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.
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.
2. chemical (n) /'kemɪkəl/: a substance obtained by or used in a chemical process



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.

A list of words in notebook

Elicit
Give idiom, pictures definition, example to elicit vocabulary from Ss

<p>To introduce more ideas for the main speaking tasks and get students involved in the lesson</p>	<p>TASK 1: WHICH OF THE FOLLOWING ACTIVITIES DO YOU THINK TEENAGERS SHOULD OR SHOULDN'T DO TO LIVE GREEN? PUT A TICK IN THE APPROPRIATE COLUMN. (p.23) (6')</p> <p>* T has Ss work in pairs, read the activities, discuss their meanings and decide which activities they should/ shouldn't do to go green by putting a tick in the appropriate column.</p> <p>** Ss do as instructed.</p> <p>*** Some individual Ss share their answers with the whole class.</p> <p>**** T confirms the correct answers.</p> <table border="1" data-bbox="513 741 1117 1268"> <thead> <tr> <th>Activities</th> <th>Should</th> <th>Shouldn't</th> </tr> </thead> <tbody> <tr> <td>1. Leaving your appliances on when not in use</td> <td></td> <td>✓</td> </tr> <tr> <td>2. Recycling your used items</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Using plastic bags when shopping</td> <td></td> <td>✓</td> </tr> <tr> <td>4. Buying organic food</td> <td>✓</td> <td></td> </tr> <tr> <td>5. Dropping litter in the street</td> <td></td> <td>✓</td> </tr> <tr> <td>6. Planting trees</td> <td>✓</td> <td></td> </tr> </tbody> </table>	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	✓		<p>Ss' prediction about the activities</p> <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. shouldn't 2. should 3. shouldn't 4. should 5. shouldn't 6. should 	<p>Set the context for speaking</p>
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	✓																							
<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>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><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>		
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ACTIVITY 3: WHILE-SPEAKING (15')

<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><i>Ss' oral presentation</i></p> <p>Example:</p> <p><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>	<p>- Groupwork</p> <p>- Teacher's feedback</p>
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ACTIVITY 4: POST-SPEAKING (7')

<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 - Stop throwing out food - Use compost - Save water 	<p>- Pair work</p> <p>-Peer correction</p> <p>-Teacher's feedback</p>
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		- Use public transportation	
	2. HOMEWORK (2') - 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')			
- 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>	- 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	* Teaching Vocabulary 1. schedule (n): a plan that lists all the work that you have to do and when you must do each thing.	List of words in Ss' notebook	T uses some techniques in teaching Vocab: picture, example, explanation,

<p>that students can understand the content of the listening.</p>	<div data-bbox="527 199 787 504" data-label="Image"> </div> <p>2. specific (adj): connected with one particular thing only. <i>E.g. The money was collected for a specific purpose.</i></p> <p>3. donation (n): money or goods that are given to help a person or organization, or the act of giving them.</p> <p>4. delivery (n): the act of taking goods, letters, parcels, etc. to people's houses or places of work.</p> <div data-bbox="511 913 860 1081" data-label="Image"> </div> <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> <div data-bbox="430 1249 925 1564" data-label="Image"> </div>	<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>
<p>ACTIVITY 3: WHILE-LISTENING (15')</p>			
<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. Task 2: Multiple choice: Choose the best answer 1/ A Go Green Weekend event is being organized</p>	<p>Completed sentences. Suggested answer: Task 2: 1- C 2- B 3 - A</p>	<p>- T gives handouts to Ss, asks them to work in groups of four, look at the handouts and</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 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 A. the Donation Team B. the Media Team C. the Clean-up Team D. None of the above Teams</p> <p>5/ The Media Team will be responsible for A. picking up rubbish, bottles and plastic bags B. sorting used items and putting them into the correct bags C. watering small trees and flowers 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="418 1289 967 1665"> <thead> <tr> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>1. The Media Team</td> <td>A. Watering small trees and flowers</td> </tr> <tr> <td>2. The Clean-up Team</td> <td>B. Putting used items into the correct bags</td> </tr> <tr> <td>3. The Donation Team</td> <td>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>4 - A 5 - D Task 3: 1 - C 2 - A 3 - B</p> <p><i>Matched activities with the corresponding team</i></p>	<p>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>
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</p>	<p>DISCUSSION: “If you have to organize a green event in your area, what will you do?” Cues:</p>	<p>Ss' oral presentation.</p>	<p>- T asks Ss to work in groups of four and discuss the question.</p>
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the language and ideas from the listening in a speaking task.	+ <i>Have you ever taken part in an environmental activity or event?</i> + <i>How many times have you participated in such activities or events?</i> + <i>What did you do there?</i> + <i>How did you feel?</i>		- T gives Ss some cues/ questions to answer. - T invites some Ss to present and lets other Ss give feedback. - T comments.
ACTIVITY 5: CONSOLIDATION (3')			
To help students memorise the content of the lesson	WRAP UP: PICKING UP <i>What have just been mentioned in the lesson? Pick them up.</i> - 4 new words: schedule, specific, donation, delivery - Green products - Go Green Club - Green living - Holding a green event in the area.	4 new words. Suggested answer: : schedule, specific, donation, delivery - Green living - Holding a green event in the area.	- T shows the screen about the content of the lesson and asks Ss to pick up the right content of the lesson. - T invites some Ss to answer and lets the others give feedback. - T comments.
HOMEWORK (2')			
Inform students what the final product of the speaking topic.	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	Ss' video clip on the link of Flipgrid	T gives Ss homework to do.

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')

<p>To give students an opportunity to recognize the common mistakes so that they can avoid in writing</p>	<p>1. CORRECTION (12') a. PEER CORRECTION - T explains the marking symbols in the following table.</p> <p align="center">Marking symbols in writing</p> <table border="1" data-bbox="526 531 974 968"> <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> <p>b. CLASS CORRECTION - - T writes Ss' common mistakes on the board, asks Ss to check whether they make the same mistakes in their writing.</p>	Short form	Full form	Examples	sp	spelling	My mum dose the laundry -> sp	T	tense	I took out the rubbish everyday -> T	↔	word order	My brother is a boy responsible ↔	^	missing word	My mum does most ^ the cooking	a A	capital letter	My sister and i take turns feeding the cat. -> a A	<p>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></p>	<p>- 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).</p> <p>- Correct those mistakes as a class.</p> <p>- Teacher's feedback</p>
Short form	Full form	Examples																			
sp	spelling	My mum dose the laundry -> sp																			
T	tense	I took out the rubbish everyday -> T																			
↔	word order	My brother is a boy responsible ↔																			
^	missing word	My mum does most ^ the cooking																			
a A	capital letter	My sister and i take turns feeding the cat. -> a A																			
<p>To help students memorise the content of the lesson</p>	<p>2. WRAP-UP (1') We have practised writing a paragraph about suggestions to improve the environment.</p> <p>3. HOMEWORK (1') - Exercises in the workbook - Prepare for Communication and Culture lesson</p>	<p>Ss' oral presentation</p>	<p>Individual</p>																		