

UNIT 9: PROTECTING THE ENVIRONMENT

Lesson 1: Getting started – A Presentation On The Environment

I/ Learning outcomes:

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

1. **Knowledge:**

- Gain an overview about the topic Protecting the Environment
- Build vocabulary about the environment and identify the reported speech with statements and questions.

2. **Competences:**

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

3. **Attributes:**

- Heighten awareness of environmental problems and solutions
- Promote environmental protection

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: IN TRODUCTION & ENGAGE/ WARM UP (5') | | | |
| <ul style="list-style-type: none"> - Introduce the unit topic (Protecting the environment) - Introduce some activities to protect the environment | <p>1. Guessing picture(2') What are the pictures about?</p>     | <p>Students' oral prediction about the topic</p> <p>Suggested answer: Protecting the environment.</p> | <p>Elicit Show the pictures to elicit the topic</p> |
| | <p>2.Vocabulary: Name the activities you see in the pictures (3')</p> | <p>List of some environment protecting activities Expected answers: <i>Cleaning the beach</i></p> | <p>List Work in groups of two to list the environment protecting</p> |

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| | | <i>Planting trees</i> <i>Protecting endangered animals</i> <i>Using alternative sources of energy</i> | activities on the board. |
| ACTIVITY 2: STUDY/ PRESENTATION (17') | | | |
| - Understand the related words in the conversation | 1. Vocabulary: (10') Look at the photos to guess the meaning of new words 1. identify (v) /aɪ'dentɪfaɪ/: recognize a problem and show that it exists: nhận biết, nhận diện (explanation) 2. deforestation (n) /,di: fɒrɪ'steɪʃn/: sự chặt phá rừng (picture) 3. endangered (a) /ɪn'deɪndʒəd/: = threatened: có nguy cơ tuyệt chủng (synonym) 4. come up with (v): nghĩ ra, nảy ra (Vietnamese equivalent) 5. issue (n): vấn đề (Vietnamese equivalent) | A list of words in Ss' notebook | Elicit Give synonym/ Vietnamese equivalent/ example/... to elicit vocabulary from Ss |
| | * Check vocabulary: | The missing words on the board | Rub out and remember |
| | 2. Listen & read (5') Answer the questions a. Who are the speakers? b. What are they talking about? | Ss' answers Suggested answers: a. Nam and his father. b. Nam's preparation for his presentation about environmental protection. | Ss' scanning the conversation and answering the questions Set the context for listening and reading the conversation |
| ACTIVITY 3: ACTIVATE/ PRACTICE (18') | | | |
| Practise reading for specific information | 1/ Answer the questions (5') Read the conversation again and answer the questions. (p.100) | - Ss' answers Key: 1. She asked Nam to do some research on the environmental protection. 2. He's come up with a range of environmental issues. 3. Nam has to deliver the presentation next week. | Listen and read the conversation - Work in pairs - Peer correction - Teacher's feedback |
| - Practise scanning - Develop students' knowledge of | 2/ Match the words in A with the words in B to make phrases in 1 (5') (p.101) | Matched phrases 1-d: global warming 2-c: practical actions | Matching the words - Work in pairs - Peer correction |

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| vocabulary for environment | | 3-b: environmental issues 4-a: endangered animals | -Teacher's feedback |
| - Identify the reporting verbs and used in the sentences | 3/ Sentence completion (5') Complete the following sentences with verbs from the conversation in 1 (p.101) | The completed sentences with the correct reporting verbs <i>Answers:</i> 1. asked 2. advised 3. said | - 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 | 1. Wrap up (3') Watch the video clip and list all activities to protect the environment done in the video https://youtu.be/j2sWY5NAQmo | - Ss' list of activities to protect the environment on the poster Suggested answers: - Saving water - Planting trees - Saving electricity - Not using plastic bags/Using recycled products - Using alternative energy | 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') a/ Exercises in the workbook b/ Project preparation Find information about a local or an international environmental organization (related information: Name of the organization; Set up in; Aims, Activities) | Ss' completed exercises Ss' oral presentation of the research results | -Give homework - Tell Ss the project requirements: - Ask Ss to present their plans in the last lesson of the unit. |

Lesson 2: Language

I/ Learning outcomes:

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

4. Knowledge:

- help Ss revise sentence stress and become aware of rhythm while speaking;
- help Ss practise speaking with a natural rhythm;
- understand the meaning of the word/ phrases that have been introduced in getting started or will be learnt in the unit;
- use the words/phrases they have learnt in meaningful contexts.
- use reported speech with statements and questions.

5. 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

6. Attributes:

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

II/ Teaching and learning resources:

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

III/ PROCEDURE:

| Aims | Content | Outcomes | Implementation |
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| ACTIVITY 1: WARM UP (5') | | | |
| <ul style="list-style-type: none"> ● To arouse the classroom atmosphere ● To lead in the lesson | 1. Ask and answer the questions: (5') a/ What can we do for protecting the environment? b/ Have you ever taken part in planting trees? | Ss' oral answers about the questions related to the topic protecting the environment. | Lead-in |
| ACTIVITY 2: STUDY/ PRESENTATION (5') | | | |
| <p>To give Ss practice listening audio script – track 68 to be aware of rhythm.</p> <p>To help Ss identify stressed syllables in sentences and practise speaking with a natural rhythm.</p> <p>To make sure that sts understand the meaning of some lexical items about protecting the environment.</p> | I. PRONUNCIATION 1. LISTEN AND REPEAT. PAY ATTENTION TO THE STRESSED WORD IN THE SENTENCES. (Ex.1, p.101) 2. MARK THE STRESSED SYLLABLES IN THE WORDS IN BOLD. THEN PRACTISE SAYING THE SENTENCES WITH A NATURAL RHYTHM. (Ex.2, p.101) II. VOCABULARY (8') 1/ Match the words with their meanings. (Ex.1, p.102). 2. COMPLETE THE SENTENCES USING THE WORDS IN 1. (Ex.2, p.102) | <p>Some stressed words</p> <p>Stressed syllables in the words in bold</p> <p>+ Matched words with their meaning Key: 1a, 2d, 3e, 4b, 5c</p> <p>A list of the missing words in the exercise 2 in Ss' notebook. Keys: 1. <i>biodiversity</i>, 2. <i>wildlife</i>, 3. <i>habitats</i>,</p> | <p style="text-align: center;">Elicit</p> <p>Elicit the rule of the rhythm.</p> <p>- Pairwork - Peer correction - Teacher's feedback</p> <p style="text-align: center;">Elicit</p> <p>- Pairwork - Peer correction - Teacher's feedback</p> |

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| <p>To give Ss practice in using the words in meaningful contexts.</p> <p>- To give Ss the opportunity to revise how to use reported speech.</p> | <p>III. GRAMMAR (7)</p> <p>I. Activity 1</p> <ul style="list-style-type: none"> - Ask Ss to read through the five statements and choose the correct word/ phraseto complete each sentence. - Have sts compare the answers with their partner. - Check and correct the answers orally with some sts at random. - Explain the grammar point; Reported speech <p>+ The opening (‘) and closing (’) quotation marks are needed for writing reported speech.</p> <p>+ Verbs in reported speech usually go back one tense, and impertaive verbs change to infinitive.</p> <p>+ Say/ Tell can be used in reported speech, Say does not need an object, but Tell does.</p> <p>I. Activity 2. Change these sentences into reported speech.</p> <p>-</p> | <p>4. <i>Climate change,</i> 5. <i>ecosystem</i></p> <p>Takenotes in Ss’ books.</p> <ul style="list-style-type: none"> - Expected answers: <ol style="list-style-type: none"> 1. Was 2. Suggested 3. The following week 4. Asked 5. Had handed <p>Takenotes in Ss’ books.</p> <p>Ss’ complete sentences on the b/b.</p> <ol style="list-style-type: none"> 1. Mrs Le explained that the burning of coal led/leads to air pollution. 2. Nam said he had to present his paper on endangered animals the following week. 3. Linda asked the speaker if/whether human activities had/have an impact on the environment. 4. Nam asked Mai what environmental projects her school was working on. 5. Tom said to/ told Nam that he would read more articles before writing the essay. | <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 to-infinitive and some verbs followed by bare infinitive from students</p> |
| ACTIVITY 3: PRACTICE (7’) | | | |
| <p>To give Ss chance to use reported speech in contexts.</p> | <p>1. Choose the best answer. (textbook)</p> | <p>correct answers on the b/b. Key: 1B; 2A; 3D; 4C; 5C; 6D.</p> | <ul style="list-style-type: none"> - Work in groups - peer correction |

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| | | | - Teacher's feedback |
| ACTIVITY 4: PRODUCTION (5') | | | |
| To use reported speech to make a sentence. | 1. Make a sentence using reported speech. | Students' sentences on the b/b | - Groupwork |
| ACTIVITY 5: CONSOLIDATION (5') | | | |
| To help Ss memorise the target language that they have learned - Words and phrases related to environmental impacts and preservation, stress in three syllable nouns and reported speech. | 1.WRAP-UP - For vocabulary, that is words and phrases related to environmental impacts and preservation. - For pronunciation, that is stress in three syllable nouns. - For grammar, that is reported speech | Ss' oral answers. | - Elicit the answers from students - Teacher's feedback |
| Inform students what they have to do at home | 2. HOMEWORK (3') - Do the tasks again - Exercises in the workbook - Prepare for lesson 3 Unit 9. | | |

UNIT 9: PROTECTING THE ENVIRONMENT

Lesson 3: Reading

I/ Learning outcomes:

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

7. Knowledge:

- Identify different types of pollution.
- Understand the causes and negative effects of pollution on our environment and health.
- Gain vocabularies to talk about protecting the environment

2. Competences:

- be intergrated especially reading skills
- be collaborative and supportive in pair work and teamwork;
- actively join in class activities.

3. Attributes:

- be aware of responsibilities towards protecting the environment

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: IN TRODUCTION & ENGAGE/ WARM UP (5') | | | |
| - Introduce the unit topic (protecting the environment); - Introduce some vocabulary to be learnt in the unit. | 1. Guessing picture(2') Look at the pictures and answer following questions What environmental problems do you see in the pictures? | Students' oral prediction about the topic Suggested answer: a. cutting of forests b. global warming c. pollution d. endangered animals | Elicit Show the picture to elicit the topic |
| ACTIVITY 2: STUDY/ PRESENTATION (17') | | | |
| - Understand the related words in the text | 1. Vocabulary: (10') List some new words from the reading(3') 1. Polar ice melting /'pəʊ.lə.ɪs.'mel.tɪŋ/ 2. heatwaves /'hi:t,wɛv/ 3. climate change /'klaɪ.mət ,tʃeɪndʒ/ 4. respiratory diseases /rɪ'spi:r.ə.tər.i.di'zi:z/ 5. endangered animals /ɪn'deɪn.dʒərd 'spi:fɪz/ 6. ecosystem /'i:kəʊ.sɪs.təm/ | A list of words in Ss' notebook | Elicit Give pictures/ Vietnamese equivalent/ example to elicit vocabulary from Ss |
| | * Check vocabulary: | The missing words on the board | Rub out and remember |
| | 2. Read and choose the best title for it(5') | Ss' prediction about the text Suggested answers: A. Environmental problems: what are they? | Set the context for reading the text |
| ACTIVITY 3: ACTIVATE/ PRACTICE (18') | | | |
| Practise reading for specific information | 1/ True/False (5') Read the text again and decide whether the following statements are true (T) or false (F). (p.9) | - Ss' oral prediction - Statements identified as true or false Key: 1. T 2. T 3. F natural gases → Waste gases 4. F human → ecosystem | Read the text again - Work in pairs - Peer correction - Teacher's feedback |
| To help Ss practice reading for specific information | 2/ Read the text again and decide which paragraph contains the following information (5') 1. An example of harmful substances in the air and water 2. One of the reasons for | Answers: 1. Para C 2. Para B 3. Para A 4. Para D | Reading for matching - Work in pairs - Peer correction - Teacher's feedback |

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| | destroying wildlife habitats 3. An increase in the level of the world's oceans 4. An effect of illegal hunting on the ecosystem | | |
| - to help SS use the ideas and language in the reading to talk about the most serious problem in Vietnam | 3/ Discuss the question Which of the problems mentioned in the text do you think is the most serious in Viet Nam? (5') | Ss' oral presentation Suggested answer: <i>In my opinion, air pollution is the most serious environmental problem in Viet Nam, especially in big cities. It affects our health directly because the polluted air we breathe in may cause health problems such as respiratory diseases or even death.</i> | - Do the task in groups - share the answers with a peer. - Teacher's feedback |
| ACTIVITY 4: CONSOLIDATION/ PRODUCTION (5') | | | |
| Help students memorise the new words and how to pronounce correctly that they have learned | 1. Wrap up (3') Words and phrases related to environmental impacts and preservation. Identify different types of pollution. Understand the causes and negative effects of pollution on our environment and health. | Suggested answers: <i>Read and Write down the new words correctly on the board</i> | -Work in 4 groups -Peer correction - Teacher's feedback |
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| 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/ Project preparation prepare lesson 4: speaking | | |

UNIT 9: PROTECTING THE ENVIRONMENT

Lesson 4: Speaking – Solutions to environmental problems

I/ Learning outcomes By the end of this lesson, students will be able to:

1. Knowledge

- Identify environmental problems and relevant solutions.
- Gain an overview about the outline and useful expressions for making oral presentations on solutions to an environmental problem.

2. Competences

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


3. Attitudes

- Understand more about Protecting the environment
- Develop self-study skills

II/ Teaching and learning resources

- Computer connected to the internet - TV/ pictures and cards - sachmem.vn

III/ Procedure

| Aims | Contents | Outcomes | Steps |
|--|---|---|--|
| ACTIVITY 1: INTRODUCTION AND WARM UP (5') | | | |
| <p>- To introduce the topic of speaking.</p> <p>- To enhance students' skills of cooperating with teammates.</p> | <p>Game: Guess the words by pics</p>  | <p>Vocabulary relating to the topic.</p> <p>Suggested answer</p> <ol style="list-style-type: none"> 1. Endangered animals 2. Deforestation 3. Air pollution 4. Burning rubbish 5. Public transports | <p>Individual work</p> <ul style="list-style-type: none"> - Students look at the pictures and guess the words. - Teacher checks their answers, gives feedback. |
| ACTIVITY 2: PRE TEACH VOCABULARY (5') | | | |
| <p>- To provide Ss with essential vocabulary</p> <p>- Practice the words in activity 1</p> | <p>1. Vocabulary</p> <ol style="list-style-type: none"> 1. Endangered animal (n) /ɪn'deɪn.dʒəd/ /'æn.ɪ.məl/ 2. Deforestation (n) /di:ˌfɒr.ɪ'steɪ.ʃən/ 3. Burning rubbish (n) /'bɜːnɪŋ/ /'ɪb.ɪʃ/ 4. Recycle(v) /ˌri:'saɪ.kəl/ 5. illegal(a) /ɪ'li:.gəl/ 6. emission(n) /i'mɪʃ.ən/ | <p>A list of words in Ss' notebook</p> | <ul style="list-style-type: none"> - Students listen and repeat these words - Teacher checks vocabulary |
| ACTIVITY 3: PRE- SPEAKING (10') | | | |
| <p>To introduce more ideas for the main</p> | <p>Match the environmental problems to the suggested solutions (7')</p> <p>Task 1 /p104</p> | <p>Matched items</p> <p>Key: 1. c - e 2. a - f 3. b - 4.d</p> | <ul style="list-style-type: none"> - Students work in pairs, matching the environmental problems with the suggested solutions |

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| speaking task. | | | <ul style="list-style-type: none"> - Teacher asks students to check in pairs. - Ss practice reading aloud in pairs. |
| To introduce a model for a presentation on solutions to an environmental problem. | <p>Task 2: Complete the presentation outline below with the information in the box</p> | <p><i>Completed presentation outline</i> Key: 1. D 2. A 3. C 4. B</p> | <ul style="list-style-type: none"> - Pair work - Students complete the presentation outline using information in the right box. - Ss exchange their answers with their partners. - T calls on some Ss to share their answers with the class and checks answers as a class. |
| ACTIVITY 3: PRACTICE (20') | | | |
| To give Ss an opportunity to discuss in groups and deliver a presentation on solutions to an environmental problem | <p>Task 3: Choose an environmental problem in 1 and make a presentation on the solutions to it.</p> <div style="background-color: #008080; color: white; padding: 5px;"> <p>I. INTRODUCTION: Welcome the audience and introducing the topic</p> <ul style="list-style-type: none"> - Hi everyone. - Good morning/ afternoon. - I'm here today to talk to you about/ discuss ... - I'd like to talk about ... - Today, I'd like to share with you ... </div> <div style="background-color: #e0f2f1; padding: 5px;"> <p>II.1 BODY – MAIN PART 1: Introduce the first point/ idea</p> <ul style="list-style-type: none"> - Firstly, the problem can be solved by ... - The first solution is to ... </div> <div style="background-color: #e0f2f1; padding: 5px;"> <p>II.2. BODY – MAIN PART 2: Introduce the second point/idea</p> <ul style="list-style-type: none"> - My next point is ... - Another solution is to ... </div> <div style="background-color: #e0f2f1; padding: 5px;"> <p>III. CONCLUSION: Finishing presentation and thanking the audience</p> <ul style="list-style-type: none"> - That concludes our presentation. </div> | <p>Ss' oral presentation Hi everyone, I'm here today to talk to you about the solutions to one of the most serious problem in our country/ hometown - deforestation Firstly, the problem can be solved by organizing different activities to enhance people's awareness of the importance of forest. Another solution is to recycle paper, plastics and wood products. Finally, government must introduce strict laws to prevent the cutting of natural forests. Thank you for listening</p> | <p>Work in groups.</p> <ul style="list-style-type: none"> -Teacher shows a sample presentation on the board - Ss choose an environmental problem in 1. - Prepares a 3-5 minute presentation on the solutions to it. Use the suggested organization and expressions to help you. - Ss work in groups to prepare their oral presentations. - Teacher collects marking sheets, add up the marks of each presenter, gives feedback, comments, decide the winner and gives a reward for the best presenter. |

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| | <ul style="list-style-type: none"> - That's the end of our presentation today. - Thank you for listening. - Thank you for your attention. | | |
| ACTIVITY 4 : PRODUCTION (5') | | | |
| To consolidate what students have learnt in the lesson. | Wrap-up <ul style="list-style-type: none"> - Introducing the ideas - Finishing the presentation and thanking the audiences presentation? What are they? | | Teacher asks students. |
| To review the lesson | <ul style="list-style-type: none"> - Write a presentation on the disappearance of endangered animals - To review the lesson they have learnt and prepare for the next lesson: Listening. | - Do exercises in the workbook | Take note |

UNIT 9: PROTECTING THE ENVIRONMENT

Lesson 5: LISTENING

I/ Learning outcomes:

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

8. Knowledge:

- Use the lexical items related to the topic *Protecting the environment*
- Listen for specific information in a conversation about ways to protect endangered animals.

9. Competences:

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

10. Attributes:


- Be well aware of saving endangered animals
- Be encouraged to attend activities organized to protect endangered animals

II/ Teaching and learning resources:


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

III/ PROCEDURE:

| Aims | Contents | Outcomes | Steps |
|---|---|---|--------------|
| ACTIVITY 1: WARM UP (10') | | | |
| - Get general knowledge about rhinos and tigers – two endangered animals. | 1. Game: Ocean rescue (5') <i>Ocean rescue game-questions:</i> 1. It is a large heavy animal with very thick skin and either one or two horns on its nose. A. An elephant B. crocodile | Students' answers and oral prediction about the topic Suggested answer: | - Play game. |

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| <p>- Get to know the topic of the listening passage.</p> | <p>C. A hippo D. A rhino 2. Rhinos are large animals found in rivers and lakes in A. America B. South Africa C. Europe D. Australia 3. Rhinos are threatened by illegal hunting and loss of A. habitat B. water C. river D. ocean 4. The tiger is the largest living, and lives in forest habitats. A. Panda B. Lion C. cat D. pangolin 5. Tigers are endangered animals and there are not more than tigers in the wild now. A. 35 B. 350 C. 3500 D. 35000 2. Questions:</p>  <p>1. <i>What can you see in the pictures?</i> 2. <i>What is happening to the animals in the pictures?</i></p> | <p>KEY: 1. D 2. B 3. A 4. C 5. C</p> <p>Students' answers Question 1: Picture A: The rhino is being hunted Picture B: The wild tiger is being kept in a cage. Question 2: They are in danger of extinction.</p> | <p>- Elicit: Show two questions to elicit the topic</p> |
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ACTIVITY 2: STUDY/ PRESENTATION (8')

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| <p>- Understand and use the words related to the endangered animals</p> | <p>1. Vocabulary: 1. suffering (n): physical or mental pain 2. ban: (v) forbid (= refuse to allow) something.</p>  <p>* <i>Listen and repeat</i></p> <p>* <i>Check vocabulary:</i></p> | <p>A list of words in Ss' notebook</p> <p>Students' pronunciation of the words</p> <p>The missing words on the board</p> | <p>Elicit Give synonym/ explanation/ Vietnamese equivalent/</p> <p>Listen to the audio and repeat in chorus, then individually</p> <p>Rub out and remember</p> |
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| ACTIVITY 3: ACTIVATE/ PRACTICE (20') | | | |
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| <p>- Listen for specific information.</p> | <p>1/ True/ False (10') Nam and Mai are talking about Mai's project on ways to save endangered animals. Listen to the conversation and decide whether the statements are True (T) or False (F). 1. Mai will complete her mid-term project in two weeks. 2. Nam believes that people should first be made aware of the importance of the problem. 3. Mai thinks that illegal hunting may not destroy wild animals' natural habitats. 4. Nam believes that illegal hunting can be prevented by banning wildlife trade.</p> | <p>- Ss' oral prediction - Statements identified as true or false Key: 1. T 2. T 3. F 4. T</p> | <p>Predict and listen to the conversation - Work in pairs - Peer correction - Teacher's feedback</p> |
| | <p>2/ Gap-fill (10') Listen to the conversation again and complete the notes. Use ONE word for each gap 2.1. Read and identify the part of speech (word class) of the missing word. 2.2. Listen and complete the notes with ONE word from the listening text</p> | <p>Filled gaps Sts' identification of part of speech (1) – a noun (2) – a noun (3) – a noun (4) – a noun or an adjective Sts' answers: 1. importance 2. laws 3. trade 4. animal</p> | <p>Filling in blanks - Work in pairs - Peer correction - Teacher's feedback</p> |
| ACTIVITY 4: CONSOLIDATION/ PRODUCTION (7') | | | |
| <p>Improve speaking skill by using the information from the listening conversation</p> | <p>1. Discussion (5') <i>Which is the most effective way to save endangered animals?</i></p> | <p>- Ss' oral presentation Suggested answers: <ul style="list-style-type: none"> ● Ban illegal hunting ● Avoid using products made from endangered animals. ● Build more national parks. </p> | <p>- Discussion - Work in 4 groups - Peer correction - Teacher's feedback</p> |
| <p>Review the lesson they have learnt and prepare for the next lesson:</p> | <p>2. Homework (2') - Write a short paragraph about their opinion on how Students can help to save endangered animals. - Prepare the next lesson of the unit.</p> | <p>Ss' writing</p> | <p>Individual</p> |

UNIT 9: PROTECTING THE ENVIRONMENT

Lesson VI: WRITING

I/ Learning outcomes:

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

11. Knowledge:

- Use the lexical items related to the topic *Protecting the environment*
- Write about a wildlife organization

12. Competences:

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


13. Attributes:

- be aware of protecting endangered animals and the planet's natural environment.

II/ Teaching and learning resources:

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

III/ PROCEDURE:

| Aims | Contents | Outcomes | Steps |
|--|--|---|--|
| ACTIVITY 1: WARM UP (6') | | | |
| <p>- Introduce the World Wildlife Fund</p> <p>Lead in</p> | <p>1. Guessing Game: Which organization is it?</p>  | <p>Gussed picture</p> <p>Answer key:</p> <p>(1) THE WORLD WIDE FUND FOR NATURE (WWF)</p> <p>(2) SAVE THE ELEPHANTS</p> | <p>Elicit</p> <p>- Show the picture to guess</p> |
| ACTIVITY 2: PRESENTATION (10') | | | |
| <p>- Understand the related words in the text</p> <p>- Introduce some vocabulary to be learnt in the text.</p> | <p>1. Guiding questions: (4')</p> <ul style="list-style-type: none"> - Do you recognize the animal? - Where does it come from? - What do the letters WWF stand for? <p>2. Vocabulary: (6')</p> <p>1. originally (adv) – explanation</p> | <p>Answered questions Key</p> <ul style="list-style-type: none"> - A panda. - It comes from China. - WWF stands for WORLD WIDE FUND FOR NATURE (formally The World Wildlife Fund). - A list of words in Ss' notebook | <p>- Ss work individually</p> <p>- Give synonym/ Vietnamese equivalent/ example to</p> |

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| | 2. non-governmental (a) – trans 3. organization (n) – explanation and visual 4. non-profit (a) - trans 5. die out (v) = become extinct - synonym | | elicit vocabulary from Ss |
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ACTIVITY 3: PRACTICE (20')

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|--|---|--|---|---|
| - To provide further information about a wildlife organization and a model for the writing task. | 1/ Read the text about WWF and complete the table (5') | | Completed table <i>Answer key:</i> 1. Non-governmental organisation 2. 1961 3. to stop the process of destroying the planet's natural environment 4. the survival of endangered animals and the protection of their natural habitats 5. 1,300 | Filling in the table - work in groups - Teacher's feedback |
| | | World Fund Nature(WWF) | | |
| | Kind of organization | (1) | | |
| | Set up in | (2) | | |
| | Aims | (3) -to build future in h hun respect | | |
| | Focus of their work | (4) | | |
| | Number of projects supported | (5) | | |

| | | | |
|---|--|--------------------|------------------|
| - To help Ss practise developing ideas and writing about a wildlife organisation. | 2/ Write a paragraph (120-150) about Save the Elephants, using the information in the table below (15') | <i>Ss' writing</i> | - Work in groups |
|---|--|--------------------|------------------|

ACTIVITY 4: PRODUCTION (7')

| | | | |
|---|--------------------|---|------------------------|
| - To do a cross-check and final check on students' writing. | 1. Peer-correction | Completed paragraph Sample paragraph <i>Save the Elephants (STE) is a non-profit organisation. It was set up in 1993 by Iain Douglas-Hamilton, and today it is one of the world's largest organisations to save elephants worldwide. It aims to make sure elephants do not die out and protect the habitats in which elephants are found. Much of the work of STE focuses on stopping the illegal hunting of elephants especially in Africa and</i> | - exchange Ss' writing |
|---|--------------------|---|------------------------|

| | | | |
|--|---|--|---|
| | 2. Class correction: | <i>Asia, working together with scientists and experts to conduct research on behaviours of elephants, and raising people's awareness through films, televisions and new media sources. So far, it has conducted 335 projects in 40 countries and helped to protect thousands of elephants worldwide.</i> | - Ss correct the mistakes - Teacher's feedback |
| | Homework (2') a/ Exercises in the workbook b/ Communication and culture/clil | Teacher' oral presentation | Individual - Ask Ss to present their plans in the last lesson of the unit. |

UNIT 9: PROTECTING THE ENVIRONMENT

Lesson 7: COMMUNICATION & CULTURE/ CLIL

I/ Learning outcomes:

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

1. Knowledge:

- To review expressions for making and responding to apologies .
- To help students learn about Earth Hour through CLIL(Environmental studies) and learn some content vocabulary.
- To give Ss an opportunity to personalize the CLIL topic.

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 making and responding to apologies;
- be aware of the importance of preserving the environment

II/ Teaching and learning resources:

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

III/ PROCEDURE:

| Aims | Contents | Outcomes | Steps |
|--|---|--|--|
| ACTIVITY 1: WARM UP (5') | | | |
| - To arouse the classroom atmosphere. - To help Ss review expressions for making and responding to apologies. | Video watching: Watch the video and say sorry. * In this video, Paul says sorry for making Noelia fall over. Watch the video and: -Complete the conversation with the correct information. | Completed conversation. Suggested answers: 1, sorry 2, really 3, all right 4, pay attention 5, not to run 6, fault 7, too 8, it's fine 9, worry | Elicit - show the video to elicit Ss' answers. |


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

| | | | |
|--|--|---|---|
| <p>To review expressions for making and responding to apologies.</p> | <p>Listen and complete the following conversation with the expressions from the box. then practise it in pairs. (ex.1, p.107)</p> | <p>Completed conversation with expressions provided Key: 1. B 2. C 3. D 4. A</p> | <p>Read the conversation, listen and complete it Work in pairs - Complete the conversation - Practise the conversation</p> |
|--|--|---|---|

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

| | | | |
|---|--|---|---|
| <p>-To help Ss practise making and responding to apologies.</p> | <p>Make similar conversation making and responding to apologies . - Going to school late. - Submitting the assignment late - Keep S.O waiting so long</p> | <p>Ss' conversation using useful expressions <i>Expected answers:</i> + (1)- I hope you'll excuse me for going to school late because my bike was broken -Don't mention it, ** conversations performed by Ss</p> | <p>Brainstorm : - tell some different situations ,where and when it happens and what to say . Practise - asks Ss to work in pairs to make similar conversations ,using the expressions for making and responding to apologies (Ex2, page 107)</p> |
|---|--|---|---|

CULTURE : ACTIVITY 4: VOCABULARY PRETEACHING (5')

| | | | |
|--|--|--|---|
| <p>- To pre-teach the meaning of some words/phrases, so that Ss can use them in their presentation later and can understand the reading text. - To help Ss learn some content vocabulary .</p> | <p>Look at the pictures and answer the question: What do you know about Earth Hour? </p> | <p>Ss' answers about Earth Hour *suggested answers - Organized by World Wide Fund for Nature. -Held from 8.30 p.m. – 9.30p.m on the last Saturday of March - To show the public support for protecting the environment and saving the planet *A list of some words - encourage (v) - impact(n) - promote (v)</p> | <p>Elicit - give pictures to elicit ideas and vocabulary from Ss</p> |
|--|--|--|---|

CULTURE – ACTIVITY 5 (ACTIVATE) (10')

| | | | |
|---|--|---|--|
| <p>- To help Ss learn about Earth Hour through CLIL. - To help Ss learn some content vocabulary .</p> | <p>Read the text and complete each blank of the fact file about Earth Hour with One word. (ex.1, p.108)</p> | <p>Completed blanks Key: 1. Saturday 2. Support 3. Climate 4. Activities 5. 2009</p> | <p>ask Ss to read the text about Earth Hour and complete the table - work in pairs - peer correction - teacher's feedback</p> |
|---|--|---|--|

| CULTURE – ACTIVITY 6 (PRODUCTION) (5’) | | | |
|---|---|--|--|
| To give Ss an opportunity to personalise the CLIL topic. | *Questions 1. Who organised Earth hour ? 2. What’s Earth Hour ? 3. How often is held ? 4. What does it ask people to do ? | Answered questions Suggested answers: 1.WWF 2. Earth hour is a global event organised by WWF 3. Every year 4.It shows the public support for protecting the environment and saving the planet | - asks Ss to work in pairs and find out what they already about Earth Hour. -Teacher calls on some pairs to share their ideas with the whole class. |
| CONSOLIDATION & HOMEWORK (3’) | | | |
| -To help Ss memorise the content of the lesson that they have learned | Wrap-up Homework - Exercises in the workbook - Prepare for Looking back and Project lesson | Suggested answer: -making and responding to apologies; - Learning about Earth Hour through CLIL. | |

UNIT 9: PROTECTING THE ENVIRONMENT

Lesson 8: Looking back and project

I/ Learning outcomes:

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

1. Knowledge

- Review the vocabulary and grammar of *Unit 9*
- Apply what they have learnt (vocabulary and grammar) into practice through a project

2. Core competence

- 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

3. Personal qualities

- Be more creative when doing the project
- Develop self-study skills


II/ Teaching and learning resources:

- Grade 10 textbook, Unit 1, Looking back & Project
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- sachmem.vn

III/ PROCEDURE

| Aims | Content | Outcomes | Steps |
|------|---------|----------|-------|
|------|---------|----------|-------|

ACTIVITY 1: WARM-UP (5')

| | | | |
|---|---|---|--|
| <p>To revise the activities related to the environment and lead in the next part of the lesson.</p> | <p>Describe activities in the picture *Groups of 4 ss looking the pictures *Ss give names of activities in the picture based on the group's notes,</p>  | <p>Described activities + Collecting the garbage. + Cleaning the park. + Taking the rubbish out.</p> | <ul style="list-style-type: none"> - Looking at the picture and taking notes individually - Sharing the notes - Teacher's feedback. |
|---|---|---|--|

ACTIVITY 2: LOOKING BACK (15')

| | | | |
|---|---|---|--|
| <p>- To revise sentence stress and practise speaking with a natural rhythm.</p> | <p>1. PRONUNCIATION Listen and mark the stressed syllables in the words in bold. Then practise saying the sentences with a natural rhythm.</p> | <p>*Ss' saying the sentences with a natural rhythm. Answer key: 1. 'Don't 'buy 'products that are 'made from 'wild 'animal 'parts. 2. 'What can we 'do to 'help the 'animals in the 'wild? 3. 'Larger 'tigers tend to 'live in 'colder 'areas while 'smaller 'tigers 'live in 'warmer 'countries. 4. 'Elephants are en'dangered because of il'legal 'hunting and 'body 'part 'trade. 5. Do you 'know why so many en'dangered 'animals are disap'pearing?</p> | <ul style="list-style-type: none"> - Listening to the recording - Marking the stressed syllables - Practising with a natural rhythm. - Pairwork - Teacher's feedback. |
| <p>-To revise the vocabulary items Ss have learnt in the unit.</p> | <p>2. VOCABULARY Choose the correct word to complete each sentence.</p> | <p>*Completed sentences with words chosen. Answer key: 1. <u>habitats</u> 2. <u>impact</u> 3. <u>endangered</u> 4. <u>warming</u></p> | <ul style="list-style-type: none"> - Working individually. - Ss' comparison with partners. - Ss' writing. - Ss' explanations. - T's feedback. |
| <p>To revise the use of reported speech.</p> | <p>3. GRAMMAR Change the following sentences into reported speech.</p> | <p>* Written sentences of reported speech. Answer key: 1. The teacher explained that the rising sea level was / is a result of global warming. 2. My friend told me that she would take part in the</p> | <ul style="list-style-type: none"> - Individual work. - Writing and explaining -Peer correction - Teacher's feedback. |

| | | | |
|--|--|--|--|
| | | <p>competition the following month.</p> <p>3. The speaker said the clearing and burning of forests led / lead to air pollution.</p> <p>4. Tuan asked Minh whether he was interested in joining the event that weekend.</p> <p>5. Nam asked Mai when she was going to deliver the presentation on the environment</p> | |
|--|--|--|--|

ACTIVITY 3: PROJECT (20')

| | | | |
|---|--|---|---|
| To provide an opportunity for Ss to develop their research and collaboration skills | <p>Group presentations: A local or an international environmental organisation The presenters should complete their self-assessment checklist after completing their presentation.</p> | * Ss' confidence and fluency during their presentation. | <ul style="list-style-type: none"> - Ss' presentations, - Ss' questions and further discussions at the end. - T's feedback/ comments. - T's praise/ awards. |
|---|--|---|---|

ACTIVITY 4: CONSOLIDATION/ PRODUCTION (5')

| | | | |
|--|---|---|---|
| - To consolidate what students have learnt in the lesson | <p>1.WRAP-UP (3') Teacher asks students to talk about what they have learnt in the lesson.</p> | - Ss' list of what they have learnt today | <ul style="list-style-type: none"> - Groupwork. - T's summary |
| -To prepare for the next lesson | <p>2. HOMEWORK (2') - Exercises in the workbook - Prepare for the next lesson: Unit 2 – Lesson 1. Getting started.</p> | | <ul style="list-style-type: none"> - Teacher's instruction - Taking notes |

CHECKLIST (HANDOUTS)

| | Tick where appropriate | Comments (in English or Vietnamese) |
|--|------------------------|-------------------------------------|
| DELIVERY | | |
| – The presenters greeted the audience | | |
| – The presenters spoke clearly and naturally | | |
| - The presenters cooperated when delivering their talk | | |
| - The presenters interacted with the audience. | | |

| | | |
|--|--|--|
| – The presenters used some photos / pictures to illustrate organisation’s aims and activities. | | |
| - The presenters concluded their talk appropriately. | | |
| CONTENT: <i>The presentation includes the following information about a local or an international environmental organisation:</i> | | |
| – name | | |
| – when it was set up | | |
| – the organisation’s aims | | |
| – current activities | | |

| | Tick where appropriate | Comments (in English or Vietnamese) |
|--|------------------------|-------------------------------------|
| DELIVERY | | |
| – I greeted the audience | | |
| – I spoke clearly and naturally | | |
| - I cooperated with my group members when delivering the talk | | |
| - I interacted with the audience. | | |
| – I used some photos / pictures to illustrate organisation’s aims and activities. | | |
| - I concluded my part of the talk appropriately. | | |
| CONTENT: <i>The presentation includes the following information about a local or an international environmental organisation:</i> | | |
| – name | | |
| – when it was set up | | |
| – the organisation’s aims | | |
| – current activities | | |

UNIT 10: Ecotourism

Lesson 1: Getting started – An eco-friendly fieldtrip to Phong Nha Cave

I/ Learning outcomes:

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

14. Knowledge:

- have an overview about the topic Ecotourism.
- gain vocabulary to talk about Ecotourism.

15. Competences:

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

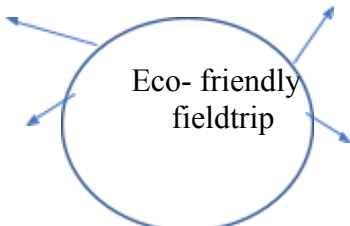
16. Attributes:

- be aware of responsibilities towards Ecotourism.

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 introduce the unit topic (Ecotourism); | 1. Answer the question: (5') - What do you know about Eco-friendly fieldtrip?  | Students' oral prediction about the topic Suggested answer: - not damage the environment - not leave litter - bring food with less packaging | Elicit T Asks and Ss answer questions |
| ACTIVITY 2: STUDY/ PRESENTATION (15') | | | |
| -To help Ss understand the related words in the conversation - To introduce the grammar points to be learnt in the unit. | 1. Vocabulary: (10') - ecotourism: - eco-friendly - fieldtrip (n) - stalactite (n) - damage (v): - packaging (n): | A list of words in Ss' notebook | Elicit T gives synonym/ Vietnamese equivalent/ example to elicit vocabulary from Ss |
| | <i>* Check vocabulary:</i> | The missing words on the board | T rubs out the words and Ss remember and rewrite them |
| To introduce the unit topic | 2. Listen & read (5') look at the picture (p.110) and answer the questions: <ul style="list-style-type: none"> ● What is it? ● Where is it? ● Have you ever visited it? | Ss' prediction about the picture Suggested answers: -It is Phong Nha Cave in Quang Binh Province. | -T plays the CD -Ss listen and repeat the conversation |

ACTIVITY 3: ACTIVATE/ PRACTICE (15')

| <p>To check Ss' comprehension of the conversation.</p> | <p>1. Find and correct mistakes (5') 1. On an eco-friendly fieldtrip, tourists enjoy, explore <u>and damage</u> the environment. 2. Nam <u>will</u> take pieces of stalactites because they take a long time to form. 3. Mai <u>will</u> bring snacks with <u>a lot of</u> packaging on the trip.</p> | <p>Mistakes corrected Key: 1. and → but not. Or damage → protect/learn about 2. will → will not 3. will → will not Or a lot of → less</p> | <p>-Working in pairs, Ss Read the conversation again. Then find and correct a mistake in each sentence below. -Ss do peer correction - Teacher gives feedback</p> | | | | | | | | |
|---|--|--|---|--|--|--|-----|--------|--|---|--|
| <p>- To help Ss revise phrases related to ecotourism.</p> | <p>2. Put each phrase into the correct column (5')</p> <div style="border: 1px solid #add8e6; border-radius: 10px; padding: 10px; margin: 10px 0; background-color: #e0f0ff;"> <p>explore the place damage the environment leave litter behind learn about the place</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #00b09b; color: white;"> <th style="width: 50%;">Dos</th> <th style="width: 50%;">Don'ts</th> </tr> </thead> <tbody> <tr style="background-color: #e0f0ff;"> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> | Dos | Don'ts | | | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #00b09b; color: white;"> <th style="width: 50%;">Dos</th> <th style="width: 50%;">Don'ts</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">-Explore the place -learn about the place</td> <td style="padding: 5px;">-damage the environment -leave litter behind</td> </tr> </tbody> </table> | Dos | Don'ts | -Explore the place -learn about the place | -damage the environment -leave litter behind | <p>-Ss work in pairs - Ss do peer correction -Teacher gives feedback</p> |
| Dos | Don'ts | | | | | | | | | | |
| | | | | | | | | | | | |
| Dos | Don'ts | | | | | | | | | | |
| -Explore the place -learn about the place | -damage the environment -leave litter behind | | | | | | | | | | |
| <p>-To identify the present simple and the present continuous, and how they are used in sentences</p> | <p>3. Sentence completion (5') Complete the sentences.</p> <p>1. Nam says, 'If I _____ some to my rock collection, it _____ the best at school!' 2. Ms Hoa says, 'If I _____ you, I _____ bring too many snacks.'</p> | <p>Completed sentences Answers: 1. add - will be 2. were - wouldn't</p> | <p>- Ss do the task individually and then share the answers with a peer. - Teacher gives feedback</p> | | | | | | | | |

ACTIVITY 4: CONSOLIDATION/ PRODUCTION (10')

| | | | |
|--|---|--|---|
| <p>To help students memorize the target language and skills that they have learned</p> | <p>1. Wrap up (7') Talk about the advantages and disadvantages of Ecotourism</p> | <p>- Ss' talk about the advantages and disadvantages of Ecotourism</p> | <p>-SS work in 4 groups - Teacher gives feedback</p> |
| <p>To inform students what the final product of the project should be and how students can prepare for it.</p> | <p>2. Homework (3') a/ Exercises in the workbook b/ Project preparation - Tell Ss the project requirements: Do research on one tourist attraction in our country. - Ask Ss to present their plans in the last lesson of the unit.</p> | <p>Ss' oral presentation of the research results</p> | <p>Ss work in Groups</p> |

UNIT 10: ECOTOURISM - Lesson 2: LANGUAGE

I/ Learning outcomes:

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

17. Knowledge:

- Use the lexical items related to the topic ecotourism;
- Identify intonation patterns and use appropriate intonation (i.e. rising or falling tone);
- Use conditional sentences Type 1 and Type 2 correctly.

18. Competences:

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




19. Attributes:

- Develop a sense of an ecotourist
- Be aware of tourism and their impact on the environment

II/ Teaching and learning resources:

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

III/ PROCEDURE:

| Aims | Contents | Outcomes | Steps |
|---|--|---|--|
| ACTIVITY 1: WARM UP (4') | | | |
| - To lead into the new lesson | <p>*Warm-up</p> <p>JUMBLLED-WORD: I/A/T/O/I/N/T/N/O/N</p> <p><i>New lesson:</i></p> <p style="text-align: center;"><i>UNIT 10</i></p> <p style="text-align: center;">Lesson 2: LANGUAGE</p> | Rearranged- word: INTONATION | T gives the jumbled-word Ss rearrange the letters into a meaningful word. T leads in the new lesson |
| ACTIVITY 2: STUDY/ PRESENTATION (5') | | | |
| To help students recognise the intonation patterns in different types of sentences. | <p>I. PRONUNCIATION</p> <p>Task 1: Listen to these sentences. Pay attention to the intonation and repeat. (p. 111)</p> <p>1. I'll also try to bring snacks with less packaging. </p> <p>2. What's an eco-friendly fieldtrip? </p> <p>3. Can we bring snacks? </p> | The intoated statements, Wh-questions and Yes-No questions. | <p>* T Asks students to listen to some sentences and indicate the falling and rising tones at the end of each sentence.</p> <p>*T checks understanding by asking individual students to briefly explain the intonation</p> |

| | | | |
|--|--|--|--|
| | <div style="background-color: #00a68a; color: white; padding: 5px; display: inline-block; transform: rotate(-2deg);">Remember!</div> <ul style="list-style-type: none"> - Statements often have a falling tone at the end. - Wh-questions often have a falling tone at the end. - Yes-No questions often have a rising tone at the end. | | <p>patterns in the three types of sentences: statements, Wh-questions and Yes-No questions.</p> <p>*T asks students to read the notes in the Remember! Box and</p> |
|--|--|--|--|

ACTIVITY 3: ACTIVATE/ PRACTICE (7')

| | | | |
|---|---|---|---|
| <p>To help students practise different intonation patterns in a conversation.</p> | <p>Task 2: Work in pairs and role-play this conversation. Pay attention to the intonation. Then listen and check. (p. 111)</p> <p>Audio script:</p> <p><i>Mum:</i> Have you packed for the trip tomorrow?</p> <p><i>Mai:</i> Yes, I have. ↘</p> <p><i>Mum:</i> Why are you taking so little food? ↗</p> <p><i>Mai:</i> Because I don't want to leave litter behind. It's not good for the environment. ↘</p> <p><i>Mum:</i> That's a good idea. ↘</p> | <p>Role-play conversation with correct intonation</p> | <p>* T has students work in pairs to role-play the conversation paying attention to the three intonation patterns they have just learnt.</p> <p>*T asks students to peer check and gives comments</p> |
|---|---|---|---|

ACTIVITY 4: STUDY/ PRESENTATION (10')

| | | | |
|---|--|---|---|
| <p>To help students understand the meanings of words / phrases related to ecotourism.</p> | <p>II. VOCABULARY</p> <p>Task 1. Below is what ecotourists do. Match each sentence on the left with its explanation on the right. (p. 112)</p> | <p>Sentence-Explanation matches</p> <p>Answers:</p> <p>1. b 2. a 3. e 4. d 5. c</p> | <p>* In pairs, students read the statements, focusing their attention on the key word highlighted in each sentence and then do the task.</p> <p>*T checks answers and gives feedback.</p> |
| <p>To help students practise these words in meaningful contexts.</p> | <p>Task 2: Complete these sentences with the highlighted words in Task 1. (p. 112)</p> | <p>Filled-words</p> <p>Answers:</p> <p>1. profit; crafts 2. aware; impact 3. responsible</p> | <p>* T asks students to work in pairs and complete each of the sentences.</p> <p>*T asks students to peer check and give comments to their partners.</p> |

ACTIVITY 5: STUDY/ PRESENTATION (12')

| | | | |
|---|---|--|---|
| <p>To help students recognise the differences between Types 1</p> | <p>III. GRAMMAR:</p> <p>Task 1: Decide whether these can be real (R) or not (N). (p. 112)</p> | <p>Real (R) and Not (N) statements</p> <p>Answers:</p> | <p>* T Asks students to study the sentences individually.</p> |
|---|---|--|---|

| | | | |
|--|---|---|--|
| and Type 2 conditional sentences. | <p>Remember!</p> <p>Conditional sentences Type 1 talk about real situations in the present or future that we believe are possible or likely to happen. <i>If + present simple, ... (will) ...</i> <i>Example: If you work hard, you will pass the exam.</i></p> <p>Conditional sentences Type 2 talk about imaginary situations that are improbable or unlikely to happen. <i>If + past simple, ... (would) ...</i> <i>Example: If I were a bird, I would fly.</i></p> <p>Note: We can use <i>were</i> instead of <i>was</i> after <i>If</i> in Conditional sentences Type 2.</p> | 1. N 2. R 3. N 4. R | *T Asks students to peer check and gives comments * Ss take notes. |
| To help students practise conditional sentences Types 1 and Type 2. | Task 2: Put the verbs in brackets in the correct forms. (p. 112) | Verbs in correct form Answers: 1. will stay 2. would grow 3. were / was. would be 4. give. will reduce | * Students complete the task individually. *T asks students to peer check and gives comments to their work. |
| ACTIVITY 5: PRODUCTION/ WRAP UP (5') | | | |
| To give students a chance to apply what they have learnt. | * Game: Surprising matching! | Conditional sentences | *Divide the class into 4 groups. <input type="checkbox"/> Group A will write If clause type 1. Group B will write Main clause type 1. <input type="checkbox"/> Group C will write If clause type 2 . Group D will write Main clause type 2. *Match members of group A with ones of group B, and do the same with group C and D. * Discuss with the Ss and give comments to the surprising results. |
| ACTIVITY 7: HOMEWORK (2') | | | |
| Remind Ss to revise what they have learnt and prepare for the next lesson. | - Lesson revision - Exercises in the workbook - Unit 10: Lesson 3-Reading - Use the lexical items related to the topic ecotourism; | | *Ask Ss to do at home. |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> - Identify intonation patterns and use appropriate intonation (i.e. rising or falling tone) - Use conditional sentences Type 1 and Type 2 correctly - New lesson preparation | | |
|--|--|--|--|

UNIT 10: ECOTOURISM

Lesson 3: READING – Ecotour brochures

I. AIMS/OBJECTIVES OF THE LESSON

I/ Learning outcomes:

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

20. Knowledge:

- Read for main ideas and specific information in a brochure about ecotours.
- Guess the meaning of words/phrases in context.

21. Competences:

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and team work



- Develop presentation skills.
- Actively join in class activities.

22. Attributes:

- Be aware of tourism and their impact on the environment.
- Develop a sense of an ecotourist.

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: IN TRODUCTION & ENGAGE/ WARM UP (5') | | | |
| <ul style="list-style-type: none"> - To introduce the topic of the reading and get Ss involved in the lesson. - Introduce some new words to be learnt in the lesson. | <p>`. Guessing picture: (5') Name the tours</p> <ul style="list-style-type: none"> -   | <p>Students' oral prediction about the topic</p> <p>Suggested answer:</p> <ul style="list-style-type: none"> - Reef Tour - Trekking Tour - National Park Tour - Whale-watching Tour | <p>Elicit</p> <p>Teacher shows the pictures and asks students to name the tours in these pictures.</p> <ul style="list-style-type: none"> - Students give the answers. - Teacher and students discuss the answers. - Teacher confirms the appropriate names of the tours and provides suggested answers. |



3.Vocabulary: (3')

- protect (v)
- souvenir (n)
- explore (v)
- coral reef (n.p)

* *Check vocabulary:*

Lists of some new words.

- The missing words on the board

- Look at the explanation and the photos to guess the meaning of new words.

- Rub out and remember

ACTIVITY 2: STUDY/ PRESENTATION (7')

- Understand the related words in the conversation
- Introduce the grammar points to be learnt in the unit.

Work in pairs. Answer these questions.

Ss' answers for the questions

Elicit

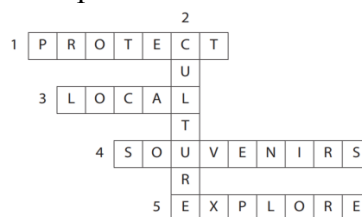
- Teacher puts Ss in pairs to ask and answer the questions.
- Teacher explains that each photo is part of a brochure advertising a tour in four different places: Australia, Viet Nam, Zimbabwe, Hawaii and asks them to discuss what tourists can do on the tours without reading the texts.
- Teacher has some students share their answers with the whole class.
- Teacher gives comments and checks students' pronunciation if necessary.

ACTIVITY 3: ACTIVATE/ PRACTICE (15')

- To help students practise guessing the meaning of words from context.

Read the brochures below. Then work in pairs to solve the crossword using words from the brochures.
as a class.

- Completed crossword



- Teacher points out that the part of speech (v, n, adj) as well as the brochure where they can find the words are provided in brackets.
- Teacher asks students to work in pairs to solve the

| | | | |
|---|---|---|---|
| | | | <p>crossword using words from the brochures.</p> <ul style="list-style-type: none"> - Teacher walks round the class and provide help if necessary. - Teacher checks the answers |
| ACTIVITY 4: ACTIVATE/ PRACTICE (9') | | | |
| <p>- To help students practise reading for specific information.</p> | <p>Which tour does each statement below talk about? Write a, b, c or d.</p> | <p>Ss' oral presentation Suggested answers: 1. d (Clue: Buy local souvenirs to help the local Whale Protection Program) 2. c (Clue: Learn how you can help save wild animals in the local research centre) 3. b (Clue: Children not allowed) 4. a (Clue: Watch 3D documentaries to learn about sea animals and the coral reef, and what you can do to protect it)</p> | <ul style="list-style-type: none"> - T Asks students to do the activities 3 in pairs in 5'. - T tells students to compare their answers with other group. Let them discuss and correct for one another. -T goes around offering to help. - T checks with whole class. |
| ACTIVITY 5: CONSOLIDATION/ PRODUCTION (8') | | | |
| <p>- To help students use the language and ideas from the unit to make suggestions for more eco-friendly tours.</p> | <p>Work in groups. Think of new ideas for making one of the tours better for the environment.</p> | <p>Ss' oral presentation: New ideas for making tours better for the environment. Suggested answers: <i>A. If they ban swimming with fish, the Great Barrier Reef will be better protected. Tourists should not be allowed to dive very close to the coral reefs.</i> <i>B. Tourists should always follow the walking paths and trails on the Sapa Trekking Tour. The local people with whom the tourists stay should only use local ingredients. If they only use local ingredients, their carbon footprint will be lower.</i> <i>D. The boats on the Whale-watching Tour should not get too close to the whales or make too much noise. If the boats are environmentally friendly, they will not harm the whales or their habitats. This is because environmentally-friendly boats use less fuel and oil, make small waves and are quiet.</i></p> | <ul style="list-style-type: none"> -Ss discuss in groups -Teacher asks students some groups to present a summary of their ideas or just the most useful ones in front of the class. - Teacher encourages the rest of the class to give comments and praises for good effort and interesting ideas. |

| | | | |
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| -To Inform students what they have to prepare for the next lesson. | 2. Homework (1') a/ Exercises in the workbook b/ New lesson preparation | | |
|--|--|--|--|

UNIT 10: ECOTOURISM

Lesson 4: Speaking: How to become an ecotourist

I/ Learning outcomes:

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

23. Knowledge:

- talk about how to become an ecotourist.
- gain vocabulary to talk about how to become an ecotourist.

Competences:

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


24. Attributes:

- Develop a sense of being an ecotourist.
- Be aware of tourism and their impact on the environment.

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: IN TRODUCTION & ENGAGE/ WARM UP (5') | | | |
| <p>- Grasp ideas and expressions for talking about how to become an ecotourist.</p> | <p>MATCHING GAME: Match each verb on the left with a phrase on the right. use the pictures to help you. (p. 114)</p> <div style="text-align: center;">  <p>1. litter 2. avoid 3. follow 4. hunt 5. waste 6. buy</p> </div> | <p>Matched verbs with phrases</p> <p>Suggested answer:</p> <ol style="list-style-type: none"> 1. c (on the beach or the street) 2. d (crowded places) 3. a (walking paths and trails) 4. b (wild animals) 5. f (water and electricity) 6. e (locally made souvenirs) | <p>Explain or Elicit Give pictures and some phrases related to ecotourism</p> |
| ACTIVITY 2: STUDY/ PRESENTATION (10') | | | |
| <p>- Understand the useful expressions in the conversation - Know how to use should and shouldn't to give advice</p> | <p>USEFUL EXPRESSIONS: (10') Work in pairs. Discuss which of the things in Activity 1 we should or shouldn't do to become ecotourists. Use the expressions below to help you.</p> | <p>Students' oral presentation</p> <p>Suggested answers: A: <i>What shouldn't we do to become ecotourists?</i></p> | <p>Elicit Give some expressions to give advice about how to become ecotourists.</p> |

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| | <p>Useful expressions:</p> <p>... should (not) / ought (not) to / do sth.</p> <p><i>Example: We should not litter on the beach or the street.</i></p> <p>One of the things ... can / should (not) do / is (to) do sth.</p> <p><i>Example: One of the things we should not do is to litter on the beach or the street.</i></p> <p>I suggest that ... (should / should not) do sth.</p> <p><i>Example: I suggest that we should not litter on the beach or the street.</i></p> <p>It will (be better / good ...) if ... / do / avoid doing sth.</p> <p><i>Example: It will be better for the environment if we avoid littering on the beach or the street.</i></p> | <p><i>B: We shouldn't litter on the beach or the street.</i></p> | <ul style="list-style-type: none"> - Work in pairs - Peer correction - Teacher's feedback |
|--|---|--|--|

ACTIVITY 3: ACTIVATE/ PRACTICE (15')

| | | | |
|--|---|---|---|
| <ul style="list-style-type: none"> - Practise speaking skill | <p>Task 1: Work in pairs. Answer the following questions:</p> <ul style="list-style-type: none"> - What is the tourist attraction in your local area? - What do you suggest that tourists should / should not do on an ecotour? - What is the second thing you suggest tourists should / should not do there if they are on an ecotour? Why? - Do you believe that it will be better for the environment if tourists follow these suggestions? How will your local area and people benefit? What can you do to help? | <p>Students' oral presentation</p> <p>Suggested answers:</p> <p><i>-The tourist attraction in my local area is Vinpearl Land.</i></p> <p><i>- I suggest that tourists should prepare food with less packaging and shouldn't litter to the park.</i></p> <p><i>- The second thing I suggest tourists should do is travelling by electric cars or bicycles as it will help protect the green environment.</i></p> <p><i>- I believe that it will be better for the environment if tourists follow these suggestions. Our local area will reduce carbon footprint, and I can help introduce green ways to relax in the park.</i></p> | <p>Discuss and answer the questions</p> <ul style="list-style-type: none"> - Work in pairs - Peer correction - Teacher's feedback |
| <ul style="list-style-type: none"> - Practise speaking skill - Develop students' role-play in a conversation | <p>Task 2: Group work. Talk about what tourists should or should not do if they are on an ecotour to a tourist attraction in your local area. use the discussion questions in Task 1 to help you.</p> | <p>Ss' role-play/ conversation</p> <p>Suggested answers:</p> <p><i>A: B, what do you think what tourists</i></p> | <p>Play roles in a conversation</p> <ul style="list-style-type: none"> - Work in groups of three -Peer correction |

| | | | |
|---|--|--|---|
| | (p. 115) - Remind Ss to swap roles and role-play their conversations | <i>should or should not do if they are on an ecotour to the Vinpearl Land?</i> <i>B: In think that tourists should prepare food with less packaging and shouldn't litter there.</i> <i>C: In my opinion, I think we should travel by electric cars or bicycles as it will help protect the green environment.</i> ... | - Teacher's feedback |
| ACTIVITY 4: CONSOLIDATION/ PRODUCTION (5') | | | |
| - Practise speaking skill freely about the topic | 1. Discussion (3') Group work. Share your ideas with the whole class. Vote for the best ideas. | Students' oral presentation Suggested answers: <i>If tourists are on an ecotour to the Vinpearl Land, a tourist attraction in my local area, I will suggest them doing some things. Firstly, tourists should prepare food with less packaging and shouldn't litter there. This will protect the environment. The second thing I suggest tourists should do is travelling by electric cars or bicycles as it will help protect the green environment.</i> | Discuss, Present, Vote -Work in groups of 3 -Peer correction - Teacher's feedback |
| - Practise more exercises on talking about how to become ecotourists - Prepare vocabulary for the listening lesson | 2. Homework (2') a/ Exercises in the workbook p. 78 b/ Vocabulary for Listening lesson in the textbook p. 115 | - Ss' oral presentation - Ss' knowledge of related vocabulary | Individuals |

Lesson 5: Listening

I/ Learning outcomes:

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

25. Knowledge:

- have an overview about the topic ecotourism;
- listening for specific information in a tour guide speech

26. Competences:

- develop communication skills and awareness and their impact on the environment.
- be collaborative and supportive in pair work and teamwork
- actively join in class activities


27. Attributes:






- Develop a sense of an ecotourist
- Be aware of tourism and their impact on the environment

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: IN TRODUCTION & ENGAGE/ WARM UP (5') | | | |
| <ul style="list-style-type: none"> - Introduce the unit topic. - Introduce some vocabulary to be learnt in the unit. | <p>1. Answer the questions (5') - Shows a picture of Mekong Delta and asks some questions about the Mekong Delta:</p> <ul style="list-style-type: none"> + <i>Where is the Mekong Delta?</i> + <i>What is it famous for?</i> + <i>Name some provinces in the Mekong Delta</i> <div style="text-align: center;">  </div> | <p><i>.Ss' answer</i> <u>Suggested answer:</u> <i>The Mekong Delta is in South Viet Nam. It is famous for its fertile land, vast rice fields and fruit orchards. This area includes 13 provinces and one city: Can Tho city, Tiền Giang, Hậu Giang, Vĩnh Long, Sóc Trăng, An Giang, Đồng Tháp, Long An, Bến Tre, Trà Vinh, Cà Mau, Bạc Liêu, and Kiên Giang</i></p> | <p>Elicit Show the picture to elicit the topic</p> |
| ACTIVITY 2: NEW WORDS (12') | | | |
| <ul style="list-style-type: none"> - Understand the related words in the passage. | <p>1/Vocabulary: (5') Look at the photos to guess the meaning of new words</p> <ul style="list-style-type: none"> - eco- friendly tour (n.phr) (explanation) <i>vacation tour in a location that is of ecological interest</i> - floating market (n.phr) (picture) | <p>A list of words in Ss' notebook</p> | <p>Elicit Give explanation/ pictures/ Vietnamese equivalent/ example to elicit vocabulary from Ss</p> |

| | | | |
|--|---|---|---|
| |  <p>- weaving workshop (n.phr) (picture)</p>  <p>- crafts market (n.phr) (translation) - souvenir (n) (example) Eg: At the airport, you can buy lots of <u>souvenirs</u> in the shops.</p> | | |
| | <p>* <i>Listen & repeat</i></p> | <p>Sts' pronunciation of the words</p> | <p>Listen to the audio/teacher & repeat in chorus then individually</p> |
| <p>To introduce more topic and activate students' prior knowledge.</p> | <p>2/ Task 1: (7') Work in pairs. Look at the photos from an ecotour in the Mekong Delta. What do you think ecotourists can do there? (p. 115)</p>    | <p>Ss'prediction about the picture Suggested answers: - <i>Visit a floating market, and buying fruits there</i> <i>- Visit a weaving village, buying traditional arts and crafts</i> <i>- Have a traditional meal / food (with a host family or at a local restaurant)</i></p> | |
| <p>ACTIVITY 3: ACTIVATE/ PRACTICE (20')</p> | | | |

| | | | |
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| <p>To help students practise listening for specific information to order pictures.</p> | <p>1/ NUMBER THE PICTURES (10') Listen to a tour guide introducing the tour. Number the pictures in Task 1 in the order you hear them. (p. 115)</p> | <p>- Ss' oral prediction - Numbered pictures Suggested answers: 1. c 2. b 3. a</p> | <p>-Work individually -Peer correction -Teacher's feedback</p> |
| <p>To help students practise listening for specific information.</p> | <p>2/ Listen again. Fill in each gap in the brochure below with one word. (10') (p. 115)</p> <p>- Some lexical items related to the topic <i>Ecotourism</i> - Listen for specific information in a tour guide speech welcoming ecotourists in the Mekong Delta</p> <p>Audio script: <i>Good morning and welcome everyone. I'm Hoang, your guide today. I promise you are going to enjoy this eco-friendly tour in the Mekong Delta. On the first day of our tour, we will start by visiting the famous Cai Be Floating Market to experience the daily life of the people on the river. Our next stop will be a weaving workshop in a Cham River Village where you'll discover the amazing weaving skills of the local people. In the afternoon, join us on a trip to visit the local arts and crafts market. Here you can buy lovely souvenirs made by local people. After a long day, you can enjoy a delicious evening meal full of traditional foods prepared by your host family and learn more about local culture. I would also like to remind you that this is an ecotour and we try to reduce our impact on the environment. So when you are on a boat, please avoid throwing anything into the river. Please put all your rubbish in the paper bags here. Thank you for joining our ecotour and helping protect the local environment. Now please sit back and enjoy the view of the Mekong Delta.</i></p> | <p>- Ss' oral prediction - Filled gaps Suggested answers: 1. eco-friendly 2. local 3. souvenirs 4. traditional</p> | <p>Filling in the table - Work in pairs - Peer correction -Teacher's feedback</p> |
| <p>ACTIVITY 4: CONSOLIDATION/ PRODUCTION (8')</p> | | | |

| | | | |
|--|--|---|---|
| To give students the opportunity to use the ideas and language in the listening to talk about their opinions and give reasons. | 1/ Discussion (6') Work in groups and discuss the question. (p. 115) Which part of the tour do you like most? Why? | Ss' oral presentation of the research results | -Work in 4 groups -Peer correction - Teacher's feedback |
| To help Ss memorise the target language and skills that they have learned | 2/ Homework: (2') - Prepare for the next lesson: Unit 10: Writing - Exercises in the workbook | | Whole class |

UNIT 10: ECOTOURISM

Lesson 7: COMMUNICATION AND CULURE/ CLIL

I/ Learning outcomes:

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

28. Knowledge:

- Use the lexical items related to the topic *Ecotourism*;
- Ask for and give advice
- Know more information about tourism impact on the environment.

Competences:

- Develop communication skills and awareness of tourism and their impacts on the environment.
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

29. Attributes:

- Develop a sense of an ecotourist
- Be aware of tourism and their impact on the environment

II/ Teaching and learning resources:

- Grade 10 textbook, Unit 10, Communication and culture/ CLIL
- Computer connected to the Internet
- Projector/ TV/ pictures and cards

III/ PROCEDURE:

| Aims | Contents | Outcomes | Steps |
|---|---|---|--|
| ACTIVITY 1 : ENGAGE/ WARM UP (5') | | | |
| - To introduce the topic. | Warm-up: (5') Brainstorming: □ “What kind of advice do you need before a tour/trip?” Suggested answers: -what to bring - what not to bring - where to eat - where to shop - what to wear -..... | Some kinds of advice you need before a tour/trip. | List Work in group of two to list some kinds of advice on the board. |
| ACTIVITY 2 : EVERYDAY ENGLISH - PRESENTATION (15') | | | |

| | | | |
|---|--|---|---|
| <p>- To introduce and help students remember different structures to ask for and give advice.</p> | <p>Task 1: Listen to a conversation between a woman and a tour guide. Fill in each gap with one word you hear. Then practise it with your partner. (p. 117)</p> | <p>Filled gaps Answers: 1. should 2. were 3. Should 4. recommend</p> | <p>Listening and filling in the gaps. - Do the task individually - share the answers with a peer. - Teacher's feedback</p> |
|---|--|---|---|

| <p>To help students practise asking for and giving advice about a trip.</p> | <p>Task 2: Work in pairs. Make similar conversations asking for and giving advice about trips. Use the expressions below to help you. (p. 117)</p> <table border="1" data-bbox="347 719 925 1348"> <thead> <tr> <th colspan="2">Useful expressions</th> </tr> <tr> <th>Asking for advice</th> <th>Giving advice</th> </tr> </thead> <tbody> <tr> <td>- Can you help me with (sth)? - I have a problem and I need your help/advice. - Should I (do sth) ? - Do you think I should (do/ bring ...)? - What should I (bring/ wear..)?</td> <td>- You should/ ought to/ had better (do sth) - It's/ It'll be a good idea (to do sth) - If I were you, I would (do sth). - What about/ How about (doing sth)? - Why don't you (do sth)? - I'd recommend(doing sth).</td> </tr> </tbody> </table> | Useful expressions | | Asking for advice | Giving advice | - Can you help me with (sth)? - I have a problem and I need your help/advice. - Should I (do sth) ? - Do you think I should (do/ bring ...)? - What should I (bring/ wear..)? | - You should/ ought to/ had better (do sth) - It's/ It'll be a good idea (to do sth) - If I were you, I would (do sth). - What about/ How about (doing sth)? - Why don't you (do sth)? - I'd recommend(doing sth). | <p>Useful expressions Ss' oral presentation of asking for and giving advice about a trip.</p> | <p>Making conversations - Do the task in pair - Make similar conversations with a peer. - Teacher's feedback</p> |
|---|--|--------------------|--|-------------------|---------------|---|---|---|---|
| Useful expressions | | | | | | | | | |
| Asking for advice | Giving advice | | | | | | | | |
| - Can you help me with (sth)? - I have a problem and I need your help/advice. - Should I (do sth) ? - Do you think I should (do/ bring ...)? - What should I (bring/ wear..)? | - You should/ ought to/ had better (do sth) - It's/ It'll be a good idea (to do sth) - If I were you, I would (do sth). - What about/ How about (doing sth)? - Why don't you (do sth)? - I'd recommend(doing sth). | | | | | | | | |

ACTIVITY 3 : PRACTICE & PRODUCTION (18').

| <p>To help students learn about types of tourism through CLIL (Environmental studies) and learn some content vocabulary</p> | <p>Task 1: Read the text below and fill in each gap in the table below with one of the highlighted words from the text. (p. 117)</p> <ul style="list-style-type: none"> • <i>What kinds of impact does tourism have on the environment?</i> • <i>Name different kinds of tourism which are good / bad for the environment that you know?</i> • <i>How much damage will tourism do to the environment in the future? (CO2-emissions from tourism will increase by 25% in the next 15 years);</i> • <i>What are the main ways for tourism to damage the environment?(direct and indirect: When tourists are littering on the street, they are damaging the environment directly. When tourists are travelling by</i> | <p>Completed table</p> <p>Answers:</p> <table border="1" data-bbox="954 1610 1337 1944"> <thead> <tr> <th>Negative impacts</th> <th>Positive impacts</th> </tr> </thead> <tbody> <tr> <td>-mass tourism</td> <td>-eco-tourism - sustainable tourism - responsible tourism</td> </tr> </tbody> </table> | Negative impacts | Positive impacts | -mass tourism | -eco-tourism - sustainable tourism - responsible tourism | <p>Filling in the gaps. -Work in 4 groups -Peer correction - Teacher's feedback</p> |
|---|---|---|------------------|------------------|---------------|--|--|
| Negative impacts | Positive impacts | | | | | | |
| -mass tourism | -eco-tourism - sustainable tourism - responsible tourism | | | | | | |

| | <i>plane and vehicles which emit CO2, they are damaging the environment indirectly).</i> | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---------------------|---------------------|---------------------|---------------------|----------|--|--|--|--|----------|--|--|--|--|----------|--|--|--|--|--|---|
| To help students understand differences between four main types of tourism. | <p>Task 2: Which kind of tourism does each description below fit best? Tick the appropriate column. (p. 118)</p> <table border="1"> <thead> <tr> <th></th> <th>Mass tourism</th> <th>Eco-tourism</th> <th>Sustainable tourism</th> <th>Responsible tourism</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | Mass tourism | Eco-tourism | Sustainable tourism | Responsible tourism | 1 | | | | | 2 | | | | | 3 | | | | | <p>. Kind of tourism ticked</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. mass tourism 2. responsible tourism 3. sustainable tourism | <p>Ticking the appropriate column.</p> <ul style="list-style-type: none"> - Work in pairs - Peer correction -Teacher's feedback |
| | Mass tourism | Eco-tourism | Sustainable tourism | Responsible tourism | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | |
| ACTIVITY 4 : CONSOLIDATION & HOMEWORK (7') | | | | | | | | | | | | | | | | | | | | | | | |
| To raise ss' awareness of protecting the environment. | <p>Wrap up (5')</p> <p>Discussion : What should we do to protect our environment from tourism?</p> | <p>- Ss' discussion</p> <p>Suggested answers:</p> <p>To protect our environment from tourism, we should avoid activities with high environmental impacts, such as motorized tours, trophy hunting, hiking in protected zones not open for the public... Moreover, we should respect the rules, stay on paths, keep voice down and we should not litter, disturb wildlife on purpose.</p> | Groupwork | | | | | | | | | | | | | | | | | | | | |
| - To help Ss memorise what they have learned | <p>2. Homework (2')</p> <p>a/ Exercises in the workbook (p. 78-79)</p> <p>b/ Prepare for the next lesson: Unit 10 - Looking back and project</p> | Ss' oral presentation of the research results | Groupwork | | | | | | | | | | | | | | | | | | | | |

UNIT 10: ECOTOURISM

Lesson 8: Looking back and project

I/ Learning outcomes:

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

1. Knowledge:

- Review the vocabulary and grammar of *Unit 10*
- Apply what they have learnt (vocabulary and grammar) into practice through a project

2. Competences:

- Develop communication skills and creativity
- Develop presentation skill
- Develop critical thinking skill
- Be collaborative and supportive in pair work and groupwork

- Actively join in class activities

3. Attributes:

- Be aware of responsibilities towards ecotourism

II/ Teaching and learning resources:

Tape (CD), Tivi, speakers, teacher's book, laptop, posters

III/ PROCEDURE:

| Aims | Contents | Outcomes | Steps |
|---|---|--|---|
| ACTIVITY 1: IN TRODUCTION & ENGAGE/ WARM UP (5') | | | |
| - To introduce an ecotourism and lead in the next part of the lesson. | Watch the video and guess the name of the place. <input type="checkbox"/> Phu Ninh Ecotourism https://fb.watch/eRyRHK_KH5/ | Students' oral prediction about the topic Suggested answer: Ecotourism | Elicit Show the video to elicit the topic |
| | List things you can see from the video | Listed things. Suggested answer: - lake - trees - wild animals ... | List Work in groups of three to list things you can see from the video |
| ACTIVITY 2: LOOKING BACK (17') | | | |
| To revise words students have learnt in this unit | 1. Check Vocabulary: (7') Choose the correct words to complete the conversation. (p. 118) | The completed conversation with correct words Answers: 1. sustainable 2. protect 3. profits 4. litter 5. aware 6. ecotourism 7. impact | Work in pairs: - Read each sentence - Check comprehension - Study the context carefully - Decide on the correct words to complete the conversation. - Peer correction - Teacher's feedback |
| | 2. Pronunciation (5') | | |
| To practise different intonation patterns | Role-play the conversation above. Try to use appropriate intonation. (p. 118) | Ss' roleplay | Work in pairs: - Role-play the conversation in Vocabulary. - Use the appropriate intonation. - Peer correction - Teacher's feedback |

| | | | |
|---|---|---|--|
| To revise conditional sentences Type 1 and Type 2. | 3. Grammar (5') Put the verbs in brackets in the correct forms. (p. 118) | Correct form of verbs Answers: 1. were; would live 2. work; will be 3. allow; will have 4. had; would go | - Work individually to put the verbs in brackets in the correct forms. - Work in pairs to exchange their answers - Teacher's feedback |
| ACTIVITY 3: PROJECT (18') | | | |
| To provide an opportunity for students to develop their research and collaboration skills, and to practise giving an oral presentation. | Design an ecotour - Design an ecotour to a tourist attraction in their local area. - Present each group's ideas to the class | Students' oral presentation on designing an ecotour. Suggested answer: - The local tourist attraction is.... - It is famous for... - Tourists can..... - Some eco-friendly activities are... | Work in groups: - Design an ecotour to a tourist attraction in their local area. - Use the cues in the textbook (p.119) for their presentation Students' remarks Teacher's feedback |
| ACTIVITY 4: HOMEWORK (2') | | | |
| - To do exercises III (page 75, 76 in the workbook) - To guide students to prepare the new lesson: Review 4 | Do homework Prepare the new lesson: Review 4 (p .120) | | |

REVIEW 4 (Unit 9+10)

Lesson 1: Language

I. Objectives

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

1. Knowledge

- use words related to protecting the environment and ecotourism;
- pronounce the sentences with suitable rhythm and intonation;
- apply the knowledge of grammar points learnt in the previous units (reported speech and conditional sentences type 1 and 2) to do the tasks;

2. Core competence

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Develop self-study skills
- Raise students' awareness of the need to protecting the environment.

II. Materials

- Grade 10 textbook, Review 4 - Language
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

| Anticipated difficulties | Solutions |
|---|---|
| 1. Students may find the lesson boring due to a large number of language exercises. | <ul style="list-style-type: none"> - Encourage students to work in pairs, in groups so that they can help each other. - Design as many exercises as games as possible. - Provide feedback and help if necessary. |
| 2. Some students will excessively talk in the class. | <ul style="list-style-type: none"> - Define expectation in explicit detail. - Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity). |

Procedures

Notes

In each activity, each step will be represented as following

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

| Stage | Stage aim | Procedure | Interaction | Time |
|----------|-----------------------------------|---|--|--------|
| Warm-up | To lead in the lesson. | <p>Game: Video watching</p> <ul style="list-style-type: none"> * Teacher plays the video of ecotourism. ** Students watch the video write down the main ideas. *** Teacher and students discuss the contents of the video. **** Teacher confirms the answers and lead in the lesson. <p>Link: https://www.youtube.com/watch?v=1i4ioqlaXrE</p> | <p>T-S</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p> | 5 mins |
| Practice | To help Ss review sentence stress | <p>PRONUNCIATION</p> <p>Task 1: Mark the stressed syllables in the words in bold. Listen and repeat,</p> | | 5 mins |

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| | <p>and practise speaking with a natural rhythm.</p> <p>To help Ss review phrases related to environment and tourism.</p> <p>To help Ss further practice the use of the words related to environment and tourism.</p> | <p>paying attention to the rhythm. (p. 120)</p> <p>* Teacher asks Ss to read the sentences and mark the stressed syllables in the words in bold.</p> <p>** Students listen to the recording and check the answers.</p> <p>*** Teacher plays the recording again, pausing after each sentence for Ss to repeat as naturally as possible.</p> <p>**** Teacher checks students' pronunciation and give feedback.</p> <p>Audio script:</p> <p>1. I 'like 'trekking in the 'mountains.</p> <p>2. The 'children are 'looking 'forward to the 'boat 'trip.</p> <p>3. Are you going to 'visit the mu'seum to'morrow?</p> <p>4. 'Don't 'litter while you are on the 'ecotour.</p> <p>VOCABULARY</p> <p>Task 1: Complete the following sentences using the phrases from the box. (p. 120)</p> <p>* Teacher tells students to read the sentences carefully and make sure they understand their meanings.</p> <p>** Students do this exercise individually.</p> <p>*** Teacher allows students to share their answers before discussing as a class and encourages them to pronounce the sentences correctly.</p> <p>**** Teacher checks the answers as a class and gives feedback.</p> <p>Answer key:</p> <p>1. c</p> <p>2. e</p> <p>3. b</p> <p>4. d</p> <p>5. a</p> <p>Task 2: Choose the correct word or phrase to complete each of the following sentences. (p. 120)</p> <p>* Teacher asks students to work in pairs to complete the sentences with the given words and phrases.</p> | <p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>Ss</p> <p>Pair work</p> <p>T-Ss</p> <p>T-Ss</p> <p>Ss</p> <p>Pair work</p> <p>T-Ss</p> <p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p> | <p></p> <p>5 mins</p> <p>7 mins</p> <p>10 mins</p> |
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| | <p>To help Ss review the use of reported speech.</p> <p>To help Ss review conditional sentences Types 1 and 2.</p> | <p>** Students work in pairs to complete the task. *** Teacher allows students to share answers before discussing as a class. **** Teacher asks students to say the sentences aloud and makes sure they pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>ecosystem</i> 2. <i>eco-friendly</i> 3. <i>litter</i> 4. <i>Ecotourism</i> 5. <i>biodiversity</i> <p>GRAMMAR</p> <p>Task 1: Change these sentences into reported speech. (p. 121)</p> <p>* Teacher elicits when we use reported speech and what changes we make when we convert direct speech to reported and asks students to do the activity individually. ** Students do the task individually. *** Teacher allows students to share answers before discussing as a class. **** Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>My brother said he was doing research into sustainable tourism.</i> 2. <i>Minh asked Nam whether he liked watching programmes about wildlife and nature.</i> 3. <i>Hoa asked Mr Smith what they could / can do to reduce the impact of global warming on the environment.</i> 4. <i>The club's secretary said they were going to organise a lot of activities during Earth Hour that year.</i> 5. <i>The teacher explained that the animals would / will not survive extreme cold weather in the North.</i> <p>Task 2: Match the two parts to make complete sentences. (p. 121)</p> | | <p>8 mins</p> |
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| | | <p>* Teacher elicits the structure and use of conditional sentences Types 1 and 2 and asks students to do the task. ** Students do the task individually. *** Teacher asks students to compare their answers in pairs. **** Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>d</i> 2. <i>a</i> 3. <i>c</i> 4. <i>e</i> 5. <i>b</i> | | |
| Wrap-up | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 3 mins |
| Homework | To prepare vocabulary for the next lesson. | Prepare for Review 4 – Skills 1_ Listening and speaking. | T-Ss | 2 min |

REVIEW 4 (Unit 9 + 10)

Lesson 2: Skills 1_ Listening and speaking

I. Objectives

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

1. Knowledge

- practice listening for general and specific information about a day trip;
- practice talking about the plan of a day trip.

2. Core competence

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

3. Personal qualities

- Develop self-study skills
- Raise students' awareness of the need to protect the environment.

II. Materials

- Grade 10 textbook, Review 4 – Skills 1_ Listening and speaking
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

| Anticipated difficulties | Solutions |
|---|---|
| 1. Students may find the lesson boring due to a large number of language exercises. | - Encourage students to work in pairs, in groups so that they can help each other. - Design as many exercises as games as possible. - Provide feedback and help if necessary. |
| 2. Some students will excessively talk in the class. | - Define expectation in explicit detail. - Have excessive talking students practise. - Continue to define expectations in small chunks (before and after the lesson). |

Board Plan

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| <p><i>Date of teaching</i> REVIEW 4 (Unit 9 + 10) Lesson 2: Skills 1_ Listening and speaking</p> |
| <p>* Warm-up Video watching: Travel plans</p> |
| <p>I. Practice * Listening Task 1: Listen and choose the best title for the talk. (p. 122) Task 2: Listen again and complete the notes with no more than TWO words. (p. 122)</p> |
| <p>* Speaking Task 1: Imagine that you are going on a day trip. Work in pairs. Discuss and plan your trip. Use the following information (p. 122)</p> |
| <p>* Homework</p> |

Procedures

Notes

In each activity, each step will be represented as following

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

| Stage | Stage aim | Procedure | Interaction | Time |
|---------|------------------------|--|---|--------|
| Warm-up | To lead in the lesson. | <p>Video watching: Travel plans * Teacher plays the video of ecotourism. ** Students watch the video write down the main ideas. *** Teacher and students discuss the contents of the video. **** Teacher confirms the answers and lead in the lesson.</p> | <p>T-S Ss T-Ss T-S</p> | 5 mins |

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| | | <p>Link: https://www.youtube.com/watch?v=ePtKgkMVtOc</p> | | |
| Practice | <p>To help Ss practise listening for gist.</p> <p>To help Ss practise listening for specific information and key words.</p> <p>To help Ss practise discussing and planning about a day trip.</p> | <p>LISTENING</p> <p>Task 1: Listen and choose the best title for the talk. (p. 122)</p> <p>* Teacher has Ss read the three options for the title of the talk.</p> <p>** Students look at three options, read and underline key words.</p> <p>*** Teacher plays the recording once for Ss to listen and choose the best answer.</p> <p>**** Teacher confirms the answers as a class.</p> <p>Answer key:</p> <p>A</p> <p>Task 2: Listen again and complete the notes with no more than TWO words. (p. 122)</p> <p>* Teacher asks students to look at the notes, underline the key words and decide what kind of information they need to fill in each blank, (e.g. 1: number; 2: noun (phrase); 3: noun (phrase); 4: noun (phrase); 5: noun (phrase)).</p> <p>** Students listen and do the task individually.</p> <p>*** Teacher calls on some students to report their answers for the class.</p> <p>**** Teacher checks the answers and add more information if necessary.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. 8 2. house 3. local family 4. pagoda 5. litter <p>Audio script – Track 26 + 27:</p> <p><i>Hello everybody. This Saturday we're all going on a trip to an ancient village just outside the city and I'd just like to give you some information about the trip. We're leaving from here at 8.30 in the morning. It's an 8-hour trip so we'll probably be back at 4.30 p.m. We're going to visit three of the most famous attractions in the village. The first one is a large ancient house. It</i></p> | <p>T-Ss Ss T-Ss T-Ss</p> <p>T-Ss Individual work T-Ss T-Ss</p> <p>T-Ss Ss Pair work T-Ss</p> | <p>7 mi ns</p> <p>13 mi ns</p> <p>15 mi ns</p> |

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| | | <p><i>was built 600 years ago and its architecture is very impressive. After that we're going to have lunch with a local family. The family is going to prepare the most delicious locally made food for us and I'm sure we'll enjoy it. I think we'll stay there about 45 minutes. Then we're going to walk to the third attraction – the village pagoda. It's one of the oldest and biggest pagodas in the country and is surrounded by different types of trees. We can walk around the pagoda and learn about its interesting history. The pagoda is very beautiful so you can take some excellent photographs there. So don't forget to bring your camera with you. And remember: Don't drop litter or pick flowers on the roadside while you are visiting the places.</i></p> <p>SPEAKING</p> <p>Task 1: Imagine that you are going on a day trip. Work in pairs. Discuss and plan your trip. Use the following points to help you. (p. 122)</p> <p>* Teacher asks students to read through the suggestions and take notes of the ideas.</p> <p>** Students work in pairs to exchange their ideas about their day trip plan.</p> <p>*** Teacher calls on some students to report their answers for the class.</p> <p>**** Teacher checks the answers and add more information if necessary.</p> | | |
| Wrap-up | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 3 mins |
| Homework | To prepare vocabulary for the next lesson. | Prepare for Review 1 – Skills 2_ Reading and writing. | T-Ss | 2 min |

REVIEW 4 (Unit 9+10)

Lesson 2: Skills 2_ Reading and writing

I. Objectives

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

1. Knowledge

- practice reading for general and specific information about how to protect the environment;
- practice writing a short paragraph about things they should or shouldn't do to reduce the negative impact of travelling on the environment.

2. Core competence

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

3. Personal qualities

- Develop self-study skills
- Raise students' awareness of the need to protect the environment.

II. Materials

- Grade 10 textbook, Review 4 – Skills 2_ Reading and writing
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

| Anticipated difficulties | Solutions |
|---|---|
| 1. Students may find the lesson boring due to a large number of language exercises. | <ul style="list-style-type: none">- Encourage students to work in pairs, in groups so that- Design as many exercises as games as possible.- Provide feedback and help if necessary. |
| 2. Some students will excessively talk in the class. | <ul style="list-style-type: none">- Define expectation in explicit detail.- Have excessive talking students practise.- Continue to define expectations in small chunks (before) |

Board Plan

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|---|
| <p><i>Date of teaching</i></p> <p>REVIEW 4 (Unit 9 + 10)</p> <p>Lesson 2: Skills 2_ Reading and writing</p> |
| <p>* Check-up</p> <p>Talk about your plan for a day trip</p> |
| <p>I. Practice</p> <p>* Reading</p> <p>Task 1: Read the text. Match the highlighted words in the text with their meanings. (p. 123)</p> <p>Task 2: Read the text again and choose the best answers. (p. 123)</p> |
| <p>* Writing</p> <p>Task 1: Write a paragraph (120 - 150 words) about things you should or shouldn't do to reduce the negative impact of travelling on the environment. You may use the ideas in the reading to help you. (p. 123)</p> |

* Homework

Procedures

Notes

In each activity, each step will be represented as following

* Deliver the task

** Implement the task

*** Discuss

**** Giving comments or feedback

| Stage | Stage aim | Procedure | Interaction | Time |
|----------|--|--|--|---------|
| Warm-up | To check the knowledge in the previous lesson and give students more chance to practice speaking | <p>Talk about your plan for a day trip</p> <p>* Teacher elicits the requirement of talking about your plan for a day trip.</p> <p>** Students raise hands to answer.</p> <p>*** Teacher listens to students 's answers and takes notes for comments.</p> <p>**** Teacher provides comments and feedback.</p> | <p>T-S</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p> | 5 mins |
| Practice | To help Ss practise understanding word meanings from context. | <p>READING</p> <p>Task 1: Read the text. Match the highlighted words in the text with their meanings. (p. 123)</p> <p>* Teacher asks Ss to read the whole text once to get an overall idea.</p> <p>** Students read again paying attention to the context of each highlighted word, then look at the three definitions.</p> <p>*** Teacher tell students to work in groups to discuss the context clue for each word and compare answers.</p> <p>**** Teacher confirms the answers as a class.</p> | <p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p> | 10 mins |
| | To help Ss practise reading for main ideas and specific information. | <p>Answer key:</p> <p>1. b</p> <p>2. a</p> <p>3. c</p> <p>Task 2: Read the text again and choose the best answers. (p. 123)</p> <p>* Teacher asks students to read through the questions and check understanding of the vocabulary.</p> | <p>T-Ss</p> <p>Individual work</p> <p>T-Ss</p> <p>T-Ss</p> | 10 mins |

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| | <p>To help Ss practise writing a paragraph about things they should or shouldn't do to reduce the negative impact of travelling on the environment.</p> | <p>** Students read the text again and look for the answers to the questions. *** Teacher calls on some students to report their answers for the class. **** Teacher checks the answers and add more information if necessary. Answer key: 1. A 2. B 3. C WRITING Task 1: Write a paragraph (120 - 150 words) about things you should or shouldn't do to reduce the negative impact of travelling on the environment. You may use the ideas in the reading to help you. (p. 123) * Teacher asks students to read the text again and extract some ideas for their writing, e.g. walk, cycle or use public transport. ** Students complete the task individually and write a paragraph (120 – 150 words), then swap their paragraphs for peer review with a partner. *** Teacher gives Ss enough time to complete the paragraph. Set a time limit depending on the Ss' ability level. **** Teacher asks individual Ss to read their paragraphs or collect them to check after class and provide written feedback.</p> <p>Sample answer: <i>There are several things that we should do to reduce the negative impact of travelling on the environment. Firstly, we should reduce our carbon footprint during the trip. We should only fly when the trip is long and choose environmentally-friendly means of transport such as cycling or public transport. Secondly, wherever we go, we should always protect our environment. By keeping it clean and safe, we can reduce the negative impact of travelling on the environment.</i></p> | <p>T-Ss Ss Pair work</p> <p>T-Ss</p> | <p>15 mins</p> |
|--|---|---|--|----------------|

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| Wrap-up | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 3 mins |
| Homework | To further practice writing | Write the final draft for the paragraph about things they should or shouldn't do to reduce the negative impact of travelling on the environment. | T-Ss | 2 min |