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| *Date of preparing: …/8/2024**Period: 19**Date of teaching:*

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 | **UNIT 3: Green living****Lesson 1: Getting started – Green classroom competition**  |

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- Gain an overview about the topic green living;

- Understand and use words and phrases related to green lifestyles;

- Use verbs with prepositions, and phrasal verbs correctly.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Actively join in class activities.

 **3. Qualities and behavior**

- Be aware of current environmental issues and think of new ways to protect the environment;

- Develop self-study skills.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** *Grade 12 textbook, Unit 3, Getting started, computer connected to the Internet, A0-size paper, projector/TV, hoclieu,vn*

**2. Students’ aids:** Grade 12 textbook

**III. ANTICIPATED PROBLEMS**

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| **Anticipated difficulties** | **Solutions** |
| Students are reluctant to work in groups.  | - Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary. |
| Students may lack vocabulary to deliver a speech. | - Explain expectations for each task in detail.- Continue to explain task expectations in small chunks (before every activity).- Provide vocabulary and useful language before assigning tasks.- Encourage students to work in groups so that they can help each other. |

**IV. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES****+ EXPECTED ANSWERS**  |
| **1. Warm-up: (5’)****a. Aim:** - To stir up the atmosphere and activate students’ knowledge on the topic;- To set the context for the listening and reading part;- To enhance students’ skills of cooperating with teammates.**b. Content: -** Guessing game**c. Expected outcomes: -** Students can list some types of pollution.**d. Organization of the activity:** |
| (*Methods/ teaching and learning techniques: group work – communicative language teaching)* |
| **Guessing game**- Divide the class into two teams.- Prepare the pictures of 6 types of pollution.- Give instructions for the game:+ One student from each group comes and sees a picture. Students use their own words to describe the picture so that their teammates tell what type of pollution it is.+ If the answer is correct, the team gets one point.+ If the answer is incorrect, the chance to answer is transferred to the other team.+ The team having more points is the winner of the game. | - Work in groups.- Look at the picture that the teacher shows them and describe the picture.- Other students try to guess the name.**Expected answers:**1. plastic pollution2. light pollution3. air pollution4. noise pollution5. water pollution6. soil pollution |
| **2. New lesson (35’)****A. Activity 1: Presentation (5’)****a. Aim:** - To provide students with new words related the topic;- To help students be well-prepared for the listening and reading tasks.  **b. Content: -** Vocabulary pre-teaching**c. Expected outcomes: -** Students can identify some new words related to the topic.**d. Organization of the activity:** |
| **Task 1: Vocabulary pre-teaching**(*Methods/ teaching and learning techniques: The whole class)*  |
| - Introduce the vocabulary.- Explain the meaning of the new vocabulary by pictures.- Check students’ understanding with the “Rub out and remember” technique.- Reveal that these five words will appear in the reading text and asks students to open their textbook to discover further. | - Listen to the teacher’s explanation and guess the words.- Write down the new words in their notebook.**New words:**1. awareness (n)2. decompose (v)3. reusable (adj)4. carbon footprint  |
| **B. Activity 2: Practice (22’)****a. Aim:** - To help students get to know the topic;- To introduce words and phrases related to green living;- To help Ss identify some verbs with prepositions.**b. Content:** - Task 1: Listen and read. (p.32)- Task 2: Read the conversation again and tick the green ideas mentioned in task 1. (p.33)- Task 3: Find words and phrases in Task 1 with the following meanings. (p.33)- Task 4: Complete the sentences with words from task 1. (p.33)**c. Expected outcomes:** - Students can thoroughly understand the content of the text and complete the tasks successfully.**d. Organization of the activity:** |
| Task 1: Listen and read. (6’)(*Methods/ teaching and learning techniques: pair work, the whole class)* |
| - Set the context for the listening and reading.- Ask Ss to look at the picture, the heading and the conversation, and ask questions.- Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to green living: awareness, refill, reusable, ecotour, decompose…. - Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.- Call on two or three pairs of Ss to read the conversation aloud.- In stronger classes, teacher asks Ss to close their books and just listen to the conversation once. - Ask some comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct. | - Look at the picture and answer the questions.- Listen to the recording.- Underline words/phrases related to green living.- Compare the words and phrases with their partners.- Read the conversation aloud.***Questions:***1. Who are the speakers? 2. What do you think they are discussing? ***Expected answers:***1. Nam and his friend, Mark.2. They are talking about how to win an ecotour by participating in a Green Classroom Competition. |
| **Task 2:** **Read the conversation again and tick the green ideas mentioned in task 1.** (5 mins)(*Methods/ teaching and learning techniques: Pair work, the whole class)* |
| - Ask Ss to read the conversation again and tick the green ideas. Ask them to identify and underline the key words in the statements first. Then have them read the conversation again and locate the part that contains the information for each statement. Have them compare the information in the conversation with each statement to work out which is the correct answer, and why. - Have Ss work in pairs to discuss and compare their answers.- Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer. | - Work independently to do the activity.- Compare the answers in pairs.***Expected Answers:***1. ✔3. ✔5. ✔ |
| **Task 3: Find words and phrases in Task 1 with the following meanings.** (6 mins)(*Methods/ teaching and learning techniques: The whole class)* |
| - Have Ss look at the first letters of the words. Explain that these words are all in the conversation in Activity 1.- Ask Ss to read the definitions and find the words so that the words on the right match the definitions on the left, and they should start with the letters given. - Allow Ss to share answers before discussing as a class. - Check answers as a class. - Write the correct answers on the board. | - Read the conversation again and work independently to do the activity.- Share and check the answers.***Expected answers:***1. cleaning up 2. eco-friendly3. decompose4. carbon footprint |
| **Task 4: Complete the sentences with words from task 1.** (5 mins)(*Methods/ teaching and learning techniques: The whole class)* |
| - Tell Ss to read the sentences. Focus attention on the blanks. - Ask Ss to complete the sentences, using the words and phrases from the conversation in task 1. - Check answers as a class.  | - Work individually to complete the sentences - Share and check the answers.***Expected answers:*** 1. away 2. which 3. off 4. on 5. which  |
| **C. Activity 3: Production (10’)****a. Aim:** - To help Ss memorize the key information about living green;- To get Ss to speak about some ways to protect the environment.**b. Content:**  - Make a mind map about ways to protect the environment.**c. Expected outcomes:** - Ss can make a mind map and present it before class.**d. Organization of the activity:** |
| (*Methods/ teaching and learning techniques: Group work)* |
| - Let Ss work in groups of 4. Give each group a big sheet of paper and colours.- Give instructions to students.- Ask students to make a mind map.- Ask all groups to stick their works on the blackboard. - Call on some groups to present their map.- Ask other groups to listen and give comments.- Give feedback and gives marks to the best group. | - Work in groups to follow the teacher's instruction. - Perform in front of the class.*Students’ own creativity* |
| **3. Consolidation and home assignment (5’)****\* Consolidation**- Review key vocabulary words from the lesson with the correct pronunciation. **\* Homework:**- Do the exercises in WB:  |

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 Group leader

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* **Self Evaluation:**

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 | **UNIT 3: GREEN LIVING****Lesson 2: Language** |

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- Use the lexical items related to the topic *Green living*

- Recognize and practice diphthongs /ɪə/, /eə/, and /ʊə/

*-* Use verbs with prepositions, and phrasal verbs correctly

- Use relative clauses to refer to the whole sentence correctly

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

 **3. Qualities and behavior**

- Be eager to learn more about ways to protect environment

- Develop self-study skills

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:**

- Grade 12 textbook, Unit 3, Language

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**2. Students’ aids:** - Grade 12 textbook, Unit 3, Language

**III. ANTICIPATED PROBLEMS**

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| **Anticipated difficulties** | **Solutions** |
| Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of some lexical items. |
| Students may have underdeveloped listening, speaking and co-operating skills. | - Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.- Continue to define expectations in small chunks (before every activity). |

**IV. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES****+ EXPECTED ANSWERS**  |
| **1. Warm-up: (5’)****a. Aim:** - To stir up the atmosphere and activate students’ knowledge on the topic.- To enhance students’ skills of cooperating with teammates.**b. Content: -** Kim’s game**c. Expected outcomes: -** Students can revise vocabulary related to green cleaning.- Students can do all the exercises.**d. Organization of the activity:** |
| (*Methods/ teaching and learning techniques: group work – communicative language teaching)* |
| **Kim’s game**- Divide the class into two teams. - Give instructions. Look at the pictures in 10 seconds. Try to remember all the pictures without writing anything. Students have 2 minutes to go to the board and write the words one by one. The team with more correct answers becomes the winner. | - Work in groups to do the activity.- Remember and write words on the board.***Expected answers:***ear, pears, chair, deer, stairs, tourists |
| **2. New lesson (35’)****A. Activity 1: Pronunciation (12’)****a. Aim:**  - To help Ss recognise and practise diphthongs /ɪə/, /eə/ and /ʊə/ in single words and in a complete text.**b. Content:** - Task 1: Listen and repeat. Then practise saying the words. (p.33)- Task 2: Work in pairs. Underline the words that contain the /ɪə/, /eə/ and /ʊə/ sounds. Listen and check. Then practise saying the sentences. (p.33)**c. Expected outcomes:** **-** Students can correctly pronounce diphthongs /ɪə/, /eə/ and /ʊə/ in single words and in a complete text.**d. Organization of the activity:** |
| **Task 1: Listen and repeat. Then practice saying the words.** (6 mins) (*Methods/ teaching and learning techniques: The whole class)* |
| - Remind Ss what a diphthong is and elicit the ones they have learnt so far. Ask them if they know any other diphthongs.- Ask Ss to listen to the recording. Have them pay attention to the diphthongs /ɪə/, /eə/ or /ʊə/ in each word. In weaker classes, write the words on the board and underline the letters representing these sounds, e.g. idea, awareness, sure.- Ask Ss to listen to the recording again, but this time, have them repeat the words.- In stronger classes, put Ss in pairs and have them add more examples of words containing the diphthongs, e.g. /ɪə/near, here, prettier, beer, weird; /eə/ hair, bear, share, compare, Claire; /ʊə/secure, curious, during, endure. Elicit from Ss the various spellings of the diphthongs. | - Listen to the recording, and then repeat the words.- Add more examples of the words that contain the diphthongs /ɪə/, /eə/ and /ʊə/.***Expected answers:***/ɪə/: idea, years/eə/: awareness, air conditioners/ʊə/: sure, ecotour |
| **Task 2: Work in pairs. Underline the words that contain the /ɪə/, /eə/ and /ʊə/ sounds. Listen and check. Then practise saying the sentences.** (6 mins) (*Methods/ teaching and learning techniques: Pairwork)* |
| - Ask Ss to read quickly through the text to get a broad understanding.- Have Ss work in pairs to underline the words with the diphthongs /ɪə/, /eə/ and /ʊə/ in each sentence. - Ask them to listen to the recording and check their answers.- Have Ss practise reading the whole text aloud in pairs. - In weaker classes, ask Ss to read the underlined words containing the diphthongs first before reading aloud the whole text.**-** In stronger classes, have pairs make 3-5 sentences about a specific topic (e.g. famous people), containing as many diphthongs /ɪə/, /eə/ and /ʊə/ as possible. Invite them to read these sentences aloud in front of the class, and have other students listen and count the number of correct words with diphthongs. The pair(s) with the most correct diphthongs are winners. | - Underline the words with the diphthongs /ɪə/, /eə/ and /ʊə/ first. Then listen to the recording.- Read the whole text aloud.***Expected answers:*** 1. There are many volunteers here to help clean up the beach. 2. Ecotourism encourages the tourists to develop eco-friendly habits when travelling. 3. It is clear that not all people are aware of the negative impact of their daily habits on the environment.  |
| **B. Activity 2: Vocabulary (12’)****a. Aim:** - To introduce words / phrases related to the topic *Green living*.- To help Ss practice the words in meaningful contexts.**b. Content:** - Task 1: Match each word (1-5) with its meaning (a-e). (p.34)- Task 2: Complete the following sentences using the correct forms of the words in Task 1. (p.34)**c. Expected outcomes:** - Students understand the meaning of words, memorise them and are able to use them in meaningful contexts.**d. Organization of the activity:** |
| **Task 1:** **Match each word (1-5) with its meaning (a-e).** (6 mins) (*Methods/ teaching and learning techniques: The whole class)* |
| - Have Ss look at the pictures and tell you what they describe, e.g.*1. running tap water.* Ask questions such as, *Why is running tap water a waste?* (because the clean water goes into the sewagesystem and has to be treated and pumped again) *Why do some people leave the tap running?* (because they’re careless). Try toelicit some of the words used in the definitions.- Have Ss match each word with its meaning.- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.- Check answers as a class.- Point out that Ss have learnt the word waste, but with a different meaning, i.e. materials that are no longer needed and are thrown away. Elicit some sentences, e.g. Cleaning up industrial waste is expensive. It is illegal to dump waste in rivers. | - Match each word/phrase on the left with the one on the right - Study the meanings and underline key words.***Expected answers:*** 1. e 2. a 3. d 4. b 5. c |
| **Task 2: Complete the following sentences using the correct forms of the phrases in** **Task 1.** (6 mins) (*Methods/ teaching and learning techniques: The whole class)* |
| - Tell Ss to read the sentences carefully and decide which word in 1 can be used to complete each of the sentences. Ask them to change the forms of some words if necessary.- Check answers as a class by asking some Ss to read the completed sentences.*Extension*: Put Ss in groups and have each group come up with synonyms and related words and phrases, e.g. waste: misuse, abuse, squandering, destruction, not good use. Explain the meaning of any unfamiliar words and have Ss make sentences with them, e.g. Misuse of pesticides can cause soil pollution. | - Read the sentences carefully and decide which words can be used.- Explain the meaning of each phrase.- Read the complete sentences.***Expected answers:****1. waste* *2. packaging* *3. containers* *4. reuse* *5. landfill* |
| **C. Activity 3: Grammar (13’)****a. Aim:**- To help Ss recognise and practise the use of verbs with prepositions in short sentences.- To help Ss recognise and practise the use of relative clauses referring to a whole sentence in short sentences.**b. Content:**  - Task 1: Complete the sentences with the suitable prepositions. (p.35)- Task 2: Combine the sentences using relative clauses. (p.35)- Task 3: Work in pairs. Talk about green things and activities you and your family often do. Use verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence. (p.35)**c. Expected outcomes:** - Students know how to use verbs + prep, phr.V and relative clauses and can apply them to give a short talk on the given topic.**d. Organization of the activity:** |
| **Task 1:** **Complete the sentences with the suitable prepositions.** (3 mins)(*Methods/ teaching and learning techniques: The whole class)* |
| - Ask Ss to read the notes in the **Remember!** box to remember the use of prepositions after some verbs. Give more explanation and examples if necessary. - Ask Ss to complete the sentences with the suitable prepositions. Tell them to pay attention to the meaning of each sentence and the grammatical clue (i.e. which verb comes before the blank, and which preposition often follows that verb, as suggested in the Remember box). - Check answers as a class. Go through each sentence and ask Ss to explain the meaning of the whole phrase, e.g. 1. We use ‘about’, because ‘care about’ means ‘worrying about or paying attention to’. | - Read the notes in the **Remember!** box.- Write the correct prepositions.- Explain their answers.***Expected answers:***1. about 2. on 3. out 4. after |
| **Task 2:** **Combine the sentences using relative clauses.** (4 mins)(*Methods/ teaching and learning techniques: The whole class)* |
| - Ask Ss to read the notes in the **Remember!** box to introduce the use of relative clauses to refer to a whole sentence. - Ask Ss to combine the sentences using relative clauses. In weaker classes, remind them that each clause should refer to the whole sentence that comes before it. - Check answers as a class by asking some students to write the full sentences on the board. | - Read the notes in the **Remember!** box.- Combine the sentences and explain their answers.***Expected answers:*****Answer key:**1. Plastic takes hundreds of years to decompose in the ground, which (explains why it) is harmful to the environment.2. Public transport does not pollute the air as much as private vehicles, which is why more peopleshould consider using it.3. All students work very hard to help clean up the school, which is encouraged by the teacher/ the teacher encourages. |
| **Task 3:** **Work in pairs. Talk about green things and activities you and your family often do. Use verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence.** (6 mins) (*Methods/ teaching and learning techniques: Pair work)* |
| - Ask Ss to work in pairs. Ask them to take turns to talk about green things and activities they and their family often do. They should make 3-5 sentences, using the verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence as much as they can. - Encourage them to study the example in pairs first. Tell them to pay attention to the use of verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence. - Encourage them to speak without writing down the sentences. For weaker classes, allow them to write the sentences first before reading them aloud. - When they finish, invite some pairs to read the sentences aloud in front of the class. Correct any misuse of verbs with prepositions or phrasal verbs, and relative clauses referring to the whole sentence. | - Work in pairs.- Talk about green things and activities they and their family often do.***Expected answers:****My family often* ***get around*** *our city by bicycle,* ***which is more friendly to the environment than using a car or motorbike.****I often help* ***clean up*** *our neighbourhood with the family,* ***which is a fun activity to do at weekends.****I often help my mother* ***sort out*** *the household waste,* ***which helps reduce the waste entering landfills.*** |
| **3. Consolidation and home assignment (3’)****\* Consolidation**- Review key vocabulary words and grammar from the lesson with the correct pronunciation. **\* Homework:**- Do the exercises in WB:  |

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 Group leader

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* **Self Evaluation:**

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| *Date of preparing: 20/8/2024**Period:*  | **UNIT 3: GREEEN LIVING****Lesson 3: Reading – Going green with plastics**  |

**I. OBJECTIVES**

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

**1. Knowledge**

- Read for main ideas and scan for specific information in emails about going green with plastics.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Develop presentation skills;

- Actively join in class activities.

**3. Personal qualities**

- Be responsible with plastics;

- Develop self-study skills.

**II. MATERIALS**

- Grade 12 textbook, Unit 3, Reading

- Computer connected to the Internet

**III. ANTICIPATED PROBLEMS**

- Students may lack knowledge about some lexical items.

- Students may have underdeveloped reading, speaking and co-operating skills.

**IV. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES****+ EXPECTED ANSWERS**  |
| **1. Warm-up: (5’)****1. WARM-UP** (5 mins)**a. Objectives:** - To stir up the atmosphere and activate students’ knowledge about the figure they are going to learn about in the lesson;- To set the context for the reading part;- To enhance students’ skills of cooperating with teammates.**b. Content:****-** Video watching **c. Expected outcomes:****-** Students join the activity enthusiastically and gain knowledge on the topic.**d. Organisation:** |
| (*Methods/ teaching and learning techniques:* group work and whole class) |
| Screenshot (2703) |
| **Clues:****Across**2. litering kills...6. instead of using plastic we can use....7. to prevent pollution you can use your own.....when you go shopping8. it can be hard to breathe because there ishardly any.....10. air pollution can also cause.........12. ........... are also one of the most killed seacreatures13. green...14. pollution affects**Down**1. we can help using ... things3. the best humanities teacher is...........4. air pollution can destroy the..5. pollution is very........9. most type of sea creature to get killed is11. the world can be .....from pollution**Spot the word**- Give out handout with many words and a table with a lot of letters. Teacher asks students work in pairs to find as many words as possible in 2 minutes.- The pair with the most correct words become the winner. | - Find words**Word Bank**Nature Reusable Living animals green house effectMrs Tagaloa sea turtles glass and cloth WhalesAcid rain destroyed oxygen badozone layer bag |
| **2. New lesson (35’)****A. Activity 1: Pre-Reading (9’)****a. Objectives:** - To activate Ss’ background knowledge about the topic and get Ss involved in the lesson.**b. Content:**- Task 1: Work in pairs. Solve the following questions. (p.104)- Pre-teach vocabulary **c. Expected outcomes:**- Students can identify some vocabulary related to the topic.**d. Organisation** |
| **Task 1. Work in pairs. Solve the quiz. (4 mins)***(Methods/ teaching and learning techniques: pairwork and whole class)* |
| - Have Ss work in pairs and ask Ss to do the quiz in the book. - Tell Ss that they are going to read several news items about plastics. Ask Ss to look at the information and say what the options are about.- Encourage Ss to guess freely. Accept Ss’ possible answers and further discuss them by elaborating follow-up questions about the topic. - Invite some groups to share their ideas with the class before reading. | - Work in pairs and answer the questions.- Give their ideas ***Suggested answers:*** 1. C2. C3. A4. A |
| **Vocabulary pre-teaching (5 mins)** |
| - Introduce the vocabulary.- Explain the meaning of the new vocabulary by pictures.- Check students’ understanding with the “Rub out and remember” technique.- Reveal that these five words will appear in the reading text and asks students to open their textbook to discover further. | - Listen to the teacher’s explanation and guess the words.- Write down the new words in their notebook.**New words:**

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| **1.**  | awareness  | n  | /əˈweənəs/  | sự nhận thức |
| **2.**  | carbonfootprint | n  | /ˌkɑːbənˈfʊtprɪnt/  | tổng lượng phát thải khí nhàkính |
| **3.**  | resource  | n  | /rɪˈsɔːs/  | nguồn tài nguyên |
| **4.**  | efficiently  | adv  | /ɪˈfɪʃntli/  | một cách hiệu quả |
| **5.**  | eco-friendly  | adj  | /ˌiːkəʊ ˈfrendli/  | thân thiện/ tốt cho hệ sinh thái |
| **6.**  | decompose  | v  | /ˌdiːkəmˈpəʊz/  | phân huỷ |
| **7.**  | reusable  | adj  | /ˌriːˈjuːzəbl/  | có thể tái sử dụng |
| **8.**  | single-use  | adj  | /ˌsɪŋɡl ˈjuːs/  | dùng một lần |
| **9.**  | ecotourism  | n  | /ˈiːkəʊtʊərɪzəm/  | du lịch sinh thái |
| **10.**  | waste  | n  | /weɪst/  | rác thải |

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| **B. Activity 2: While-Reading (20’)****a. Objectives:** - To help Ss practise reading for general information;- To help Ss practise guessing the meanings of words/ phrases from context.- To help Ss develop reading skills for specific information.**b. Content:**- Task 2: Read some extracts from the emails sent to the Teen magazine. Match the highlighted words and phrases (1-4) with the pictures (a-d) (p. 36)- Task 3: Read the email extracts again. Complete the summary notes with information from the text. Use no more than TWO words for each gap. (p.37)- Task 4: Read the email extracts again. Match the following information with the right names. (p.37)**c. Expected outcomes:**- Students can thoroughly understand the content of the text and complete the tasks successfully**d. Organisation** |
| **Task 2: Read** **some extracts from the emails sent to the Teen magazine. Match the** **highlighted words and phrases (1-4) with the pictures (a-d)** (6 mins)*(Methods/ teaching and learning techniques: pair work and whole class)* |
| - Ask Ss to read some extracts from the emails sent to the Teen magazine to match the highlighted words and phrases (1-4) with the pictures (a-d).- Remind Ss to read the extracts quickly to match the picture.- Call some Ss to present their answers on board.- Check answers as a class. Write them on the board. | - Read the text and locate the highlighted words individually.- Study the context and do the tasks as required.***Answer key:***1. c2. a3. d4. b |
| **Task 3: Read the email extracts again. Complete the summary notes with information from the text. Use no more than TWO words for each gap.** (7 mins)*(Methods/ teaching and learning techniques: individually and whole class)* |
| - Ask Ss to read the whole text once again to get an overall idea.- Then have Ss focus on the highlighted words and phrases, looking for context clues in the text and working out the correct meaning.- Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary.- Have Ss discuss the context clues and compare answers in small groups.- Check answers as a class by inviting Ss to write them on the board. | - Do the matching - Compare their answers with partners then check with the whole class.***Answer key:*****1. cardboard boxes****2. reusable****3. plastic bags** **4. numbers****5. rinse out** |
| **Task 4: Read the email extracts again. Match the following information with the right names.** (7 mins) |
| - Ask Ss to read 4 statements and their options first. Make sure Ss understand all of them.- Have Ss read the news items again and choose the correct answer for each question.- Ask Ss to give reasons for their answers by providing the information from the news items. - Check answers as a class. Call on some Ss to explain their answers. | - Choose the best answer according to the text.***Answer key:***1. Binh2. Hai3. Ha4. Phuong5. Hoang |
| **C. Activity 3: Post-Reading (8 mins)****a. Objectives:** - To check students’ understanding about the reading passage;- To help some students enhance presentation skills;- To practise team working;- To give students authentic practice in using target language**.****b. Content:**- Task 5: Work in pairs. Discuss the following questions. (p. 37)**c. Expected outcomes:**- Students can use the language and ideas from the unit to talk about their habits.**d. Organisation** |
| **Task 5: Work in pairs. Discuss the following questions. (p. 37)***(Methods/ teaching and learning techniques: pair work and whole class)* |
| - Ask Ss to review the news items quickly and note down some ideas for their answers of the question: Which of the green habits in 2 have also become your habits? Which one would you like to develop in the future?- Encourage Ss to explain their answers using as many reasons as possible.- Invite Ss from different groups to give their answers to the class. | - Practise speaking in pairs.- Share their answers with the whole class.- Listen and give feedbacks.***Suggested answer:***I myself have tried to use less plastic in my shopping and at home as Hai and Hoang suggest. Besides, I also bring a reusable water bottle to school like Phuong. But I have never paid attention to the numbers at the bottom of the plastic objects as Ha mentions, or rinsed out plastic objects carefully before recycling them as Binh recommends. So I think I will try to adopt Ha’s and Binh’s green habits in the future. |
| **3. Consolidation and home assignment (5')****a. Wrap-up**- Teacher asks students to talk about what they have learnt in the lesson.**b. Homework**- Write a short paragraph about life stories of Steve Jobs and what you admire most about him.- Do exercises in the workbook.- Prepare for the next lesson – Speaking. |

* **Self Evaluation:**

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 | **UNIT 3: GREEN LIVING****Lesson 4: Speaking – Paper: Reduce, Reuse, and Recycle!** |

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- Discuss ways to reduce, reuse, and recycle paper and express an opinion.

- Memorize vocabulary to talk about how to reduce, reuse and recycle.

**2. Competences**

- Develop communication skills;

- Be collaborative and supportive in pair work and teamwork;

- Actively join in class activities.

**3. Qualities and behavior**

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

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Computer connected to the Internet, Projector / TV, *hoclieu.vn*

**2. Students’ aids:** Grade 12 textbook, Unit 3, Speaking

**III. ANTICIPATED PROBLEMS**

Students may lack vocabulary to deliver a speech, T should:

- Provide vocabulary and useful language before assigning tasks.

- Encourage students to work in groups so that they can help each other.

- Give short, clear instructions and help if necessary.

**IV. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES****+ EXPECTED ANSWERS**  |
| **1. Warm-up: (5’)****a. Aim:** - To stir up the atmosphere and activate students’ knowledge on the topic;- To set the context for the speaking part.**b. Content:** Brainstorming**c. Expected outcomes:** Students join the game enthusiastically and gain knowledge on the topic.**d. Organization of the activity:** |
| (*Methods/ teaching and learning techniques: Whole class)* |
| **Brainstorming**- Bring a piece of cloth, then ask students: What can you do with this piece of cloth?**- O**bserve and give feedback. | - Brainstorm, then raise hands to give answers.**Suggested answers:**- throw it away.- make it into a flower- put it aside for future use- use it as a cleaning cloth |
| **2. New lesson (35’)****A. Activity 1: Pre-Speaking (12’)****a. Aim:**  - To provide knowledge and language input for the main speaking task.- To activate prior knowledge about the topic and get Ss involved in the lesson.- To help Ss discuss ways to reduce, reuse, and recycle paper and express an opinion.**b. Content:** - Task 1: How can we save trees, energy, and water used to make paper? Sort these activities into Reduce, Reuse, or Recycle activities. (p.37)- Pre-teach vocabulary - Task 2: Work in pairs. Talk about how to reduce, reuse, and recycle paper. (p.37)**c. Expected outcomes:** - Ss will be able to discuss ways to reduce, reuse, and recycle paper and express an opinion.- Students have an overview of 3R.**d. Organization of the activity:** |
| **Task 1: How can we save trees, energy, and water used to make paper? Sort these activities into Reduce, Reuse, or Recycle activities. (p.37) (5mins)**(*Methods/ teaching and learning techniques: Individual work and pair work)* |
| - Elicit three main ways to deal with plastic they learned from the last lesson (i.e., Reduce, Reuse, Recycle). Tell them that they can do the same with another type of common waste around them as well, which is paper. - In stronger classes, ask them to brainstorm some ideas to reduce, reuse, and recycle paper without looking at the book. - Ask Ss to work in pairs and sort out the activities into Reduce, Reuse or Recycle activities. Make sure they understand all the statements before they start. - Check their answers as a whole class. | - work individually to decide.- share their answers.**KEY:** a. Reduce b. Recycle c. Reduce d. Reuse e. Reduce f. Reduce g. Reuse h. Reduce i. Recycle |
| **Task 2: Work in pairs. Talk about how to reduce, reuse, and recycle paper. (7 mins)**(*Methods/ teaching and learning techniques: Pair work)* |
| - Put Ss in pairs. Ask them to read the questions in the book before discussing them. - In weaker classes, ask them to look at some useful expressions for discussion in the appendix of their book if they need help. - Walk around and offer help when necessary. - Ask some pairs to share their ideas in front of the class.- give corrections and feedback.- observe Ss’ writing of vocabulary in their notebooks. | - work in pairs to talk about how to reduce, reuse and recycle paper.- compare their notes with their partners.***Suggested answers:*** - I’m/We’re doing Options c (printing on both sides of the paper), f (using smart devices to take notes instead of using paper) and g (using the blank side of a sheet to take notes).– I/We suggest donating second-hand books to charity or schools and local libraries instead ofthrowing them away. Cardboard boxes around the house could be used to store things, or turned into useful objects such as decorations, pencil cases or pen stands. These simple ways can help us save trees by reusing used paper products, rather than throwing them away after a single use. |
| **B. Activity 2: While-Speaking (17’)****a. Aim:** - To help Ss practise discussing in groups about ways to reduce, reuse and recycle paper;**b. Content:** -Task 3: Work in groups. Read the situations below and think of some possible responses to promote a greener lifestyle. Provide reasons for each answer. (p.37)**c. Expected outcomes:** Students can use the language and ideas from the unit to discuss and talk about the activities they have been doing to protect the environment.**d. Organization of the activity:** |
| **Task 3. Work in groups. Read the situations below and think of some possible responses to promote a greener lifestyle. Provide reasons for each answer. (p.37)**(*Methods/ teaching and learning techniques: Group work.)* |
| - Ask them to read the situations and study the example for the first situation in the book. Make sure they understand them. - Put Ss in groups of three or four. Tell them to think of some possible responses to promote a greener lifestyle with paper as well as provide good reasons for their responses. - In weaker classes, ask them to look at some useful expressions for discussion in the appendix of their book if they need help. - Walk around and offer help when necessary.  | - work in groups, use the notes and think of ways to give responses. - add more reasons.***Suggested answers:*** 2. We shouldn’t print them all out. It is a waste of resources such as paper and ink. We can reduce the use of paper by reading and summarising the information in a Word file first, then only printing out the most important parts. When we have to print something out, we should make sure we use both sides of the paper.3. We think we should replace Post-it notes with something else. We can take turns to write on the board, or on the unused side of printouts. Alternatively, we can ask people to type on their smartphones, then we can project their introductions on a TV screen. It will be friendlier to the environment. |
|  |
| **C. Activity 3: Post-Speaking (6’)****a. Aim:** To help some students enhance presentation skills**b. Content:**  Task 4: Report your group's answers to the whole class. Vote for the most interesting responses. (p.37)**c. Expected outcomes:** Students can report/present the language and ideas from the unit to talk about the activities they have been doing to protect the environment.**d. Organization of the activity:** |
| **Task 4: Report your group's answers to the whole class. Vote for the most interesting responses. (p.37)**(*Methods/ teaching and learning techniques: Group work and whole class)* |
| - Have some Ss or groups share their answers to each situation in front of the class.- Praise for good effort, well-structured responses, and fluent delivery.- After all groups present their responses to a situation, ask the class to vote for the most interesting answer.- Count the votes for each group and announce the winners.- Teacher checks students’ pronunciation and gives feedback. | - Report group’s answers to the whole class***Suggested answers:*** 2. We shouldn’t print them all out. It is a waste of resources such as paper and ink. We can reduce the use of paper by reading and summarising the information in a Word file first, then only printing out the most important parts. When we have to print something out, we should make sure we use both sides of the paper.3. We think we should replace Post-it notes with something else. We can take turns to write on the board, or on the unused side of printouts. Alternatively, we can ask people to type on their smartphones, then we can project their introductions on a TV screen. It will be friendlier to the environment. |
| **3. Consolidation and home assignment (5’)****\* Consolidation**- Teacher asks students to talk about what they have learnt in the lesson.**\* Homework:**- Write a paragraph about what you have done to save the environment.- Do exercises in the workbook.- Prepare for the next lesson – Listening |

 Phủ Lý, ………….. …… , 2024

Group leader

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* **Self Evaluation:**

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 | **UNIT 3: GREEN LIVING****Lesson 5: Listening – Creating a compost pile** |

**I. OBJECTIVES**

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

**1. Knowledge**

- Listen to instructions about creating a compost pile;

- Memorize vocabulary to talk about creating a compost pile.

**2. Competences**

- Develop communication skills and creativity;

- Be collaborative and supportive in pair work and teamwork;

- Develop presentation skills.

**3. Personal qualities**

- Develop self-study skills;

- Actively join in class activities.

**II. MATERIALS**

- Grade 12 textbook, Unit 3, Listening

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may lack vocabulary to deliver a speech.  | - Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other.- Give short, clear instructions and help if necessary. |
| Students cannot follow the speed of the recording. | - Make sure they understand the meaning and pronunciation of important words.- Teach them the skill of underlining key words in the questions before they listen.- Play more time if necessary. |

**IV. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES****+ EXPECTED ANSWERS**  |
| **1. WARM-UP** (5 mins)**a. Objectives:** - To help Ss understand and activate their knowledge of the topic;**b. Content:**- a video**c. Expected outcomes:**- Students can join the game and gain knowledge on the topic. **d. Organization of the activity:** |
| ***Link:*** https://www.youtube.com/watch?v=LxNumOifkT0(*Methods/ teaching and learning techniques: individual work)* |
| **Watching a video**- Teacher asks students to watch a video.- Ask ss what they have seen. | ***Suggested directions:***A video telling people to recycle things like plastic bottles and card boxes. |
| **2. ACTIVITY 1: PRE-LISTENING** (9 mins)**a. Objectives:** - To get students to learn vocabulary related to the topic;- To activate prior knowledge about the topic and get Ss involved in the lesson.**b. Content:**- Task 1: Match the words and phrases with the pictures. (p.38)- Vocabulary pre-teaching**c. Expected outcomes:**- Students understand the meaning and know how to pronounce some words from the recording.**d. Organization of the activity:** |
| **Task 1: Match the words and phrases with the pictures. (4 mins)**(*Methods/ teaching and learning techniques: individual work)* |
| - Ask students what they often do with garden waste in an eco-friendly way, and if they know what a compost pile is, or how to make one. - Tell them that they will listen to instructions to make a compost pile today, which is an eco-friendly habit. - Have Ss to match each word / phrase and its definition on the left with the picture on the right. Tell them that the words and phrases will appear in the instructions they are going to listen to.- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.- Check answers as a class. | - Students work in pairs and solve the crossword.***Answer key:***1C 2E 3D 4B 5A |
| **Vocabulary teaching** (5 mins)(*Methods/ teaching and learning techniques: individual work.)* |
| - Teacher introduces the vocabulary.- Teacher explains the meaning of the new vocabulary with different techniques (pictures, actions, synonyms …)- Teacher checks students’ understanding with the “Rub out and remember” technique.- Teacher asks Ss to take notes on their notebooks.**e. Assessment**- Teacher checks students’ pronunciation and gives feedback. - Teacher observes Ss’ writing of vocabulary in their notebooks. | - Students say the meaning of the words.- Students write new words on their notebook.***New words:***1. compost (n) /ˈkɒmpɒst/ phân trộn2. layer (n) /ˈleɪə(r)/ tầng, lớp3. pile (n) /paɪl/ chồng, đống |
| **3. ACTIVITY 2: WHILE-LISTENING** (20 mins)**a. Objectives:** - To help Ss practise listening for the main idea;- To help Ss practise listening for specific information;- To help Ss practise listening for instructions and understand the main steps to take.**b. Content:**- Task 2: Listen to a conversation about the main steps in creating a compost pile. Number the pictures in order. (p.38)- Task 3: Listen again. Decide whether the statements are true or false. (p.15)**c. Expected outcomes:**- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.**d. Organization of the activity:** |
| **Task 2: Listen to a conversation about the main steps in creating a compost pile. Number the pictures in order.** (10 mins)(*Methods/ teaching and learning techniques: individual work, pair work.)* |
| - Tell Ss that they are going to listen to instructions to make a compost pile. - Put the Ss in pairs and have them study the pictures carefully before playing the recording. Encourage them to describe what they see in each picture to each other. E.g. In Picture A, I can see someone is mixing up a lot of things such as dried leaves and vegetable pieces. - Ask Ss to listen carefully and select the pictures in the order they hear. Also, suggest that they can take notes and use these notes to arrange the main ideas later if they want. - Check answers as a class. | - Students make predictions before listening.- Listen and check the order.Answer key:1D 2C 3B 4E 5A |
| **Task 3: Listen again. Decide whether the statements are true or false.** (10 mins)(*Methods/ teaching and learning techniques: individual work.)* |
| - Tell Ss that they are going to listen to the recording again. This time, they should decide whether each statement (1-5) is true or false. - Have them read the statements and underline the key words. - Ask them to listen and pay attention to the key words, as well as paraphrases of these key words. - Tell them to write T (True) if the statement matches the information in the recording, and F (False) if it doesn't.- Play the recording. Ask Ss to circle the correct answers. - Check answers as a class. - In stronger classes, have them explained why the statement is false, and how to correct it. E.g. 1 is false because dried leaves are brown materials, not green ones.**e. Assessment**- Teacher’s observation on Ss’ performance.- Teacher’s feedback and peers’ feedback. | - Students read the questions and underline the key words.- Students listen and decide T or F.***Answer key:***1. F 2. T 3. T 4. F 5. F |
| **4. ACTIVITY 3: POST-LISTENING** (8 mins)**a. Objectives:** - To check students’ understanding and memorize the information in the recording;- To help some students enhance presentation skills;- To practise team working;- To help Ss use the language and ideas from the listening to share their experiences of dealing with waste.**b. Content:**- Task 4: Work in groups. Discuss these questions.*How do you manage your household and garden waste? Is it environmentally friendly?* (p.39)**c. Expected outcomes:**- Students can use the language and ideas from the unit to talk about managing your household and garden waste.**d. Organization of the activity:** |
| **Task 4: Work in groups. Discuss the questions.**(*Methods/ teaching and learning techniques: group work.)* |
| - Ask Ss to work in groups. Have them discuss the ways they have used to manage their household and garden waste, and share opinions if these ways are sustainable or not.- Invite some groups to share their answers with the whole class.**e. Assessment**- Teacher’s observation on Ss’ performance.- Teacher’s feedback and peers’ feedback. | - Students work in groups and discuss.Students share their ideas to the whole class.***Suggested answer:*** In my group, most people simply throw away household and garden waste. Some pile up and burn the dried leaves in their garden. These ways of dealing with waste are not sustainable, as it can be reused. Moreover, burning dried leaves is not only polluting to the environment but also increasing fire risks. We all think we should try making compost piles from the garden and household waste in the future, which is more eco-friendly and sustainable.  |
| **5. CONSOLIDATION** (3 mins)**a. Wrap-up**- Summarise the main points of the lesson.**b. Homework**- Do exercises in the workbook.- Prepare for the next lesson – Writing. |

 Phủ Lý, 19/08/ 2024

 Đoàn Thanh Hường

* **Self Evaluation:**

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 | **UNIT 3: GREEN LIVING****Lesson 6: Writing:** A problem-solving report to suggest green solutions |

**I. OBJECTIVES**

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

**1. Knowledge**

- Ss will be able to write a report to analyse a problem and suggests solution for a greener lifestyle;

- Apply structures to write a report.

**2. Competences**

- Develop writing skills, in terms of vocabulary, grammar, coherence and cohesion;

- Be collaborative and supportive in pair work and teamwork;

**3. Personal qualities**

- Be eager to think of solutions to the environmental problems.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:**

- Grade 12 textbook, Unit 3, Writing

- Laptop connected to the Internet

- Projector / TV

*- hoclieu.vn*

**2. Students’ aids:**

- Grade 12 textbook, Unit 3, Writing

- Notebooks, pens

**III. ANTICIPATED PROBLEMS**

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may have underdeveloped listening, writing and co-operating skills. | - Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary. |

**IV. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES****+ EXPECTED ANSWERS**  |
| **1. Warm-up: (5’)****a. Aim:** - To create an active atmosphere in the class before the lesson;- To lead into the new lesson.**b. Content:** - Create a situation. Ask students what they should do.**c. Expected outcomes:** - Students are eager to give solutions.**d. Organization of the activity:** |
| (*Methods/ teaching and learning techniques: use eliciting questions to provoke students to think)* |
| - Teacher brings some plastic bottles into class and throw them here and there.- Teacher asks students: What should you do when you see people throwing rubbish improperly?**-** Teacher observes and gives feedback.  | - Students give their answers - The answers will vary depending on the knowledge and experience of the students |
| **2. New lesson (35’)****A. Activity 1: Pre-Writing(12’)****a. Aim:**  - To help Ss generate ideas for their writing;- To familiarize Ss with the structure and language of a problem-solving report;**b. Content:** - Task 1: Work in pairs. Complete the notes using the words in the box. (p.39)- Task 2: Read a problem-solving report and match the sections with the correct headings. (p.39)**c. Expected outcomes:** - Students understand the problems, then give their own ideas.**d. Organization of the activity:** |
| Task 1: **Work in pairs. Complete the notes using the words in the box. (8 mins)**(*Methods/ teaching and learning techniques: pair work)* |
| - Ask Ss to skim through the table. Make sure they understand the problems and consequences listed on the left and the words / phrases in the box. - Put Ss in pairs. Ask them to complete the table using the words / phrases in the box. Remind them that the green solutions they complete on the right should respond well to the problems and consequences on the left.- Check their answers as a class. | - Students work in pairs and answer the questions.- Students write the answers in the boxes.***Answer key:***1. reuse 2. automatic 3. compost piles 4. public transport |
| **Task 2: Read a problem-solving report and match the sections with the correct headings.** (8 mins)(*Methods/ teaching and learning techniques: individual work)* |
| - Have Ss skim through the problem-solving report. In weaker classes, read each part and check if Ss know the words.- Have Ss match the sections (1-4) with the correct headings (A-D).- Check answers as a class.- Ask Ss to read the Tips box. Use the text to illustrate each part. E.g. Part 1 is the introduction, because It gives a brief introduction presenting the problem (i.e., single-use plastic in the school) and solutions (i.e., suggesting three solutions to the problem)- Teacher checks students’ answers as a whole class. | - Students read the text and decide the suitable headings.***Answer key:***1B 2C 3D 4A  |
| **B. Activity 2: While- Writing (17’)****a. Aim:** - To help Ss practise writing a problem-solving report.**b. Content:** - Task 3: ﻿**﻿** Choose one of the problems in 1, and write a problem-solving report (180 words). Use the model in 2 and the outline with useful expressions below to help you. (p.40)**c. Expected outcomes:** **-** Students can write a report on how to solve a problem.**d. Organization of the activity:** |
| Task 3 **Choose one of the problems in 1, and write a problem-solving report (180 words). Use the model in 2 and the outline with useful expressions below to help you.**(*Methods/ teaching and learning techniques: individual work)* |
| - Tell Ss that they are going to write a problem-solving report. They should use the ideas and the model in Activity 1 and 2, as well as the outline with useful expressions in this activity. - Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk around the class to provide help when necessary. - In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other’s ideas, vocabulary and grammar. If time allows, encourage Ss to make revisions based on peer feedback before they produce a final draft.- Collect Ss’ writing tasks and give face-to-face feedback in private, or give them back with some written feedback.  | - Students brainstorm for the ideas and the language necessary for writing- Students write the first draft individually using the ideas in task 1 and 2.***Suggested answer:*** Sample answer: To: Mr. Hoang Hong Ha, Head of Youth Union, Star Academy School From: Class 12A Subject: Traffic jams, noise and air pollution at the school gate Date: July 17, 2022 1. IntroductionThis report describes the problem of traffic jams, noise and air pollution at the school gate and suggests two solutions to the problem. 2. ProblemsMany parents drive their children to school and pick them up from school. This creates long queues of private cars and motorcycles, outside the school gate, twice a day, five days a week. As a result, traffic jams, noise and air pollution have increased. This is not good for the health of students and parents as well as the environment. 3. SolutionsTo solve this problem, we suggest two solutions. First, students should be encouraged to take public transport if they live far away from school. The school could arrange for free bus tickets as incentives for students. Second, those who live near school should be invited to join the school Cycling-to-school programme, which will help them find an experienced cycling buddy who live nearby and knows the safe routes to school. 4. ConclusionUsing public transport and cycling to school will lead to a greener school environment, and help promote a green lifestyle among young people. Therefore, we recommend you put the suggested solutions into practice as soon as possible.- Teacher gives corrections and feedback. |
| **C. Activity 3: Post- Writing (6’)****a. Aim:** - To do a cross-check and final check on students’ writing.**b. Content:**  - Students exchange their work for cross-checking.**c. Expected outcomes:** - Students can evaluate others’ work as well as improve their own pieces of writing.**d. Organization of the activity:** |
| (*Methods/ teaching and learning techniques:* **Cross-checking***)* |
| - Teacher has the pairs swap and gives feedback on each other’s writing. Teacher shows a writing rubric to help Ss do the peer review.- Ss do the task as required.- After peer review, Ss give the writing back to the owner and discuss how to improve it.- Teacher then chooses one piece of writing and gives feedback on it as a model.- Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss.- Teacher chooses some typical errors and corrects as a whole class without nominating the Ss’ names.- Teacher’s observation on Ss’ performance, provides help if necessary.- Teacher’s feedback and peers’ feedback. | - Students swap their piece of writing with their partners and give peer review.***Writing rubric***1. Organization: …/102. Legibility: …/103. Ideas: …/104. Word choice: …/105. Grammar usage and mechanics: …/10 TOTAL: …/50 |
| **3. Consolidation and home assignment (5’)****\* Consolidation**- Summarise the main points of the lesson.**\* Homework:**- Do the exercises in WB: - Rewrite the paragraph in the notebooks.- Do exercises in the workbook. |

 Phủ Lý, 19/08/ 2024

Lê Thị Phương

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* **Self Evaluation:**

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 | **UNIT 3: GREEN LIVING****Lesson 7: Communication and Culture / CLIL** |

**I. OBJECTIVES**

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

**1. Knowledge**

- Review expressions for making predictions.

- Identify traditions that are bad for the environment and suggest solutions.

**2. Competences**

- Develop communication skills and creativity;

- Develop presentation skill;

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be aware of keeping the earth green.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:**

- Grade 12 textbook, Unit 3, Communication and Culture / CLIL

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**2. Students’ aids:** - Grade 12 textbook, Unit 3, Communication and Culture / CLIL

**III. ANTICIPATED PROBLEMS**

* Ss may not know how to express their ideas, T should be ready to help them

**IV. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES****+ EXPECTED ANSWERS**  |
| **1. Warm-up: (5’)****1. WARM-UP** (5 mins)**a. Objectives:** - To stir up the atmosphere and activate students’ knowledge on the topic;- To enhance students’ skills of cooperating with teammates.**b. Content:**- Game: Who says it?**c. Expected outcomes:**- Students can get knowledge about how harmful our festival traditions are.**d. Organisation** |
| *Methods/ teaching and learning techniques:* Teacher’s instruction, group work |
| **Guessing game (PPT slides)**- Teacher divides the class into two teams.- Teacher shows 5 pictures.- Students have to say the name of the festival/tradition in each picture.- If the answer is correct, they get one point for their team. If the answer is incorrect, the chance is transferred to the other team.- The team with the higher score is the winner. | - Students listen to the instructions and guess the name of the festival/tradition***Suggested ideas:***1. Holi festival (India)2. Lantern festival3. fireworks4. Christmas5. Balloon festival |
| **2. New lesson (35’)****A. ACTIVITY 1: EVERYDAY ENGLISH** (20 mins)**a. Objectives:** - To provide a model conversation in which speakers make predictions.- To review expressions for making predictions.- To help Ss practise making predictions.**b. Content:**- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs (p.40)- Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B. (p.40)**c. Expected outcomes:**- Students can use appropriate language to make predictions.**d. Organisation** |
| **Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (7 mins)** *Methods/ teaching and learning techniques: pair work* |
| - Give Ss some time to skim through the conversations. Use the photos to illustrate the context of the conversation if necessary. *E.g. Mark and Nam seem to be talking about the Green classroom competition and how to win the first prize.* - Play the recording once in stronger classes and twice in weaker classes. - Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers. - Put Ss into pairs and have them practise the conversation. | - Students listen to the recording.- Students complete the conversation with phrases in the box.- Students practise the conversation in pairs.***Answer key:***1. D 2. B 3. C 4. A  |
| **Useful expressions** (6 mins) |
| - Teacher asks students to give some expressions for making predictions.- T asks if Ss can add some more expressions. | - Ss think of other expressions to make predictions.**Making predictions.** - I guess/ think/ expect…- … is going to…- … will…- it’s likely/ unlikely that- it’s hard to predict/say… |
| **Task 2: Work in pairs. Use the models in Task 1 to make similar conversations for these situations. One of you is A, the other is B.** (6 mins)*Methods/ teaching and learning technique: pair work* |
| - Tell Ss that the words they used to fill in the gaps in Activity 1 are used to make predictions. - Ask Ss to read the list of useful expressions and check understanding. - Put Ss in pairs and explain the task: to role-play conversations similar to the one in Activity 1, but based on the two situations. Ss should play the roles given in this activity. - Give Ss a few minutes to plan their conversations before they role-play them (e.g. who will be Student A, who will be Student B, and have them underline key words in the task question). Have them write down some prompts to help them. Encourage them to swap roles.- Walk round the class and provide help when necessary. - Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery. | ***Sample answers:*** 1. A: I wonder if the Youth Union will accept our proposal to install automatic lights and sensor taps in our school. I really hope they will.B: It’s really hard to say. I mean they are going to like the idea, but it’s unlikely that they will install them around the school because it’s going to cost a lot of money. I guess they may install them in the toilets first.2.B: I’m so excited about the Green Day event next week. Do you think many people will come?A: I guess around 300 people will come to the event. That will include students, teachers and some parents.B: That’ll be great. What activity do you think will be most popular?A: It’s hard to say, but I think our game booth will attract a lot of people. Everyone loves playing games and winning eco-friendly prizes!B: I agree. Do you think the event will make a huge impact?A: Certainly! People are going to love the Green Day! I expect that as a result, many of the participants will adopt greener habits in the future. |
| **B. ACTIVITY 2: CLIL** (15 mins)**a. Objectives:** - To help Ss learn about the possible environmental damage caused by some cultural traditions around the world.- To help Ss relate what they have learnt about some cultural traditions to real-life situations.**b. Content:**- Task 1. Read the following text. What are the environmental problems of each tradition as mentioned in the text? Put a tick where relevant. (p.41)- Task 2. Work in pairs. Suggest some green solutions to replace one of the traditions. (p.41)**c. Expected outcomes:**- Students memorise the information, and relate what they have learnt about how damaging some cultural traditions are to the environment.**d. Organisation** |
| **Task 1: Read the following text. What are the environmental problems of each tradition as mentioned in the text?** (10 mins).*Methods/ teaching and learning techniques: individual work* |
| - Ask Ss to look at the photos and ask some questions to find out what they already know about the topic, e.g. Do you know what traditions are shown in the photos? (releasing sky lanterns, having a firework display, decorating a Christmas tree), Where/when are these traditions popular? (mostly in Asian countries on a full-moon night; in many countries at New Year’s Eve; in many countries at Christmas), Do you think these traditions are environmentally friendly? (answers vary).- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. In what ways are these traditions damaging to the environment? What can be the greener replacements for these traditions? - Ask Ss to study the comparison table in Activity 1. Make sure they understand the rows and columns. - Tell Ss that they are going to read about three famous festival traditions around the world. As they read, they should fill in the comparison table to show the negative impact of these traditions on the environment.- Explain or elicit any new or difficult words, e.g. frames, wildfires, chemicals. In stronger class, encourage them to guess their meaning from context as they read the text.- Have Ss read the text and complete the table individually. - Check answers as a class.- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework. | - Students put a tick where the damage is relevant.- Students share their answers and explain.***Key:***1. Balloon and sky lanterns: Causing fires and harming animals2. Fireworks: Polluting the air and causing fires3. Christmas trees: Polluting the air and ending up in landfills |
| **Task 2: Work in pairs. Suggest some green solutions to replace one of the traditions. (5 mins)** *Methods/ teaching and learning techniques: pair work* |
| - Put Ss in pairs. Have each pair choose one of the traditions and discuss how they will make it more eco-friendly and reduce its impact on the environment.- Ask some pairs to share their answers with the class. | - Students work in pairs to discuss.- Students share their ideas in front of class.***Suggested answers:*** - Instead of releasing balloons and sky lanterns, people can fly kites. Kites are made from materials that are not easy to break and can be used many times without creating pollution. Kite flying is asustainable activity that uses a green power source – the wind.- There are many eco-friendly alternatives to fireworks. For example, a firework display can be replaced with a high-tech laser light show. Laser lights do not have a lasting impact on the environment. Another option is a drone display, which is also safe and more environmentallyfriendly. Drones do not release any harmful chemicals into the atmosphere and generate very little noise pollution.- We can buy a real Christmas tree with roots still attached and not damaged. We can plant it in a big pot, and it will continue to grow. When it is too big, we can plant it in our garden. This way, we won’t contribute to the waste produced by real Christmas trees thrown out every year. |
| **3. Consolidation and home assignment (5’)****\* Consolidation**- Review key vocabulary words from the lesson with the correct pronunciation. **\* Homework:**- Do the exercises in WB:  |

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Group leader

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* **Self Evaluation:**

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| *Date of preparing: …/8/2024**Period: …..* | **UNIT 3: GREEN LIVING****Lesson 8: Looking back and Project**  |

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- Review the vocabulary and grammar of Unit 3;

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Competences**

- Develop communication skills and creativity;

- Develop presentation skills;

- Develop critical thinking skills;

- Be collaborative and supportive in pair work and team work;

- Actively join in class activities.

 **3. Qualities and behavior**

- Be aware of going green and saving the environment.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:**

- Grade 12 textbook, Unit 3, Looking back and project

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

1. **Students’ aids:**

- Grade 12 textbook, Unit 3, Looking back and project

- Notebook

**III. ANTICIPATED PROBLEMS**

* Ss may not know how to express their ideas, T should be ready to help them

**IV. PROCEDURES**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES****+ EXPECTED ANSWERS**  |
| **1. Warm-up: (3mins)****a. Aim:** - To stir up the atmosphere and activate students’ knowledge on the topic;- To enhance students’ skills of cooperating with teammates.**b. Content:** - Game: Guessing words**c. Expected outcomes:** - Students can recall the vocabulary they have learnt in Unit 3.**d. Organization of the activity:** |
| **Task 1: Game: Guessing words**(*Methods/ teaching and learning techniques: individual work.)* |
| - T divides the class into 2 teams.- T prepares some pieces of paper with suggested words written on them.- There are 8 words.- The teams take turns to choose 1 student to the board. This student will pick one paper, and explain the word so that the rest guess what word it is.- The team with the most points is the winner. | - Students join the game, describe and guess the words.***Suggested words:***1. hair 2. pair3. hear 4. bear5. fear 6. pear7. ear 8. literature |
| **2. New lesson (40mins)****A. Activity 1:Looking back (12mins)****a. Aim:**  - To help Ss review the pronunciation of the diphthongs /ɪə/, /eə/ and /ʊə/.- To help Ss revise words they have learnt in this unit.- To help Ss review the use of prepositions and relative clauses referring to a whole sentence.**b. Content:** - Pronunciation: Read the words and choose the odd one out. Then listen and check. (p.42)- Vocabulary: Solve the crossword with the words you’ve learnt in this unit. What is the hidden word? (p.42)- Grammar: Circle the mistake in each sentence. Then correct it. (p.42)**c. Expected outcomes:** - Students can use the knowledge they have learnt in this unit to complete the tasks successfully.**d. Organization of the activity:** |
| **Task 1: Pronunciation: Read the words and choose the odd one out. Then listen and check.** (4 mins)(*Methods/ teaching and learning techniques: individual work.)* |
| - Ask Ss to try to pronounce all the words in each line, paying attention to the underlined sounds. - Tell them to choose the word with the underlined part which is pronounced differently from the rest. In weaker classes, give an example first. E.g. 1. fair /eə/, hair /eə/, container /eɪ/, pair /eə/. so C is the odd one out.- Ask Ss to listen to the recording and check their answers. Have them pay attention to the diphthongs /ɪə/, /eə/ or /ʊə/ in each word. - Ask Ss to listen to the recording again, but this time, have them repeat the words.  | - Students pronounce the words, and choose the correct answers.- Students check the answers with the whole class.**Key:** 1. C 2. D 3. A 4. A |
| **Task 2: Vocabulary: Solve the crossword with the words you’ve learnt in this unit. What is the hidden word?**  ( 4 mins)(*Methods/ teaching and learning techniques:pair work.)* |
| - Ask Ss to work in pairs to solve the crossword. Remind them that all the words they need are in this unit, and there is a hidden vertical word.- Have Ss complete the activity. - Check answers as a class. - If time allows, ask them to find the texts where these words first appear in the unit and call out the section, e.g. packaging first appears in the Language section. | - Ss work in pairs- Ss solve the crossword.***Answer key:*** |
| **Task 3: Grammar: Circle the mistake in each sentence. Then correct it.** (4 mins)(*Methods/ teaching and learning techniques:individual work.)* |
| - Ask Ss to read the sentences, focusing on the underlined words.- Encourage them to pay attention to the words before and after the underlined parts and decide if the phrases are grammatically correct, e.g. 1. Answer choice A. ‘to’ is part of the phrase ‘learn to recycling’, which is incorrect. We say ‘learn to do sth’ or ‘learn about sth’, not ‘learn to doing sth’. So A is the mistake.- In weaker classes, remind them that the focus today is on verbs with prepositions and relative clauses referring to a whole sentence. Ask them to review the grammar explanations and examples in the Language section before they complete the activity.- Check answers as a class by asking individual Ss to identify the mistakes, correct them and provide reasons for their corrections. | - Ss identify the incorrect part, give corrections and reasons for their corrections.***Answer key:*** 1. A (to → about) 2. B (that → which) 3. C (with → to) 4. B (over → away) |
| **B. Activity 2: Project (28mins)****a. Aim:** - To provide an opportunity for Ss to develop their research and collaboration skills, and to practise writing a leaflet.**b. Content:** - Eco-friendly habits**c. Expected outcomes:** - Students practice giving a presentation.**d. Organization of the activity:** |
| **Task: Doing project**(*Methods/ teaching and learning techniques:group work.)* |
| As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a leaflet presentation.- Have Ss work in their groups. Give them a few minutes to get ready for the presentation. - Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while studying the leaflet or listening to the presentation, and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.- If most students are handing out copies of their leaflets, ask them to swap their leaflets with one-two other groups. Give them time to study the leaflets and give written feedback and comments. When they finish, ask them to return the leaflets with comments to each other. - Give praise and feedback at the end. You can also give Ss marks for their presentation as part of their continuous assessment. | - All groups exhibit their leaflets and make presentations.- When one group makes a presentation, others listen and complete the evaluation sheet. |
| **3. Consolidation and home assignment (3mins)****\* Consolidation**- T asks Ss to talk about what they have learnt in the lesson.**\* Homework:**- Do exercises in the workbook.- Prepare for Unit 4. |

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Group leader

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* **Self Evaluation:**

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