**UNIT 5: LIVING ENVIRONMENT**

**Period 79: Lesson 5e - Grammar (Page 75)**

**1. OBJECTIVES**

**1.1. Language knowledge & skills**

- Identification and practice *non-defining relative clauses*.

**1.2. Competences**

- improve students’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

- engaged in providing additional information.

**2. TEACHING AIDS AND MATERIALS**

**- Teacher’s aids:** Student’s Book and Teacher’s Book, Class CDs, projector / interactive whiteboard / TV (if any), IWB (Phần mềm tương tác trực quan), PowerPoint slides.

**- Students’ aids:** Student’s Book, notebook.

**3. PROCEDURES**

**A. Warm-up: (5’)**

**a) Objectives:** to check students’ homework; get students' attention at the beginning of the class with enjoyable and short activities and engage them in the follow-up steps.

**b) Content:** Ask students to tap on the pictures.

**c) Expected outcomes:** Students can remember the learned vocabularies.

**d) Organisation of the activity:**

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| **Teacher’s activities** | **Students’ activities** |
| **Game: Who’s faster**- Invite 3 students to join in the game.- Explain the rule of the game: *tap on the pictures related to the phrases as quickly as possible.*- Lead in the new lesson.*Phrases:* * *air and water quality*
* *waste solutions*
* *green spaces*
* *community service*
* *clean transport*
 | - Listen to the teacher.- Play the game.***Answer Key:****air and water quality**waste solutions**green spaces**community service**clean transport* |

**B, New lessons (35 minutes)**

**1, Presentation: 5 minutes**

a. Objectives: to present *non-defining relative clauses*.

b. Content:Language box.

c. Expected outcomes: Students can understand and use *non-defining relative clauses* correctly.

d. Organisation:

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| **Teacher’s activities** | **Students’ activities** |
| **The usage of non-defining relative clauses**- Ask students to look at the example, and work out the usage of *non-defining relative clauses.* *“Emily, who is my cousin, helped me with the cooking.”*- Elicit students’ ideas.- Give feedback and further explanation of *non-defining relative clauses.***Relative pronouns**- Ask students to work in pairs, read the examples and review the usage of *relative pronouns.** *He looks forward to meeting his sister, who works as a lawyer.*
* *Peter, whom I will meet, is good at art.*
* *Mr Smith is in Tokyo, which is the capital of Japan.*
* *My brother, whose car had broken down, called me for help.*

- Elicit students’ ideas.- Give feedback and further explanation of *relative pronouns.* | - Do the task.- Present their ideas when invited.- Listen to the teacher’s explanation and take notes.- Work in pairs to do the task.- Present their ideas when invited.- Listen to the teacher’s explanation and take notes.***Answer Key**** *who (people, subject)*
* *whom (people, object)*
* *which (things, subject/object)*
* *whose (people/things, possessive adjective)*
* *Don’t use that in non-defining relative clauses.*
* *The pronouns in non-defining clauses cannot be omitted.*
 |

**2. Practice: 25 minutes**

a. Objectives: To help students practice using *relative pronouns* and *non-defining relative* *clauses* correctly.

b. Content: Task 4 (SB), Task 5 (SB), Task 12 (GB), Task 3 (WB), Task 4 (WB).

c. Expected outcomes: Students can use *relative pronouns* and *non-defining relative* *clauses* correctly.

d. Organisation:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 4. Fill in each gap with who, whom, which or whose.** - Ask students to do the task on their own.- Elicit and check students’ answers.**Task 5. Combine the sentences using non-defining relative clauses. Put commas where necessary.** - Ask students to do the task in pairs.- Elicit and check students’ answers.**Task 12, GB, p.74. Choose the correct options*.***- Explain the task to students.- Ask students to do the task on their own.- Elicit and check students’ answers.**Task 3, WB, p.44. Fill in the gaps with who, whom, which and whose.**- Explain the task to students.- Ask students to do the task in groups of three.- Elicit and check students’ answers.**Task 4, WB, p.44. Combine the sentences using non-defining relative clauses.**- Explain the task to students.- Ask students to do the task in groups of three.- Elicit and check students’ answers. | - Do the task individually.- Listen to the teacher and give their answers when invited.- Check their answers.***Answer Key***1. *which*
2. *which*
3. *whom*
4. *who*
5. *whose*
6. *which*

- Do the task in pairs.- Listen to the teacher and give their answers when invited.- Check their answers.***Answer Key****1. Our city’s transport system, which uses clean energy, is excellent.**2. We are moving to Vancouver, which has good air and water quality.**3. Julie, whom you met at the clean-up club last week, drives an electric car.**4. Our car, which we bought last month, doesn’t cause air pollution.**5. I’m talking to Tom, whose brother volunteers at the local community centre.* *6. My dad, who is a city planner, is developing new green spaces in the city.*- Listen to the teacher.- Do the task individually.- Listen to the teacher and give their answers when invited.- Check their answers.***Answer Key****1 – D, 2 – C, 3 – A, 4 – A, 5 – C, 6 – A, 7 – A, 8 – D*- Listen to the teacher.- Do the task in groups.- Listen to the teacher and give their answers when invited.- Check their answers.***Answer Key***1. *which 2. which 3. who 4. whom*
2. *whose 6. who*

- Listen to the teacher.- Do the task in groups.- Listen to the teacher and give their answers when invited.- Check their answers.***Answer Key****1. Louise Restaurant, which is in my neighbourhood, serves French food.**2. Jonathan, whom I walk to school with every day, is a volunteer.**3. I’m going to join the Green Clean-up Club, which my teacher recommended to me.**4. My sister, who is four years older than me, is at university.**5. James, whose job is to design public transport systems, is a talented engineer.**6. This walking path, which is big and beautiful, encourages people to walk.*  |

**3. Production: 5 minutes**

a. Objectives: To help students practise speaking about themselves, their family members and their friends using *non-defining relative clauses*.

b. Content: Task 6 (SB)

c. Expected outcomes: Students can make sentences about themselves, their family members and their friends using *non-defining relative clauses*.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 6. Make sentences about you, your family members and your friends using non-defining relative clauses. Tell your partner.**- Explain the task to students and give an example.**Example*:*** *A: Mary, who is my best friend, enjoys spending time in green spaces in the city.* *B: My dad, who works as a taxi driver, drives an electric car.*- Ask students to work in pairs and make sentences about themselves using how to improve their area using *non-defining relative clauses*.- Ask some students to share their answers with the class.- Give feedback. | - Listen to the teacher.- Work in pairs to complete the task.- Speak in front of the class when invited.- Listen to the teacher.***Suggested Answer Key******A****: My mum, whom you met yesterday, is a city planner.* ***B****: Anthony, whose bicycle I borrowed, only uses clean transport.* ***A****: Ben, who is my best friend, will give away some of his personal belongings to charity.* ***B****: My uncle, who loves clean transport, walks to work every day.* ***A****: Amy, who lives near my house, often comes to see me.* ***B****: My brother, whom I admire a lot, is a talented engineer.* ***A****: My sister, who cares a lot about the environment, is planning a beach clean-up programme.* ***B****: I’m going to visit Hạ Long Bay, which is a famous natural wonder of Việt Nam.* ***A****: I love travelling to Việt Nam, whose people are very kind and friendly.*  |

**C. Consolidation and homework assignment: 5 minutes**

**1. Consolidation**

- Grammar point: *non-defining relative clauses.*

**2. Homework assignment**

- Review *non-defining relative clauses.*

- Prepare for the next lesson: *Lesson 5f - Skills* (page 76, SB).

**4. REFLECTION**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c.What I should improve for this lesson next time:

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**UNIT 5: LIVING ENVIRONMENT**

**Period 80: Lesson – Unit 5f - Reading (Page 76)**

**1. OBJECTIVES**

**1.1. Language knowledge & skills**

- Identification and memory some new words about green cities: *resident, priority, thermal energy, transform.*

- practice reading for specific information.

- presenting ideas on how to make a place greener.

**1.2. Competences**

- improve students’ communication, collaboration, analytical, and critical thinking skills.

 **1.3. Attributes**

 - be aware of the importance of green cities.

- be responsible for making a place greener.

**2. TEACHING AIDS AND MATERIALS**

**- Teacher’s aids:** Student’s Book and Teacher’s Book, Class CDs, projector / interactive whiteboard / TV (if any), IWB (Phần mềm tương tác trực quan), PowerPoint slides

**- Students’ aids:** Student’s Book, notebook

**3. PROCEDURES**

**A. Warm-up: (5’)**

**a) Objective:** To introduce the new lesson and set the scene for students to acquire the new language knowledge and skills; get students' attention at the beginning of the class with enjoyable and short activities and engage them in the follow-up steps.

**b) Content:** Cities in the worlds where students want to live.

**c) Expected outcomes:** Students have general ideas about the topic of the new lesson.

**d) Organisation of the activity:**

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| **Teacher’s activities** | **Students’ activities** |
| - Ask students about the cities where they want to live.*“Which cities in the world do you want to live in?”* | **-** List down the cities where they want to live.***Suggested Answer Key:****London, Hanoi, New York, Singapore…* |

**B. New lessons (35 minutes)**

**1. Pre-reading: 10 minutes**

a. Objectives: To introduce the topic and predict the content of the text.

b. Content:Task 1 (SB)

c. Expected outcomes: Students can have somegeneral ideas about the text.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **Guessing the content of the text**

- Ask students to look at the picture, and guess what makes a city green.- Elicit the students’ answers.**2. Pre-teaching vocabulary**- Teach students new words.* *resident (n)*
* *priority (n)*
* *thermal energy (phr)*
* *transform (v)*

- Ask students to read the text and underline the words above.- Get students to try guessing their meanings in the context first.- Explain the meanings of the words.- Ask students to listen and repeat chorally and individually.- Check if students remember the words. | - Look at the picture, and guess what makes a city green.- Present their ideas in front of the class when invited.**Suggested Answer Key** *The things that make a city green are the things which are good for the environment. For example, they are green spaces, clean public transport, green buildings and clean energy.*- Listen to the teacher and take notes.- Read the text and underline the words.- Try guessing their meanings in the context.- Listen to the teacher and take notes on the meanings of those words.* resident /ˈrez.ɪ.dənt/ (n): cư dân
* *priority /praɪˈɒr.ə.ti/ (n): sự ưu tiên*
* *thermal energy /ˌθɜː.məl ˈen.ə.dʒi / (n): năng lượng nhiệt*
* *transform /trænsˈfɔːm/ (v): biến đổi*

- Listen and repeat chorally and individually.- Answer the teacher. |

**2. While – reading: 20 minutes**

a. Objectives: To help students to read for specific information

b. Content: Task 2 (SB), Task 3 (SB), Extra Practice, Task 1 (WB), Task 2 (WB).

c. Expected outcomes: Students can read and choose the correct options, match the information with the correct cities, complete the sentences, and decide if the statements (1–5) are R (right), W (wrong) or DS (doesn’t say).

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 2. Read the text again. For questions (1–3), choose the correct options (A, B, C or D).****-** Give students time to read the text and complete the task.- Elicit students’ answers.- Play the recording and check students’ answers. **Task 3. Read the text again and answer the questions (1–5). Write Singapore or Sydney. Which city …?**- Explain the task to students.- Ask them to underline the key words.- Let them do the task.- Elicit students’ answers.- Check students’ answers.**Extra Practice. Read the text again and complete the sentences (1-4). Write NO MORE THAN TWO WORDS for each gap.**- Explain the task to students.1. *There are a lot of \_\_\_\_\_\_\_\_\_\_\_\_ and cycling paths in Singapore.*
2. *City planners developed urban farming to provide \_\_\_\_\_\_\_\_\_\_\_\_ to the residents in Singapore.*
3. *In Sydney, thermal energy does not \_\_\_\_\_\_\_\_\_\_\_\_ the air.*
4. *The city planners hope to make Sydney one of the top \_\_\_\_\_\_\_\_\_\_\_\_ in the world.*

- Let them do the task.- Elicit students’ answers.- Check students’ answers.**Task 1, WB, p.45. Read the text and decide if the statements (1–5) are R (right), W (wrong) or DS (doesn’t say).**- Explain the task to students.- Ask them to underline the key words.- Let them do the task in pairs.- Elicit students’ answers.- Check students’ answers.**Task 2, WB, p.45. Read the text again. Complete the statements (1–5). Write NO MORE THAN TWO WORDS for each gap.**- Explain the task to students.- Let them do the task in groups of three.- Elicit students’ answers.- Check students’ answers. | - Listen and complete the task.- Give their answers when invited.- Listen and check their answers.***Answer Key****1 – C, 2 – A, 3 - C** Listen to the teacher.
* Underline the key words.
* Do the task – write Singapore or Sydney.
* Give their answers when invited.
* Check their answers.

***Answer Key****1 Singapore**2 Sydney* *3 Singapore**4 Singapore**5 Sydney** Listen to the teacher.
* Do the task – complete the sentences (1-4).
* Give their answers when invited.
* Check their answers.

***Answer Key****1 walking paths**2. fresh food**3 pollute**4 green cities** Listen to the teacher.
* Underline the key words.
* Do the task in pairs.
* Give their answers when invited.
* Check their answers.

***Answer Key****1 – R, 2 – W, 3 – R, 4 – DS, 5 – R** Listen to the teacher.
* Do the task in groups.
* Give their answers when invited.
* Check their answers.

***Answer Key****1 fresh food**2 Safe paths* *3 air quality* *4 natural light* *5 electric vehicles* |

**3. Post-reading: 5 minutes**

a. Objectives: To help students expand the topic, use the language and information in a real situation, and develop critical thinking.

b. Content: Task 4 (SB).

c. Expected outcomes: Students can use the learned vocabulary to present ideas to make an area greener.

d. Organisation:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 4. How can you make your area greener? Present your ideas to the class.**- Explain the task.- Ask students to discuss in groups about how to make a place greener.- Ask some students to present their ideas. | - Listen to the teacher.- Work in groups.- Speak in front of the class when invited.***Suggested Answer Key******Suggested Presentation****How can we make the place we live green? I believe there are many ways we can do this. Let me tell you about them! First, we can start recycling programmes. In this way, we will reduce rubbish in our cities. We can also create community gardens. We can use them to grow fresh food for our neighbourhood. Another way is to develop clean public transport to reduce air pollution. Making more walking and cycling paths is also a great way to make our place green because fewer people will use polluting means of transport. Finally, I believe constructing green buildings is a wonderful way to make our place green because they will use fewer resources. What about you? How do you think we can make the place we live green?* |

**C.** **Consolidation and homework assignment: 5 minutes**

**1. Consolidation**

- Vocabulary: *resident, priority, thermal energy, transform.*

**2. Homework assignment**

- Learn by heart the words learned and make sentences using them.

- Prepare for the next lesson: *Lesson 5f - Listening* (page 77, SB).

**4. REFLECTION**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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**UNIT 5: LIVING ENVIRONMENT**

**Period 81: Lesson – Unit 5f – Vocabulary & Listening (Page 77)**

**1. OBJECTIVES**

**1.1. Language knowledge & skills**

- Identification and memory vocabulary about *features of a green city: use public transport, add electric charging stations, develop urban farming, construct green buildings, use renewable energy, create walking/cycling paths.*

- practise listening for specific information.

- present features of a green city.

**1.2. Competences**

- improve students’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

- aware of the importance of green cities.

- responsible for making a city greener.

**2. TEACHING AIDS AND MATERIALS**

**- Teacher’s aids:** Student’s Book and Teacher’s Book, Class CDs, projector / interactive whiteboard / TV (if any), IWB (Phần mềm tương tác trực quan), PowerPoint slides

**- Students’ aids:** Student’s Book, notebook

**3. PROCEDURES**

**A. Warm-up: (5’)**

**a) Objective:** To introduce the new lesson and set the scene for students to acquire the new language knowledge and skills; get students' attention at the beginning of the class with enjoyable and short activities and engage them in the follow-up steps.

**b) Content:** Remember the words.

**c) Expected outcomes:** Students have general ideas about the topic of the new lesson.

**d) Organisation of the activity:**

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| **Teacher’s activities** | **Students’ activities** |
| **Board Race**- Divide students into groups of 4. Ask students to try to remember 6 phrases which will disappear quickly. Ask students to write as many as phrases they can remember. Which group has the most correct phrases is the winner.* *reduce pollution*
* *walking paths*
* *urban farming*
* *electric vehicles*
* *low-cost housing*
* *thermal energy*
 | - Work in groups to do the task. |

**B. New lessons (35 minutes)**

**1. Pre-listening: 10 minutes**

a. Objectives: To introduce the topic and predict the content of the text.

b. Content:Task 5 (SB).

c. Expected outcomes: Students can have somegeneral ideas about the text.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 1. Listen and repeat.** - Direct students’ attention to the pictures and ask them to fill in each gap with *buildings, paths, stations, transport, energy or farming.*- Play the recording with pauses for students to listen and repeat chorally and/or individually.- Check students’ pronunciation.- Explain the meaning of the words.* *use public transport*
* *add electric charging stations*
* *develop urban farming*
* *construct green buildings*
* *use renewable energy*
* *create walking/cycling paths*
 | - Look at the pictures and do the task.***Suggested Answer Key****1 transport* *2 stations**3 farming**4 buildings**5 energy**6 paths*- Listen and repeat chorally and/or individually.- Listen to the teacher.- Listen and take notes.*- use public transport /juːz ˌpʌb.lɪk ˈtræn.spɔːt/ (phr): sử dụng phương tiện giao thông công cộng* *- add electric charging stations /æd iˈlek.trɪk ˈtʃɑː.dʒɪŋ ˈsteɪ.ʃənz/ (phr): lắp đặt các trạm sạc điện* *- develop urban farming /dɪˈvel.əp ˈɜː.bən ˈfɑː.mɪŋ/ (phr): phát triển nông nghiệp đô thị* *- construct green buildings /kənˈstrʌkt ɡriːn ˌbɪl.dɪŋ/ (phr): xây dựng các công trình xanh* *- use renewable energy /juːz rɪˌnjuː.ə.bəl ˈen.ə.dʒi/ (phr): sử dụng năng lượng tái tạo**-create walking/cycling paths /kriˈeɪt ˈwɔː.kɪŋ/ˈsaɪ.klɪŋ pɑːθs/ (phr): tạo đường đi bộ/đường dành cho xe đạp* |

**2. While – listening: 15 minutes**

a. Objectives: To help students to listen for specific information

b. Content: Task 6 (SB).

c. Expected outcomes: Students can listen to an interview with a city planner about green city and choose the correct options.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 6. Listen to an interview with a city planner about green cities. For questions (1–4), choose the correct options (A, B, C or D).****-** Explain the task to students.- Give students time to underline the key words of the questions.- Play the recording, twice if necessary for students to listen and complete the task.- Elicit and check students’ answers. The teacher can play the recording with pauses for students to check their answers.***Audioscript******Interviewer****: On the show today, we have city planner Joyce Cooper, who will talk to us about green cities. What makes a city green?* ***City planner****: Well, a green city has urban farming, green buildings and renewable energy.* ***Interviewer****: Is vertical farming a type of urban farming?* ***City planner****: Yes. Rooftop farming and community gardening are other options for urban farming.* ***Interviewer****: So, urban farming reduces air pollution because we don’t need to bring food into cities from far away. How else do green cities reduce pollution?* ***City planner****: Well, we build green buildings with eco-friendly materials and they stay warm in winter and cool in summer, so people use heating and air conditioning less often. We also use more natural light so that people use less electricity.****Interviewer****: How about renewable energy?* ***City planner****: We mostly use oil energy, but green cities use many types of renewable energy to reduce air pollution, such as solar energy, thermal energy and wind energy.* ***Interviewer****: That’s interesting. Thank you for talking to us today.* ***City planner****: You’re welcome.* | - Listen to the teacher.- Read and underline the key words of the questions.- Listen and complete the task.- Give their answers when invited.- Listen and check their answers.***Answer Key****1 – D, 2 – C, 3 – A, 4 - A* |

**3. Post-listening: 5 minutes**

a. Objectives: To help students expand the topic, use the language and information in a real situation, and develop critical thinking.

b. Content: Task 7 (SB).

c. Expected outcomes: Students can research information about other features of a green city, present the information to the class and collect information about some types of renewable energy in the UK.

d. Organisation:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 7. Collect information about other features of a green city. Present the information to the class.**- Explain the task.- Ask students to work in groups to collect information about other features of a green city.- Ask some students to present their ideas.**Extra Practice. Culture Spot**- Ask students to work in groups to collect information about some types of renewable energy in the UK.- Elicit and students’ answers. | - Listen to the teacher.- Work in groups to complete the task.- Speak in front of the class when invited.***Suggested Answer Key****A green city has public transport, green buildings and walking or cycling paths. Public transport includes buses, trains and trams. When people use public transport, it means there is less pollution in the air. Green buildings also mean less pollution because they use less water and energy. Walking and cycling paths also make our areas green. These paths give people a place to walk and cycle, so they don’t have to drive to get around.*- Work in groups to do the task.- Give their answers when invited.***Suggested Answer Key****The UK uses solar energy, wind energy, hydropower energy, geothermal energy and bioenergy.* |

C. **Consolidation and homework assignment: 5 minutes**

**1. Consolidation**

- Vocabulary: *use public transport, add electric charging stations, develop urban farming, construct green buildings, use renewable energy, create walking/cycling paths.*

 **2. Homework assignment**

- Learn by heart the words learned and make sentences using them.

- Prepare for the next lesson: *Lesson 5f - Writing* (page 78, SB).

**4. REFLECTION**

a. What I liked most about this lesson today:

……………………………………………………………………………

b. What I learned from this lesson today:

……………………………………………………………………………

c.What I should improve for this lesson next time:

……………………………………………………………………………