

D.O.P: 16/11/2024

**UNIT 3: GREEN LIVING**

D.O.T: 18/11/2024

**Lesson: Communication and Culture**

Week: 11- Period: 25

**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. MATERIALS**

- Grade 12 textbook, Unit 3, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV

**III. PROCEDURES****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****TEACHER- STUDENTS' ACTIVITIES****CONTENTS****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.
- Students listen to the instructions and guess the name of the festival/tradition.
- The team with the higher score is the winner.

***Suggested ideas:***

1. Holi festival (India)
2. Lantern festival
3. fireworks
4. Christmas
5. Balloon festival

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. 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**

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs. (7 mins)</b></p> <p>- Give Ss some time to skim through the conversations. Use the photos to illustrate the context of the conversation if necessary. <i>E.g. Mark and Nam seem to be talking about the Green classroom competition and how to win the first prize.</i></p> <p>- Play the recording once in stronger classes and twice in weaker classes.</p> <p>- Students listen to the recording</p> <p>- Students complete the conversation with phrases in the box.</p> <p>- Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers.</p> <p>- Put Ss into pairs and have them practise the conversation.</p> <p>- Students practise the conversation in pairs.</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. D</li> <li>2. B</li> <li>3. C</li> <li>4. A</li> </ol>
<p>- Teacher asks students to give some expressions for making predictions.</p> <p>- T asks if Ss can add some more expressions.</p>	<p><b>Making predictions.</b></p> <ul style="list-style-type: none"> <li>- I guess/ think/ expect...</li> <li>- ... is going to...</li> <li>- ... will...</li> <li>- it's likely/ unlikely that</li> <li>- it's hard to predict/say...</li> </ul>
<p>- Tell Ss that the words they used to fill in the gaps in Activity 1 are used to make predictions.</p> <p>- Ask Ss to read the list of useful expressions and check understanding.</p> <p>- 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.</p> <p>- 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.</p> <p>- Walk round the class and provide help when necessary.</p> <p>- Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery.</p>	<p><b>Sample answers:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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</li> </ol>

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.

**e. Assessment**

- Teacher checks students' answers as a whole class.
- Teacher observes and gives feedback.

**3. 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**

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Read the following text. What are the environmental problems of each tradition as mentioned in the text? (10 mins)</b></p> <ul style="list-style-type: none"> <li>- 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).</li> <li>- Students put a tick where the damage is relevant.</li> <li>- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. In what ways are these</li> </ul>	<p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. Balloon and sky lanterns: Causing fires and harming animals</li> <li>2. Fireworks: Polluting the air and causing fires</li> <li>3. Christmas trees: Polluting the air and ending up in landfills</li> </ol>

<p>traditions damaging to the environment? What can be the greener replacements for these traditions?</p> <ul style="list-style-type: none"> <li>- Ask Ss to study the comparison table in Activity 1. Make sure they understand the rows and columns.</li> <li>- 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.</li> <li>- 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.</li> <li>- Have Ss read the text and complete the table individually.</li> <li>- Check answers as a class.</li> <li>- Students share their answers and explain.</li> <li>- 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.</li> </ul>	
<p><b>Task 2: Work in pairs. Suggest some green solutions to replace one of the traditions. (5 mins)</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Students work in pairs to discuss.</li> <li>- Ask some pairs to share their answers with the class.</li> <li>- Students share their ideas in front of class.</li> </ul>	<p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- 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 a sustainable activity that uses a green power source – the wind.</li> <li>- 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 environmentally friendly. Drones do not release any harmful chemicals into the atmosphere and generate very little noise pollution.</li> <li>- 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.</li> </ul>

### e. Assessment

- Teacher observes and gives feedback.

**5. CONSOLIDATION (3 mins)****a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Prepare for Lesson 8 – Looking back and project.

**D.O.P: 20/11/2024**

**D.O.T: 22/11/2024**

**Week: 11- Period: 26**

**UNIT 03: GREEN LIVING**

**Lesson: Looking back + Project**

**UNIT 3: GREEN LIVING**  
**Lesson 8: Looking back and Project**

**I. OBJECTIVES**

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

**1. Knowledge**

- Review the vocabulary and grammar of Unit 3;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Core competence**

- 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. Personal qualities**

- Be aware of going green and saving the environment.

**II. MATERIALS**

- Grade 12 textbook, Unit 3, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

**III. PROCEDURES****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: Guessing words

**c. Expected outcomes:**

- Students can recall the vocabulary they have learnt in Unit 3.

**d. Organisation**

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<b>Game: Guessing words</b> <ul style="list-style-type: none"> <li>- T divides the class into 2 teams.</li> <li>- Students join the game, describe and guess the words.</li> <li>- T prepares some pieces of paper with suggested words written on them.</li> <li>- There are 8 words.</li> </ul>	<b>Suggested words:</b> <ol style="list-style-type: none"> <li>1. hair</li> <li>2. pair</li> <li>3. hear</li> </ol>

<ul style="list-style-type: none"> <li>- 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.</li> <li>- The team with the most points is the winner.</li> </ul>	4. bear 5. fear 6. pear 7. ear 8. literature
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**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: LOOKING BACK (12 mins)****a. Objectives:**

- 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.

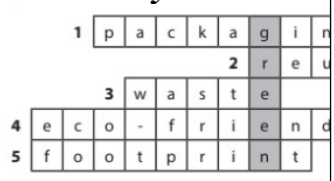
**b. Content:**

- 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. Organisation**

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<b>Pronunciation: Read the words and choose the odd one out. Then listen and check. (4 mins)</b> <ul style="list-style-type: none"> <li>- Ask Ss to try to pronounce all the words in each line, paying attention to the underlined sounds.</li> <li>- Students pronounce the words, and choose the correct answers.</li> <li>- 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.</li> <li>- 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.</li> <li>- Ask Ss to listen to the recording again, but this time, have them repeat the words.</li> <li>- Students check the answers with the whole class.</li> </ul>	<b>Key:</b> 1. C 2. D 3. A 4. A
<b>Vocabulary: Solve the crossword with the words you've learnt in this unit. What is the hidden word? (4 mins)</b> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss work in pairs</li> <li>- Have Ss complete the activity.</li> <li>- Check answers as a class.</li> <li>- Ss solve the crossword.</li> <li>- 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.</li> </ul>	<b>Answer key:</b> 



<p><b>Grammar: Circle the mistake in each sentence. Then correct it. (4 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to read the sentences, focusing on the underlined words.</li> <li>- 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.</li> <li>- 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.</li> <li>- Ss identify the incorrect part, give corrections and reasons for their corrections.</li> <li>- Check answers as a class by asking individual Ss to identify the mistakes, correct them and provide reasons for their corrections.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A (to → about)</li> <li>2. B (that → which)</li> <li>3. C (with → to)</li> <li>4. B (over → away)</li> </ol>
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### e. Assessment

- Teacher observes Ss's work and gives feedback.

### 3. ACTIVITY 2: PROJECT (28 mins)

<p><b>a. Objectives:</b></p> <ul style="list-style-type: none"> <li>- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise writing a leaflet.</li> </ul> <p><b>b. Content:</b></p> <ul style="list-style-type: none"> <li>- Eco-friendly habits</li> </ul> <p><b>c. Expected outcomes:</b></p> <ul style="list-style-type: none"> <li>- Students practice giving a presentation.</li> </ul> <p><b>d. Organisation</b></p>	
TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> <li>- 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.</li> <li>- All groups exhibit their leaflets and make presentations.</li> <li>- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.</li> <li>- All groups exhibit their leaflets and make presentations.</li> <li>- 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.</li> <li>- If necessary, go through the assessment criteria to make sure Ss are familiar with them.</li> <li>- 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.</li> <li>- If most students are giving a PowerPoint presentations, invite one or two groups to present their leaflets on the slides and briefly introduce them to everyone. Ask others to listen and write down their feedback and comments. At the end of each presentation, invite peer feedback from the audience in oral and/or written forms.</li> </ul>	<p><b>Students' presentations</b></p>

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| <ul style="list-style-type: none"> <li>- When one group makes a presentation, others listen and complete the evaluation sheet.</li> <li>- Give praise and feedback at the end. You can also give Ss marks for their presentation as part of their continuous assessment.</li> </ul> |  |
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**e. Assessment**

- Teacher gives comments and feedback to all presentations.

**4. CONSOLIDATION (3 mins)****a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.
- Prepare for Unit 4.

**D.O.P: 21/ 11/2024****CORRECTION FOR THE MID- TERM TEST****D.O.T: 23/11/2024****Week: 11- Period: 34****I. Objectives:****1. Knowledges: *By the end of the lesson, students will be able to:***

After this correction students will be clearer about the test they have just done. And have to know how to try their best for the next test.

**2. Skills: all skills****3. Attitudes: ss prefer English****II. Teaching aids:****1. Teacher: the test paper, key for the test****2. Students: book, notebook,...****III. Procedures: time 45'****1. Review previous lesson:****2. New lesson:****3. Consolidation:****4. Homework:**

- prepare lesson Unit 4

**5. Experience:**

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