

D.O.P: 20/10/2024

UNIT 02: A MULTICULTURAL WORLD

D.O.T: 22/10/2024

Lesson: Looking back and project

Week: 07- Period: 18

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 2;
- 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 proud and respectful of Vietnamese and other cultures
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 2, 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: Lucky number

c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 2.

d. Organisation

TEACHER-STUDENTS' ACTIVITIES	CONTENTS
Game: Lucky number\ <ul style="list-style-type: none"> - Ss work in 2 teams. - Students join the game in two teams, describe and guess the words. - There are 7 numbers, 2 of which are lucky ones. - If Ss choose a lucky number, they get one point without answering the question. - If they choose the other numbers, one student of a group picks up a piece of paper and sees the word on it. - This student has to use words or actions to describe it (without saying the word directly). - Other Ss try to guess the words. One point for a correct answer. - The group with the most points is the winner. 	Suggested words: <ol style="list-style-type: none"> 1. originate 2. trend 3. identity 4. cuisine 5. booth

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 /ɔɪ/, /aɪ/, and /aʊ/.
- To help Ss revise words and phrases they have learnt in this unit.
- To help Ss review the Past Simple and Past Continuous.

b. Content:

- Pronunciation: Read the following sentences and write the words containing the /ɔɪ/, /aɪ/, and /aʊ/ sounds in the correct column. Then listen and check. Practise saying the sentences in pairs. (p.30)
- Vocabulary: Choose the correct word to complete each of the sentences. (p.30)
- Grammar: Choose the best answer A, B, C, or D. (p.30)

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																				
<p>Read the following sentences and write the words containing the /ɔɪ/, /aɪ/, and /aʊ/ sounds in the correct column. Then listen and check. Practise saying the sentences in pairs. (4 mins)</p> <p>- Students do the task individually.</p> <p>- Students do the task individually.</p> <p>- Ask Ss to read the sentences silently and identify the words containing the diphthongs /eɪ/ and /əʊ/. They should underline and circle those words respectively.</p> <p>- Check answers as a class by playing the recording.</p> <p>- Ask Ss to read these sentences aloud in pairs. Encourage them to pay attention to the words containing the diphthongs /eɪ/ and /əʊ/.</p> <p>- Students listen to the recording and check the answers as a whole class.</p>	<p>Answer key:</p> <table><tr><th></th><th>/ɔɪ/</th><th>/aɪ/</th><th>/aʊ/</th></tr><tr><td>1</td><td></td><td>my, idols</td><td>shouted, loudly</td></tr><tr><td>2</td><td>enjoyed</td><td>Mike, life, despite</td><td></td></tr><tr><td>3</td><td>choice</td><td>wide, spicy</td><td></td></tr><tr><td>4</td><td></td><td>final</td><td>announced</td></tr></table>		/ɔɪ/	/aɪ/	/aʊ/	1		my, idols	shouted, loudly	2	enjoyed	Mike, life, despite		3	choice	wide, spicy		4		final	announced
	/ɔɪ/	/aɪ/	/aʊ/																		
1		my, idols	shouted, loudly																		
2	enjoyed	Mike, life, despite																			
3	choice	wide, spicy																			
4		final	announced																		
<p>Choose the correct word to complete each of the sentences. (4 mins)</p> <p>- Students do the task individually.</p> <p>- Ask Ss to read each sentence and check comprehension. Then focus Ss' attention on the options and differentiate them.</p> <p>- Tell Ss to study the context carefully and decide on the suitable word to complete each sentence.</p> <p>- Have Ss check their answers in pairs.</p> <p>- Check answers as a class by asking individual Ss to read the sentences.</p> <p>- Students check their answers with their partners.</p>	<p>Answer key:</p> <p>1. trend</p> <p>2. originate</p> <p>3. identity</p> <p>4. cuisine</p>																				
<p>Choose the best answer A, B, C, or D. (4 mins)</p> <p>- Ask Ss to read the text and then decide which option is needed for each blank.</p> <p>Ss read the text and then decide which option is needed for each blank.</p> <p>- Have Ss check their answers in pairs / groups.</p> <p>- Check answers by asking individual Ss to read a blank each and elicit the use of articles in each blank.</p>	<p>Answer key:</p> <p>1. A</p> <p>2. B</p> <p>3. A</p> <p>4. D</p> <p>5. B</p>																				

- Students check the answers in pairs.

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a presentation.


b. Content:

- Introduce a culture

c. Expected outcomes:

- Students practice giving a presentation.

d. Organisation

TEACHER-STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster. - All groups exhibit their posters and make presentations. - Have Ss work in their groups. Give them a few minutes to get ready for their poster presentation. Ask them to decide who is going to stand by the group poster and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters. - Have groups display their posters. Ask the group representative to stand next to their posters while the rest of the class walk around, study the posters and ask questions about them. In stronger classes, you can have group members take turns to stand by the poster and answer questions. - Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster. - You can also give Ss marks for their posters and poster presentations as part of their continuous assessment. - When one group makes a presentation, others listen and complete the evaluation sheet 	<p><i>Students' presentations</i></p> 

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 3.

D.O.P: 23/10/2024

UNIT 03: GREEN LIVING

D.O.T: 25/10/2024

Lesson: Getting started – Green Classroom Competition

Week: 07- Period: 19

I. OBJECTIVES

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

1. Knowledge

- 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. Personal qualities

- Be aware of current environmental issues and think of new ways to protect the environment;
- Develop self-study skills.

II. MATERIALS

- Grade 12 textbook, Unit 3, Getting started
- Computer connected to the Internet
- A0-size paper
- Projector / TV

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- 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. Organisation:**TEACHER- STUDENTS' ACTIVITIES****Guessing game**

- Teacher divides the class into two teams.
- Students work in groups.
- Teacher prepares the pictures of 6 types of pollution.
- Students look at the picture that the teacher shows them and describe the picture.
- Teacher gives instructions for the game:
- Other students try to guess the name
- + 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.

CONTENTS**Key:**

1. plastic pollution
2. light pollution
3. air pollution
4. noise pollution
5. water pollution
6. soil pollution

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)**a. Objectives:**

- 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. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Students listen to the teacher's explanation and guess the words. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further. - Students write down the new words in their notebook. 	New words: <ol style="list-style-type: none"> 1. awareness (n) 2. decompose (v) 3. reusable (adj) 4. carbon footprint

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

3. ACTIVITY 2: PRACTICE (22 mins)**a. Objectives:**

- 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. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (6 mins) <ul style="list-style-type: none"> - Set the context for the listening and reading. - Students look at the picture and answer the questions. - 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. - Students listen to the recording. 	Questions: <ol style="list-style-type: none"> 1. Who are the speakers? 2. What do you think they are discussing? Suggested answers:

<p>Have Ss underline words/phrases related to green living: awareness, refill, reusable, ecotour, decompose....</p> <ul style="list-style-type: none"> - 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. - Students underline words/phrases related to green living. - Students compare the words and phrases with their partners. - 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. Teacher asks 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. - Students read the conversation aloud. 	<ol style="list-style-type: none"> 1. Nam and his friend, Mark. 2. They are talking about how to win an ecotour by participating in a Green Classroom Competition.
<p>Task 2: Read the conversation again and tick the green ideas mentioned in task 1. (5 mins)</p> <ul style="list-style-type: none"> - Ask Ss to read the conversation again and tick the green ideas. - Students work independently to do the activity. <p>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.</p> <ul style="list-style-type: none"> - Have Ss work in pairs to discuss and compare their answers. - Students compare the answers in pairs. - Check answers as a class. Encourage Ss to explain where in the conversation they can find the correct answer. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. ✓ 3. ✓ 5. ✓

<p>Task 3: Find words and phrases in Task 1 with the following meanings. (6 mins)</p> <ul style="list-style-type: none"> - Have Ss look at the first letters of the words. Explain that these words are all in the conversation in Activity 1. - Students read the conversation again and work independently to do the activity. - 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. - Students share and check the answers. - Check answers as a class. - Write the correct answers on the board. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. cleaning up 2. eco-friendly 3. decompose 4. carbon footprint
<p>Task 4: Complete the sentences with words from task 1. (5 mins)</p> <ul style="list-style-type: none"> - Tell Ss to read the sentences. Focus attention on the blanks. - Students work individually to complete the sentences - Ask Ss to complete the sentences, using the words and phrases from the conversation in task 1. - Students share and check the answers - Check answers as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. away 2. which 3. off 4. on 5. which

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

<p>a. Objectives:</p> <ul style="list-style-type: none"> - To help Ss memorize the key information about living green; - To get Ss to speak about some ways to protect the environment. <p>b. Content:</p> <ul style="list-style-type: none"> - Make a mind map about ways to protect the environment. <p>c. Expected outcomes:</p> <ul style="list-style-type: none"> - Ss can make a mind map and present it before class. <p>d. Organisation</p>	
TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p>Make a mind map about ways to protect the environment. (10 mins)</p> <ul style="list-style-type: none"> - Teacher lets Ss work in groups of 4. Give each group a big sheet of paper and colours. 	<p><i>Students' own creativity</i></p>

- | | |
|---|--|
| <ul style="list-style-type: none"> - Students work in groups to follow the teacher's instruction. - Give instructions to students. - Ask students to make a mind map. - Teacher asks all groups to stick their works on the blackboard. - Teacher calls on some groups to present their map. - Teacher asks other groups to listen and give comments. - Students perform in front of the class. - Teacher gives feedback and gives marks to the best group. | |
|---|--|

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the project in Lesson 8

D.O.P: 23/10/2024**D.O.T: 25/10/2024****Week: 07- Period: 20****UNIT 03: GREEN LIVING****Lesson: Language****I. OBJECTIVES**

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

1. Knowledge

- Use the lexical items related to the topic *Green living*
- Recognise and practise 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. Personal qualities

- Be eager to learn more about ways to protect environment
- Develop self-study skills

II. MATERIALS

- Grade 12 textbook, Unit 3, Language

- 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:

- Kim's game

c. Expected outcomes:

- Students can revise vocabulary related to green cleaning.
- Students can do all the exercises.

d. Organization:

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
Kim's game <ul style="list-style-type: none"> - Divide the class into two teams. - Students work in groups to do the activity. - 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. - Students remember and write words on the board. 	Keys: ear, pears, chair, deer, stairs, tourists

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- 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

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Then practise saying the words. (6 mins) <ul style="list-style-type: none"> - 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. - Students listen to the recording, and then repeat the words. 	Scripts: /ɪə/: idea, years /eə/: awareness, air conditioners /ʊə/: sure, ecotour

<ul style="list-style-type: none"> - 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. - Students add more examples of the words that contain the diphthongs /ɪə/, /eə/ and /ʊə/. 	
<p>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)- Ask Ss to read quickly through the text to get a broad understanding.</p> <ul style="list-style-type: none"> - Students underline the words with the diphthongs /ɪə/, /eə/ and /ʊə/ first. Then listen to the recording. - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <u>There</u> are many <u>volunteers</u> <u>here</u> to help clean up the beach. 2. <u>Ecotourism</u> encourages the <u>tourists</u> to develop eco-friendly habits when travelling. 3. It is <u>clear</u> that not all people are <u>aware</u> of the negative impact of <u>their</u> daily habits on the environment.

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: VOCABULARY (12 mins)

a. Objectives:

- To introduce words / phrases related to the topic *Green living*.
- To help Ss practise 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. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Match each word (1-5) with its meaning (a-e). (6 mins)</p> <ul style="list-style-type: none"> - Have Ss look at the pictures and tell you what they describe, e.g. - Students match each word/phrase on the left with the one on the right <p><i>1. running tap water.</i> Ask questions such as, <i>Why is running tap water a waste?</i> (because the clean water goes into the sewage system and has to be treated and pumped again) <i>Why do some people leave the tap running?</i> (because they're careless). Try to elicit some of the words used in the definitions.</p> <ul style="list-style-type: none"> - 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. - Students study the meanings and underline key words. - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. e 2. a 3. d 4. b 5. c
<p>Task 2: Complete the following sentences using the correct forms of the phrases in Task 1. (6 mins)</p> <ul style="list-style-type: none"> - 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. - Students read the sentences carefully and decide which words can be used. - Students explain the meaning of each phrase. <p>- Check answers as a class by asking some Ss to read the completed sentences.</p> <p><i>Extension:</i> 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.</p> <ul style="list-style-type: none"> - Students read the complete sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. waste 2. packaging 3. containers 4. reuse 5. landfill

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: GRAMMAR (13 mins)**a. Objectives:**

- 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. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Complete the sentences with the suitable prepositions. (3 mins)</p> <ul style="list-style-type: none"> - 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. - Students read the notes in the Remember! box. - 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). - Students write the correct prepositions. - Students explain their answers. - 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'. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. about 2. on 3. out 4. after
<p>Task 2: Combine the sentences using relative clauses. (4 mins)-</p> <p>Ask Ss to read the notes in the Remember! box to introduce the use of relative clauses to refer to a whole sentence.</p> <ul style="list-style-type: none"> - Students read the notes in the Remember! box. - 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. - Students combine the sentences and explain their answers. - Check answers as a class by asking some students to write the full sentences on the board. 	<p>Answer key:</p> <ol style="list-style-type: none"> 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 people should consider using it. 3. All students work very hard to help clean up the school, which is encouraged by the teacher/ the teacher encourages.
<p>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</p>	<p>Suggested answers:</p> <p><i>My family often get around our city by</i></p>

mins)

- 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.

- Students work in pairs.

- 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.

- Talk about green things and activities they and their family often do.

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.

e. Assessment

- Teacher's observation on Ss' performance.

- Teacher's feedback and peers' 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 3 - Reading.