

D.O.P: 13/11/2024

UNIT 3: GREEN LIVING

D.O.T: 15/11/2024

Lesson: Listening – Creating a compost pile

Week: 10- Period: 23

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

b. Content:

- Video watching

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p>Video watching</p> <ul style="list-style-type: none">- Teacher asks students to watch a video.- Students watch the video and answer the questions.- Ask Ss some questions about the video.- Teacher observes Ss and gives feedback to their answers.	<p>Link: https://www.youtube.com/watch?v=LxNumOifkT0</p> <p>Suggested questions:</p> <ul style="list-style-type: none">- What does 3R stand for?- What things can we reduce?- How can we recycle according to the video?- How many things can we reuse? What are they?

e. Assessment

- Teacher observes and gives feedback.

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 (1-5) with the pictures (a-e). (p.38)

c. Expected outcomes:

- Students understand the meaning and know how to pronounce some new words.

d. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Match the words and phrases (1-5) with the pictures (a-e). (9 mins)</p> <ul style="list-style-type: none"> - Ask Ss if they know what a compost pile is, or how to make one. - In weaker classes, read the definition of compost and elicit the matching picture. Have Ss read the definitions and explain any difficult words. - Students read the definitions and do the matching. - Students check answers with the whole class. - Have Ss match the other words/phrases and their definitions with the pictures. Tell them that the words and phrases will appear in the conversation they are going to listen to. Students read new words aloud and write them in the notebook. - Check answers as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. e 3. d 4. b 5. a

e. Assessment

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

3. ACTIVITY 2: WHILE-LISTENING (20 mins)

a. Objectives:

- 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.39)

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2: Listen to a conversation about the main steps in creating a compost pile. Number the pictures in order. (10 mins)</p> <ul style="list-style-type: none"> - Tell Ss that they are going to listen to instructions to make a compost pile. - Students make predictions before listening. - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. b 3. d 4. e 5. a

Listen and check the order.	
Task 3: Listen again. Decide whether the statements are true or false. (10 mins) - 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. - Students read the questions and underline the key words. - 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. - Students listen and decide T or F. - 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.	Answer key: 1. F 2. T 3. T 4. F 5. F

e. Assessment

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

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives: - To help Ss use the language and ideas from the listening to share their experiences of dealing with household and garden waste. b. Content: - Task 4: Work in groups. Discuss these questions. <i>How do you manage your household and garden waste? Is it environmentally friendly? (p.39)</i> c. Expected outcomes: - Students can use the language and ideas from the unit to talk about managing your household and garden waste. d. Organisation	
TEACHER- STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in groups. Discuss the questions. - 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. - Students work in groups and discuss. - Invite some groups to share their answers with the whole class. Students share their ideas to the whole class.	Suggested answer: In my group, most people including me simply throw away household and garden waste. Some pile up and burn the dry leaves in their garden. Throwing away or burning waste is not sustainable as there are many ways to reuse or recycle such waste. Moreover, burning dry leaves is not only polluting the environment, but also increasing fire risks. We all agreed that we should try to manage our household and garden waste in a way that is more eco-friendly and sustainable.

e. Assessment

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

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarize the main points of the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

D.O.P: 14/11/2024

D.O.T: 16/11/2024

Week: 10- Period: 24

UNIT 03: **GREEN LIVING**

Lesson: **Writing – A problem-solving report on green solutions**

I. OBJECTIVES

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

1. Knowledge

- Ss will be able to write a report to analyse a problem and suggest solutions 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.

3. Personal qualities

- Be eager to think of solutions to environmental problems.

II. MATERIALS

- Grade 12 textbook, Unit 3, Writing
- Computer connected to the Internet
- Projector / TV
- Plastic bottles

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

- 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. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
Situation <ul style="list-style-type: none"> - Teacher brings some plastic bottles into class and throws them here and there. - Teacher asks students: What should you do when you see people throwing rubbish improperly? - Students brainstorm the ideas and share with the whole class. - Teacher listens to Ss' answers and gives feedback. 	Students' own answers.

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITING (9 mins)**a. Objectives:**

- 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 (A-D) with the correct headings (1-4). (p.39)

c. Expected outcomes:

- Students understand the problems, then give their own ideas.

d. Organisation

TEACHER- STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Complete the notes using the words in the	Answer key:

<p>box. (8 mins)</p> <ul style="list-style-type: none"> - 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. - Students work in pairs and complete the table. - Check their answers as a class. - Students share their answers with their partner and check with the whole class. 	<ol style="list-style-type: none"> 1. recycle 2. automatic 3. compost piles 4. public transport
<p>Task 2: Read a problem-solving report and match the sections (A-D) with the correct headings (1-4). (8 mins)</p> <ul style="list-style-type: none"> - 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). - Students read the text and decide the suitable headings - Check answers as a class. - Students check the answers with the whole 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) 	<p>Answer key:</p> <p>A - 3 B - 2 C - 4 D - 1</p>

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (18 mins)

<p>a. Objectives:</p> <ul style="list-style-type: none"> - To help Ss practise writing a problem-solving report. <p>b. Content:</p> <ul style="list-style-type: none"> - Task 3: Choose one of the problems in Task 1, and write a problem-solving report (180 words). Use the model in Task 2 and the outline with useful expressions below to help you. (p.40) <p>c. Expected outcomes:</p> <ul style="list-style-type: none"> - Students can write a report on how to solve a problem. <p>d. Organisation</p>	
TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p>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> <ul style="list-style-type: none"> - 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. - Students brainstorm for the ideas and the language necessary for writing - Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk around the class to provide 	<p>Suggested answer:</p> <p>Introduction</p> <p>This report describes the problem of traffic jams, noise and air pollution at the school gate and suggests two solutions to the problem.</p> <p>Problem</p> <p>Many parents drive their children to school and pick them up from school. This creates long queues</p>

<p>help when necessary.</p> <ul style="list-style-type: none"> - 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. - Students write the first draft individually using the ideas in task 1 and 2. - Collect Ss' writing tasks and give face-to-face feedback in private, or give them back with some written feedback. 	<p>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.</p> <p>Solutions</p> <p>To 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 to motivate students to use public buses. 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 lives nearby and knows the safe cycling routes to school.</p> <p>Conclusion</p> <p>Using 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.</p>
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e. Assessment

- Teacher gives observations and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)

<p>a. Objectives:</p> <ul style="list-style-type: none"> - To do a cross-check and final check on students' writing. <p>b. Content:</p> <ul style="list-style-type: none"> - Students exchange their work for cross-checking. <p>c. Expected outcomes:</p> <ul style="list-style-type: none"> - Students can evaluate others' work as well as improve their own pieces of writing. <p>d. Organisation</p>	
TEACHER- STUDENTS' ACTIVITIES	CONTENTS
<p>Cross-checking</p> <ul style="list-style-type: none"> - 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 	<p>Writing rubric</p> <p>1. Organization: .../10</p>

<p>and discuss how to improve it.</p> <ul style="list-style-type: none"> - 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. - Students swap their piece of writing with their partners and give peer review. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names. 	<p>2. Legibility: .../10</p> <p>3. Ideas: .../10</p> <p>4. Word choice: .../10</p> <p>5. Grammar usage and mechanics: .../10</p> <p>TOTAL: .../50</p>
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e. Assessment

- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)**a. Wrap-up**

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.