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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 99** |

**UNIT 6: BE GREEN**

**CLIL (Page 106)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- learn and use some vocabulary: *donate, the homeless, elderly, animal shelter, stuffed animals.*

- practise reading for gists, cohesion and coherence.

- talk about community service activities.

- improve listening skills and pronunciation.

**1.2. Competences**

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

**1.3. Attributes**

- become knowledgeable people and build their awareness of protecting environment.

- develop their patriotism, kindness, honesty.

**2. Teaching aids and materials**

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

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - List the community service activities.  - Answer the question.  **-** Fill in the blanks.  - Talk about community service activities. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers/ presentation. | - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to help Ss brainstorm the topic.

b. Content: Community service activities.

c. Expected outcomes: Ss can brainstorm about the topic.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Can you tell some community service activities you took part in?**  - Ask Ss to tell some community service activities they took part in.  - Give feedbacks and lead to new lesson. | - Think about the question and tell some community service activities they took part in.  ***Suggested answers:***  *- plant trees*  *- collecting litter*  *- help people with disabilities*  *- take part in clean-up day*  - Listen to the teacher and take notes. |

**B. Presentation: 10 minutes**

a. Objectives: to present some key words and help Ss know some more community service activities.

b. Content: task 1 and vocabulary.

c. Expected outcomes: Ss can listen and read for gist and know some more community service activities.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1:** **What can you do to help the environment in your daily life? Read through to find out.**  - Elicit Ss’ guesses as to what way they can help the environment in their daily lives. - Use IWB to show the text and pictures. Then give Ss time to read through the text and find out. | -Guess what ways they can help the environment in their daily lives.  - Read through the text to check answers.  ***Answer Keys***  *I can plant trees, collect litter from parks and take part in clean-up days in my daily life to help the environment.* |
| **Vocabulary:**  + donate (v)  + the homeless (n)  + elderly (n)  + animal shelter (n)  + stuffed animals (n)  - Ask Ss to read the text and underline the words above.  - Get Ss to try to guess their meanings in the context first.  - Explain the meanings of the words.  - Ask Ss to listen and repeat chorally and individually.  - Check if Ss remember the words. | - Read the text and underline the words.  - Try to guess their meanings in the context.  - Listen to the teacher and take notes the meanings of those words.  - Listen and repeat chorally and individually  - Answer the teacher. |

**C. Practice: 15 minutes**

a. Objectives: to help Ss practise reading for cohesion and coherence; consolidate the information in the text.

b. Content: Study skills box, task 2 and task 3.

c. Expected outcomes: Ss can read for cohesion and coherence; understand the text.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 2:** **Read the text and fill in the missing prepositions.** **Listen and check**.    - Read out the Study Skills box (using the IWB). - Ask Ss to read the text again and think of appropriate words to fill in the gaps (1-8). Ask Ss to pay attention to the words before/after each gap as they will help them do the task. Ask Ss to read the whole text once completed, to see if it makes sense. - Check Ss’ answers.  - Play the video for Ss and elicit their comments. | - Read the Study Skills box.  - Read the text again and think of appropriate words to fill in the gaps.  - Check answers.  ***Answer Keys:***  *1. from 2. to 3.about 4.for 5.in*  - Watch the video and listen to the teacher. |
| **Task 3:** **What is the purpose of the text:** *to answer***?** *to persuade***?** *to inform***? Is it helpful for you? Why?**  - Explain the task (using the IWB) and give Ss time to complete it.  - Check Ss’ answers. | - Listen to teacher’s explanation and complete the task.  - Tell the answers to the class.  - Check answers.  ***Answer keys***  *The purpose of the text is to inform and let* *people know how they can help the environment and people. It helped me understand what I should do to help out my community and make it a better place.* |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: task 4.

c. Expected outcomes: Ss can take notes on a text, present their ideas about the best community service activities.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 4:** **Decide on some community service activities. Present your ideas to the class. Then, the class decides on the best ten ones.**  - Ask Ss to work in small groups and give them time to read the text again and decide on some community services. - Check Ss’ answers. | - Work in groups to decide on some community services.  - Present information to the class.  ***Suggested Answer:***  *Collect toys and stuffed animals and give them* *to kids in hospital. In this way, we can make old things useful and make the kids happy.* *Volunteer at the local animal shelter. Here we can take care of animals, feed them, clean them and most importantly play with them. These will make the animals feel happy. Take part in clean-up days. By doing this, we not only protect the environment but ourselves. When we clean-up our litter, it’s harder for us to get sick.* |

**E. Consolidation and homework assignments: 5 minutes**

**-** Vocabulary: *donate, the homeless, elderly, animal shelter, stuffed animals*.

- Do the exercises in workbook on pages 54-55.

- Prepare the next lesson: Right on (page 107).

**5. 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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