|  |  |
| --- | --- |
| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 101** |

**UNIT 6: BE GREEN**

**Progress Check (Page 108)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

**-** review vocabulary in unit 6: *deforestation, pollution, endangered, plastic, create, set up, organise, grow, repair and organic.*

- review grammar points: conjunctions (but, and, or, so, however, because, although), tenses (the present simple, the present continuous, the past simple).

- practise listening for key information.

**1.2. Competences**

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

**1.3. Attributes**

- encourage Ss to study hard and be ware of protecting environment.

- develop their patriotism, kindness, studiousness.

**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**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Fill in the blanks with the words given.  - Choose the correct option (vocabulary).  - Choose the correct option (connectors).  - Choose the correct option (tenses).  - Put the verbs in brackets into the  correct tense.  - Listen to some information about Earth Day at a secondary school and choose the correct answer. | **-** Ss’ answers.  - Ss’ answer.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers. | - Observation.  - Observation.  - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Vocabulary: 10 minutes**

a. Objectives: to help Ss to review some vocabulary: *deforestation, pollution, endangered, plastic, create, set up, organise, grow, repair and organic*.

b. Content: Task 1 and task 2.

c. Expected outcomes: Ss can remember the vocabulary.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 1: Fill in each gap with** *deforestation***,** *pollution***,** *endangered***,** *plastic* **or** *organic***.** **1** Air \_\_\_\_ is a serious problem in big cities. **2** We can plant trees to help reduce \_\_\_\_\_. **3** Use paper bags and cloth bags to reduce \_\_\_\_\_ pollution. **4** Growing \_\_\_\_\_fruit and vegetables can save the environment. **5** We need to protect the habitats of \_\_\_\_\_\_ animals.  - Use IWB to show the task. Give Ss time to complete the task.  - Check Ss’ answers. | - Complete the task.  - Check answers.  ***Answer keys***  *1. pollution 2. deforestation*  *3. Plastic 4. organic 5.endangered* |
| **Task 2: Choose the correct option.** 1. Students did/created works of art. 2. Ted had to pick up/set up the tents. 3. James organized/started a clean-up day last month. 4. They build/grow their own fruit. 5. Help me repair/clear the fence.  - Use IWB to show the task. Give Ss time to read the sentences and choose the correct options.  - Check Ss’ answers. | - Read the sentences and choose the correct options.  - Take notes.  ***Answer keys***  *1. Created 2.set up 3. organized*  *4. Grow 5. repair* |

**B. Grammar: 15 minutes**

a. Objectives: conjunctions (but, and, or, so, however, because, although), tenses (the present simple, the present continuous, the past simple).

b. Content: task 3, task 4 and task 5.

c. Expected outcomes: Ss can remember the grammar points and do the task correctly.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 3: Choose the correct option.** 1 We’re not going to the park because/so it’s cold. 2 We should walk but/or we should ride our bikes to school. 3 He’s tired. Although/However, he won’t stop. 4 I will plant trees so/and you will pick up litter. 5 We can give our old toys to children in hospital, so/and they will feel happy. 6 He arrived late although/however he left early. 7 He wanted to help the community, so/because he joined a recycling scheme. 8 They couldn’t pick up all the litter, because/so we helped them  - Revise the grammar point.  - Use IWB to show the task. Ask Ss to choose the correct options.  - Check Ss’ answers. | - Read the sentences to choose the correct options.  - Check answers.  ***Answer keys***  *1. Because 2.or 3. However*  *4.and 5. So 6. Although*  *7. so 8.so* |
| **Task 4: Choose the correct option.** 1. They cut/are cutting down thousands of trees every week. 2. Millions Of people visit/visited the forest every year. 3. They didn’t collect/won’t collect the rubbish last night. 4. We took/are taking part in the clean-up day last Sunday. 5. I’m volunteering/volunteered at a national park next summer  - Revise the grammar points.  - Use IWB to show the task. Ask Ss to read the sentences to choose the correct options.  - Check Ss’ answers. | - Read the sentences to choose the correct options.  - Check answers.  ***Answer keys***  *1. cut 2.visit 3.didn’t collect*  *4. Took 5. am volunteering* |
| **Task 5: Put the verbs in brackets into the correct tense.** 1 John \_\_\_\_\_ (work) at the animal shelter two years ago. 2 Sally \_\_\_\_\_ (go) to the food bank last Monday. 3 This restaurant usually \_\_\_\_\_ (prepare) meals for the homeless. 4 John \_\_\_\_\_ (plant) trees now. 5 Anita \_\_\_\_\_ (give) her toys to kids in the local hospital next Monday.  - Revise the grammar points.  - Use IWB to show the task. Ask Ss to complete the sentences with the correct forms of the verbs in brackets.  - Check Ss’ answers | - Complete the sentences with the correct forms of the verbs in brackets.  - Take notes.  ***Answer keys***  *1. Worked 2. Went 3. prepares*  *4. is planting 5.is giving* |

**C. Listening: 15 minutes**

a. Objectives: to help Ss practise listening for key information.

b. Content: task 6.

c. Expected outcomes: Ss can improve their listening skills and do the task correctly.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 5: Listen to some information about Earth Day at a secondary school. For questions (1-4), choose the correct answer (A, B or C).** 1 When is the school going to celebrate Earth Day? A on Friday B on Saturday C all weekend 2 When will Earth Day activities start? A at 9:00 B at noon C at 1:30 3 Who is Brian Howard? A an art teacher B a weather forecaster C a scientist on the TV 4 What don’t the students need to bring? A work gloves B plastic bottles C glue  - Use IWB to show the task. Ask Ss to underline the key words.  - Play the recording, using the IWB (if any) one or two times to do the task.  - Play the recording, using the IWB (if any) again to check Ss’ answers. | - Underline the key words.  - Listen to the recording to do the task.  - Listen again to check answers.  ***Answer keys***  *1.A 2.B 3.B 4.C* |

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

**-** Vocabulary: *deforestation, pollution, endangered, plastic, create, set up, organise, grow, repair and organic.*

- Grammar: conjunctions (but, and, or, so, however, because, although), tenses (the present simple, the present continuous, the past simple).

- Do the exercises in workbook on pages 75,76.

- Prepare for the next lesson: Progress check (page 109).

**5. 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:

…………………………………………………………………………………………