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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 15** |

**UNIT 1: MY WORLD**

**CLIL (Page 24)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- learn and use some vocabulary: *uniform, wheelchair, indigo, stand together.*

- practise reading for gist, cohesion and coherence.

- tell the class three ways they are the same and three ways they are different.

- improve listening skills and pronunciation.

**1.2. Competences**

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

**1.3. Attributes**

- develop their patriotism, kindness, honesty and accountability.

**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** |
| - Look at the picture and read the title of the text and the headings in Exercise 2, then answer the question.  - Read again and match the headings to the paragraphs.  - Answer the questions.  - Tell the class three ways they are the same and three ways they are different. | **-** 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 predict the content of a text; listen and read for gist.

b. Content: Task 1.

c. Expected outcomes: Ss can brainstorm the topic and listen and read for gist.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1. Look at the picture and read the title of the text and the headings in Exercise 2. What do you expect to read about?**  **Listen and read to find out.**  - Ask Ss to look at the picture and read the title of the text and the headings in Exercise. 2.  - Elicit Ss’ guesses as to what the text will be about.  - Play the recording (using the IWB). | - Look at the picture and read the title of the text and the headings in Exercise. 2.  - Guess what the text will be about.  - Listen and read and find out if their guesses were correct.  ***Suggested Answer***  *I expect to read about how people are all different and why this is a good thing.* |

**B. Presentation: 10 minutes**

a. Objectives: to present some key words of the text.

b. Content: vocabulary.

c. Expected outcomes: Ss can understand and learn some key words of the text.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Vocabulary:**  *+ uniform*  + *wheelchair*  + *indigo*  *+ stand together*  - 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 teachers 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 gist and develop critical thinking skills.

b. Content: 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 again and match the headings to the paragraphs. Look for key words to help you do the task.**  **A.** Better together  **B.** Contrasts  **C.** The same but different  **D.** A boring world  - Ask Ss to read the headings (A-D).  - Give Ss time to read the text again and complete the task.  - Check Ss’ answers (using the IWB).  - Play the video for Ss and elicit their comments. | - Read the headings (A-D).  - Read the text again and complete the task.  ***Answer Keys:***  *1. D 2. C 3. B 4. A*  - Watch the video and listen to the teacher. |
| **Task 3:** **What is the author’s purpose:** *to answer***?** *to persuade***?** *to inform***? Is the information in the text useful to you? Why?**  - Explain the task and give Ss time to complete it.  - Check Ss’ answers. | - Listen to teacher’s explanation and complete the task.  - Share with their friends.  ***Answer keys***  *The author’s purpose is to inform. The information in the text is very useful. It tells us that we are all special, but when we are all together we become something even more beautiful, just like a rainbow.* |

**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 talk about similarities and differences and develop critical thinking skills.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 4:** **Think of a friend of yours. Tell the class three ways you are the same and three ways you are different.**  - Read out the rubric and ask Ss to discuss the question in closed pairs.  - Monitor the activity around the class and then ask various Ss to share their answers with the rest of the class. | - Read the rubric and ask Ss to discuss the question in closed pairs.  ***Suggested Answer:***  *My best friend is Myra. We are the same age. We like the same sport – football. We are both good at Maths. However, Myra has got black hair, but I’ve got brown hair. Myra is talkative, while I’m quite shy. Myra is good at*  *Geography, but I’m not.* |

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

**-** Vocabulary: *uniform, wheelchair, indigo, stand together.*

- Do the exercises in workbook on page 62.

- Prepare the next lesson: Right on (page 25).

**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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