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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 97** |

**UNIT 6: BE GREEN**

**Skill 6f (Page 104)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- learn and use some vocabulary: *set up, valley, spot, campsite, pick up.*

- practise listening and reading for a gist.

- practise reading for key information.

- talk about an eco-teen.

- improve listening skills and pronunciation.

**1.2. Competences**

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

**1.3. Attributes**

- become knowledgeable people.

- build their awareness of protecting environment.

**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** |
| - Answer the questions.  - Listen and read to answer the questions.  - Multiple choices.  - Talk about an eco-teen. | **-** 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: Task 1.

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

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1: Listen to the sounds. Where are you? What can you see? How do you feel?**  - Play the recording, using the IWB.  - Ask Ss to listen and think about what images come to mind. - Elicit answers to the questions from various Ss around the class. | - Listen to the recording and imagine the image.  - Tell your answers to the class.  ***Suggested answers:***  *I think I am in the countryside. I can see trees and mountains. I feel relaxed and happy.* |

**B. Pre-reading: 10 minutes**

a. Objectives: to present some key words in the reading text.

b. Content: Vocabulary.

c. Expected outcomes: Ss can remember the key words.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Vocabulary:**  + set up (v)  + valley (n)  + spot (n)  + campsite (n)  + pick up (v)  - Use IWB to show the pictures and the text. 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. While-reading: 15 minutes**

a. Objectives: to help Ss practise listening and reading for a gist; scan for key information; develop critical thinking.

b. Content: task 2 and task 3.

c. Expected outcomes: Ss can listen and read for specific information**;** do the task correctly.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 2:** **What tasks can volunteers do when they visit Yosemite National Park? Listen and read to find out.**  - Elicit Ss’ guesses as to what tasks you can do as a volunteer in Yosemite Park. - Play the recording. Use the IWB for Ss to listen and read. - Use the IWB to check Ss’ answers. | - Think about what tasks volunteers can do in Yosemite Park.  - Listen and read the text.  - Answer the questions.  ***Answer Keys:***  *You can do the washing up, help in the* *kitchen and pick up litter. You can take* *photographs for scientists to compare them* *every year to spot environmental problems in* *Yosemite National Park.* |
| **Task 3:** **Read the text. For questions (1-4), choose the correct answer (A, B or C).** 1 The people in Wendy’s group \_\_\_\_\_\_\_\_ . A are from different countries  B were old friends of hers C met each other for the first time 2 The campsite where Wendy stayed \_\_\_\_\_\_\_ . A was at the edge of a river  B was deep in the park C was on the other side of the valley 3 Wendy did the washing-up \_\_\_\_\_\_\_\_ . A in her tent  B in the kitchen  C in the river 4 Wendy used a camera to photograph \_\_\_\_\_\_\_\_ . A wild animals  B her group  C the park  - Ask Ss to read the sentences and find the correct missing answer. - Give Ss time to read the text again and choose their answers. - Use the IWB to check Ss’ answers. - Play the video for Ss and elicit their comments. | - Read the questions and underline the key words in the questions.  - Scan the text to find the key words.  - Read the text again and choose the answers.  ***Answer Keys***  *1. A 2. A 3.C 4.C* |

**D. Post- reading: 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 an eco-teen.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 4:** **What makes Wendy an eco-teen? Tell your partner.**  - Explain/Elicit the meaning of ‘eco-teen’. - Give Ss time to consider their answers and then elicit answers from Ss around the class. | - Listen to teacher’s explanation.  - Work in pairs to answer the questions.  - Share ideas to the class.  ***Suggested Answer***  *Wendy is an eco-teen because she is on a* *volunteering holiday. She is staying in a* *national park and helping to pick up litter,* *and take photographs for experts.* |

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

**-** Vocabulary: *set up, valley, spot, campsite, pick up.*

- Do the exercises in workbook on page 53.

- Prepare the next lesson: Skills 6f (page 105).

**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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