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

**UNIT 3: PROTECTING THE ENVIRONMENT**

**Lesson 1.1 - Vocabulary and Reading (Page 24 & 25)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- learn and use vocabulary, related to pollution: *affect, cause, pollute, disease, wildlife, tourism, environment, damage.*

- practice reading for gist and specific information about some effects of pollution.

**1.2. Competences**

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

**1.3. Attributes**

- aware of the effects of pollution.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student’s book and Teacher’s book, class CDs, Digital Book (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác), projector/interactive whiteboard / TV (if any), PowerPoint slides.

**2. Students’ aids:** Student’s book, workbook, notebook.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Introduce some vocabulary about pollution. **-** Fill in the blank with the new words in **a**.- Listen and repeat.- Discuss kinds of pollution and their effects.- Read the essay about some effects of pollution and choose the best introduction sentence.- Read and write True, False or Doesn’t say. | **-** Ss’ pronunciations.- Ss’ answers.- Ss’ answers/ presentation.- Ss’ answers.- Ss’ answers. | - T’s feedback.- T’s observation/ DCR.- T’s observation.- T’s feedback/Peers’ feedback.- T’s feedback/Peers’ feedback. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

**b) Content:** Introducing some vocabulary about pollution.

**c) Expected outcomes:** Ss have general ideas about the topic of the new lesson: “Protecting the Environment”.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: LET’S TALK**

- Show some pictures of pollution on the screen.- Encourage ss involving the lesson by asking questions: *What kinds of pollution can you see? Is pollution a big problem in your country? Why does pollution happen?*- Call Ss to give answers.- Give feedback and show correct answers.- Lead to the new lesson.* **Option 2: Game: PICTURE VOICE**

- Explain the rules of the game.- Hang some pictures about kinds of pollution. - Ask Ss to choose one impressive picture and share in groups of 4.- Give feedback and lead to the new lesson. | - Work in pairs to identify kinds of pollution and discuss the given questions.- Give answers.- Take part in the game by choosing an impressive picture and share one’s thought. |

**B. New lesson (35’)**

* **Activity 1: Pre-Reading (Vocabulary) (12’)**

**a) Objective:** Ss know some vocabulary about pollution.

**b) Content:**

**-** Vocabulary study (*affect, cause, pollute, disease, wildlife, tourism, environment, damage*).

**-** Speaking: Discuss kinds of pollution and identify which kinds of pollution affect tourism and cause diseases.

**c) Expected outcomes:** Ss know how to pronounce the new words correctly and use them in appropriate situations.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read the words and definitions, then fill in the blanks with the new words. Listen and repeat.** * **Option 1: Fill in the blank**

- Show new words in task a with some eliminated letters. - Have Ss fill in the blanks.- Divide class into pairs and have them check their answers with their partners.- Call Ss to give answers (read or write).- Check answers as a whole class (using DCR).- Play audio (CD1 – Track 26). Have Ss listen and repeat.- Correct Ss’ pronunciation.- Let students read and fill in the blanks with the correct words.- Check answers as a whole class.* **Option 2: Matching**

- Show Ss the words and their definitions in wrong orders.- Call Ss to give answers (read or write).- Check answers as a whole class.- Call some Ss to read the words again.- Correct Ss’ pronunciation if necessary.- Let students read and fill in the blanks with the correct words.- Check answers as a whole class.**Task b. Discuss which kinds of pollution affect tourism and cause diseases.**- Have Ss discuss in pairs which kinds of pollution affect tourism and cause diseases.- Have Ss share their ideas in front of the class.- Give feedback and evaluation. | - Look and fill in the blank.- Work individually.- Work in pairs.- Give answers.- Listen and repeat.- Work individually.- Correct the answers.- Work in pairs.- Give answers.- Read.- Work individually- Correct the answers.**-**Discuss in pairs. -Share answers.**Suggested answers***Air pollution.**Land pollution.**Water pollution.**Noise pollution.* |

* **Activity 2: While - Reading (17’)**

**a) Objective:** Students can develop their reading skills.

**b) Content:**  Reading the essay about some effects of pollution and choose the best introduction sentence and writing “True, False, or Doesn’t say”.

**c) Expected outcomes:** Students can read and understand general and specific information about the effects of pollution.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read the essay about some effects of pollution and choose the best introduction sentence.**- Use DCR to show the task. - Have Ss read the essay individually.- Have Ss choose the correct answer.- Have some Ss share their answer with the class (read), explain for their answer.- Give feedback.- Give feedback and correct Ss’ answers if necessary.**Task b. Now, read and write True, False, or Doesn’t say.**- Use DCR to show the task.- Have Ss read the text again and write the correct answers – underline or highlight the supporting ideas.- Have Ss check answers with their partners. - Call Ss to give answers, explain.- Give feedback and evaluation. | -Work individually.- Choose the correct answer.- Read answers, explain.- Check answers.**Answer keys**- Read and underline.- Do the task.- Check answers. **Answer keys** |

* **Activity 3: Post - Reading (6’)**

**a) Objective:** Students can use the vocabulary and ideas from the reading text to develop their speaking skills.

**b) Content:**  Speaking: What kinds of pollution are there in your area? What are their effects?

**c) Expected outcomes:** Students can talk about kinds of pollution and be aware of protecting the environment.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task d. In pairs: What kinds of pollution are there in your area? What are their effects?**- Have Students work in pairs to talk about kinds of pollution and their effects.- Call some Ss to share their ideas with the whole class.- Give feedback and evaluation.- For more practice, have Ss play games, using DHA. | - Discuss in pairs.- Give presentation.- Listen. |

**C. Consolidation and homework assignments (5’)**

**\* Consolidation:**

**-** Words about pollution: *affect, cause, pollute, disease, wildlife, tourism, environment, damage*.

**\* Homework:**

- Learn the new words by heart.

- Practice talking about kinds of pollution.

- Do the exercises in WB: Unit 2 - Lesson 1 - New words + Reading (pages 14 & 15).

- Play the consolidation games in Tiếng Anh 8 i-Learn Smart World DHA App on [www.eduhome.com.vn](http://www.eduhome.com.vn)

- Prepare: Lesson 1.2 – Grammar (page 25 & 26 – SB).

**V. REFLECTION**

a. What I liked most about this lesson today:

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1. 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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