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

**UNIT 3: PROTECTING THE ENVIRONMENT**

**Lesson 4.1 - Reading & Writing (Page 90)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- review the target language learnt in the unit.

- to practice test taking skills

**1.2. Competences**

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

**1.3. Attributes**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student 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, handouts.

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

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listening: Listen to a teacher talking about pollution. Listen and fill in the blanks.  **-** Reading: Read the passage about helping the environment. Choose the best word (A, B or C) for each space. | **-** Ss’ answers.  - Ss’ answers. | - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Review the lesson and set the scene for Ss to recap previous knowledge; 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:** Review effects of pollution and how to reduce pollution.

**c) Expected outcomes:** Ss are ready for the revision of unit 3.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Quick questions**   - Write a list of two or three questions on the board which introduce the theme of the lesson.  - Give the ss 5-10 minutes to discuss in pairs the questions and then have ss report back to the class.  - Check and correct Ss’ answers.  - Give feedback and evaluation.   Lead to the new lesson.  \* **Suggested questions**  1. Where do you live?  2. What is the biggest issue in your neighborhood?  3. What will happen if we don’t improve it?  4. What people should do?   * **Option 2: Chatting: What do you know about pollutions?**   - Set a five-minute time limit and in groups have students think up and write down as many facts as they can about pollution. Have a groups of 5 with three issues about pollutions: water pollution, land pollution, air pollution.  - Have Ss present their ideas.  - Give feedback and evaluation.  Lead to the new lesson. | **-** Read the questions.  - Work in pairs.  - Present.  - Work in groups of 5 and discuss.  - Present. |

**B. New lesson (35’)**

* **Activity 1: Listening (15’)**

**a) Objective:** Help Ss improve their listening skill.

**b) Content:** Listen to a teacher talking about pollution. Listen and fill in the blanks.

**c) Expected outcomes:** Ss listen in details and get familiar with the listening test format.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **You will hear a teacher talking about pollution. Listen and fill in the blanks. You will hear the information twice.**  - Use DCR to show the task.  - Have Ss read through the listening part.  - Demonstrate the activity by using the example.  - Play the audio (CD 2 – Track 40).  - Have Ss check answers with pairs and then give answers.  - Check answers as a whole class. | - Read in silence.  - Listen and then give answers.  **Answer keys** |

* **Activity 2: Reading (20’)**

**a) Objective:** Students can improve their reading skill.

**b) Content:**

- Read the article about how to stay healthy and choose the correct answer.

**c) Expected outcomes:** Ss read for comprehension and get familiar with the reading test format.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Read the article about how to stay healthy and choose the correct answer (A, B or C)**  - Use DCR to show the task.  - Demonstrate the activity by using the example.  - Have Ss read the article and choose the correct answer, underline the supporting ideas for their answers.  - Call Ss to give answers, explain.  - Give feedback and evaluation.  - Have ss make at least 5 sentences about how to help our environment. | - Observe and listen.  - Work individually.  - Give answers, explain.  **Answer keys** |

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

**\* Consolidation:**

**-** Practice test taking skills, especially listening and reading skills.

**\* Homework:**

- Review vocabulary, grammar of unit 3.

- Do the exercises in WB: Review of Unit 3 (page 52).

- Prepare: Unit 3 – Review (page 91 – 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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