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

**UNIT 8:** ECOLOGY AND THE ENVIRONMENT

**Lesson 1.1 – Vocab & Listening, (page 64)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- practice and learn vocab. for *environment****:*** *ban, reduce, reuse, recycle, pollute, protect, damage.*

- practice listening for specific information.

- practice functional English (*Responding to ideas*).

**-** improve listening skill.

**1.2. Competences**

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

 **1.3. Attributes**

 - develop environmentally-friendly awareness.

**2. Teaching aids and materials**

**- 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.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Express their view about the importance of the environment. **-** Match the words with the definitions.- Listen and complete the tasks. - Talk about the best ideas. | **-** Ss’ reaction to task and their performance.- Ss’ answers/ presentation.- Ss’ answers/ presentation.- Ss’ answers/ presentation. | - T’s feedback.- T’s observation/ DCR.- T’s observation/ DCR.- T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to raise Ss’ awareness of the topic and get them ready for the lesson.

b. Content: **Warm-up**

**In pairs:** **Why do you think it is important to look after the environment?**

c. Expected outcomes: Ss can express their view about the importance of the environment.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Warm-up**- Get Ss to work in pairs to discuss the question.- Get the answers from Ss.- Check the answers and lead to new lesson. | - Work in pairs to discuss the question.- Give answers.**Ss’ own answers** |

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

a. Objectives: to prepare Ss for the listening activity by introducing the vocabulary.

b. Content: **New Words, task a, b**

**Task a.** Match the words with the descriptions. Listen and repeat.

**Task b.** In pairs: How do people in your community help to look after the environment?What else should they do?

c. Expected outcomes: Ss can complete the tasks correctly using the words.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a.**- Get Ss to read the definitions and then do the task individually before sharing the answers with a partner.- Call Ss to give the answers on the board.- Give feedback and explain more if needed.- Play the audio file and ask Ss to repeat in chorus and individually.  | - Read the definitions.- Match the words with the descriptions, and then compare the answers with a partner.- Give their answers.- Listen and repeat.***Answer Keys*** (Use the DCR) |
| **Task b.**- Ask Ss to work in pairs to talk about the way people in their community do to look after the environment.- Give them time to work.- Check the answers. | - Work in pairs.- Talk about the way people in their community do to look after the environment.- Give their answers.***Ss’ own answers*** |

**C. While-listening: 15 minutes**

a. Objectives: to help Ss get the main content of the conversation and improve Ss’ listening skill.

b. Content: **Listening, task a, b, c**

**Task a.** Listen to Huy and Jane talking about what they can do to protect the environment.Do they want to try their ideas at their school, in their town, or both? **Task b.** Now, listen and match Huy and Jane to their ideas. Circle the tick (✓) or cross (✘) if the other person thinks it's a good or bad idea..

**Task c.** Read the Conversation Skill box and listen to Task b. audio again. Circle thephrases in the Conversation Skill box that you hear.

**Task d.** Listen and repeat.

c. Expected outcomes: Ss can complete the tasks correctly.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a.** - Ask Ss to have a look at the question in the instruction.- Elicit the information related to it.- Play the audio file (using DCR).- Ask Ss to share their answers with a partner.- Call Ss to give the answer.- Check Ss’ answers and give feedback if needed. | - Look at the question and give the answers.- Listen and answer the question.- Share the answers with a partner.- Give the answers.***Answer Keys*** (Use the DCR) |
| **Task b.** - Ask Ss to look at the pictures and the ideas.- Have Ss guess the answer.- Play the audio file (using DCR).- Get Ss to give the answers.- Check their answers. | - Study the pictures and the ideas.- Listen, match, and circle.- Give answers***Answer Keys*** (Use the DCR) |
| **Task c, d.**- Have Ss look at the Conversation Skill box before listening (one time). - Use the DCR to check Ss’ answers.- Play the audio file and ask them to number the phrases.- Get the answers.- Check the answers and give comment. | - Look at the Conversation Skill box.- Listen and number the phrases.- Listen and repeat.- Give answers.***Answer Keys*** (Use the DCR) |

**D. Post – Listening: 10 minutes**

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Listening, Task e.**

**Task e:** In pairs: Which idea do you think is the best? Why?

 c. Expected outcomes: Ss can present their view about the best ideas.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task e.**- Ask Ss to work in pairs- Ask Ss to discuss the question.- Monitor the class and help them if necessary.- Ask some Ss to present their ideas.- Give comment. | - Present their view about the best ideas.- Talk to the whole class.**Ss’ own answers**  |

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

**-** Write a short list about what you do at school that protect the environment.

- Do exercises in workbook on page 44.

- Prepare the next lesson: Lesson 1.2 - Grammar, (page 65).

- Practice vocabulary in the Notebook page 44.

**5. 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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