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| **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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