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

**UNIT 8: ECOLOGY AND THE ENVIRONMENT**

**Lesson 2.1 – Vocab & Reading, (Page 67)**

**1. Objectives**

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

**1.1. Language knowledge & skills**

- practice and learn vocab. for *improving the environemt: landfill, compost, livestock, deforestation, solution.*

- practice reading for main ideas and specific information.

- improve critical thinking skills through giving opinions.

**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** |
| - Activate the nouns related to the environment from Ss. - Match the words with the descriptions.- Use the words to talk about the problems and solutions.- Read and complete the reading tasks.- Talk about going one week without meat or vegetables. | **-** Ss’ answers in notebooks.- Ss’ answers.- Ss’ performance.- Ss’ answers/ presentation.- Ss’ answers/ presentation. | - T’s feedback.- T’s observation/ DCR.- T’s observation.- T’s feedback/ DCR.- T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

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

b. Content: **A clip**

c. Expected outcomes: Ss can talk more about saving the earth.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **A clip** https://www.youtube.com/watch?v=YHLS7JlSoJ8- Show/write the question.*What is the clip about?**What are the activities saving the environment?* - Play the clip.- Go around and give help if needed.- Get the answers from Ss. - Lead to new lesson. | - Watch the clip and answer the questions.- Share the answers with a partner.- Give answers to T.***Ss’ own answers*** |

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

a. Objectives: to prepare Ss for the reading activity by providing vocabulary related to the reading topic.

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

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

**Task b. In pairs: Discuss the problems and choose the best solutions.**

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

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a.**- Introduce the task (using DCR).- Ask Ss to look at the words, the descriptions, match them together, and then compare the answers with a partner.- Get the answers from Ss.- Get Ss to give meanings of the phrases or T explain the meanings of the phrases (if needed).- Use the DCR to check the Ss’ answers.- Use the DHA to check the vocab.- Play the audio file and ask Ss to listen and repeat chorally and individually. - Check them and give comment. | - Do as directed.- Give the answers.- Give the meanings of the words/ phrases. - Listen to the teachers and take notes the meanings of those words/ phrases.- Listen and repeat chorally and individually. ***Answer Keys*** (Use the DCR) |
| **Task b.**- Introduce the task (using DCR).- Ask Ss to discuss the problems and solutions in pairs. - Set the time for the activity.- Call some Ss to talk to the whole class.- Check the answers. | - Discuss the problems and solutions in pairs.- Present their answers.**Ss’ own answers** |

**C. While – Reading: 15 minutes**

a. Objectives: to help Ss have some information about saving the environment and improve Ss’ reading skill.

b. Content: **Reading** -**Task a, and b**

**Task a: Read the article and choose the best title.**

**Task b: Now, read and fill in the blanks.**

c. Expected outcomes: Ss can read for general and specific information.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** - Ask Ss to read the two options and guess the answers. - Ask Ss to scan the text and choose the correct answers. - Check Ss’ answers and give feedback if needed. | - Read the two options and guess the answers. - Read the passage and choose the correct answers.- Give answer to T. ***Answer Keys*** (Use the DCR) |
| **Task b:** - Get Ss to go through the sentences.- Ask Ss to read the passage again and fill in the blanks. - Ask Ss to share their work.- Use the DCR to check Ss’ work. | - Read the sentences.- Read again and fill in the blanks.- Share the work with partners.- Do as T’s instructions. ***Answer Keys*** (Use the DCR) |

**D. Post – Reading: 10 minutes**

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

b. Content: **Reading -Task c**

**Task c: In pairs: Could you go one week without meat? Could you go one week without vegetables? Why (not)?**

 c. Expected outcomes: Ss can express their opinion about the issue.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task c:** - Introduce the task.- Ask Ss to work in pairs.- Set the time for the activity.- Move around to assist Ss if needed.- Ask some pairs to present their work. | - Work in pairs.- Discuss the questions and give the reasons for that.- Give answers to T.**Ss’ own answers** |

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

**-** Write a paragraph about what will happen if we go one week without vegetables.

- Do exercises in workbook on page 46.

- Prepare the next lesson: Lesson 2.2 – Grammar (page 68).

- Practice vocabulary in the Notebook page 46.

**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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