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

**UNIT 3: PROTECTING THE ENVIRONMENT**

**Lesson 3.2 – Speaking & Writing (Page 33)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- discuss ways to protect the environment.

-write a short guide to make their school greener.

**1.2. Competences**

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

**1.3. Attributes**

- be aware of the causes and effects of pollution.

**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.

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

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Speaking: Discuss some ways for their school to be greener in pairs  **-** Discuss the questions and write ideas. *What should we do? How can we do it?*  - Writing: write a guide to make their school greener by using the previous discussion with peers. | **-** Ss’ answers.  - Ss’ answers/presentation.  - Ss’ answers. | - T’s feedback.  - 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:** write a guide.

**c) Expected outcomes:** Ss discuss some ways to make their school greener and use those ideas to write a guide with 80 – 100 words.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Option 1: causes and effects**  - Divide class into 4 groups namely cause groups and effect groups. The cause groups give some sentences with “if”. The effect groups give some sentences with “main clause” provide that they are fitted with “if clause”  - Ask Ss in 4 groups to give answers.  - Lead to the new lesson.  **\*Suggested if clause and main clause sentences:**   |  |  | | --- | --- | | If they keep polluting the river, | All the fish will die. | | If they keep burning trash, | The air will be polluted. | | If they continue cutting down trees, | There will have no trees. |  * **Option 2: Letter string dictation**   - Have Ss play the game: letter string dictation.  - Divide class into groups of 4. Write the questions down and then dictate them as a long string of letters. Ss should attempt to form the questions and then discuss and report back to class.  - Give feedback.  Lead to the new lesson.  **\* Suggested questions**  1. Whatwillhappeniftheycontinuethrowingtrashintorivers?  2.Whatwillhappeniftheykeeppollutingland?  3.Whatwillhappenifwebreathepollutedair? | - Take part the games in groups.  - Give answers.  - Take part in the game.  - Write the answers  - Listen.  \* Answers:  1.What will happen if they continue throwing trash into rivers?  -> The rivers will be dirty.  2. What will happen if they keep polluting land?  -> Soil will not safe to grow food in.  3. What will happen if we breathe polluted air?  -> We will get sick. |

**B. New lesson (35’)**

* **Activity 1: Pre-Writing (Speaking) (10’)**

**a) Objective:** Ss prepare for what they are going to write about.

**b) Content:**

**-** Speaking: discuss some ways for your school to be greener.

**c) Expected outcomes:** Ss know more vocabularies about food and apply the language from speaking to their writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Discuss some ways for your school to be greener.**  - Have Ss work in pairs.  - Have Ss discuss questions: “What should we do to make our school greener? How can we do it?”.  - Have some Ss share their ideas with the class.  - Give feedback and evaluation.  **Task b. Choose the best three to four solutions and discuss on the table below and write in your own idea.**  - Use DCR to show the task.  - Have Ss complete the table about solutions.  - Go round and give help if necessary.  - Have some pairs share their ideas with the class.  - Give feedback and evaluation. | - Discuss in pairs.  - Give answers.  - Complete the table.  - Present. |

* **Activity 2: While - Writing (20’)**

**a) Objective:** Students can develop their writing skill.

**b) Content:**  - Read again the solutions in task a

- Write a guide about how to make school greener.

**c) Expected outcomes:** Students can write a guide, using vocabulary about protecting the environment with polite language.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Let’s write: Now, write a guide to make your school greener using the discussed in Speaking. Use the Writing Skill box and speaking notes. Write 80 to 100 words.**  - Draw Ss’ attention to the feedback form (using DCR).  - Have Ss use their notes in speaking part and the writing skill box to write a guide about how to make their school greener.  - Have some Ss write their letter on the board. | - Listen.  -Work in pairs.  - Give answers.  **Answer keys** |

* **Activity 3: Post - Writing (5’)**

**a) Objective:** Help Ss realize their mistakes in writing and correct them.

**b) Content:**  Correcting Ss’ writings**.**

**c) Expected outcomes:** Students know whether their letters follow the model and use the correct structures and language, whether their writings are interesting and understandable or not.

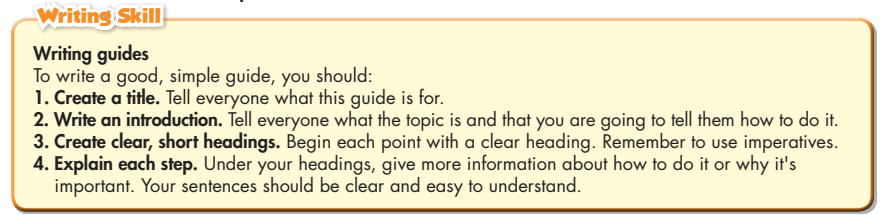
**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| - Give feedback, correct Ss’ mistakes.  - Use the feedback form to give evaluation. Focus on:  + the format, the structures.  + the understandability.  + the coherence and cohesion. | - Look, listen and correct mistakes. |

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

**\* Consolidation:**

**- Format of a writing guide**:



**\* Homework**

- Remember how to write a guide.

- Finish the writing part.

- Do the exercises in WB: Writing (page 19).

- 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: Unit 3 – Review (page 90).

**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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