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

**UNIT 8:** ECOLOGY AND THE ENVIRONMENT

**Lesson 3.2 – Writing, (page 71)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- write *a problem and solution essay*.

- make progress in writing 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** |
| - Check the homework.  - Match the problems to solutions.  **-** Talk about the reasons for the problems.  - Practice writing *a problem and solution essay*. | **-** Ss’ homework and their performance.  - Ss’ reaction to tasks.  - Ss’ answers.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s feedback/ DCR.  - T’s feedback/ DCR.  - T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to check Ss’ homework preparation and get them ready for the lesson.

b. Content: **Checking homework**.

c. Expected outcomes: Ss can revise their previous lesson.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Checking homework**.  - Ask Ss to present their homework on the board.  - Get some Ss to give comment.  - Check the answers, focus on the problems and solutions in Ss’ work, and lead to new lesson. | - Present their answers on the board.  - Give comment on their friends’ work.  ***Ss’ own answers*** |

**B. Presentation: 7 minutes**

a. Objectives: to prepare Ss for the speaking and writing tasks.

b. Content: **Writing, task a.**

**Task a.** Read about writing problem and solution essays, then read Jane's essay again andunderline the sentences she used to.... 1. explain why plastic pollution is a big problem. 2. introduce the solution.

c. Expected outcomes: Ss can know the main parts/structure of the essay.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Writing, task a.**  - Have Ss look at the Writing Skill box and read Jane's essay again and underline the sentences as required.  - Give them time to work.  - Get them to share the answers with a partner.  - Move around to give help if necessary.  - Call some to write their answers on the board.  - Give feedback. | - Do as told.  - Share the answers.  - Give answers.  ***Answer Keys*** (Use the DCR) |

**C. Practice: 18 minutes**

a. Objectives: to help Ss practice speaking and writing *a problem and solution essay*.

b. Content: **Writing, task b and Speaking, task a, b.**

**Writing, task b:** Match the problems with the solutions.

**Speaking, task a:** You're discussing how to improve the environment in your country. In pairs: Think of three environmental problems and discuss why they happen.

**Speaking, task b.** Choose one problem and think of a solution to solve it. Complete the notes below.c. Expected outcomes: Ss can complete the tasks correctly and develop their speaking and writing skills.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Writing, task b**  - Ask Ss to have a look at the problems and solutions before matching them together.  - Have Ss share their answers with a partner.  - Get answers from Ss.  - Give feedback if needed. | - Study the problems and solutions.  - Match them together.  - Share the answers with a partner  - Give the answers.  ***Answer Keys*** (Use the DCR) |
| **Speaking, task a**  - Introduce the task (using DCR).  - Ask Ss to talk about the reasons for the environmental problems in their country.  - Set time for the activity  - Get around to give help.  - Give feedback. | - Work in pairs to talk the reasons for the environmental problems in their country.  - Ask for help if any.  - Present the answers.  **Ss’ own answers** |
| **Speaking, task b**  - Introduce the task (using DCR).  - Ask Ss to work in pairs to choose a problem to talk about.  - Get some Ss to talk to the whole class.  - Give comment. | - Work in pairs to choose a problem to talk about.  - Complete the notes.  - Present the answers.  **Ss’ own answers** |

**D. Production: 10 minutes**

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

b. Content: **Let’s write**.

Now, write a problem and solution essay about an environmental problem in yourcountry. Use the Feedback form to help you. Write 120 to 150 words.

c. Expected outcomes: Ss can write *a problem and solution essay* correctly and meaningfully.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Let’s write**  - Introduce the task to Ss (using DCR).  - Ask Ss to write *a problem and solution essay* individually.  - Set the time for Ss to do.  - Get around to give help and take notes of some mistakes.  - Call some to write their *problem and solution essay* on the board and some to give comment.  - Check their answers and give comment. | - Write *a problem and solution essay* individually.  - Present their answers.  - Give comment on their friend’s work.  ***Ss’ own answers*** |

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

**-** Rewrite your *problem and solution* carefully.

- Do exercise in workbook on page 49.

- Prepare the next lesson: Review 3, (page 72).

- Practice writing in the Notebook page 49.

**5. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

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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