**UNIT 6: ENDANGERED SPECIES**

 **The total number of periods: 8 (from 55 to 62)**

**Period 55 - Lesson: GETTING STARTED**

**I. Objectives**

**1. Knowledge, skills, attitude**

- Knowledge: To introduce Ss the overall topic of the unit related to endangered species through a conversation about a new wildlife park

- Skills: Integrated Skills

- Attitude: To make students aware of protecting the endangered species and the environment

**2. Orientation towards students’ competency development**

- To make the students be aware of the importance of protecting species from being extinct

**II. Preparation of teacher and students**

1. **On the teacher’s part:** textbooks, references, teaching aids
2. **On the students’ part:** textbooks, review the lesson in advance

**III. Teaching procedures**

**1.Stabilization** (2 ms)

- Greeting: good morning everyone. How are you today?

- Checking attendance: Who’s absent today?

**2.Check-up**  : (*NO*)

**3.Classroom activities**

**ACTIVITY 1: START/ WARM UP ACTIVITY** (5ms)

**Aims of the activity:** To get Ss involved in the general topic of the lesson

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| **Lesson content & techniques for organising students’ learning activities** | **Expected products & assessment of student work** |
| - Shows Sts some pictures and asks Ss to answer the questions\* Questions:1. What do you see in the pictures?2. Which of them are in danger of becoming extinct?3. What are the actions do you think that cause wildlife animals and plants to be in danger?**african elephant cheetah2****AK4**  **chim (13)** | 1. Ss can look at the pictures and answer the questions.**Expected answers**1. elephant, tortoise, monkey, leopard, rhinoceros parrot2.elephant,leopard, rhinoceros are in danger3. + destroy forests and kill wildlife animals.+ polluting air, water, and land with toxic wastes |

**ACTIVITY 2:**  **KNOWLEDGE FORMATION ACTIVITIES** (13ms)

**Content 1:**  **Listen and read.** (5ms)

**Aims of the activity:** To supply Ss with some words they may not know in the passage

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| **Lesson content & techniques for organising students’ learning activities** | **Expected products & assessment of student work** |
| - Asks Ss to guess what the conversation might be about by reading the title “A NEW WILDLIFE PARK” - Plays the recording.- Asks Ss to not to worry about the new words or grammar points.- Gives some new words- Corrects Ss’ intonation and stress if necessary. | -Ss can pronounce, perceive the words  |

**Content 2: Practise the dialogue** (8ms)

**Aims of the activity:** To help students practise listening and speaking skills

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| **Lesson content & techniques for organizing students’ learning activities** | **Expected products & assessment of student work** |
| - Has students work in groups of 3 to practise the dialogue.- Goes around and correct students’ intonation and stress if necessary.- Calls some groups to practise the dialogue in front of the class | Assessment by other students and the teacher+ Pronunciation+ Stress+ Intonation+ Fluency |

**ACTIVITY 3: PRACTICE** (18ms)

**Content 1:** Decide whether the following statements are True (T), False (F) or Not Given (NG) (8ms)

**Aims of the activity:** To help Ss get more information about the topic .

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| --- | --- |
| **Lesson content & techniques for organising students’ learning activities** | **Expected products & assessment of student work** |
| - Asks Ss to work in pairs to refer back to the conversation and decide whether each statement is true, false or Not given.- Goes around the class to help Ss with some difficult if necessary- Asks Ss compare with the others.- Corrects and gives feedback. | **Expected answer:** 1. T2. F 3. NG4. T 5. T 6. F |

**Content 2: Find a word in the conversation to complete each of the following phrases or expressions** (6ms)

**Aims of the activity:** To help Ss know the specific idea of the conversation.

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| **Lesson content & techniques for organising students’ learning activities** | **Expected products & assessment of student work** |
| - Asks students to read the conversation again and complete the phrases or expressions. - Asks them to work in pairs to compare and check their answers - Calls some students to give the answers then give the correct answers |  **Expected answers** 1. extinct 2. extinction3. endangered 4. build |

**Content 3: Read the conversation again and write the correct form of the verbs in brackets**(4ms)

**Aims of the activity:** To help Ss know the grammatical point in the lesson

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| **Lesson content & techniques for organising students’ learning activities** | **Expected products & assessment of student work** |
| **-** Tells Ss to take a quick look at the conversation to find the sentences with the future perfect tense, underline them and then write down - Goes around the class to help Ss with some difficult if necessary- Checks their answers and give the feedback.- Asks Ss to talk about the future perfect tense.- Invites sts to give comments. |  Expected answers1. will have gathered 2. will have walked |

**ACTIVITY 4: APPLICATION AND EXTENSION (7ms)**

**Content 1:** Talk about endangered species in their local community (7 ms)

**Aims of the activity:** To help Ss to express their opinion

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| **Lesson content & techniques for organising students’ learning activities** | **Expected products & assessment of student work** |
| - Asks Ss to work in groups to talk about endangered species in their local community- Goes around to observe and correct typical errors- Calls some groups to talk about the activity they take part in. - Elicits feedback from the class and gives final comments. | -Ss can talk about endangeredspecies in their local community  |

**IV. Questions/ Exercises for testing and assessment follow Competency-based Orientation**

1. **The matrix of testing and assessment according to the levels of recognition**

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| --- | --- | --- | --- | --- |
|   | *Knowledge* | *Comprehension* | *Low application* | *High application* |
| **Content 1** | Question/ Exercise 1 |  |  | Question/ Exercise 4 |
| **Content 2** |  | Question/ Exercise 2 | Question/ Exercise 3 |  |

1. **Questions/ Exercises**

1. Tell the meaning of the new words you have learnt.

2. Make sentences using these new words.

3. Ask and answer the question: Talk about the causes of wildlife extinction.

4. Ask and answer the question: What should we do to preserve wildlife from extinction ?

**V. Appendix:**