|  |  |  |
| --- | --- | --- |
| ***Period:55***  TA8**UNIT 7: ENVIRONMENTAL PROTECTION**  **Lesson 1: Getting started - At the Go Green Club P72-73** | | |
| **Class** | **Date of planning** | **Date of teaching** |
| 8A | 02/01/2024 | 15/01/2024 |

**I. OBJECTIVES:** \* By the end of this unit, students will be able to:

- Gain an overview about the topic *Environmental protection*

- Gain vocabulary to talk about *Environmental protection*

**1. Knowledge:**

***+ Vocabulary:*** habitat (n); endangered species (n); carbon footprint (n); release (v); single-use (adj).

***+ Language:*** Complex sentences with adverb clauses of time: *(before, after, when, while, till / until, as soon as)*

***+ Pronunciation:*** Sounds: /bl/ and /kl/

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Sts can introduce themselves or one another fluently.

**3. Qualities:** Raise the students’ awareness about enviromental protection. Having benefits of their hobbies in daily life. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **I. WARM-UP (5’-IW)**  **a. Objectives:**  - To set the context for the introductory dialogue;  - To introduce the topic of the unit.  **b. Content:**  **-** Teacher asks students: “What are environnmental issues in our city?”  - Teacher calls 3-5 students to answer.  - Teacher shows some pictures of environmental issues in Hanoi and asks students to guess the topic of the unit/lesson.  **c. Product:**  - Students know thetopic of the unit and be ready for the conversation.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Asking questions:**  **Step 1: Task delivering**  \* Set the context for the introductory dialogue.  - Ask Ss to look at the pictures on page 72.  - Teacher asks students: *“What are environmental issues in our city?”*  **Step 2: Task performance**  - Ss’ observation  - Teacher calls 3-5 students to answer.  **Step 3: Report and discussion**  - Teacher shows some pictures of environmental issues in Ha Noi and asks students to guess the topic of the unit/ lesson.  **Step 4: Judgement**  - T sets the context for the listening and reading text:  - Write the title on the board *Environmental protection – At the Go Green Club*  **-** Teacher calls 3-5 students to answer. | ***Suggested answers:***  Environmental protection |
| **2. KNOWLEDGE FORMATION (10’-IW)**  **a. Objectives:**  - To prepare vocabulary for students to understand the conversation.  **b. Content:**  **-** Teacher shows pictures and asks students to find those in the conversation.  - Teacher checks students’ understanding with a matching game  **c. Product:**  - Students know how to use the target vocabulary.  **d. Implementation:** | |
| **Vocabulary pre-teaching**  **Step 1: Task delivering**  - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher reveals that the words according to the pictures will appear in the reading text and asks students to open their textbook to find these words  - Teacher introduces the vocabulary.  **Step 2: Task performance**  - Ss’ observation  - Teacher checks students’ understanding with a matching.  - Elicit answers from Ss.  **Step 3: Report and discussion**  - Have Ss underline the words that are related to the unit topic while they are listening and reading.  - Invite some pairs of Ss to read the conversation aloud.  **Step 4: Judgement**  - Introduce the two characters: Club leader, Nam and Ann.  - Explain that they are friends, and they meet each other by chance in a shopping mall.  - Play the recording twice for Ss to listen and read along. | ***\* Vocabulary:***  - habitat (n)  - endangered species (n);  - carbon footprint (n)  - release (v)  - single-use (adj) |
| **3. PRACTICE (20’-IW, PW, GW)**  **a. Objectives:**  - To help Ss use words and phrases related to enviromental protection.  - To help Ss further understand the text.  **b. Content:**  - Task 2, 3, 4 in Student book  **c. Product:**  - Students understand the conversation and know the vocabulary related to the topic.  **d. Implementation:** | |
| **Activity 2: Read the conversation again and match the two halves in the two columns.**  **Step 1: Task delivering**  - Teacher asks Ss to read the dialogue in detail to complete the sentence.  - Teacher asks them how to do this kind of exercise.  **Step 2: Task performance**  - Ss’ observation  - Have Ss individually read the conversation again and match the two halves in the two columns.  **Step 3: Report and discussion**  If Ss find it difficult to do the task, ask them to read the conversation again and find the information in it.  - Ss quickly read the text for information.  - Ss compare their answers in pairs before sharing them with the class.  **Step 4: Judgement**  - Teacher asks them to explain their answers.  **Activity 3: Complete each sentence with one word or phrase from the box.**  **Step 1: Task delivering**  - Teacher asks Ss to read the sentences.  - Find the words and phrases from the box to fill in the gaps.  **Step 2: Task performance**  - Ss’ observation  - Complete each sentence with one word or phrase from the box.  **Step 3: Report and discussion**  - Have Ss share answers before discussing it as a class.  - Write the correct answers on the board.  - T calls on some Ss to read the sentences  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers.  **Activity 4: Write a phrase from the box under each picture.**  **Step 1: Task delivering**  **-** Ask them to look at the pictures carefully and study the words and phrases.  **Step 2: Task performance**  - Ss’ observation  - Have Ss work in pairs.  **Step 3: Report and discussion**  - Ss write suitable words or phrases under the right pictures.  - Have Ss read each word or phrase in chorus.  - Check and correct their pronunciation.  - For more able Ss, let them make sentences with these words and phrases.  **Step 4: Judgement**  - Teacher checks the answers as a class and gives feedback.  **-** Teacher corrects for students as a whole class. | **2: Read the conversation again and match the two halves in the two columns**  ***Suggested answers:***  *1. C 2. D*  *3. E 4. A*  *5. B*  **3: Complete each sentence with one word or phrase from the box.**    ***Suggested answers:***  *1. pollution*  *2. reduce*  *3. single-use*  *4. carbon footprint*  *5. environment programme*  **4: Write a phrase from the box under each picture.**  ***Suggested answers:***  *1. 3Rs*  *2. water pollution*  *3. endangered species*  *4. plastic rubbish*  *5. single-use products* |
| **4. APPLICATION (10’- PW)**  **a. Objectives:**  - To help Ss revise and learn about some environmental problems and environmental protection  **b. Content:**  - Ss work individually or in pairs.  - Give Ss some time (2 - 3 minutes) to do the task.  Tell them to answer all the questions.  - Explain to the Ss if they don’t know the answers  **c. Product:**  **-** Students’ conversations  **d. Implementation:** | |
| **Activity 5: Environment Quiz Do the following quiz.**  - Ss work individually or in pairs.  - Give Ss some time (2 - 3 minutes) to do the task.  Tell them to answer all the questions.  - Explain to the Ss if they don’t know the answers  - Teacher gives corrections and feedbacks to students’ answers.  ***1. Which of the following is the greenest form of transport?***  *A. Motorbike. B. Bus. C. Bicycle.*  ***2. Which of the following is a renewable source?***  *A. Coal. B. Oil. C. Wind.*  ***3. What causes the most pollution?***  *A. Factories. B. Animals. C. Hospitals.*  ***4. The surroundings in which we live are our \_\_\_\_\_\_.***  *A. habitat B. place C. environment*  ***5. Which of these will reduce your carbon footprint?***  *A. Cutting down a lot of trees.*  *B. Recycling paper products.*  *C. Leaving the TV on all night.*  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **5: Environment Quiz Do the following quiz.**  **Suggested outcome:**  *1. C*  *2. C*  *3. A*  *4. C*  *5. B*  **\* Home assignment**  - Learn by heart vocabulary  - Prepare the next lesson: A closer look 1  - Prepare Project: P80-81  +Ask Ss to organise their report into a presentation.  + Ask Ss to work in groups to make an interview with their friends, then collect and present data) |

**V. FEEDBACK:**

With 8A …………………..……………………………………………….………………..…

…………………………………...……………………………….……..……………

………………………….……………………………………………………….……

|  |  |  |
| --- | --- | --- |
| ***Period:56***  TA8**UNIT 7: ENVIRONMENTAL PROTECTION**  **Lesson 2: A closer look 1 P74** | | |
| **Class** | **Date of planning** | **Date of teaching** |
| 8A | 02/01/2024 | 17/01/2024 |

**I. OBJECTIVES:** \* By the end of this unit, students will be able to:

- Gain an overview about the topic *Environmental protection*

- Gain vocabulary to talk about *Environmental protection*

**1. Knowledge:**

***+ Vocabulary:*** ecosystem (n); marine life (n); absorb (v); harmful substance (n); extinction (n).

***+ Language:*** Complex sentences with adverb clauses of time: *(before, after, when, while, till / until, as soon as)*

***+ Pronunciation:*** Sounds: /bl/ and /kl/

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Sts can introduce themselves or one another fluently.

**3. Qualities:** - Raise the students’ awareness about enviromental protection. Having benefits of their hobbies in daily life. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **1. WARM-UP (5’-IW)**  **a. Objectives:**  - To create an active atmosphere in the class before the lesson.  - To lead into the new lesson.  **b. Content:**  **-** Teacher introduces the rules of the game  - Teacher divides the class into 4 groups  - Teacher leads the students plays and give corrections (if needed)  **c. Product:**  - Students get some vocabulary of the lesson and be ready for the lesson.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Matching game:**  **Step 1: Task delivering**  - T divides the class into 4 groups and explains the rules.  - Ss look at the screen to see the jumbled words. They have to send 1 person to the board as quickly as possible to write the correct word.  **Step 2: Task performance**  - Teacher shows students the answer on the screen and announces the winning group.  - Ss’ observation  **Step 3: Report and discussion**  - Ss take a place at the board.  **-** write the correct word from the jumbled words.  **Step 4: Judgement**  **-** Teacher shows students the answer on the screen and announces the winning group.  - T sets the context for the lesson. | ***Suggested answers:***  AHTTABI -> HABITAT  PLTINOOLU -> POLLUTION  XEOGYN -> OXYGEN  EEERLAS -> RELEASE  BBSOAR ->ABSORB  MECYSSOET ->ECOSYSTEM |
| **2. KNOWLEDGE FORMATION (8’-IW)**  **a. Objectives:**  - To revise / teach some vocabulary and collocations related to the environment and environmental protection  - To teach Ss the meaning of some new words / phrases related to the topic of the unit.  - To give Ss practice on how to use words / phrases related to the topic in context.  **b. Content:**  - Task 1,2,3 in Student book  **c. Product:**  - Students understand how to use the vocabulary related to the topic.  **d. Implementation:** | |
| **Activity 1: Vocabulary pre-teaching**  **Step 1: Task delivering**  - Teacher asks students to guess the meaning of the words by giving definitions/photos.  **Step 2: Task performance**  - Ss’ observation.  - Listen and repeat the words.  **Step 3: Report and discussion**  - Teacher checks students’ understanding by the task in student’s book.  - Explain that they are friends, and they meet each other by chance in a shopping mall.  **Step 4: Judgement**  - Teacher checks students’ pronunciation and gives feedback. | ***\* Vocabulary:***  1. ecosystem (n)  2. marine life (n)  3. absorb (v)  4. harmful substances (n)  5. extinction (n) |
| **3. PRACTICE (15’-IW)**  **a. Objectives:**  - To revise / teach some vocabulary and collocations related to the environment and environmental protection  - To teach Ss the meaning of some new words / phrases related to the topic of the unit.  - To give Ss practice on how to use words / phrases related to the topic in context.  **b. Content:**  - Task 1,2,3 in Student book  **c. Product:**  - Students understand how to use the vocabulary related to the topic.  **d. Implementation:** | |
| **Activity 2: Label each picture with a phrase from the list.** (6 mins)  **Step 1: Task delivering**  - Teacher Ss to look at the pictures to label each picture.  **Step 2: Task performance**  - Ss’ observation  - Let Ss work in pairs.  **Step 3: Report and discussion**  - Teacher tells them to name the activities, then label the pictures using the phrases given, then check their answers as a class.  - Student’s talk  - Have Ss read the phrases aloud.  **Step 4: Judgement**  - Correct their pronunciation if necessary.  - Tell Ss to tick the activities that help protect the environment.  **Activity 3: Match each word or phrase in column A with its meaning in column B.** (6 mins)  **Step 1: Task delivering**  - Teacher tells Ss to read the words / phrases in column A and their meaning in column B carefully.  **Step 2: Task performance**  - Ss’ observation  - Ss work in pairs or small groups.  **Step 3: Report and discussion**  - Ss match each word or phrase with its meaning.  - T goes around and gives assistance if necessary and checks their answers.  **Step 4: Judgement**  - Confirm the correct answers  - Check the answers as a class. | **2: Label each picture with a phrase from the list.**      *Label each picture with a phrase from the list.*  ***Suggested answers:***  *1. picking up rubbish*  *2. protecting endangered species γ*  *3. cutting down trees*  *4. saving water γ*  *5. building a campfire*  **3: Match each word or phrase in column A with its meaning in column B.**  ***Suggested answers:***  *1. c*  *2. a*  *3. e*  *4. b*  *5. d* |
| **4. APPLICATION (17’-IW, PW, GW)**  **a. Objectives:**  - To help Ss pronounce the sounds /bl/ and /kl/ correctly;  - To help Ss differentiate the sounds /bl/ and /kl/.  **b. Content:**  **-** Task 4: **Complete each sentence with a word or phrase from the box**  **-** Task 5: **Listen and repeat the words. Pay attention to the sounds /bl/ and /kl/**  **-** Task **6: Listen and practise the sentences. Underline the words with /bl/, and circle the words with /kl/.**  **c. Product:**  **-** Students repeats the words correctly  **d. Implementation:** | |
| **Activity 4: Complete each sentence with a word or phrase from the box** (6 mins)  - Ss read the sentences carefully and look for clues so that they can choose the correct words /phrases to complete the sentences.  - Teacher asks one student to write the answers on the board. Confirm the correct answers.  - Call on some Ss to read the sentences.  **Activity 5: Listen and repeat the words. Pay attention to the sounds /bl/ and /kl/ (4 mins)**  - Teacher asks some Ss read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds.  - Play the recording as many times as necessary.  - Explain to Ss the difference between the two sounds if needed  - Invite some Ss to say some words they know that include the two sounds.  **Activity 6: Listen and practise the sentences. Underline the words with /bl/, and circle the words with /kl/. (6 mins)**  - Play the recording. Let Ss listen and repeat sentence by sentence.  - Have Ss read the sentences again and underline the words having the sound /bl/ and circle the words having  the sound /kl/.  - Then play the recording for Ss to listen and check what they have done.  - Have them work in pairs to compare their answers. Check Ss’ answers.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **4: Complete each sentence with a word or phrase from the box**  **Suggested outcome:**  Students repeats the words correctly  **5: Listen and repeat the words. Pay attention to the sounds /bl/ and /kl**  **Suggested outcome:**  1. Look! There are **black** clouds all over!  2. A truck **blocked** the way to the club.  3. The students painted the classroom **blue**.  4. The wind **blew** the clock down.  5. We cleaned up the environment after the **blast**.  **6: Listen and practise the sentences. Underline the words with /bl/, and circle the words with /kl/.**  **\* Home assignment**  - Learn by heart vocabulary  - Prepare the next lesson: A closer look 2 |

**V. FEEDBACK:**

With 8A …………………………..………………………………………………………………..…

…………………………………………...……………………………………..……………

………………………………………………………………………………………….……

|  |  |  |
| --- | --- | --- |
| ***Period:57***  TA8**UNIT 7: ENVIRONMENTAL PROTECTION**  **Lesson 3: A closer look 2 P75-76** | | |
| **Class** | **Date of planning** | **Date of teaching** |
| 8A | 02/01/2024 | 18/01/2024 |

**I. OBJECTIVES:** \* By the end of this unit, students will be able to:

- Gain an overview about the topic *Environmental protection*

- Gain vocabulary to talk about *Environmental protection*

**1. Knowledge:**

***+ Vocabulary:*** ecosystem (n); marine life (n); absorb (v); harmful substance (n); extinction (n).

***+ Language:*** Complex sentences with adverb clauses of time: *(before, after, when, while, till / until, as soon as)*

***+ Pronunciation:*** Sounds: /bl/ and /kl/

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Sts can introduce themselves or one another fluently.

**3. Qualities:**- Love talking about enviroment. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **1. WARM-UP (5’-IW)**  **a. Objectives:**  - To review the adverb clauses of time.  - To introduce the term of ***adverb clauses of time***  **b. Content:**  **-** Teacher some sentences on the screen  - Teacher asks students to identify the ***adverb clauses of time.***  - Teacher give some follow-up questions to lead in the introduction of the target grammar point.  **c. Product:** - Students’ answers.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Leading in:**  **Step 1: Task delivering**  - Teacher some sentences on the screen  - Teacher asks students to identify the *adverb clauses of time.*  **Step 2: Task performance**  - Ss’ observation  *- Ss* identify the *adverb clauses of time.*  **Step 3: Report and discussion**  - Teacher give some follow-up questions to lead in the introduction of the target grammar point.  - Student’s talk  **Questions:**  1. I always take a bath before I go to bed.  2. Will you wait here until I am ready?  3. I was not at home when he came to see me.  4. Do not disturb me when I am busy with my work.  5. As soon as she finished that project, she started working on the next.  6. After I have finished my work, I will accompany you to the park.  **Step 4: Judgement**  - T sets the context for the lesson  **-** Teacher corrects for students (if needed) | Observation  Questions & answers  Student’s talk  ***Suggested answers:***  1. I always take a bath **before I go to bed.**  2. Will you wait here **until I am ready?**  3. I was not at home **when he came to see me.**  4. Do not disturb me **when I am busy with my work**.  **5. As soon as she finished that project**, she started working on the next.  **6. After I have finished my work**, I will accompany you to the park. |
| **2. KNOWLEDGE FORMATION (10’-IW)**  **a. Objectives:**  - To help Ss identify the form of complex sentences with adverb clauses of time.  **b. Content:**  **-** Teacher asks Ss to do the exercise individually and then check their answer in pairs.  - Invite some Ss to share their answers. Confirm the correct answers  **c. Product:**  - Students know how to use the target grammar.  **d. Implementation:** | |
| **Activity 1: Read the sentences and write I.C if the underlined clause is an independent clause or D.C if it is a dependent clause.**  **Step 1: Task delivering**  - Have Ss study the example first.  - Give Ss some time to read the sentences and write down the answers.  **Step 2: Task performance**  - Ss’ observation  - T observes and helps when and where necessary.  **Step 3: Report and discussion**  - Ask Ss to read their sentences and give their answers.  - Student’s talk  **Step 4: Judgement**  - Teacher checks students’ understanding by asking some checking questions.  - T comments and gives feedback on Ss’ answers.  **Note:**  - A complex sentence contains one independent clause and at least one dependent clause.  - Independent clause dependent clause  An adverb clause is a dependent clause.  An adverb clause of time shows when something happens. It is usually introduced by time connectors: before, after, when, while, till / until, as soon as,... | **1: Read the sentences and write I.C if the underlined clause is an independent clause or D.C if it is a dependent clause.**  **Key:**  1. I.C  2. D.C  3. I.C  4. D.C  5. D.C  Ex  - The roads were slippery when it rained.  - As soon as they arrive, we’ll have lunch. |
| **3.** **PRACTICE (15’-IW, PW, GW)**  **a. Objectives:**  - To teach Ss the use of the time connectors (before, after, when, while, till / until, as soon as, …) in complex sentences.  - To help Ss review the form and use of complex sentences with adverb clauses of time;  - To help them know how to match the main clause and adverb clause of time to make complex sentences  **b. Content:**  - Task 2: Choose A, B, or C to complete each sentence.  - Task 3: Match the clauses in the two columns to form complex sentences.  - Task 4: Combine each pair of sentences, using the conjunction in brackets  **c. Product:**  - Students understand how to use the target grammar.  **d. Implementation:** | |
| **Activity 2: Choose A, B, or C to complete each sentence.** (5 mins)  **Step 1: Task delivering**  - Have Ss do these exercises individually.  **Step 2: Task performance**  - Ss’ observation  - Ss complete each sentence.  **Step 3: Report and discussion**  - Ss compare their answers with a partner.  - Ask some Ss to write their answers on the board.  **Step 4: Judgement**  - Check the answers with the whole class.  - Confirm the correct answers.  **Activity 3: Match the clauses in the two columns to form complex sentences** (5 mins)  **Step 1: Task delivering**  - Have Ss do these exercises individually.  **Step 2: Task performance**  - Ss’ observation  - Ss Match the clauses in the two columns to form complex sentences.  **Step 3: Report and discussion**  - Ss compare their answers with a partner.  - Ask some Ss to write their answers on the board.  **Step 4: Judgement**  - Check the answers with the whole class.  - Confirm the correct answers.  **Activity 4: Combine each pair of sentences, using the conjunction in brackets** (5 mins)  **Step 1: Task delivering**  - Teacher ask Ss to read the situations carefully.  - If necessary, T explain each situation to Ss.  **Step 2: Task performance**  - Ss’ observation  - Ask Ss to complete the sentences individually.  **Step 3: Report and discussion**  - Ss compare their answers with a partner.  - Ask some Ss to write their answers on the board.  - Student’s answers  **Step 4: Judgement**  - Check the answers with the whole class. Confirm the correct answers.  **-** Teacher corrects for students as a whole class. | **2: Choose A, B, or C to complete each sentence.**  ***Suggested answers:***  *1. A*  *2. A*  *3. C*  *4. C*  *5. B*  **3: Match the clauses in the two columns to form complex sentences** *1. b*  *2. d*  *3. e*  *4. c*  *5. a*  **4: Combine each pair of sentences, using the conjunction in brackets.**  **Answer key:**  *1. I will call you as soon as I arrive at the station.*  *2. We have to follow the steps when we make a conical hat.*  *3. My father taught me how to use the computer before he bought one for me.*  *4. Nick is reading a novel while Jack is reading a cartoon.*  *While Nick is reading a novel, Jack is reading a cartoon.*  *5. After the tornado hit, there were only a few houses left standing.* |
| **4. APPLICATION (10’-IW, PW)**  **a. Objectives:**  - To give Ss fun practice on how to make sentences with adverb clauses of time.  **b. Content:**  - Divide the class into two groups, A and B.  **-** Have each student from group A write a main clause, and each student from group B write an adverb clause of time.  - Give them some time to work independently and write down their answers.  - Tell Ss to make sentences by matching their clauses from the two groups. Some clauses may make funny sentences.  **c. Product: -** Students’ funny sentences  **d. Implementation:** | |
| **Activity 5: Work in two groups, A and B. Group A write main clauses.**  **Group B write adverb clauses of time.**    **Step 1: Task delivering**  - Have each student from group A write a main clause, and each student from group B write an adverb clause of time.  - Give them some time to work independently.  **Step 2: Task performance**  - Ss’ observation  - Ss write adverb clauses of time.  **Step 3: Report and discussion**  - Ss write down their answers.  - Tell Ss to make sentences by matching their clauses from the two groups. Some clauses may make funny sentences.  **Step 4: Judgement**  - Teacher gives corrections and feedbacks.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **5: Work in two groups, A and B. Group A write main clauses.**  **Suggested outcome:**  *A: You must be careful*  *B: When you go to the toilet*  *You must be careful when you go to the toilet.*  **\* Home assignment**  - Prepare nlesson: Communication  - Do ex in workbook. |

**V. FEEDBACK:**

With 8A …………………………..……………………………………………………………..…

………………………………………...……………………………………..……………

……………………………………………………………………………………….……

|  |  |  |
| --- | --- | --- |
| ***Period:58***  TA8**UNIT 7: ENVIRONMENTAL PROTECTION**  **Lesson 4: Communication P76-77** | | |
| **Class** | **Date of planning** | **Date of teaching** |
| 8A | 02/01/2024 | 22/01/2024 |

**I. OBJECTIVES:** \* By the end of this unit, students will be able to:

- Gain an overview about the topic *Environmental protection*

- Gain vocabulary to talk about *Environmental protection*

**1. Knowledge:**

***+ Vocabulary:*** ecosystem (n); marine life (n); absorb (v); harmful substance (n); extinction (n).

***+ Language:*** Asking for clarification: What does S mean? It means ….. / S is/are ………

What do you mean by …? That means…………..

***+ Pronunciation:*** Sounds: /bl/ and /kl/

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Sts can introduce themselves or one another fluently.

**3. Qualities:**- Love talking about enviroment. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **1. WARM-UP** (5’-IW)  **a. Objectives:**  - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson.  **b. Content:**  **-** Teacher gives out a jumbled conversation  - Teacher asks students to rearrange it to make a meaningful conversation.  - Teacher give some follow-up questions to lead in the introduction of the target grammar point.  **c. Product:**  - Students’ answers.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Matching game:**  **Step 1: Task delivering**  - Teacher gives out a jumbled conversation  - Teacher asks students to rearrange it to make a meaningful conversation.  **Step 2: Task performance**  - Ss’ observation  - Ss work in pairs.  - Ss rearrange it to make a meaningful conversation.  **Step 3: Report and discussion**  - Student’s talk  **Step 4: Judgement**  - Teacher gives some follow-up questions to lead in the introduction of the target grammar point.  **-** Teacher corrects for students (if needed) | ***Suggested answers:***  A: What does it mean by ‘single-use products’?  B: ‘Single-use products’ are products made to be used once only.  A: And what do you mean by ‘global warming’?  B: It is the increase in the atmosphere’s temperatures caused by the rise of gases, especially carbon dioxide.  A: Oh, thank you. |
| **2. KNOWLEDGE FORMATION (5’-IW, PW)**  **a. Aim:** - To provide Ss with the two ways of asking for clarification;  **b. Content:**  **c. Product:** - Students know how to use the structures to respond to compliments.  **d. Implementation:** | |
| **Step 1: Task delivering**  **-** T provide Ss with the two ways of asking for clarification.  **Step 2: Task performance**  - Ss’ observation.  **Step 3: Report and discussion**  - Listen and repeat.  - Ss practise asking for clarification.  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers. | A: What does S mean?  B: It means ….. / S + is/are …  A: What do you mean by …?  B: That means |
| **3. PRACTICE** (15’ - IW, PW)  **a. Objectives:**  - To provide Ss with the two ways of asking for clarification;  - To help Ss practise asking for clarification.  **b. Content:**  **-** Task 1: Listen and read the conversations. Pay attention to the highlighted sentences  **-** Task 2: Work in pairs. Make similar conversations to ask for and give clarification for the following.  **c. Product:**  - Students know how to use the structures to respond to compliments.  **d. Implementation:** | |
| **Activity 1: Listen and read the conversations. Pay attention to the highlighted sentences (**6 mins)  **Step 1: Task delivering**  - T plays the recording.  - Ss listen and read the conversation at the same time.  **Step 2: Task performance**  - Tell them to pay attention to the highlighted questions.  - Elicit the two ways of asking for clarification.  **Step 3: Report and discussion**  - Ask them to act out the conversation in pairs.  - Student’s talk  - T go around and offer help if necessary.  **Step 4: Judgement**  - Check their pronunciation.  **Activity 2: Work in pairs. Make similar conversations to ask for and give clarification for the following. (**6 mins)  **Step 1: Task delivering**  - Ask Ss to work in pairs to make similar dialogues with the given cues.  **Step 2: Task performance**  - Ss’ observation  - Ss work in pairs to make similar dialogues with the given cues.  **Step 3: Report and discussion**  - Move around to observe and provide help.  - Call on some pairs to practise in front of the class.  - Student’s talk  **Step 4: Judgement**  - Comment on their performance.  - Teacher checks students’ understanding by asking some checking questions. | **\* EVERYDAY ENGLISH**  **1: Listen and read the conversations. Pay attention to the highlighted sentences**  **Audio script – Track 44:**  Mi: Hey, Linda. What does ‘endangered species’ mean?  Linda: Endangered species are animals in the wild that face a high risk of extinction.  Mi: And what do you mean by ‘in the wild’?  Linda: That means animals that live in their natural habitats, not in zoos.  Mi: Oh, I get it now. Thanks, Linda.  **2: Work in pairs. Make similar conversations to ask for and give clarification for the following.**  **Suggested answers:**  *A: What does it mean / what do you mean by ‘single-use products’?*  *B: ‘Single-use products’ are products made to be used once only.*  *A: And what does it mean / what do you mean by ‘global warming’?*  *B: It is the increase in the atmosphere’s temperatures caused by the rise of gases, especially carbon dioxide.*  *A: Oh, thank you.* |
| **4. APPLICATION (20’-IW, PW, GW)**  **a. Objectives:**  - To help Ss learn about Earth Day around the world;  - To give Ss reading practice for specific information.  To provide Ss with practice of matching the activities people do on Earth Day and how they  protect the environment.  **b. Content:**  - Task 3: Read the passage and tick the correct answers.  - Task 4. Work in groups. Match the activities people do on Earth Day with their results.  - Task 5: Work in pairs. Ask and answer about the things you and your friends do on Earth Day.  - Home assignment.  **c. Product:**  - Students know about Earth Day, when and how it began, and how it is celebrated around the world  - Take note home assignment.  **d. Implementation:** Teacher’s instruction | |
| **Activity 3. Read the passage and tick the correct answers.**  **Step 1: Task delivering**  - Ss read the passage for a few minutes.  - Make sure they understand the main ideas and offer explanations if needed.  **Step 2: Task performance**  - Ss’ observation  - T may ask some comprehension questions:  • *When is Earth Day?*  *• How many countries celebrate Earth Day?*  *• What for?*  **Step 3: Report and discussion**  - Then Ss work in pairs and do the task.  - T explains if necessary.  **Step 4: Judgement**  - Check their answers as a class.  **Activity 4. Work in groups. Match the activities people do on Earth Day with their results.**  **Step 1: Task delivering**  - Ss work in groups and do the matching.  - T goes round the class to monitor.  **Step 2: Task performance**  - Ss’ observation  - Match the activities people do on Earth Day with their results.  **Step 3: Report and discussion**  - Student’s talk  **Step 4: Judgement**  - Correct Ss’ mistakes.  - T comments and gives feedback on Ss’ answers.  **Activity 5: Work in pairs. Ask and answer about the things you and your friends do on Earth Day.**  **Step 1: Task delivering**  - Give Ss a few minutes to study the example first.  **Step 2: Task performance**  - Ss’ observation  - Then Ss work in pairs, taking turns to ask and answer.  **Step 3: Report and discussion**  - Ss ask and answer about the things you and your friends do on Earth Day.  - T goes round giving help when and where necessary.  - Encourage them to say what they do (and like to do).  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **\* EARTH DAY**  **3. Read the passage and tick the correct answers**  **Suggested answers:**  *1,3,4*  **4. Work in groups. Match the activities people do on Earth Day with their results.**  **Suggested answers:**  *1. b 2. d*  *3. a 4. c*  **5: Work in pairs. Ask and answer about the things you and your friends do on Earth Day.**    **Suggested outcome:**  *A: What do you do on Earth Day?*  *B: We pick up litter and clean the*  *streets. And you?*  *…*  **\* Home assignment**  - Prepare nlesson: Skills 1  - Do ex Part C in workbook. |

**V. FEEDBACK:**

With 8A …………………………..……………………...…………………………………..…

…………………………………….……………………………………..……………

…………………………………….…………………………………………….……

|  |  |  |
| --- | --- | --- |
| ***Period:59***  TA8**UNIT 7: ENVIRONMENTAL PROTECTION**  **Lesson 5: Skills 1 P77-78** | | |
| **Class** | **Date of planning** | **Date of teaching** |
| 8A | 02/01/2024 | 24/01/2024 |

**I. OBJECTIVES:** \* By the end of this unit, students will be able to:

**1. Knowledge:**

***+ Vocabulary:*** contain (v); diverse (adj); medicinal (adj).

***+ Language:*** - Reading about Con Dao National Park; Talking about Vu Quang

***+ Pronunciation:*** Sounds: /bl/ and /kl/

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Sts can introduce themselves or one another fluently.

**3. Qualities:**- Love talking about enviroment. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **1. WARM-UP (5’-IW, GW)**  **a. Objectives:**  To activate Ss’ knowledge of the topic of the reading text  **b. Content:**  - Tell Ss to look at the picture first.  - Have them work in groups and give the names of the endangered species they know.  - Encourage Ss to name as many names as possible.  **c. Product:**  - Students’ answers.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Work in groups. Look at the picture**  **and say what you see. Then list the names of some endangered species you know.**  **Step 1: Task delivering**  - Tell Ss to look at the picture first.  - Have them work in groups.  **Step 2: Task performance**  - Ss’ observation  - Ss list the names of some endangered species you know.  **Step 3: Report and discussion**  - Ss give the names of the endangered species they know.  - Encourage Ss to name as many names as possible.  **Step 4: Judgement**  **-** Teacher corrects for students (if needed) | ***Suggested answers:***  *tigers, saolas, blue whales, sea lions, dugongs, giant pandas, etc…* |
| **2. KNOWLEDGE FORMATION (5’-IW)**  **a. Objectives:**  - To teach Ss the vocabulary needed to understand the passage.  **b. Content:**  **-** Teacher shows pictures and asks students to find those in the passage.  - Teacher checks students’ understanding with follow up questions.  **c. Product:**  - Students know how to use the target vocabulary.  **d. Implementation:** | |
| **Activity 1: Vocabulary pre-teaching**  **Step 1: Task delivering**  - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher reveals that the words according to the pitures will appear in the reading text.  **Step 2: Task performance**  - Ss’ observation  - Ss open their textbook to find these words.  **Step 3: Report and discussion**  - Teacher introduces the vocabulary.  - Teacher checks students’ understanding with with follow up questions.  **Step 4: Judgement**  - Teacher checks students’ understanding by with follow up questions. | **New words:**  1. contain (v)  2. diverse (adj)  3. medicinal (adj) |
| **3. PRACTICE (15’-IW, PW, GW)**  **a. Objectives:**  - To help Ss learn new vocabulary in context of the reading text  - To help Ss develop their reading skill for main idea and for details  **b. Content:**  - Task 2,3 in Student book  **c. Product:**  - Students understand about Con Dao National Park  **d. Implementation:** | |
| **Activity 2. Read the text and choose the words or phrases to make the following statements correct.**  **Step 1: Task delivering**  - Have Ss read the text quickly.  **Step 2: Task performance**  - Ss’ observation  - Ss find the places where these words / phrases appear.  **Step 3: Report and discussion**  - Tell them to use the contexts in which these words appear to choose the right words / phrases.  **Step 4: Judgement**  - Check the answers as a class.  - Confirm the correct answers.  **Activity 3. Read the text again and choose the correct option A, B, or C.**  **Step 1: Task delivering**  - Ask Ss to do the task individually.  - Tell them to read the passage two or three times.  **Step 2: Task performance**  - Ss’ observation  - Ss read each question, pause to identify where it appears in the text, read that part carefully.  **Step 3: Report and discussion**  - Ss choose the correct answer.  - Ask Ss to exchange their answers with a partner.  - Explain the new words and clarify anything difficult. Ask some questions to see if they understand the text fully.  - Call on some Ss to read the passage aloud.  **Step 4: Judgement**  - Check their pronunciation and intonation.  - Check the answers as a class.  **-** Teacher corrects for students as a whole class. | **2. Read the text and choose the words or phrases to make the following statements correct**  ***Suggested answers:***  *1. national parks*  *2. ecosystem*  *3. endangered*  *4. environment*  **3. Read the text again and choose the correct option A, B, or C.**  ***Suggested answers:***  *1. B*  *2. A*  *3. C*  *4. A*  *5. C* |
| **4. APPLICATION (15’-IW, PW, GW)**  **a. Objectives:**  - To provide Ss with an opportunity to revise and use vocabulary related to environmental protection;  - To give Ss practice in asking and answering about a national park  - To help Ss practise talking about a national park, using the information in 4;  - To help Ss improve their speaking skill  **b. Content:**  *Ex. 4-5 in Student Book*  **c. Product:**  **-** Students’ speaking  **d. Implementation:** | |
| **Activity 4: Work in pairs. Ask and answer about Vu Quang National Park. Look at the facts.**  **Step 1: Task delivering**  - Give Ss some time to study the facts about Vu Quang National Park.  **Step 2: Task performance**  - Ss’ observation  - Have Ss work in pairs and do the task.  - Go round to monitor and give help when necessary.  **Step 3: Report and discussion**  - Call on some pairs to perform the task in front of the class.  - T and other Ss listen and comment.  - Encourage Ss to talk about other information that they know about Vu Quang National Park.  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers.  **Activity 5: Work in groups. Talk about Vu Quang National Park, using the answers in 4.**  **Step 1: Task delivering**  - Allow some time for Ss to think about how to give a speech, using the information they have.  **Step 2: Task performance**  - Have Ss work in groups of five or six.  - Ask them to use the answers in 4 and the vocabulary learnt in the unit to talk about Vu Quang National Park.  - Give help when they have difficulty expressing their ideas.  **Step 3: Report and discussion**  - Call on some Ss to talk before the class.  - Student’s talk  **Step 4: Judgement**  - T and other Ss listen and comment.  - Teacher gives corrections and feedbacks.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **4: Work in pairs. Ask and answer about Vu Quang National Park. Look at the facts.**  **Suggested outcome:**  *A: Where is Vu Quang National Park?*  *B: It’s in Vu Quang District, Ha Tinh*  *Province*  **5: Work in groups. Talk about Vu Quang National Park, using the answers in 4.**  **Suggested outcome:**  **You can begin your talk with:**  *Vu Quang National Park is in …*  **\* Home assignment**  - Prepare nlesson: Skills 2  - Do ex in workbook. |

**V. FEEDBACK:**

With 8A ……….……..………………………………………………………………..…………

…………………………………………...…………………………………..…………

………………………………………………………………………………….………

|  |  |  |
| --- | --- | --- |
| ***Period:60***  TA8**UNIT 7: ENVIRONMENTAL PROTECTION**  **Lesson 6: Skills 2 P79-80** | | |
| **Class** | **Date of planning** | **Date of teaching** |
| 8A | 02/01/2024 | 25/01/2024 |

**I. OBJECTIVES:** \* By the end of this unit, students will be able to:

**1. Knowledge:**

***+ Vocabulary:*** contain (v); diverse (adj); medicinal (adj).

***+ Language:*** - Listening about water pollution; Writing a notice

***+ Pronunciation:*** Sounds: /bl/ and /kl/

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Sts can introduce themselves or one another fluently.

**3. Qualities:**- Love talking about enviroment. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **1. WARM-UP (5’-IW)**  **a. Objectives:**  - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson.  **b. Content:**  - Ss work in groups. Every student gives at least one activity that causes water pollution.  - Encourage Ss to give as many causes of water pollution as possible. Whether their sentences are true or not is not very important as long as they speak English.  **c. Product:**  - Students’ answers.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Work in groups. Make a list of some activities that cause water pollution**  **Step 1: Task delivering**  - Ss work in groups.  - Every student gives at least one activity that causes water pollution.  **Step 2: Task performance**  - Ss’ observation  - Ss give as many causes of water pollution as possible. Whether their sentences are true or not is not very important as long as they speak English.  **Step 3: Report and discussion**  - Make a list of some activities that cause water pollution  - Student’s talk  **Step 4: Judgement**  **-** Teacher corrects for students (if needed)  - T comments and gives feedback on Ss’ answers. | **Suggested answer:**  throwing rubbish into rivers and lakes  pouring domestic wastes  pouring industrial wastes  using chemicals and pesticides in soil  spilling fuel |
| **2. KNOWLEDGE FORMATION (5’-IW)**  **a. Objectives:** - To lead into the new lesson.  **b. Content:**  - Ss work in groups. Every student gives at least one activity that causes water pollution.  **c. Product:** - Students’ answers.  **d. Implementation:** | |
| **ACTIVITY 1: PRE-LISTENING**  **Task 1: Listen to the conversation and choose the correct word to complete each sentence**  **Step 1: Task delivering**  - Tell Ss that they are going to listen to a conversation about water pollution.  - Play the recording.  - Tell Ss to listen carefully and pay attention to key words that help them understand the ideas of the recording.  **Step 2: Task performance**  - Ss’ observation  - Ss listen carefully and pay attention to key words.  **Step 3: Report and discussion**  - Ss choose the correct answers.  - Student’s talk  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers. | **1: Listen to the conversation and choose the correct word to complete each sentence**  ***Suggested answers:***  *1. drinking*  *2. factories*  *3. harmful*  *4. shouldn’t* |
| **3. PRACTICE (15’-IW, PW, GW)**  **a. Objectives:**  - To help Ss practise listening for specific information.  - To help Ss practise listening for general and specific information.  **b. Content:**  - Task 2,3 in Student book  **c. Product:**  - Students understand how to listen and get the general and specific information.  **d. Implementation:** | |
| **\* WHILE-LISTENING**  **Task 2. Listen to the conversation and choose the correct word to complete each sentence.**  **Step 1: Task delivering**  - Tell Ss that they are going to listen to a conversation about water pollution.  **Step 2: Task performance**  - Ss’ observation  - Play the recording.  - Tell Ss to listen carefully and pay attention to key words that help them understand the ideas of the recording.  **Step 3: Report and discussion**  - Ss choose the correct word to complete each sentence.  - Student’s talk  **Step 4: Judgement**  - Ss choose the correct answers. Check their answers.  **Task 3. Listen again and give short answers to the following questions. Use no more than ThREE words.**  **Step 1: Task delivering**  - Have Ss read the questions carefully.  - Play the recording once or twice.  **Step 2: Task performance**  - Ss’ observation  - Ask Ss to listen carefully and answer the questions using no more than three words.  **Step 3: Report and discussion**  - Play the recording once more for Ss to check their answers.  - Ss listen carefully and answer the questions  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers.  *1. What is the listening text about?*  *2. How many sources of water pollution are there?*  *3. What are two common sources of drinking water?*  *4. What type of effect does water pollution have on our life?*  *5. What products can we use to reduce water pollution?* | **\* LISTENING**  **2. Listen to the conversation and choose the correct word to complete each sentence**  ***Suggested answers:***  *1. drinking*  *2. factories*  *3. harmful*  *4. shouldn’t*  **3. Listen again and give short answers to the following questions. Use no more than ThREE words.**    **Answer key:**  *1. Water pollution.*  *2. Two.*  *3. Rivers and lakes.*  *4. A harmful effect.*  *5. Green* |
| **4. APPLICATION (20’-IW, PW, GW)**  **a. Objectives:**  - To familiarise Ss with the form and purpose of a notice that they are going to write;  - To help Ss write a notice  **b. Content:**  **-** Ex. 4,5 in Student Book  **c. Product:**  **-** Students’ notices  **d. Implementation:** | |
| **\* POST-LISTENING**  **Task 4: Work in pairs. Read the notice and match the headings (a - e) below with the numbers (1 - 5)**  **Step 1: Task delivering**  - Have Ss work in pairs.  - Tell them to read all the details in the notice, think about them and match the headings (a – e) with the numbers (1 – 5).  **Step 2: Task performance**  - Ss’ observation  - Ss read all the details in the notice.  **Step 3: Report and discussion**  - Ss match the headings (a - e) below with the numbers (1 - 5).  **Step 4: Judgement**  Remind them of the order of these details in a notice.  **Task 5: Write a notice for the Go Green Club leader to invite students to attend a lecture on water pollution. Use the following details.**  **Step 1: Task delivering**  - Tell Ss to study the details given.  - Set a time limit for Ss to write the notice.  **Step 2: Task performance**  - Ss’ observation  - Tell them to refer to the sample notice in 4.  - Monitor Ss’ work and give assistance when necessary.  **Step 3: Report and discussion**  - Collect some Ss’ papers and mark them, and later comment to the class.  - If there is not enough time for Ss to do their task in class, have them do it as homework  - T comments and gives feedback on Ss’ answers.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **\* WRITING**  **4: Work in pairs. Read the notice and match the headings (a – e) below with the numbers (1 – 5)**  **Suggested outcome:**  *Students’ first draft*  **Time:** 2 p.m. - 4 p.m., 6 March  **Place:** School Grand Hall  **Topic:** Water pollution  Go Green Club  **NOTICE**  12 January, 20...  **Lecture on Water Pollution**  Club Leader  Bui Quang Thai  **5: Write a notice for the Go Green Club leader to invite students to attend a lecture on water pollution. Use the following details.**  **\* Home assignment**  - Write a notice for the Go Green Club  leader to invite students to attend a lecture on air pollution. |

**V. FEEDBACK:**

With 8A …………………………..…………………………………………………………..…

…………………………………………...………………………………..……………

…………………………………………………………………………………….……

|  |  |  |
| --- | --- | --- |
| ***Period:61***  TA8**UNIT 7: ENVIRONMENTAL PROTECTION**  **Lesson 7: Looking back and Project P80-81** | | |
| **Class** | **Date of planning** | **Date of teaching** |
| 8A | 02/01/2024 | 29/01/2024 |

**I. OBJECTIVES:** \* By the end of this unit, students will be able to:

**1. Knowledge:**

***+ Vocabulary:*** contain (v); diverse (adj); medicinal (adj).

***+ Language:*** review the vocabulary and grammar of Unit 7; apply what they have learnt (vocabulary and grammar) into practice through a project.

***+ Pronunciation:*** Sounds: /bl/ and /kl/

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Sts can introduce themselves or one another fluently.

**3. Qualities:**- Love talking about enviroment. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **1. WARM-UP** (5’-PW)  **a. Objectives:**  - To create an active atmosphere in the class before the lesson;  - To lead into the revision  **b. Content:**  - Teacher asks Ss to think of what they have learnt already in Unit 7.  - Ss work in pairs to do the task. Teacher calls some students to retell.  - Teacher confirms and leads them to do all the exercises in books.  **c. Product:**  - Students’ answers.  **d. Implementation:** | |
| **Contents and techniques for organizing students’ learning activities** | **Expected products and assessment of students’ work** |
| **Step 1: Task delivering**  - Teacher asks Ss to think of what they have learnt already in Unit 7.  **Questions:**  - *What have we learnt in Unit 7?*  **Step 2: Task performance**  - Ss’ observation  - Ss work in pairs to do the task.  **Step 3: Report and discussion**  - Teacher calls some students to retell.  - Student’s talk  **Step 4: Judgement**  - Teacher confirms and leads them to do all the exercises in books.  **-** Teacher corrects for students (if needed) | ***Suggested answers:***  ***Vocabulary***  *Environmental protection*  ***Pronunciation***  *Sounds: /bl/ and /kl/*  ***Grammar***  *Complex sentences with*  *adverb clauses of time*  ***Skills***  *• Reading about Con Dao National Park*  *• Talking about Vu Quang National Park*  *• Listening about water pollution*  *• Writing a notice*  ***Everyday English***  *Asking for clarification* |
| **2. VOCABULARY REVISION (10’-IW, PW)**  **a. Objectives:**  - To help Ss review the vocabulary of Unit 7  **b. Content:**  - For activities 1 and 2, have Ss do these activities individually then compare their answers with their partners.  - Go round and monitor the class, giving support if necessary  - Ask for Ss’ answers or ask some Ss to read out their answers in front of the class.  - Confirm the correct answers.  **c. Product:**  - Students prepare vocabulary and knowledge for the listening tasks.  **d. Implementation:** | |
| **Task 1: Choose the correct answer A, B, or C to complete each sentence.**  **Step 1: Task delivering**  - Ask for Ss’ answers or ask some Ss to read out their answers in front of the class.  **Step 2: Task performance**  - Ss’ observation  - Ss do these activities individually.  **Step 3: Report and discussion**  - Ss compare their answers with their partners.  - Go round and monitor the class, giving support if necessary  **Step 4: Judgement**  - Confirm the correct answers.  - Students prepare vocabulary and knowledge for the listening tasks.  **Task 2: Complete each of the sentences with a word or phrase from the box.**  **Step 1: Task delivering**  - For activities 1 and 2, have Ss do these activities individually.  **Step 2: Task performance**  - Ss’ observation  - Ask for Ss’ answers or ask some Ss to read out their answers in front of the class.  **Step 3: Report and discussion**  - Ss compare their answers with their partners.  - Go round and monitor the class, giving support if necessary  - Student’s answers  **Step 4: Judgement**  - Confirm the correct answers. | **1: Choose the correct answer A, B, or C to complete each sentence.**  ***Suggested answers:***  *1.A*  *2. C*  *3. B*  *4. A*  *5. C*  **2: Complete each of the sentences with a word or phrase from the box.**  ***Suggested answers:***  *1. littering*  *2. carbon footprint*  *3. picking up rubbish*  *4. habitats*  *5. endangered species* |
| **3. GRAMMAR REVISION** (15’-IW, PW, GW)  **a. Objectives:**  - To help Ss revise complex sentences with adverb clauses of time;  - To help Ss practise writing sentences about themselves, using complex sentences with adverb clauses of time  **b. Content:**  - Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class.  - Call on some Ss to write their answers on the board, other Ss give comments, and correct mistakes only when really necessary  **c. Product:**  - Students’ answers  **d. Implementation:** | |
| **Task 3. Complete the following sentences using a clause. Use your own ideas.**  **Step 1: Task delivering**  - Ask Ss to do the exercise individually first.  **Step 2: Task performance**  - Ss’ observation  - Ss complete the following sentences using a clause.  **Step 3: Report and discussion**  - Ss check their answers with a partner before discussing the answers as a class.  - Call on some Ss to write their answers on the board.  **Step 4: Judgement**  - Ss give comments, and correct mistakes only when really necessary  **Task 4: Circle A, B, or C to identify the underlined part that needs correction.**  **Step 1: Task delivering**  - Ask Ss to do the exercise individually first.  **Step 2: Task performance**  - Ss’ observation  - Ss complete the following sentences using a clause.  **Step 3: Report and discussion**  - Ss check their answers with a partner before discussing the answers as a class.  - Call on some Ss to write their answers on the board.  **Step 4: Judgement**  - Ss give comments, and correct mistakes only when really necessary | **3. Complete the following sentences using a clause. Use your own ideas.**  ***Suggested answers:***  **4: Circle A, B, or C to identify the underlined part that needs correction**  ***Suggested answers:***  *1. A 2. B 3. C 4. C 5. B* |
| **4. PROJECT (15 minutes)**  **a. Objectives:**  - To give Ss an opportunity to practise finding solutions to a serious environmental problem in their area;  - To improve their speaking and presentation skills.  **b. Content:**  **-** Make sure Ss understand what to do. Ask Ss to work in groups and decide on the most serious pollution problem in their area (noise pollution, air pollution, water pollution, …). Then find as many solutions to the problem as possible.  - Teacher asks Ss to work in groups and make a poster to introduce the solutions they have suggested. Encourage them to use a mind map to make their poster easier to understand. Tell them they can use pictures, images, etc.  - Call on some groups to show their posters and make a presentation. Other groups give their comments. The class votes for the best poster.  **c. Product: -** Students’ speaking  **d. Implementation:** Teacher’s instruction | |
| **Step 1: Task delivering**  - Make sure Ss understand what to do.  - Ask Ss to work in groups and decide on the most serious pollution problem in their area (noise pollution, air pollution, water pollution, …). Then find as many solutions to the problem as possible.  Task P1: Choose a serious pollution problem in your area (noise pollution, air pollution, water pollution, …). Suggest solutions to the problem.  **Step 2: Task performance**  - Ss’ observation  - Teacher asks Ss to work in groups and make a poster to introduce the solutions they have suggested. Encourage them to use a mind map to make their poster easier to understand. Tell them they can use pictures, images, etc.  Task P2: Make a poster. Write your solutions on  the poster. Use pictures to illustrate / decorate your poster.  **Step 3: Report and discussion**  - Call on some groups to show their posters and make a presentation. Other groups give their comments. The class votes for the best poster.  Task P3: Present your poster to the class.  It is better for T to assign the project in earlier lessons. Make sure to guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to give their presentation.  - Student’s talk  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | A serious pollution problem in my area  **Suggested outcome:**  *Students’ posters & presentations*    **\* Home assignment**  - Prepare for UNIT 8: GETTING STARTED  - Revise lesson at home |

**V. FEEDBACK:**

With 8A …………………………..………………………………………………………..…

…………………………………...……………………………………..……………

………………………………..……………………………………………….……