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***Period 55***

**UNIT 7. POLLUTION**

**Lesson 1: Getting started (P.6-7)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** :- Read write and understand words and expressions : traffic jam (n), except (prep), used to (v), hey, great idea, can’t wait.

- the lexical items related to the topic “Pollution”.

- ***Language :*** Conditional sentences type 1, type 2

**2. Skills**: Listening, reading and speaking about different types of pollution.

**3. Attitude and competencies:**

- Know more about different types of pollution and know how to keep the environment clean.

- Understand and actively respond to questions about different types of pollution.

**4. Competencies:**

**-** Form and improve such competencies as communication, presentation.

**II. PREPARATIONS:**

**Teacher:**  text books, recording, laptop, projector

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may have difficulty in extending the conversation.

- Guide them by making model conversation.

**IV. PROCEDURE:**

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| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (6’/IW) Chatting**  **Chatting**  - T introduces the topic “ POLLUTION” by asking some questions:  T :- Which cause pollution?   * What can we do to reduce the pollution?   Ss answer.  T asks ss to look at the picture and asks some questions about it  - *Who can you see in the picture?*  *-Where do you think they are?*  *-What do you think the people in the picture are talking about?*  + Play the recording. Ss listen and read to check their answers. | **UNIT 7. POLLUTION**  **Lesson 1: Getting started (P.6-7)** |
| **II. NEW LESSON**  **Act 1.Listen and read (15’/IW/PW)**  T introduces some new words.  (real things, pictures, situation)  Check ‘R.O.R’  T plays the recording.  Ss look at the conversation, listen to the tape and then work in pairs to practice the conversation.  T checks some pairs.  **\*Practice**  ***1a. Find the word/ phrase that means:***  ***-***T runs through 6 meaning  -Ss work individually to read the conversation again then find the word/ phrase with the given  meaning in the conversation then share with a partner before discussing as class.  **Watch out :**  - Have ss look at the watch out box and read the information.  - T explains to ss that the expression ‘ I can’t believe my eyes’ means you are very surprised at something you see.  **Act *1b. Answer the questions.***  Ss work in pairs to ask and answer.  T calls some pairs to read the questions and give answers.  T gets feedback.  **Act *1c. Tick (V) true (T) or false(F), or no information (NI)***  - T runs through the sentences.  **-** T lets ss read the conversation again to do this exercise.  Ss do the exercise individually.  T asks for Ss’ answers as well as the explaination for their choices.  - T calls some sss to write the correct answers on the board.  -T corrects the answer as a class.  **Act 2. There are different types of pollution. Write each type under a picture( 7’)**  **-** Have Ss look at the pictures. Ask them what they see in each picture.  - Now tell Ss that in the box are some types of pollution then run through the types of pollution  - Explain the new words so that Ss understand the pollution types  - Ss work in pairs to write.  - T calls some Ss to give their answers and write them on the board.  - T confirms the correct answers.  T asks ss to read the phrases again and corrects their pronunciation.  **Act *3. Complete the sentences with the types of pollution (8’)***  **-** T has ss read through the sentences to get a general understanding.  - Ss work individually then compare their answers with a classmate.  - T calls on some ss to give their answers  - T confirms the correct answers and comments. | **A. GETTING STARTED**  ***A project on pollution***  **1. Listen and read**  **\* Vocabulary**   |  |  | | --- | --- | | Cause(v) | Gây ra | | Come up with (v) | Nghĩ ra | | Dump(v) | Bơm | | **I**llustrate(v) | Minh họa | | Pol**lut**e(v) | Ô nhiễm | | Po**llu**tion(n) | Sự ô nhiễm | | **Poi**son(n) | Chất độc | | A**qua**tic(adj) | Dưới nước |   **\*Practice**  ***1a. Find the word/ phrase that means:***  ***\*Key:***  1. dead 2. aquatic 3. dump  4. poison 5. polluted  6. to come up with |
| **Watch out :**  ***1b. Answer the questions.***  ***\*Key:***  1. They are in Mi’s home village  2. It’s almost black  3. She is surprised because she sees the fish are dead  4. It is dumping poison into the lake  5. He is sneezing so much because the air is not clean  ***1c. Tick (V) true (T) or false(F), or no information (NI)***  ***\*Key:***  1. F( It’s polluted by the factory)  2.T  3.NI  4.T  5.T  **2. There are different types of pollution. Write each type under a picture( 7’)**  ***\* Vocabulary:***   |  |  | | --- | --- | | Radio**ac**tive(adj) | Thuộc về phóng xạ | | Radi**a**tion(n) | Phóng xạ | | **Ther**mal(adj) | Thuộc về nhiệt | | **Vi**sual(adj) | Thuộc về thị giác |   ***\*Key:***   1. radioactive pollution 2. noise pollution 3. visual pollution 4. thermal pollution 5. water pollution 6. land/ soil pollution 7. light pollution   H. air pollution  ***3. Complete the sentences with the types of pollution (5’)***  ***\*Key:***  1. thermal pollution 2. air pollution  3. radioactive 4. light pollution  5. water pollution 6. land/soil pollution  7. noise pollution 8. visual pollution |
| **III. WRAPPING-UP (7’)**  **Act 4. Work in groups. Which types of pollution in 3 does your neighborhood face? Rank them in order of seriousness. Give reasons for your groups’ order.**  - T asks ss to work in groups of 6 ss to write down the pollution types their neighborhood faces and rank them in order of seriousness.  - Ss work in groups of six to do.  - Have the class vote for the group with the best reason  - Get feedback and correct.  -Summarize the main point of the lesson. | **4. Work in groups. Which types of pollution in 3 does your neighborhood face? Rank them in order of seriousness. Give reasons for your groups’ order.**   |  |  | | --- | --- | | **Find someone who never.......** | | | 1. ...walks to school | Nam | | 2. ...goes to school by bus |  | | 3. ...cycles for exercise |  | | 4. ...takes a train |  | | 5.... sails on/in a boat |  | | 6. ... flies by plane |  |   ***Choose the best answer:***  1. They were well aware \_\_\_\_ the problem.  (on/to/of/up)  2. I’ve come \_\_\_\_ an idea about the new project  (up to/up with/up on/up in)  3. If we use water \_\_\_\_,more people will have clean water. (care/carefully/careless/carelessly)  4. The leaves of these trees are \_\_\_ to cattle.  (poisoner/poison/poisoning/poisonous)  5. The lakes have been \_\_\_ with toxic waste from some local factories.  (pollute/pollution/pollutes/polluted) |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment  **-** Ss copy their home assignment  - T explains it carefully | **III. HOME ASSIGNMENT**  - Review the lesson.  - Do B1/ P.4-WB |

**V. FEEDBACK :**

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***Period 56***

**UNIT 7. POLLUTION**

**Lesson 2: A closer look 1 (P.8-9)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Use the words and phrases showing causes and effects relationships to describe the causes and effects of pollution.

- ***Pronunciation*** : Pronounce words ending in- **ic** and**-al** correctly in isolation and in context

**2. Skills**: Listening, speaking about cause and effect of pollution.

**3. Attitude :**

- Know more about the cause and the effect of the pollution.

- Understand and actively respond to the cause and the effect of the pollution.

**4. Competencies:**

**-** Form and improve such competencies as teamwork, , presentation , collaboration.

**II. PREPARATIONS:**

**Teacher:**  text books, recording, laptop, projector.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may not be able to show cause/ effect relationship..

- Explain carefully by giving more example.

**IV. PROCEDURE:**

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| **Teacher and Students' activities** | **Contents and Board Display** |
| 1. **WARM UP (7’/GW)**   **\* Brainstorming**  - Divide the class into 2 two teams  -Ask ss from 2 teams turn by turn go to board to write kinds of pollution they remember from the previous lesson.  - In 2 minutes the team with more right words is the winner.  - Introduce the new lesson  -Tell them that in this lesson they are going to learn different forms of some words as well as phrases to talk a bout the causes and effects of pollution | **UNIT 7. POLLUTION**  **Lesson 2: A closer look 1 (P.8-9)**  **\* Brainstorming**  **+ Suggestion:**  - radioactive pollution  - noise pollution  - visual pollution  - thermal pollution  - water pollution  - land/ soil pollution  - light pollution  - air pollution |
| **II. NEW LESSON**  **I. Vocabulary (18’/IW/PW)**  -T elicits the new words using pictures and explanation.  Ss repeat in chorus and individually.  ***Check vocabulary “Slap the board”***  **Act *1. Complete the table with appropriate verbs, nouns, and adjectives***  **-** T has Ss look at the table in the book. Make sure that they understand what to do.  - Ss complete the exercise individually and then compare their anwers with a partner  - T calls some Ss to give the answers.  - T confirms the correct answers.  T shows the complete table on the screen and asks ss to read chorally.  ***2.Complete the sentences with the words from the table 1. You do not need to use all the words. The first letter of each word has been provided.***  - T has Ss read the sentences in 1 again to have a general understanding and decide which word form should be put in each blank  -T points out that the provided letter is a clue to help them find the word.  - SS do the exercise individually first then compare with their partners.  - T calls on some ss to give their answers then confirms the correct answers.  **\* Language Box.**  - Have ss look at the language box and explain it.  T: The words and phrases in the box express cause and effect relationships.  ***3a. Decide which sentence in each pair of sentences is a cause and which is an effect. Write C ( for cause ) and E ( for effect) next to each sentence. Note that the words in brackets relate to activity 3b.***  - T asks ss to read each pair of sentences and decide which sentence is a cause and which is an effect.  - Ss work in pairs to do.  - T calls some ss to give their answers then confirms the correct answers  ***3b. Combine the sentences in each pair into a new sentence that shows a cause / effect relationship. Use the cause or effect signal word or phrase given in brackets. You will have to add, delete or change words in most sentences***  - T asks ss to read the example then ask them what changes they see in the sentence  - Ss look at the language box again then do the exercise individually.  - T calls on some ss to write the sentences on the board.  - T confirms the correct answers.  ***4. Work in groups. Look at the pairs of pictures. Give as many sentences as possible to show cause / effect relationships***  -T asks ss to have a look at the pictures in1. Ask ss which picture shows the cause and which shows the effect  - SS work in groups of 4 ss to write sentences showing cause/ effect relationships  - T asks ss to wite on the board and T confirms the correct answers | **Vocabulary**   |  |  |  | | --- | --- | --- | | **dam**age | (n/v): | Phá hủy | | cause | (n): | Nguyên nhân | | effect | (v): | Kết quả | | **lit**ter | (n): | rác | | spill oil | (n): | Sự tràn dầu | | defect | (n): | Khiếm khuyết | | ex**pose** | (v) | Phơi | | fume | (n) | Hơi khói thải | | Con**ta**minate | (v) | Làm bẩn |   - Repeat in chorus and individually  - Copy all the words  ***1. Complete the table with appropriate verbs, nouns, and adjectives***  **\*Key:**  1. poison 2. contaminate 3.pollutant  4. polluted 5. death 6. damage |
| ***2.Complete the sentences with the words from the table 1. You do not need to use all the words. The first letter of each word has been provided.***  ***\** Key:**  1. poisonous 2. pollutants  3. dead 4. contaminated  5. damage 6. pollute  **\* Language Box.**  **+ To talk about the causes of something we use:**  **-** Because/ since + clause  - Due to/ because of + Noun phrase  **+ To talk about the effects of something we use:**  -To cause/ to lead to/ to result in + N.ph  - To make sb/sth do sth  ***3a. Decide which sentence in each pair of sentences is a cause and which is an effect. Write C ( for cause ) and E ( for effect) next to each sentence. Note that the words in brackets relate to activity 3b.***  **\*Key:**  1. C- E 2. C- E 3. C- E 4. E-C 5. E-C  ***3b. Combine the sentences in each pair into a new sentence that shows a cause / effect relationship. Use the cause or effect signal word or phrase given in brackets. You will have to add, delete or change words in most sentences***  ***\*Key:***  2.Oil spills from ships in the oceans and rivers lead to the death of many aquatic animals and plants .  3. Households dump waste into the river so it is polluted.  4. Since the parents were exposed to radiation, their children have birth defects.  5. We cann’t see the stars at night due to the light pollution.  ***4. Work in groups. Look at the pairs of pictures. Give as many sentences as possible to show cause / effect relationships***  **\*Key:**  2. The soil is polluted, so plants can not grow  3. We won’t have fresh water to drink because of water pollution  4. We plant trees , so we can have fresh air |
| **II. Pronunciation (13’/IW/PW)**  ***Stress in words ending in -ic and -al***  - T asks ss to look at the rules in the box and the examples.  T goes through the rules with them.  Ss look at their book and listen.  **Act *5. Listen and mark the stress in each word, then repeat it***  - T asks ss to base on the rule to mark the stress for the words first.  - Ss do it individually.  -T plays the recording for ss to stress the words. Ask some ss to say where the stress in each word is.  - Confirms the correct answers  **Act *6.Underline the words ending in ic and circle the words ending in –al in the following sentences. Mark the stress in each word. Listen and check your answers, then repeat the sentences***  -Have ss do the activity individually.  T plays the recording for ss to check their answers. Then elicit the correct stress patterns from ss.  - T plays the recording again for ss te repeat the sentences .  - T asks some ss to read out the sentences | **II. Pronunciation**  ***Stress in words ending in -ic and -al***  ***5. Listen and mark the stress in each word, then repeat it***  **\* Key:**  1. ar’tistic 2. ath’letic 3. his’toric  4.his’torical 5. ‘logical 6. ‘physical  7. he’roic 8. po’etic 9. bo’tanic  10. bo’tanical  ***6.Underline the words ending in ic and circle the words ending in –al in the following sentences. Mark the stress in each word. Listen and check your answers, then repeat the sentences***  **\*Key**:  1. scien’tific 2. ‘national  3. ‘medical  4. ‘chemical 5. dra’matic |
| **III. WRAPPING-UP (5’)**  -Summarize the main points of the lesson  T asks ss some questions to make sure they’ve learnt the lesson well. | ***Choose the best answer:***  1. A. ch**a**nge B. ch**a**nce C. ch**a**t D. ch**a**pter  2. A. F**e**bruary B. m**e**mber C. r**e**late D. ch**e**mist  3. A. d**u**mp B. m**u**sic C. vac**u**um D. d**u**ring  4. A. m**oo**n B. f**oo**d C. m**oo**d D. bl**oo**d  5. A. chemi**c**al B. lo**c**al C. **c**ite D. **c**ough |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment  **-** Ss copy their home assignment  - T explains it carefully | **III. HOME ASSIGNMENT**  - Review the lesson.  **-** Do A1, A2,B1/P.3-4- W.B |

**V. FEEDBACK :**

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***Period 57***

**UNIT 7. POLLUTION**

**Lesson 3: A closer look 2 (P.9-10)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : the lexical items related to the topic ‘Pollution’

***- Language:*** Use conditional sentence type 1 and type 2 correctly and appropriately to

describe pollution.

**2. Skills**: Reading, speaking, listening and writing about pollution.

**3. Attitude and competencies:**

- Know more and be able to choose suitable activities at present.

- Understand and actively respond to questions about the distances and activities in the past.

**4. Competencies:**

- Form and improve such competencies as pairwork, teamwork, presentation collaboration.

**II. PREPARATIONS:**

**Teacher:**  text books, laptop, projector

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- There may not be enough time for all the activities.

- Guide them and let them do at home.

**IV. PROCEDURES:**

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| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (5’/IW)**  ***\*Chatting***  T asks ss some questions about the pollution problems that their neighborhood copes with. | **UNIT 7. POLLUTION**  **Lesson 3: A closer look 2 (P.9-10)**  ***\*Chatting*** |
| **II. NEW LESSON**  **I. Grammar**  ***Conditional sentences type 1: Review (15’/IW/PW)***  - T elicits the form and the use of the conditional sentence type 1 from ss.  - Ss retell the form and the use of the conditional sentence type 1.  - Ss give some examples.  **Act 1. Put the verbs in brackets into the correct form.**  - T explains, then give example  - Ss work individually. Then compare their answers with a partner.  - T asks some Ss to read their sentences.  T confirms the correct answers  **Act 2. Combine each pair of sentences to make a conditional sentence type 1.**  **-T** has ss to read the pairs of sentences.  - Ss work individually to write the new conditional sentence type 1 in 2 minutes.  - T calls on some ss to write their sentences on the board.  - T calls other ss to read and comment.  - T confirms the correct answers. | **I. Grammar**  ***Conditional sentences type 1: Review***  ***\* Form:***  ***If + S+ V(Simple present), S+ will+V+O***  ***\* Use:***  ***- To describe a thing which is true or likely happen in the future.***  **1. Put the verbs in brackets into the correct form.**   * **Key:**   1. recycle; will help.  2. won’t dump; fines  3. travel; will be  4. will save; don’t waste  5.use; will have  **2. Combine each pair of sentences to make a conditional sentence type 1.**  ***\* Example:***  1. Students will be more aware of protecting the environment if teachers teach environmental issues at school.  2. When light pollution happens, animals will change their behavior pattern.  3. The levels of radioactive pollution will decrease if we switch from nuclear power ro renewable energy sources.  4.If the water temperature increases, some aquatic creatures will be unable to reproduce.  5. People will get more diseases if the water is contaminated. |
| ***Conditional sentences type 2.(16’/IW/PW)***  - T writes incomplete sentence on the board:  ***If I were billionaire, I would……………..***  -Ss complete the sentence orally.  - T writes the most original answer on the board.  - T uses the example to elicit the form, the use of the conditional sentence type 2.  - T asks ss to use the form to make another example.  **Act 3. Match an If – clause in A with a suitabe main clause in B.**  - Ss work individually. Then compare their answers with a partner.  - T asks some Ss to read their sentences.  T confirms the correct answers  **Act 4. Put the verbs in brackets into the correct form.**  - Ss work individually. Then compare their answers with a partner.  - T asks some Ss to write their answers on the boards.  - Other Ss give comments and T gives corrections.  **Act 5. Write a conditional sentence type 2 for each situation, as in example.**  - T has ss quickly read the example and comment on the example.  - Ss may see that the meaning of the original sentences was made opposite in the new conditional sentence.  T lets Ss work individually to rewrite the sentences in their notebooks then compare their answers with a classmate.  - While Ss do their task, T goes round to monitor the whole class.  - When Ss finish their task, call some to read out their sentences.  - Let others give comments, T corrects mistakes if necessary. | ***Conditional sentences type 2.***  ***\* Form:***  ***If + S+ V(Simple past), S+ will+V+O***  ***\* Use:***  ***- To describe a thing which is not true or unlikely to happen in the present or future.***  ***- To give advice.***  ***\* Note:***  ***We can use both was and were with I/He/ She/ It in If clause***  **3. Match an If – clause in A with a suitabe main clause in B.**  ***\* Key:***  1. b 2. c 3. d  4. e 5. a  **4. Put the verbs in brackets into the correct form.**  ***\* Key:***  1. were; would…do  2. exercised; would be  3. had; would build  4. tidied; wouldn’t be  5. was/were; would grow.  **5. Write a conditional sentence type 2 for each situation, as in example.**  \* Key:  1. If there weren’t so many billboards in our city, people could enjoy the view.  2. If there wasn’t/ weren’t so much light in the city at night, we could see the stars clearly.  3. If we didn’t turn on the heater all the time, we wouldn’t have to pay three million dong for electricity a month.  4. If the karaoke bar didn’t make so much noise almost every night, the residents wouldn’t complain to its owner.  5. She wouldn’t have a headache after work everyday if she didn’t work in a noisy office. |
| **III. WRAPPING-UP (7’/GW)**  **Act *6.Chain Game.***  Ss work in groups to play the game.  Student A begins with a conditional sentence type 1 or type 2.  Student B uses the end of student A’s sentence to begin his/ her own sentence..  Student C do the same. | ***6.Chain Game.***  \*Example:  A: If each person plants a tree, there will be a lot of trees.  B: If there are a lot of trees, the air will be cleaner.  C: If the air is cleaner, fewer people will be ill.  ***Choose the best answer:***  1. Many scientists are concerned \_\_\_ the environmental today. (in/on/about/of)  2. Many people have received \_\_\_ treatment.  (medicine/medic/medical/medically)  3. If the weather is fine,we \_\_\_ the mountain together. (climb/would climb/climbs/will climb)  4. Let’s \_\_\_ the topic for the upcoming presentation. (discuss/discussed/discussing/to discuss)  5. Water pollution makes some aquatic animals\_\_\_. (dying/to die/die/died) |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment  **-** Ss copy their home assignment  - T explains it carefully | **III. HOME ASSIGNMENT**  - Write sentences with each new words.  - Do part B4,5,6/P.5 – W.B.  -Review the lesson. |

**V. FEEDBACK :**

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***Period 58***

**UNIT 7. POLLUTION**

**Lesson 4: Communication (P.11)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : read, write and understanding ‘permanent, earplug, affect, hearing loss, blood pressure.’

- ***Language***: The Present Simple Tense.

**2. Skills**: Reading, speaking and writing about noise pollution.

**3. Attitude and competencies:**

- Know more about bad effect of noise pollution and the ways of preventing it.

- Understand and actively respond to noise pollution.

**4. Competencies:** - Form and improve such competencies as teamwork, communication, collaboration.

**II. PREPARATIONS:**

**Teacher:**  text books, laptop, projector, the recording.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may not have enough knowledge about bad effect of the noise pollution .

- T gives some extra information to encourage them to guess.

**IV. PROCEDURE:**

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| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (8’/IW)**  **Brainstorming**  - Teacher elicits the topic from students  ? Can you name some kinds of pollution that you know?  ? What do you know about noise pollution?  - Introduce the new lesson | **UNIT 7. POLLUTION**  **Lesson 4: Communication (P.11)**  **Brainstorming** |
| **II. NEW LESSON**  ***I. Vocabulary:*. (8’/IW)**  ***\* Vocabulary:***  -T introduce some vocab by using pictures, situations  -Ss repeat and write down in their book…..  ***II. Practice***  **Act *1.Noise pollution is more common and more damaging than many people relies. The Green organization is doing a survey on how much teenagersknow about this type of pollution. Help them answer the questions –(7’/IW)***  - T has ss read the question in the questionnaire to make sure they understand everything.  - Ss answer the questions individually, by circling their answers.  **Act *2. Compare your answers with those of a classmate. How many different answers have you got***? **(5’/PW)**  - T asks ss to work in pair to compare their answers and see if they have any different answer.  - Ss work in pair to compare their answers  - T asks some pairs to report on their differences  **Act *3. Now listen to a short presentation about noise pollution. How many correct answers have you got? (8’/IW)***  - T plays the recording twice for ss to check their answers.  - Ss listen to the recording. If there are any incorrect answers, ss correct them  T asks ss to give the answers and comfirms the correct answers. | ***I. Vocabulary:***  **- per**manent(adj): vĩnh viễn  **- ear**plug(n): cái nút tai  - aff**ect**(v):làm ảnh hưởng  - hearing loss(n):mất thính giác  - blood pressure(n) : huyết áp  - constant(adj): không dứt  ***II. Practice***  ***1.Noise pollution is more common and more damaging than many people relies. The Green organization is doing a survey on how much teenagersknow about this type of pollution. Help them answer the questions***  ***2. Compare your answers with those of a classmate. How many different answers have you got***?  ***3. Now listen to a short presentation about noise pollution. How many correct answers have you got?***  **\* Key :**  1.B 2.C 3.A 4.B 5.C 6.A 7.A 8.C |
| **III. WRAPPING-UP (7’/GW)**  **Act *4. Work in groups. Discuss other ways to prevent noise pollution***  -T asks ss which of the eight questions in the questionnaire proposes ways to prevent noise pollution.  - Ss work in groups of 4 ss in five minutes to discuss more ways to reduce noise pollution  - T asks ss to write their answers on a big piece of paper and then present their answers  - Have ss vote for the best ways  \*Summarize the main point of the lesson. | ***4. Work in groups. Discuss other ways to prevent noise pollution***  **Choose the best answer:**  1. A. recycle B. factory C. renewable  D. environment  2. A affect B. damage C. energy  D. happen  3. A. pollution B. begin C. headset  D. ambition  4. A. pressure B. power C. electric  D. billboard  5. A. heroic B. renewable C. experience  D. symptom |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment  **-** Ss copy their home assignment  - T explains it carefully | **III. HOME ASSIGNMENT**  - Do C1,2 /P. 6- W.B.  -Review the lesson. |

**V. FEEDBACK :**

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***Period 59***

**UNIT 7. POLLUTION**

**Lesson 5: Skills 1 (P.12)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Revise the vocab about pollution.

- ***Language***: - Use conditional sentence type 1 and type 2 correctly and appropriately to describe pollution.

**2. Skills**:

- Read for general and specific information about water pollution.

- Talk about the cause and effects of water pollution as well as the ways to reduce it.

**3. Attitude:**

- Get to know about water pollution as well as the way to reduce it.

- Understand and actively respond to solutions to water pollution.

**4. Competencies:**

- Form and improve such competencies as teamwork, and collaboration.

**II. PREPARATIONS:**

**Teacher:**  text books, laptop, projector.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Weak students may find it difficult to catch up with the whole class.

- Guide them carefully.

**IV. PROCEDURE:**

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| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (5’/PW)**  ***Chatting:***  **Act 1. Work in pairs. One of you looks at picture A, and the other look at picture B on page 15. Ask each other questions to find out the differences between your pictures?**  Ss work in pairs.  S1 looks at picture A on page 12.  S2 looks at picture B on page 15.  They ask each other Yes/No questions to find out the differences between the two pictures.  T models first with a strong ss.  T: Are there five ducks in your picture?  S: Yes, there are. Are the ducks black in your picture?  T: No, they’re white.  ….  T calls some ss to report the differences.  T asks ss what the picture tell them.  Ss: Water pollution. | **UNIT 7. POLLUTION**  **Lesson 5: Skills 1 (P.12)**  ***Chatting***  **1.Work in pairs. One of you looks at picture A, and the other look at picture B on page 15. Ask each other questions to find out the differences between your pictures?**  **\* Suggested differences:**   |  |  | | --- | --- | | ***Picture A*** | ***Picture B*** | | - The ducks are white.  -They’re going to the lake.  - There aren’t any factories near the lake.  - The lake water is clean. | - The ducks are black.  -They’re going from the lake.  - There are some factories near the lake.  - The lake water is dirty/ black. | |
| **II. NEW LESSON**  **I. READING (20’/IW/PW)**  **Act 1. Mi and Nick have decided to give a presentation on water pollution to the class. Read what they have prepared and answer the questions.**  T uses different techniques to teach new words.  Ss read individually and chorally.  **T asks** ss to read the passage quickly and answer the questions.  Ss work individually to read and answer the questions.  Ss underline the information while reading.  T calls some ss to read the passage again.  T calls some ss to write the answers on the board  T checks and comments.  **Act 2. Read the text again and complete the notes about thte effects of water pollution. Fill each blank with no more than three words.**  Ss read the sentences quickly to underline the key words. Then they locate the key words in the passage and pick the suitable words to fill each blank.  - Ss work individually to do then compare with a partner.  - T calls some ss to read aloud their answers.  - T confirms the correct answers. | **I. READING**  **1. Mi and Nick have decided to give a presentation on water pollution to the class. Read what they have prepared and answer the questions.**  **\* Vocabulary:**  - untreated (adj): chưa được xử lý  - point source pollution (n): ô nhiễm có nguồn.  - non-point source pollution (n): ô nhiễm không nguồn ( nguồn phân tán)  - cholera (n): bệnh tả  ***\*Key:***  1. The second pharagraph tells about the causes of water pollution.  2. The third paragraph tells about the effects of water pollution.  3. It’s the water beneath the Earth’s surface.  4. They are industrial waste, sewage, pesticides, and herbicides.  5. They are pollutants from storm water and the atmosphere.  6. They use herbicides to kill weeds.  **2. Read the text again and complete the notes about thte effects of water pollution. Fill each blank with no more than three words.**  **\* Key:**  1. cholera.  2. die  3. polluted water  4.dead  5.aquatic plants |
| **II. SPEAKING (15’/PW)**  **Act 4. Work in groups and discuss the solutions to water pollution. Make notes of your answers.**  Ss work in groups to discuss the solutions to water pollution.  Ss should go through each cause of water pollution in their presentation and think of sollutions  T calls some Ss to report to the class.  T and other students comments.  **Act 5. Now complete the diagram of water pollution. Use the information from the text for the cause and effects and your group’s ideas for the sollutions.**  T allows Ss to read individually in 2 minutes. Ss work in groups in 6 minutes to complete the diagram on a large piece of paper.  **Act 6.Make a presentation about water Now complete the diagram of water pollution. Use the information from the text for the cause and effects and your group’s ideas for the sollutions.**  T asks some groups to give a presentation about water pollution.  Other groups listen and comment.  T and the class vote for the best presentation and T gives them marks. | **II. SPEAKING**  **4. Work in groups and discuss the solutions to water pollution. Make notes of your answers.**  **\* Suggested ideas:**  **Factories dump industrial waste.**  *Solution 1: Give heavy fines to companies that are found doing this.*  *Solution 2: Educate companies about the environment.*  *Solution 3: Give tax breaks to companies that find ‘clean’ ways to dispose of their waste.***5. Now complete the diagram of water pollution. Use the information from the text for the cause and effects and your group’s ideas for the sollutions.**  **6.Make a presentation about water Now complete the diagram of water pollution. Use the information from the text for the cause and effects and your group’s ideas for the sollutions.** |
| **III. WRAPPING-UP (3’/IW)**  \*Summarize the main point of the lesson. | **Choose the best answer:**  1. Households dump waste \_\_\_ lakes and rivers. (in/into/on/onto)  2. Oil spill \_\_\_ ships in oceans and rivers makes many underwater animals die.  (to/on/from/up)  3. Nothing would prevent him \_\_\_ acting for environment. (in/on/of/from)  4. The residents complain \_\_\_ the bar owner about its noise. (of/to/on/at)  5. Some local people use contaminated water \_\_ cooking. (of/to/for/up) |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment  **-** Ss copy their home assignment  - T explains it carefully | **III. HOME ASSIGNMENT**  - Do D1,2, 3/P.7- 9 – W.B.  - Review the lesson. |

**V. FEEDBACK :**

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***Period 60***

**UNIT 7. POLLUTION**

**Lesson 6 : Skills 2 (P.13)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : lexical items related to pollution.

- ***Language***: Use conditional sentence type 1 and type 2 correctly and appropriately to describe pollution.

**2. Skills**: Listen to get specific information about thermal pollution.

Write about the causes and effectd of one pollution type.

**3. Attitude :**

- Know more about causes and effects of different types of pollution.

- Understand and actively respond to solutions to pollution.

**4. Competencies:**

- Form and improve such competencies as pairwork, teamwork, communication.

**II. PREPARATIONS:**

**Teacher:**  text books, laptop, projector, the recording.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Ss may get confused in writing.

- Guide them carefully.

**IV. PROCEDURE:**

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| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (8’/IW)**  \* **Chatting:**  T shows pictures of traffic problems in big cities on the screen.  Teacher asks ss some questions about the traffic jam. | **UNIT 7. POLLUTION**  **Lesson 6 : Skills 2 (P.13)** |
| **II. NEW LESSON**  **I. LISTENING(15’/IW/PW)**  **Act 1.Describe what you see in the pictures and talk about the relationship between them.**  T teaches some words to help ss to describe.  Ss work in pairs, describing the pictures and the relationship between them.  - T calls on one or two ss to give their answers.  - T plays the recording for Ss to check their answers.  **Act 2. Listen to part of a conversation on TV between a reporter and an environmentalist about thermal pollution. Complete the diagram. Use no more than three words for each blank.**  T tells Ss to quickly read the diagram and identify the form of the word/ phrase to be filled in each blank.  -Ss quickly read the diagram.  - T plays the recording twice.  - Ss write the answers on their books.  - T checks and confirms the correct answers. | **I. LISTENING**  **1.Describe what you see in the pictures and talk about the relationship between them.**  ***\* Vocab:***  - algal bloom (n):  - power station (n);  - cooling system (n):  **\* Key:**  - The first picture shows an algal bloom in coastal seawater.  - The second picture shows the cooling towers from a power station.  - They are both related to thermal pollution.  **2. Listen to part of a conversation on TV between a reporter and an environmentalist about thermal pollution. Complete the diagram. Use no more than three words for each blank.**  **\* Key:**  1. hotter 2. Cooler 3. Cool 4.warm rivers  5. warmer water 6.fish populations  7. harmful 8. colour  9. poison 10. cool down. |
| **II. Writing.(15’/IW)**  **Act 3. Work in pairs. Discuss the causes and effects of one type of pollution in your area. Make notes in the diagram.**  - Ss work in pairs to discuss and decide which pollution type in their area.  - Ss take notes of the causes and effects .  - T moves around to offer help.  **Act 4.Imagine that you two are writing an article for the local newspaper about a type of pollution in your area. One of you writes about the causes and the other writes about the effects of the pollution type you’ve just discussed in 3.**  - Ss stay with their partner. One writes about the causes and the other writes about the effects based on their notes from 3.  - T reminds ss to use markers like firstly, secondly, finally to navigate from their points.  - T moves around to offer help and take notes of any structures or language that ss are struggling with  **Act 5. Read each other’s work and put them together to make a complete article.**  - Ss share their work with each other and combine it to make a complete article.  - T asks ss to add one or more sentences at the beginning to introduce the topic and other ones at the end to conclude their article..  - Ss swap their writing.  - T asks for volunteer pairs to read their articles out to the class.  - Ss comment on them.  - T comments and gives mark. | **II. Writing.**  **3. Work in pairs. Discuss the causes and effects of one type of pollution in your area. Make notes in the diagram.**  **4.Imagine that you two are writing an article for the local newspaper about a type of pollution in your area. One of you writes about the causes and the other writes about the effects of the pollution type you’ve just discussed in 3.**  **5. Read each other’s work and put them together to make a complete article.**  **\* Sample article: WATER POLLUTION**  There are several types of pollution. However, water pollution is the most serious in our area.  It is caused by several factors. Firstly, families dump sewage into the river. In the past it was a very beautifu river, but now the water is almost black. Secondly, there are two new factories in our area, and they are dumping chemical waste into the lake and river. Thirdly, pesticides are another source of pollution. Farmers in our area usually use these to kill insects.  Water pollution badly affects our area. We do not have enough fresh water to water the plants and crops. People can not raise fish in the river and the lake because the water there is so polluted. In addition, there are no more wild ducks near the river today since they cannot find fish for food. Another negative effect is that sometimes in the afternoon there is a bad smell from the polluted river, so people do not like walking alon g it anymore.  People in our area are all aware of this problem, and we are thinking of some ways to solve it. |
| **III. WRAPPING-UP (5’/IW)**  \*Summarize the main point of the lesson. | **Choose the best answer:**  1. The water has become \_\_\_\_ with lead.  (contaminate/ contamination/contaminated/contaminative)  2. According to \_\_\_\_ research,tiny species may clean radioactive pollution. (scientific/science/scientist/scientifical)  3. Many household products are \_\_\_\_ harmful.  (potential/potentially/potentialize/potentate)  4. We will give a talk about our \_\_\_ problems next week. ( environment / environmental/environmentally/ environmentalist)  5. The trees have been \_\_\_\_ in this area by the acid rain. (damage/damaged/damaging/damages) |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment  **-** Ss copy their home assignment  - T explains it carefully | **III. HOME ASSIGNMENT**  - Do E1,2/P.10– W.B.  -Review the lesson. |

**V. FEEDBACK :**

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***Period 61***

**UNIT 7. POLLUTION**

**Lesson 7: Looking back and Project (P.14-15)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Review

- ***Language***: Review

**2. Skills**: Reading, speaking and writing about pollution problems.

**3. Attitude: and competencies:**

- Know more about pollution problem and know how to solve them.

- Understand and actively respond to lexical and grammatical points they’ve learnt in unit 7

**4. Competencies:**

- Form and improve such competencies as teamwork, communication, and assessment.

**II. PREPARATIONS:**

**Teacher:**  text books, laptop, projector.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may not have enough time to do project.

- Guide them and let them do at home.

**IV. PROCEDURE:**

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| --- | --- |
| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (7’/GW)**  ***\* Game : Network***  ***Exercise 2 P14:*** ***Write types of pollution in the words in bracket***  - Organize the game for 2 teams.  - Ask ss in each team write the types of pollution in 2 minutes  - The team with more and correct words is the winner | **UNIT 7. POLLUTION**  **Lesson 7: Looking back and Project (P.14-15)**  ***\* Game : Network***  **Types of pollution**  ***\* Key :***  1. radioactive pollution 2. noise pollution  3. light pollution 4. soil pollution  5. visual pollution 6. air pollution  7. water pollution 8. thermal pollution |
| **II. NEW LESSON**  **I. Vocabulary: (9’/IW/PW)**  **Act 1. *Complete the sentences with the correct form of the words in brackets.***  - Ss do this exercise individually then  compares their answers with a partner.  -T calls on some ss to write the answers on the board.  -T confirms the correct answers.  **Act 2. *Rewrite the sentences, using the words in brackets.***  - Ss do this exercise individually then  compares their answers with a partner.  -T calls on some ss to write the answers on the board.  -T confirms the correct answers.  **II. Grammar (10’/IW/PW)**  **Act 3. *Put the verbs in brackets into the correct form .***  - Ss do this exercise individually then  compares their answers with a partner.  -T calls on some ss to write the answers on the board.  -T confirms the correct answers.  **Act *4. Complete the sentences, using your own ideas* .**  -T reminds ss to identify whether the sentence is a conditional type 1 or 2.  - Ss do this exercise individually then  compares their answers with a partner.  -T calls on some ss to write the answers on the board.  -T checks and comments. | **I. Vocabulary:**  **1. *Complete the sentences with the correct form of the words in brackets.***  **\*Key :**  1. pollution 2. contaminated  3. death 4. poisonous  5. pollutants  **2. *Rewrite the sentences, using the words in brackets.***  ***\*Key :***  1.The residents of the street cannot sleep because of the loud noise from the music club  2.Vy had a stomachache since she ate a big dinner  3. The road in front of my house was flood due to the heavy rain  4.His mother is unhappy because his room is un tidy  5.Too much carbon dioxide in the atmosphere causes global warming  **II. Grammar**  **3. *Put the verbs in brackets into the correct form .***  **\*Key:**  **1**. won’t be. Don’t take  **2**. continue, will be  **3**. were, would wear  **4**. do, will see  **5**. would .. travel, didn’t have  **6**. wouldn’t be, didn’t take care  ***4. Complete the sentences, using your own ideas* .** |
| **III. Communication (6’/PW)**  **Act *5. Work in groups. Discuss what you would do or say in each situation.***  - Ask ss to work in 4 groups of 10 to discuss what they would do or say in each situation.  Each groups discuss one situation.  - T calls 3 ss to read the example.  - Ss work in groups to discuss the situation they choose.  - T moves around the class to listen to their ideas.  - T calls ss from each groups to give their ideas.  - Others listen and add more ideas.  - T comments.  **Finished!**  Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice if need be. | **III. Communication**  ***5. Work in groups. Discuss what you would do or say in each situation.***  **\*Example:**  A: If my neighbours littered near my house, I would write them a letter explaining that it was making the neighbourhood dirtyy.  B: Oh, I would put a large sign up saying ‘No littering’.  C: I think I would knock on their door and explain that it was polluting the area.  **Finished! Now you can…………** |
| **IV. Project (10’)**  **What would you do if…..???**  -T guides Ss to work in groups to create a collage to show what you would do and give a presentation about it.  - Ss  Ss work in groups of five to do the project following the instructions in the book at home.  T asks ss to bring their collage to class to explain and to display next period. | **IV. Project**  **What would you do if…..???** |
| **III. WRAPPING-UP (3’/IW)**  \*Summarize the main point of the lesson. | **Choose the best answer:**  1. \_\_ take a taxi,you will be late for the meeting. (If you not/Unless you/Because you/ For you)  2. If you \_\_\_ time,please write to me.  (have/had/have had/has)  3. A. scientific B. dramatic C. athletic D. domestic  4. A. national B. chemical C. medical D. informal  5. A. medical B. hospital C. politic D. electric |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment  **-** Ss copy their home assignment  - T explains it carefully | **III. HOME ASSIGNMENT**  - Review the lesson.  **-** Do Project |

**V. FEEDBACK :**

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