

UNIT 7: ENVIRONMENTAL PROTECTION

Lesson 1: Getting started – At the Go Green Club

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Environmental protection*
- Gain vocabulary to talk about *Environmental protection*

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Love talking about their favourite shopping place

II. MATERIALS

- Grade 8 textbook, Unit 7, Getting started
- Computer connected to the Internet
- Projector / TV/
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. habitat (n)	/ˈhæbəˌtæt/	the natural home or environment of an animal, plant, or other organism.	môi trường sống
2. endangered species (n)	/ɪnˌdʌŋjədˈspɛʃɪz/	a species of animal or plant that is seriously at risk of extinction.	động vật sácl đỏ
3. carbon footprint (n)	/ˌkɑːrbənˈfʊtprɪnt/	a measure of the amount of carbon dioxide and other carbon compounds emitted due to the consumption of fossil fuels by a particular person, group, etc.	dấu chân cacbon
4. release (v)	/rəˈliːs/	allow or enable to escape from confinement; set free	thải ra
5. single-use (adj)	/ˈsɪŋɡ(ə)lˈyʊʊs/	designed to be used once and then disposed of or	dùng một lần

		destroyed.	
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Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	Encourage Ss to work in groups so that they can help one another. Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To set the context for the introductory dialogue;
- To introduce the topic of the unit.

b. Content:

- Teacher asks students: "What are environmental 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. Expected outcomes:

- Students know the topic of the unit and be ready for the conversation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Asking questions: <ul style="list-style-type: none"> - Teacher asks students: "What are environmental 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. - T sets the context for the listening and reading text: Write the title on the board <i>Environmental protection – At the Go Green Club</i> 	Questions: <i>What are environmental issues in our city?</i> Suggested answers: <i>Environmental protection</i>

e. Assessment

- Teacher calls 3-5 students to answer.

2. ACTIVITY 1: PRESENTATION (11 mins)

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. Expected outcomes:

- Students know how to use the target vocabulary.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching <ul style="list-style-type: none"> - 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. - Teacher checks students' understanding with a matching 	New words: <ol style="list-style-type: none"> 1. habitat (n) 2. endangered species (n) 3. carbon footprint (n) 4. release (v) 5. single-use (adj)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Matching game.

3. ACTIVITY 2: PRACTICE (22 mins)

a. Objectives:

- To help Ss use words and phrases related to environmental protection.
- To help Ss further understand the text.

b. Content:

- Task 2,3, 4 in Student book

c. Expected outcomes:

- Students understand the conversation and know the vocabulary related to the topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen and read (7 mins) <ul style="list-style-type: none"> - Have Ss individually read the conversation and listen to the recording twice If Ss find it difficult to pronounce some words, let them practice in pairs and teacher walks around the class to help and correct if needed. - Tell them to practice in pairs before practicing them in front of the class. 	Audio script – Track 41: Club leader: Hello. Welcome back. Today we're discussing environmental problems and environmental protection. What are our serious environmental problems now? Nam: Pollution and habitat loss, I think. Ann: I agree. The air and water quality are getting worse and worse. Club leader: Any others? Ann: Yes, I can think of some like global warming, endangered species loss, ...

	<p>Nam: So what should we do to help protect our environment?</p> <p>Club leader: We can reduce our carbon footprint even in our homes.</p> <p>Ann: What do you mean by “carbon footprint”?</p> <p>Club leader: It’s the amount of carbon dioxide we release into the environment.</p> <p>Ann: I see. So we can do things like turning off devices when we’re not using them.</p> <p>Club leader: Right ... And there is much more we can do, like practising the 3Rs.</p> <p>Nam: We can plant more trees in our neighbourhood too.</p> <p>Ann: And try to avoid using single-use products, like plastic bags, and stop littering.</p> <p>Club leader: Yeah. And we can volunteer at some local environment programmes to save endangered species.</p>
Task 2. Read the conversation again and match the two halves in the two columns (5 mins)	
<ul style="list-style-type: none"> - Have Ss individually read the conversation again and match the two halves in the two columns. If Ss find it difficult to do the task, ask them to read the conversation again and find the information in it. - Tell them to compare their answers in pairs before sharing them with the class. Ask them to give evidence to support their answers. - Check their answers and explain if necessary. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. C 2. D 3. E 4. A 5. B
Task 3. Complete each sentence with one word or phrase from the box. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the sentences and find the words and phrases from the box to fill in the gaps. - Have Ss share answers before discussing it as a class. Write the correct answers on the board. Then, call on some Ss to read the sentences - Check the answers as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. pollution 2. reduce 3. single-use 4. carbon footprint 5. environment programme
Task 4. Write a phrase from the box under each picture. (5 mins)	
<ul style="list-style-type: none"> - Have Ss work in pairs. Ask them to look at the pictures carefully and study the words and phrases. Then 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. - Teacher checks the answers as a class and gives feedback. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. 3Rs 2. water pollution 3. endangered species 4. plastic rubbish 5. single-use products

e. Assessment

- Teacher corrects for students as a whole class.

4. ACTIVITY 3: PRODUCTION (6 mins)

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. Expected outcomes:

- Students' conversations

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5: Environment Quiz Do the following quiz.</p> <ul style="list-style-type: none"> - 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 <p>1. Which of the following is the greenest form of transport? A. Motorbike. B. Bus. C. Bicycle.</p> <p>2. Which of the following is a renewable source? A. Coal. B. Oil. C. Wind.</p> <p>3. What causes the most pollution? A. Factories. B. Animals. C. Hospitals.</p> <p>4. The surroundings in which we live are our _____. A. habitat B. place C. environment</p> <p>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.</p>	<p>Suggested outcome:</p> <ol style="list-style-type: none"> 1. C 2. C 3. A 4. C 5. B

e. Assessment

- Teacher gives corrections and feedbacks to students' answers.

4. CONSOLIDATION

a. Wrap-up

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words and phrases they remember from the lesson

b. Homework

- Students' workbook



Board Plan

Date of teaching

Unit 7: Enviromental protection

Lesson 1: Getting started – At the Go Green Club

***Warm-up**

*** Vocabulary**

1. habitat (n)
2. endangered species (n)
3. carbon footprint (n)
4. release (v)
5. single-use (adj)

Task 1: Listen ad read.

Task 2: Read the conversation again and match the two halves in the two columns.

Task 3: Complete each sentence with one word or phrase from the box.

Task 4: Write a phrase from the box under each picture.

Task 5: Environment Quiz.

***Homework**

UNIT 7: ENVIRONMENTAL PROTECTION

Lesson 2: A closer look 1

I. OBJECTIVES

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

1. Knowledge

- Vocabulary: The lexical items related to *Environmental Protection*
- Pronunciation: Correctly pronounce words that contain the sounds: /bl/ and /kl/

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Raise the students' awareness about environmental protection.

II. MATERIALS

- Grade 8 textbook, Unit 7, A closer look 1
- Computer connected to the Internet
- Projector / TV/
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. ecosystem (n)	/ 'ēkō , sistəm /	a biological community of interacting organisms and their physical environment.	hệ sinh thái
2. marine life (n)	/ mə ' ri : n laɪ f /	all living things that are found in the sea	hệ sinh thái nước
3. absorb (v)	/ əbzɔ : ' b /	take in or soak up (energy or a liquid or other substance) by chemical or physical action.	thấm thấu
4. harmful substance (n)	/ ' hɑ : mfl ' sʌbstəns /	any substance which is liable to create hazards to human health, harm living resources and marine life, damage amenities, or interfere with other legitimate uses of the sea	tác nhân gây hại

5. extinction (n)	/ ɪk'stɪŋkʃn/	a situation in which a plant, an animal, a way of life, etc. stops existing	sự tuyệt chủng
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Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	Encourage Ss to work in groups so that they can help one another. Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

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. Expected outcomes:

- Students get some vocabulary of the lesson and be ready for the lesson.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Matching game: <ul style="list-style-type: none"> - 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. - 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

e. Assessment

- Teacher shows students the answer on the screen and announces the winning group.

2. ACTIVITY 1: VOCABULARY (8 mins)

a. Objectives:

- To prepare vocabulary for students to do the tasks.

b. Content:

- Teacher asks students to guess the meaning of the words by giving definitions/photos.
- Teacher checks students' understanding by the task in student's book.

c. Expected outcomes:

- Students know how to use the target vocabulary.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching <ul style="list-style-type: none"> - Teacher asks students to guess the meaning of the words by giving definitions/photos. - Teacher checks students' understanding by the task in student's book. 	New words: <ol style="list-style-type: none"> 1. ecosystem (n) 2. marine life (n) 3. absorb (v) 4. harmful substances (n) 5. extinction (n)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

3. ACTIVITY 2: PRACTICE (18 mins)

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. Expected outcomes:

- Students understand how to use the vocabulary related to the topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Label each picture with a phrase from the list. (6 mins)	
<ul style="list-style-type: none"> - Teacher Ss to look at the pictures. - Let Ss work in pairs. Teacher tells them to name the activities, then label the pictures using the phrases given, then check their answers as a class. - Have Ss read the phrases aloud. Correct their pronunciation if necessary. - Tell Ss to tick the activities that help protect the environment. 	Questions: <i>Label each picture with a phrase from the list.</i> Suggested answers: <ol style="list-style-type: none"> 1. picking up rubbish γ 2. protecting endangered species γ 3. cutting down trees 4. saving water γ 5. building a campfire
Task 2. Match each word or phrase in column A with its meaning in column B. (6 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss to read the words / phrases in column A and their meaning in column B carefully. - Tell them to work in pairs or small groups and match each word or phrase with its meaning. 	Answer key: <ol style="list-style-type: none"> 1. c 2. a 3. e

<ul style="list-style-type: none"> - T goes around and gives assistance if necessary and checks their answers. - Confirm the correct answers 	<p>4. <i>b</i> 5. <i>d</i></p>
Task 3. Complete each sentence with a word or phrase from the box (6 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. People in my neighbourhood are doing a lot to save _____. 2. Con Dao National Park provides a rich _____ for marine life. 3. Forests help release oxygen and absorb _____; they also provide homes for many species. 4. _____ is a serious environmental concern as it harms natural habitats. 5. An _____ may be a whole forest, or a small pond, and it can be of any size. <p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>endangered species</i> 2. <i>habitat</i> 3. <i>carbon dioxide</i> 4. <i>cutting down trees</i> 5. <i>ecosystem</i>

e. Assessment

- Teacher corrects for students as a whole class.

4. ACTIVITY 3: PRONUNCIATION (10 mins)

a. Objectives:

- To help Ss pronounce the sounds /b/ and /k/ correctly;
- To help Ss differentiate the sounds /b/ and /k/.

b. Content:

- Ex 4,5

c. Expected outcomes:

- Students repeats the words correctly

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 4: Listen and repeat the words. Pay attention to the sounds /b/ and /k/ (4 mins)</p> <ul style="list-style-type: none"> - 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 	<p>Suggested outcome: Students repeats the words correctly</p>

<p>needed</p> <ul style="list-style-type: none"> - Invite some Ss to say some words they know that include the two sounds. 	
<p>Task 5: Listen and practise the sentences. Underline the words with /b/, and circle the words with /k/. (6 mins)</p> <ul style="list-style-type: none"> - Play the recording. Let Ss listen and repeat sentence by sentence. - Have Ss read the sentences again and underline the words having the sound /b/ and circle the words having the sound /k/. - Then play the recording for Ss to listen and check what they have done. - Have them work in pairs to compare their answers. <p>Check Ss' answers.</p>	<p>Suggested outcome:</p> <ol style="list-style-type: none"> 1. Look! There are black <u>clouds</u> all over! 2. A truck blocked the way to the <u>club</u>. 3. The students painted the <u>classroom</u> blue. 4. The wind blew the <u>clock</u> down. 5. We <u>cleaned</u> up the environment after the blast.

e. Assessment

- Teacher gives corrections and feedbacks to students' pronunciation

5. CONSOLIDATION

a. Wrap-up

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say make some sentences with words and phrases they remember from the lesson

b. Homework

- Students' workbook

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 7: Environmental protection</p> <p style="text-align: center;">Lesson 2: A closer look 1</p> <p>*Warm-up</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. ecosystem (n) 2. marine life (n) 3. absorb (v) 4. harmful substances (n) 5. extinction (n) <p>Task 1: Label each picture with a phrase from the list.</p> <p>Task 2: Match each word or phrase in column A with its meaning in column B.</p> <p>Task 3: Complete the sentences with the words from the box.</p> <p>* Pronunciation:</p> <p>Task 4: Listen and repeat the words. Pay attention to the sounds /b/ and /k/.</p> <p>Task 5: Listen and practise the sentences. Underline the words with /b/, and circle the</p>



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words with /kl/.

***Homework**



UNIT 7: ENVIRONMENTAL PROTECTION

Lesson 3: A closer look 2

I. OBJECTIVES

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

1. Knowledge

- use the **Complex sentences with adverb clauses of time**;

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Love talking about environment

II. MATERIALS

- Grade 8 textbook, Unit 7, A closer look 2
- Computer connected to the Internet
- Projector / TV/
- Phần mềm tương tác hoclieu.vn

Language analysis

- A complex sentence contains one independent clause and at least one dependent clause.

Example:

The roads were slippery

independent clause

when it rained.

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, ...

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	Encourage Ss to work in groups so that they can help one another. Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (6 mins)

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. Expected outcomes:

- Students' answers.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Leading in:</p> <ul style="list-style-type: none"> - Teacher some sentences on the screen - Teacher asks students to identify the <i>adverb clauses of time</i>. - Teacher give some follow-up questions to lead in the introduction of the target grammar point. - T sets the context for the lesson 	<p>Questions:</p> <ol style="list-style-type: none"> 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. <p>Suggested answers:</p> <ol style="list-style-type: none"> 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.

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRESENTATION (8 mins)

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. Expected outcomes:

- Students know how to use the target grammar.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Grammar teaching Task 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 <ul style="list-style-type: none"> - Have Ss study the example first. - Give Ss some time to read the sentences and write down the answers. T observes and helps when and where necessary. - Ask Ss to read their sentences and give their answers. T corrects Ss' mistakes. 	Key: 1. I.C 2. D.C 3. I.C 4. D.C 5. D.C

e. Assessment

- Teacher checks students' understanding by asking some checking questions.

3. ACTIVITY 2: PRACTICE (16 mins)

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 2,3,4 in Student book

c. Expected outcomes:

- Students understand how to use the target grammar.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Choose A, B, or C to complete each sentence. (5 mins) Task 3. Match the clauses in the two columns to form complex sentences (5 mins)	
<ul style="list-style-type: none"> - Have Ss do these exercises individually and then compare their answers with a partner. - Ask some Ss to write their answers on the board. - Check the answers with the whole class. - Confirm the correct answers. 	Suggested answers: Task 2: 1. A 2. A 3. C

	4. C 5. B Task 3: 1. b 2. d 3. e 4. c 5. a
Task 4. Combine each pair of sentences, using the conjunction in brackets (6 mins)	
- Teacher ask Ss to read the situations carefully. If necessary, T may explain each situation to Ss. Ask Ss to complete the sentences individually and then compare their answers with a partner. - Ask some Ss to write their answers on the board. - Check the answers with the whole class. Confirm the correct answers.	Answer key: 1. <i>I will call you as soon as I arrive at the station.</i> 2. <i>We have to follow the steps when we make a conical hat.</i> 3. <i>My father taught me how to use the computer before he bought one for me.</i> 4. <i>Nick is reading a novel while Jack is reading a cartoon.</i> <i>While Nick is reading a novel, Jack is reading a cartoon.</i> 5. <i>After the tornado hit, there were only a few houses left standing.</i>

e. Assessment

- Teacher corrects for students as a whole class.

4. PRODUCTION (8 mins)

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. Expected outcomes:

- Students' funny sentences

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in two groups, A and B. Group A write main clauses. Group B write adverb clauses of time. - Have each student from group A write a main clause, and each student from group B write an adverb clause of time.	Suggested outcome: A: <i>You must be careful</i> B: <i>When you go to the toilet</i> ➔ <i>You must be careful when you go to the</i>

<ul style="list-style-type: none"> - 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. 	toilet.
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e. Assessment

- Teacher gives corrections and feedbacks

6. CONSOLIDATION

a. Wrap-up

- Summarise the main points of the lesson.
- Ask Ss to make sentences about themselves, using comparative adverbs.

b. Homework

- Students' workbook

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 7: Enviromental protection</p> <p style="text-align: center;">Lesson 3: A closer look 2</p> <p>*Warm-up</p> <p>* Grammar:</p> <p style="padding-left: 40px;">Complex sentences with adverb clauses of time</p> <p>Task 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.</p> <p>Task 2: Choose A, B, or C to complete each sentence.</p> <p>Task 3. Match the clauses in the two columns to form complex sentences.</p> <p>Task 4: Combine each pair of sentences, using the conjunction in brackets.</p> <p>Task 5: Matching game.</p> <p>*Homework</p>



UNIT 7: ENVIROMENTAL PROTECTION

Lesson 4: Communication

I. OBJECTIVES

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

1. Knowledge

- Asking for clarification

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Be ready and confident in real life conversations

II. MATERIALS

- Grade 8 textbook, Unit 7, Communication
- Computer connected to the Internet
- Projector / TV/
- Phần mềm tương tác hoclieu.vn

Language analysis

Structure	Examples
What does S mean? It means / S is/are ... What do you mean by ...? That means	- What does 'endangered species' mean? - Endangered species are animals in the wild that face a high risk of extinction. - And what do you mean by 'in the wild'? - That means animals that live in their natural habitats, not in zoos

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	Encourage Ss to work in groups so that they can help one another. Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

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. Expected outcomes:

- Students' answers.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Matching game: <ul style="list-style-type: none"> - Teacher gives out a jumbled conversation - Teacher asks students to rearrange it to make a meaningful conversation. - Teacher gives some follow-up questions to lead in the introduction of the target grammar point. 	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.

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: EVERYDAY ENGLISH (12 mins)

a. Objectives:

- To provide Ss with the two ways of asking for clarification;
- To help Ss practise asking for clarification.

b. Content:

Ex. 1,2

c. Expected outcomes:

- Students know how to use the structures to respond to compliments.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read the conversations. Pay attention to the highlighted sentences (6 mins)	
<ul style="list-style-type: none"> - Play the recording and have Ss listen and read the conversation at the same time. Tell them to pay attention to the highlighted questions. Elicit the two ways of asking for clarification. - Ask them to act out the conversation in pairs. Go 	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.

around and offer help if necessary. Check their pronunciation.	<p>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.</p>
Task 2: Work in pairs. Make similar conversations to ask for and give clarification for the following. (6 mins)	
<ul style="list-style-type: none"> - Ask Ss to work in pairs to make similar dialogues with the given cues. - Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance. 	<p>Suggested answers: A: <i>What does it mean / what do you mean by ‘single-use products’?</i> B: <i>‘Single-use products’ are products made to be used once only.</i> A: <i>And what does it mean / what do you mean by ‘global warming’?</i> B: <i>It is the increase in the atmosphere’s temperatures caused by the rise of gases, especially carbon dioxide.</i> A: <i>Oh, thank you.</i></p>

e. Assessment

- Teacher checks students’ understanding by asking some checking questions.

3. ACTIVITY 2: EARTH DAY (16 mins)

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 3,4 in Student book

c. Expected outcomes:

- Students know about Earth Day, when and how it began, and how it is celebrated around the world

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
Task 3. Read the passage and tick the correct answers	
<ul style="list-style-type: none"> - Ss read the passage for a few minutes. Make sure they understand the main ideas and offer explanations if needed. - T may ask some comprehension questions: <ul style="list-style-type: none"> • <i>When is Earth Day?</i> • <i>How many countries celebrate Earth Day?</i> • <i>What for?</i> - Then Ss work in pairs and do the task. Explain if necessary. - Check their answers as a class. 	<p>Suggested answers: 1,3,4</p>
Task 4. Work in groups. Match the activities people do on Earth Day with their results. (6 mins)	

<ul style="list-style-type: none"> - Ss work in groups and do the matching. - T goes round the class to monitor. - Correct Ss' mistakes. 	Suggested answer: 1. b 2. d 3. a 4. c
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e. Assessment

- Teacher corrects for students as going around while they're practicing.

4. PRODUCTION (10 mins)

a. Objectives:

- To give Ss more practice of talking about what they do on Earth Day.

b. Content:

- Give Ss a few minutes to study the example first.
- Then Ss work in pairs, taking turns to ask and answer.
- T goes round giving help when and where necessary.
- Encourage them to say what they do (and like to do).

c. Expected outcomes:

- Students' conversations

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Ask and answer about the things you and your friends do on Earth Day <ul style="list-style-type: none"> - Give Ss a few minutes to study the example first. - Then Ss work in pairs, taking turns to ask and answer. - T goes round giving help when and where necessary. - Encourage them to say what they do (and like to do). 	Suggested outcome: <i>A: What do you do on Earth Day?</i> <i>B: We pick up litter and clean the streets. And you?</i> ...

e. Assessment

- Teacher gives corrections and feedbacks

6. CONSOLIDATION

a. Wrap-up

- Have Ss say what they have learnt in the lesson.

b. Homework

- Students' workbook

Board Plan

<p style="text-align: center;"><i>Date of teaching</i> Unit 7: Environmental protection Lesson 4: Communication</p> <p>*Warm-up</p>
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*** Everyday English**

Structure	Examples
What does S mean? It means /S is/are ... What do you mean by ...? That means	<ul style="list-style-type: none"> - What does 'endangered species' mean? - Endangered species are animals in the wild that face a high risk of extinction. - And what do you mean by 'in the wild'? - That means animals that live in their natural habitats, not in zoos

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.

*** Earth Day**

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.

***Homework**

UNIT 2: ENVIRONMENTAL PROTECTION

Lesson 5: Skills 1

I. OBJECTIVES

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

1. Knowledge

- Reading about Con Dao National Park
- Talking about Vu Quang

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Love reading and talking about activities to protect the environment

II. MATERIALS

- Grade 8 textbook, Unit 7, Skills 1
- Computer connected to the Internet
- Projector / TV/
- Phần mềm tương tác hoclieu.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. contain (v)	/kən'tein/	has something inside it or as part of it	chứa đựng
2. diverse (adj)	/daɪ'vɜ:s/	very different from each other and of various kinds	phong phú
3. medicinal (adj)	/mə'di:snl/	helpful in the process of curing illness or infection	(cây) thuốc

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	Encourage Ss to work in groups so that they can help one another. Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

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. Expected outcomes:

- Students' answers.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in groups. Look at the picture and say what you see. Then list the names of some endangered species you know. <ul style="list-style-type: none"> - 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. 	Suggested answers: <i>tigers, saolas, blue whales, sea lions, dugongs, giant pandas, etc...</i>

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRESENTATION (6 mins)

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. Expected outcomes:

- Students know how to use the target vocabulary.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching <ul style="list-style-type: none"> - 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. - Teacher checks students' understanding with follow up questions 	New words: <ol style="list-style-type: none"> 1. contain (v) 2. diverse (adj) 3. medicinal (adj)

e. Assessment

- Teacher checks students' understanding by with follow up questions.

3. READING (12 mins)

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. Expected outcomes:

- Students understand about Con Dao National Park

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Read the text and choose the words or phrases to make the following statements correct (5 mins)	
<ul style="list-style-type: none"> - Have Ss read the text quickly and find the places where these words / phrases appear. - Tell them to use the contexts in which these words appear to choose the right words / phrases. - Check the answers as a class. Confirm the correct answers. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. <i>national parks</i> 2. <i>ecosystem</i> 3. <i>endangered</i> 4. <i>environment</i>
Task 3. Read the text again and choose the correct option A, B, or C. (6 mins)	
<ul style="list-style-type: none"> - Ask Ss to do the task individually. Tell them to read the passage two or three times, then read each question, pause to identify where it appears in the text, read that part carefully and 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 passage fully. - Call on some Ss to read the passage aloud. Check their pronunciation and intonation. - Check the answers as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>B</i> 2. <i>A</i> 3. <i>C</i> 4. <i>A</i> 5. <i>C</i>

e. Assessment

- Teacher corrects for students as a whole class.

4. SPEAKING (14 mins)

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. Expected outcomes:

- Students' speaking

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 4: Work in pairs. Ask and answer about Vu Quang National Park. Look at the facts</p> <ul style="list-style-type: none"> - Give Ss some time to study the facts about Vu Quang National Park. - Have Ss work in pairs and do the task. - Go round to monitor and give help when necessary. - 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. 	<p>Suggested outcome: <i>A: Where is Vu Quang National Park?</i> <i>B: It's in Vu Quang District, Ha Tinh Province</i></p>
<p>Task 5: Work in groups. Talk about Vu Quang National Park, using the answers in 4.</p> <ul style="list-style-type: none"> - Allow some time for Ss to think about how to give a speech, using the information they have. - 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. - Call on some Ss to talk before the class. T and other Ss listen and comment. 	<p>Suggested outcome: You can begin your talk with: <i>Vu Quang National Park is in ...</i></p>

e. Assessment

- Teacher gives corrections and feedbacks

6. CONSOLIDATION

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Students' workbook

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: Environmental protection</p> <p>Lesson 5: Skills 1</p> <p>*Warm-up</p> <p>Task 1: Work in groups. Look at the picture and say what you see. Then list the</p>
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names of some endangered species you know.

*** Vocabulary:**

1. contain (v)
2. diverse (adj)
3. medicinal (adj)

*** Reading**

Task 2: Read the text and choose the words or phrases to make the following statements correct.

Task 3. Read the text again and choose the correct option A, B, or C.

*** Speaking:**

Task 4: Work in pairs. Ask and answer about Vu Quang National Park.

Task 5: Work in groups. Talk about Vu Quang National Park, using the answers in 4.

***Homework**

UNIT 7: ENVIRONMENTAL PROTECTION

Lesson 6: Skills 2

I. OBJECTIVES

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

1. Knowledge

- Listening about water pollution
- Writing a notice

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Love reading and talking about activities to protect the environment

II. MATERIALS

- Grade 8 textbook, Unit 7, Skills 2
- Computer connected to the Internet
- Projector / TV/
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	Encourage Ss to work in groups so that they can help one another. Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

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. Expected outcomes:

- Students' answers.

d. Organisation

Task 1: Work in groups. Make a list of some activities that cause water pollution - 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.	Suggested answer: <i>throwing rubbish into rivers and lakes</i> <i>pouring domestic wastes</i> <i>pouring industrial wastes</i> <i>using chemicals and pesticides in soil</i> <i>spilling fuel</i>
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e. Assessment

- Teacher corrects for students (if needed)

2. LISTENING (14 mins)

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. Expected outcomes:

- Students understand how to listen and get the general and specific information.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2. Listen to the conversation and choose the correct word to complete each sentence (6 mins)	
- 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. - Ss choose the correct answers. Check their answers. 1. <i>Polluted water is unsafe for drinking / cooking and for other uses.</i> 2. <i>Sometimes toxic substances flow into rivers from factories / hospitals.</i> 3. <i>Water pollution has a dangerous / harmful effect on our life.</i> 4. <i>We couldn't / shouldn't throw litter into rivers and lakes</i>	Suggested answers: 1. <i>drinking</i> 2. <i>factories</i> 3. <i>harmful</i> 4. <i>shouldn't</i>
Task 3. Listen again and give short answers to the following questions. Use no more than ThREe words. (6 mins)	
- Have Ss read the questions carefully. - Play the recording once or twice. Ask Ss to listen carefully and answer the questions using no more than three words. - Play the recording once more for Ss to check their answers. Correct their mistakes. 1. <i>What is the listening text about?</i>	Answer key: 1. <i>Water pollution.</i> 2. <i>Two.</i> 3. <i>Rivers and lakes.</i> 4. <i>A harmful effect.</i> 5. <i>Green</i>

<p>2. How many sources of water pollution are there?</p> <p>3. What are two common sources of drinking water?</p> <p>4. What type of effect does water pollution have on our life?</p> <p>5. What products can we use to reduce water pollution?</p>	
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e. Assessment

- Teacher corrects for students as a whole class.

4. WRITING (16 mins)

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. Expected outcomes:

- Students' notices

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 4: Work in pairs. Read the notice and match the headings (a – e) below with the numbers (1 – 5)</p> <ul style="list-style-type: none"> - 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). Remind them of the order of these details in a notice. 	<p>Suggested outcome:</p> <ol style="list-style-type: none"> 1. <i>a</i> 2. <i>c</i> 3. <i>b</i> 4. <i>e</i> 5. <i>d</i>
<p>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.</p> <ul style="list-style-type: none"> - Tell Ss to study the details given. - Set a time limit for Ss to write the notice. Tell them to refer to the sample notice in 4. Monitor Ss' work and give assistance when necessary. - 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 	<p>Suggested outcome:</p> <p><i>Students' first draft</i></p>

e. Assessment

- Teacher gives corrections and feedbacks

6. CONSOLIDATION

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Students' workbook

Board Plan

Date of teaching

Unit 7: Enviromental protection

Lesson 6: Skills 2

***Warm-up**

Task 1: Work in groups. Make a list of some activities that cause water pollution

*** Listening**

Task 2: Listen to the conversation and choose the correct word to complete each sentence

Task 3: Listen again and give short answers to the following questions. Use no more than ThREe words.

*** Writing**

Task 4: Work in pairs. Read the notice and match the headings (a – e) below with the numbers (1 – 5)

Task 5: Write a notice for the Go Green Club leader to invite students to attend a lecture on water pollution.

***Homework**

UNIT 7: LIFE IN THE COUNTRYSIDE

Lesson 7: Looking back and Project

I. OBJECTIVES

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

1. Knowledge

- review the vocabulary and grammar of Unit 7
- apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Love talking about activities to protect the environment

II. MATERIALS

- Grade 8 textbook, Unit 7, Looking back and Projects
- Computer connected to the Internet
- Projector / TV/
- Phần mềm tương tác hoclieu.vn

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	Encourage Ss to work in groups so that they can help one another. Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

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. Expected outcomes:

- Students' answers.

d. Organisation

Revision - 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.	Questions: - What have we learnt in Unit 7? Suggested answers: Vocabulary <i>Environmental protection</i> Pronunciation <i>Sounds: /bl/ and /kl/</i> Grammar <i>Complex sentences with adverb clauses of time</i> Skills • Reading about Con Dao National Park • Talking about Vu Quang National Park • Listening about water pollution • Writing a notice Everyday English <i>Asking for clarification</i>

e. Assessment

- Teacher corrects for students (if needed)

2. VOCABULARY REVISION (10 mins)

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. Expected outcomes:

- Students prepare vocabulary and knowledge for the listening tasks.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Choose the correct answer A, B, or C to complete each sentence. Task 2: Complete each of the sentences with a word or phrase from the box. - 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.	Key: Task 1: 1. A 2. C 3. B 4. A 5. C Task 2: 1. <i>littering</i> 2. <i>carbon footprint</i> 3. <i>picking up rubbish</i>

- Confirm the correct answers.	4. <i>habitats</i> 5. <i>endangered species</i>
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e. Assessment

- Teacher asks Ss some follow up questions.

3. GRAMMAR (12 mins)

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. Expected outcomes:

- Students' answers

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 3. Complete the following sentences using a clause. Use your own ideas. (5 mins) Task 4: Circle A, B, or C to identify the underlined part that needs correction (5 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Suggested answers:</p> <p>Task 3:</p> <p>Task 4:</p> <p>1. A 2. B 3. C 4. C 5. B</p>

e. Assessment

- Teacher corrects for students as a whole class.

4. PROJECT (14 mins)

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.

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.

c. Expected outcomes:

- Students' speaking

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>A serious pollution problem in my area Task P1: Choose a serious pollution problem in your area (noise pollution, air pollution, water pollution, ...). Suggest solutions to the problem. Task P2: Make a poster. Write your solutions on the poster. Use pictures to illustrate / decorate your poster. Task P3: Present your poster to the class. - 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. <i>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.</i></p>	<p>Suggested outcome: <i>Students' posters & presentations</i></p>

e. Assessment

- Teacher gives corrections and feedbacks

6. CONSOLIDATION

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Students' workbook

Board Plan



Date of teaching

Unit 7: Enviromental Protection
Lesson 7: Looking back and Project

***Warm-up**

Revision

*** Vocabulary**

Task 1: Choose the correct answer A, B, or C to complete each sentence.

Task 2: Complete each of the sentences with a word or phrase from the box.

*** Grammar**

Task 3. Complete the following sentences using a clause. Use your own ideas.

Task 4: Circle A, B, or C to identify the underlined part that needs correction.

***Project**

*** Wrap up & Homework**