

**Week 19 - Period 55***Date of planning: ...../.../2021**Date of teaching: ...../ .../2021***UNIT 7: POLLUTION****Lesson 1: Getting started****I. OBJECTIVES:** By the end of the lesson, Ss will

**1. Knowledge:** Use the lexical items related to the topic “Pollution” to talk about type of pollution.

a. Vocabulary: Aquatic; Dump; Poison; Sneeze; Illustrate

b. Grammar: Conditional sentences.

c. Skills: listening and reading, finding a word, reading and answering the questions, deciding true or false, writing under the pictures, sentences completion, spoken interaction.

**2. Competence development:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more responsible for protecting environment.

**II. TEACHING AIDS**

**1. Teacher:** Textbooks, computer accessed to the Internet, projector

**2. Students:** Textbooks.

**III. PROCEDURE**

**1. Checking:** During the lesson

**2. New lesson:**

Teacher's and students' activities	The main contents
<b>1.Warm up- 3'</b> <b>a.Aim:</b> To attract Ss's attention to the lesson and to lead in the new lesson <b>b, Contents:</b> Ss talk about pollution. <b>c, Outcome:</b> SS can give their knowledge about pollution. <b>d, Organization:</b>	
Ss have a small talk about pollution.  T: Introduce the lesson about the new lesson..	
<b>2. Presentation- 17'</b> <b>a.Aim:</b> Help students listen, read and do some exercises about the conversation <b>b, Contents:</b> Ss do the following tasks: + Listen and learn some vocabularies. + Find the word/ phrase that means.	

<p>+ Answer the questions.</p> <p>+ True(T) fale (F) or no information(NI).</p> <p><b>c, Outcome:</b> SS can listen, read and do some exercises about the conversation.</p> <p><b>d, Organization:</b></p>	
<p>T: Ask some questions about picture.</p> <p>+ Where are Mi and Nick?</p> <p>+ Where are they doing?</p> <p>+ What are they talking about?</p> <p>Ss: Answer the questions</p> <p>T: Play the recording.</p> <p>Ss: Listen to the tape (twice) and then check the guessing.</p> <p>T: Give some new words</p> <p>Ss: Read in chorus and individually</p> <p>And copy all the words.</p> <p>T asks the Ss to read the conversation again and do exercise a.</p> <p>Ss do it.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks them to read the answers.</p> <p>Some Ss read, the others give comments.</p> <p>T checks and corrects.</p> <p>SS take notes.</p> <p>T asks the Ss to read the conversation again and answer the questions.</p> <p>Ss do it in pairs.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks them to read the answers.</p> <p>Some Ss read, the others give comments.</p> <p>T checks and corrects.</p> <p>Ss take notes.</p>	<p><b>3- <u>Listen and read</u></b></p> <p><b>New words:</b></p> <p>Aquatic: dưới nước</p> <p>Dump: đổ xuống</p> <p>Poison: chất độc hại</p> <p>Sneeze: hắt hơi</p> <p>Illustrate: minh họa</p> <p><b>3. Find the word/ phrase that means.</b></p> <p>1- dead 2- aquatic 3- dump</p> <p>4- poison 5- polluted</p> <p>6- to come up with</p> <p><b>b. Answer the questions</b></p> <p>1.They are in Mi’s home village.</p> <p>2.It’s almost black.</p> <p>3.She’s surprised because she sees the fish are dead.</p> <p>4.It’s dumping poison into the lake.</p> <p><b>c. True(T) fale (F) or no information(NI).</b></p>

<p>T asks the Ss to read the conversation again and tick True(T) false (F) or no information(NI).</p> <p>Ss do it in groups of 4.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks them to read the answers.</p> <p>Some Ss read, the others give comments.</p> <p>T checks and corrects.</p> <p>Ss take notes.</p>	<p>1.1-F ( It's polluted by the factory)</p> <p>2,4,5 T</p> <p>3. NI</p>
<p style="text-align: center;"><b>3. Practice- 15'</b></p> <p><b>a.Aim:</b> Ss can use the words related to the topic “pollution”</p> <p><b>b, Contents:</b> Ss do the following tasks:</p> <ul style="list-style-type: none"> <li>+ There are different types of pollution.</li> <li>+ Complete the sentences</li> </ul> <p><b>c, Outcome:</b> SS can use the words related to the topic “pollution” to do exercises well.</p> <p><b>d, Organization:</b></p>	
<p>T asks the Ss to do task 2.</p> <p>Ss do it.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read, the others give the comment.</p> <p>T checks and corrects.</p> <p>T asks Ss to do task 3.</p> <p>Ss do it.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read, the others give the</p>	<p><b>2. There are different types of pollution.</b></p> <p>A. radioactive pollution</p> <p>B. noise pollution</p> <p>C. visual pollution</p> <p>D. thermal pollution</p> <p>E. water pollution</p> <p>F. land/ soil ollution</p> <p>G. light pollution</p> <p>H. air pollution</p> <p><b>3. Complete the sentences</b></p> <p>1.thermal pollution</p> <p>2.Air pollution</p> <p>3.radioactive pollution</p> <p>4.light pollution</p> <p>5.Water pollution</p> <p>6.Land pollution / Soil pollution</p>

comment. T checks and corrects.	7.Noise pollution 8.visual pollution
<p style="text-align: center;"><b>4. Application- 9'</b></p> <p><b>a.Aim:</b> Complete the correct adjectives to describe some leisure activities  <b>b, Contents:</b> Ss work in groups to talk about pollution in their neighborhood.  <b>c, Outcome:</b> SS can work in group well and talk about pollution in their neighborhood fluently.  <b>d, Organization:</b></p>	
T asks Ss to work in groups to talk about pollution in their neighborhood. Ss do it. T asks them to present in front of the class.. Ss do it.	4. Work in groups.

### 3. Guides for homework 1'

- Talk about pollution
- Learn new words/ workbook: B1, 2, 3
- Prepare : A closer look 1

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**Week 19 - Period 56**

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*Date of teaching: ...../ .../2021*

**UNIT 7: POLLUTION**

**Lesson 2: A closer look 1**

**I. OBJECTIVES:** By the end of the lesson, Ss will

**1. Knowledge:** Use words and phrases showing cause/effect relationships to describe the causes and effects of pollution.

Pronounce the words ending in “ic” and “al” correctly in isolation and in context.

a. Vocabulary: poison , contaminate, pollutant, polluted, death, damaged

b. Grammar: Cause and effect

c. Pronunciation: “ic” and “al”

d. Skills: Completing the table, sentences completion, combining the sentences, make sentences, listening and marking the stress, listening and underlining the words.

**2. Competence development:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior :** Ss will be more responsible for protecting environment.

## II. TEACHING AIDS

**1. Teacher:** Textbooks, computer accessed to the Internet, projector

**2. Students:** Textbooks.

## III. PROCEDURE

**1. Checking:** Write the new words and types of pollution

**2. New lesson:**

Teacher's and students' activities	The main contents
<p align="center"><b>1. Warm up. 3'</b></p> <p><b>a.Aim:</b> To attract Ss' attention to the lesson and to lead in the new lesson</p> <p><b>b, Contents:</b> Ss talk about pollution in their neighborhood.</p> <p><b>c, Outcome:</b> SS can attract to the lesson.</p> <p><b>d, Organization:</b></p>	
Ss have a small talk about pollution in their neighborhood.	
<p align="center"><b>2. Presentation- 12'</b></p> <p><b>a.Aim:</b> Help students use words and phrases showing cause/effect relationships to describe the causes and effects of pollution.</p> <p><b>b, Contents:</b> Ss learn some vocabularies.</p> <p><b>c, Outcome:</b> SS can know how to use words and phrases showing cause/effect relationships to describe the causes and effects of pollution.</p> <p><b>d, Organization:</b></p>	
<p>T asks the Ss to do task 1.</p> <p>Ss do it.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read, the others give the comment.</p> <p>T checks and corrects.</p>	<p><b>I. Vocabulary</b></p> <p><b>1. Complete the table.</b></p> <p>1.poison</p> <p>2.contaminate</p> <p>3.pollutant</p> <p>4.polluted</p> <p>5.death</p>

<p>T asks the Ss to do task 2. Ss do it. T asks them to compare their answers with their friends. Ss do it. T asks some Ss to read their answers. Some Ss read, the others give the comment. T checks and corrects.</p> <p>T introduces structure. Ss take notes.</p>	<p>6.damaged</p> <p><b>2. Complete the sentences.</b></p> <p>1.poisonous 2.pollutants 3.dead 4.contaminated 5.contaminated 6.pollute</p> <p><b>Structure:</b> Because/ since + clause Due to/ because of + Sth So+ clause To cause sth/ to lead to sth/ to result in sth To make sb/ sth/ do sth</p>
<p><b>3. Practice- 20'</b></p> <p><b>a.Aim:</b> Ss can use words and phrases to do exercise and Pronounce the words ending in “ic” and “al” correctly in isolation and in context.</p> <p><b>b, Contents:</b> Ss practice doing the following tasks and learn Pronounce the words ending in “ic” and “al”</p> <p>+ Write C for cause and E for effect then combine sentences</p> <p>+ Pronunciation</p> <p>+ Listen and mark the stress in each words, then repeat again.</p> <p>+ Underline the words ending in –ic and circle the words ending in – al in the following sentences.</p> <p><b>c, Outcome:</b> SS can use the verbs correctly and pronounce the words ending in “ic” and “al” correctly in isolation and in context correctly.</p> <p><b>d, Organization:</b></p>	
<p>T asks the Ss to do task 3. Ss do it. T asks them to compare their answers with their friends. Ss do it. T asks some Ss to read their answers. Some Ss read, the others give the comment. T checks and corrects.</p>	<p><b>3a. Write C for cause and E for effect</b></p> <p>1. C-E 2C-E 3E-C 4E-C</p> <p><b>3b Combine sentences.</b></p>

<p>T asks the Ss to do task 3b. Ss do it. T asks them to compare their answers with their friends. Ss do it. T asks some Ss to read their answers. Some Ss read, the others give the comment. T checks and corrects.</p> <p>T introduces stress in words ending in -ic and -al. Ss listen and take notes.</p> <p>T asks the Ss to listen and mark the stress in each words. Ss do it. T asks some Ss to read their answers. Some Ss read. T checks and corrects.</p> <p>T asks the Ss to do task 7. Ss do it. T asks them to read their answers. Some Ss read. T checks and corrects.</p>	<p>1.Oil spills from ships in the oceans and rivers lead to the death of many aquatic animals and plants. 2.Households dump waste into the river so it is polluted. 3.Since the parents were exposed to radiation, their children have birth defects. 4.We can't see the stars at night due to the light pollution.</p> <p><b>II. Pronunciation</b></p> <p>Adding the suffix <b>-ic</b> changes the stress of a word. Stress the syllable immediately before the suffix. <i>Example:</i> 'atom → a'tomic</p> <p>Adding the suffix <b>-al</b> to a word does not change its stress. <i>Example:</i> 'music → 'musical</p> <p><b>Note:</b> If a word can take both suffixes: one ending in <b>-ic</b> and the other ending in <b>-al</b>, both words have the stress on the same syllable. <i>Example:</i> e'conomy → eco'nomic → eco'nomical</p> <p><b>6. Listen and mark the stress in each words, then repeat again.</b></p> <ol style="list-style-type: none"> <li>1. ar'tistic</li> <li>2. ath'letic</li> <li>3. his'toric</li> <li>4. his'torical</li> <li>5. 'logical</li> <li>6. 'physical</li> <li>7. he'rotic</li> <li>8. po'etic</li> <li>9. bo'tanic</li> <li>10. bo'tanical</li> </ol> <p><b>7. Underline the words ending in -ic and circle the words ending in -al in the</b></p>
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	following sentences.
<p style="text-align: center;"><b>4. Application- 9'</b></p> <p><b>a.Aim:</b> Ss can talk to show cause/ effect relationship.</p> <p><b>b, Contents:</b> Ss work in groups to look at the pictures and give as many sentences as possible to show cause/ effect relationship.</p> <p><b>c, Outcome:</b> SS can practise speaking to show cause/ effect relationship.</p> <p><b>d, Organization:</b></p>	
<p>T asks the Ss to work in groups to look at the pictures and give as many sentences as possible to show cause/ effect relationship.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read.</p> <p>T checks and corrects.</p>	<p><b>Work in group</b></p> <p>People cough because they breathe in the fumes from cars.</p> <p>The fumes from cars make people cough.</p>

### 3. Guides for homework. 1'

- Do exercise 3,4 in workbook.
- Talk about pollution in their neighborhood.
- Prepare: A closer look 2

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**Week 19 - Period 57**

*Date of planning: ...../.../2021*

*Date of teaching: ...../ .../2021*

**UNIT 7: POLLUTION**

**Lesson 3: A closer look 2**

## I. OBJECTIVES:

**1. Knowledge:** By the end of the lesson, Ss will

Use conditional sentences type 1 and type 2 correctly and appropriately to describe pollution.

a. Vocabulary: related to the topic: Pollution

b. Grammar: conditional sentences type 1 and type 2

c. Skills: Putting the verbs in the brackets, making sentences, matching, writing sentences, playing games.

**2. Competence development:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more responsible for protecting environment.




## II. TEACHING AIDS

1. **Teacher:** Textbooks, computer accessed to the Internet, projector
2. **Students:** Textbooks.

## III. PROCEDURE

1. **Checking:** Talk about pollution in their neighborhood.
2. **New lesson:**

Teacher' and students' activities	The main contents
<b>1. Warm up – 5'</b> <b>Aim:</b> To attract Ss' attention to the lesson and lead in the lesson <b>b, Contents:</b> Ss talk about some types of pollution. <b>c, Outcome:</b> SS can give many types of pollution and attract to the lesson. <b>d, Organization:</b>	
Ss talk about some types of pollution.	
<b>2. Presentation.- 12'</b> <b>a. Aim:</b> Help Ss review conditional type 1. <b>b, Contents:</b> Ss review conditional type and do the task <b>c, Outcome:</b> SS can know how to use question words and use conjunctions <b>d, Organization:</b>	
T asks the Ss to do task 1. Ss do it. T asks them to compare their answers with their friends. Ss do it. T asks some Ss to read their answers. Some Ss read. T checks and corrects.  T asks the Ss to do task 2. Ss do it. T asks them to compare their answers with their friends. Ss do it. T asks some Ss to read their answers.	<b>I. conditional type 1</b> <b>1. Put the verbs in brackets into the correct form</b>  1.recycle/will help 2.won't dump/fines 3.travel/will be 4.will save/don't waste 5.use/will have <b>2. Combibe sentences</b>

[illegible]

<p>answers with their friends. Ss do it. T asks some Ss to read their answers. Some Ss read. T checks and corrects. T asks the Ss to do task 4. Ss do it. T asks them to compare their answers with their friends. Ss do it. T asks some Ss to read their answers. Some Ss read. T checks and corrects.</p> <p>T asks the Ss to do task 5. Ss do it. T asks them to compare their answers with their friends. Ss do it. T asks some Ss to read their answers. Some Ss read. T checks and corrects.</p>	<p>1-b, 2-c, 3-d, 4-e, 5-a</p> <p><b>4. Put the verb in the correct form</b></p> <p>1.were/would you (do) do 2.exercised/would be 3.had/would build 4.tidied /wouldn't be 5.was / were/would grow</p> <p><b>5. Complete the sentences</b></p> <p>1. If there weren't so many billboards in our city, people could enjoy the view. 2.If there wasn't so much light in the city at night, we could see the stars clearly / If there weren't so much light in the city at night, we could see the stars <b>clearly</b>.</p>
<p><b>4. Application – 10'</b></p> <p><b>a. Aim:</b> Ss can talk about real situation using conditional type 1 and type 2 <b>b, Contents:</b> Ss give real situation using conditional type 1 and type 2. <b>c, Outcome:</b> SS can give real situation using conditional type 1 and type 2 well and correctly. <b>d, Organization:</b></p>	
<p>T guides the Ss to do to give real situation using conditional type 1 and type 2. Ss do it. T corrects and remarks</p>	<p><b>* Chain game.</b> <b>Example:</b> <b>A:</b> If each person plants a tree, there will be a lot of trees. <b>B:</b> If there are a lot of trees, the air will be cleaner. <b>C:</b> If the air is cleaner, fewer people will be ill.</p>

### 3. Guides for homework- 1'

- Make sentences with conditional type 1 and type 2.
- Do the task in part Vocabulary & grammar in workbook.
- Prepare: Communication.