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	
1.Warm up- 3'		
<i>a.Aim:</i> To attract Ss's attention to the lesson and to lead in the new lesson		
<i>b</i> , <i>Contents:</i> Ss talk about pollution.		
<i>c, Outcome</i> : SS can give their knowledge about pollution.		
d, Organization:		
Ss have a small talk about pollution.		
T: Introduce the lesson about the new lesson		
2. Presentation- 17'		
<i>a.Aim:</i> Help students listen, read and do some exercises about the conversation		
<i>b</i> , <i>Contents:</i> Ss do the following tasks:		

+ Listen and learn some vocabularies.

+ Find the word/ phrase that means.

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

3. Practice- 15'

a.Aim: Ss can use the words related to the topic "pollution"

b, *Contents:* Ss do the following tasks:

+ There are different types of pollution.

+ Complete the sentences

c, *Outcome*: SS can use the words related to the topic "pollution" to do exercises well.

d, Organization:

T asks the Ss to do task 2.	2. There are different types of pollution.
Ss do it.	
T asks them to compare their answers	
with their friends.	
Ss do it.	A. radioactive pollution
T asks some Ss to read their answers.	B. noise pollution
Some Ss read, the others give the	C. visual pollution
comment.	D. thermal pollution
T checks and corrects.	E. water pollution
	F. land/ soil ollution
	G. light pollution
	H. air pollution
T asks Ss to do task 3.	3. Complete the sentences
Ss do it.	1.thermal pollution
T asks them to compare their answers	2.Air pollution
with their fiends.	3.radioactive pollution
Ss do it.	4.light pollution
T asks some Ss to read their answers.	5.Water pollution
Some Ss read, the others give the	6.Land pollution / Soil pollution

comment.	7.Noise pollution	
T checks and corrects.	8.visual pollution	
	-	
4. Ap	plication- 9'	
a.Aim: Complete the correct adjectives	to describe some leisure activities	
b , Contents: Ss work in groups to talk about pollution in their neighborhood.		
<i>c</i> , <i>Outcome</i> : SS can work in group well and talk about pollution in their		
neighborhood fluently.		
d, Organization:		
T asks Ss to work in groups to talk	4. Work in groups.	
about pollution in their neighborhood.		
Ss do it.		
T asks them to present in front of the		
class		
Ss do it.		
3. Guides for homework 1'	1	

3. Guides for homework 1'

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

-----/

Week 19 - Period 56

Date of planning:/.../2021 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		
	1. Warm up. 3'		
<i>a.Aim:</i> To attract Ss' attention to the lesson and to lead in the new lesson			
<i>b, Contents:</i> Ss talk about pollution in	their neighborhood.		
<i>c, Outcome</i> : SS can attract to the lesson	n.		
d, Organization:			
Ss have a small talk about pollution in their neighborhood.			
2. Presentation- 12'			
<i>a.Aim:</i> Help students use words and ph	rases showing cause/effect relationships to		
describe the causes and effects of pollu			
<i>b</i> , <i>Contents:</i> Ss learn some vocabularie	2S.		
<i>c, Outcome</i> : SS can know how to use v	words and phrases showing cause/effect		
relationships to describe the causes and	l effects of pollution.		
d, Organization:			
T asks the Ss to do task 1.	I. Vocabulary		
Ss do it.	1. Complete the table.		
T asks them to compare their answers			
with their friends.			
Ss do it.			
T asks some Ss to read their answers.	1.poison		
Some Ss read, the others give the	2.contaminate		
comment.	3.pollutant		
T checks and corrects.	4.polluted		
	5.death		

	6.damaged
T asks the Ss to do task 2.	
Ss do it.	2. Complete the sentences.
T asks them to compare their answers	
with their fiends.	
Ss do it.	
T asks some Ss to read their answers.	
Some Ss read, the others give the	
comment.	1.poisonous 2.pollutants 3.dead
T checks and corrects.	4.contaminated 5.contaminated
	6.pollute
T introduces structure.	Structure:
Ss take notes.	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	
3. Practice- 20'	
a Aim: Ss can use words and phrases to do evercise and Propounce the words	

a.Aim: Ss can use words and phrases to do exercise and Pronounce the words ending in "ic" and "al" correctly in isolation and in context.

b, *Contents:* Ss practice doing the following tasks and learn Pronounce the words ending in "ic" and "al"

+ Write C for cause and E for effect then combine sentences

+ Pronunciation

+ Listen and mark the stress in each words, then repeat again.

+ Underline the words ending in –ic and circle the words ending in – al in the following sentences.

c, *Outcome*: SS can use the verbs correctly and pronounce the words ending in "ic" and "al" correctly in isolation and in context corectly.

d,	Org	jan	izati	ion:

T asks the Ss to do task 3.	3a. Write C for cause and E for effect
Ss do it.	
T asks them to compare their answers	
with their fiends.	
Ss do it.	
T asks some Ss to read their answers.	
Some Ss read, the others give the	1. C-E 2C-E 3E-C 4E-C
comment.	
T checks and corrects.	3b Combine sentences.

T asks the Ss to do task 3b.	
Ss do it.	
T asks them to compare their answers	
with their fiends.	1.Oil spills from ships in the oceans and
Ss do it.	rivers lead to the death of many aquatic
T asks some Ss to read their answers.	animals and plants.
Some Ss read, the others give the	2.Households dump waste into the river so it
comment.	is polluted.
T checks and corrects.	3. Since the parents were exposed to radiation,
	their children have birth defects.
T introduces stress in words ending	4.We can't see the stars at night due to the
in –ic and - al.	light pollution.
Ss listen and take notes.	II. Pronunciation
	Adding the suffix -ic changes the stress of a
	word. Stress the syllable immediately before the suffix.
	Example:
	\rightarrow a'tomic
	Adding the suffix - <i>al</i> to a word does not change
	its stress.
	Example: 'music → 'musical
	<i>Note:</i> If a word can take both suffixes: one
	ending in - <i>ic</i> and the other ending in - <i>al,</i> both
	words have the stress on the same syllable.
	Example:
	e' conomy \rightarrow eco'nomic <u>seconomical</u> ∞
T asks the Ss to listen and mark the	
stress in each words.	6. Listen and mark the stress in each
Ss do it.	words, then repeat again.
T asks some Ss to read their answers.	1. ar'tistic
Some Ss read.	2. ath'letic
T checks and corrects.	3. his'toric
	4. his'torical
	5. 'logical
	6. 'physical
	7. he'rotic
T asks the Ss to do task 7.	8. po'etic
Ss do it.	9. bo'tanic
T asks them to read their answers.	10. bo'tanical
Some Ss read.	7. Underline the words ending in –ic and
T checks and corrects.	circle the words ending in – al in the

	following sentences.	
4. Ap	plication- 9'	
<i>a.Aim:</i> Ss can talk to show cause/ effect relationship.		
b , Contents: Ss work in groups to look at the pictures and give as many sentences		
as possible to show cause/ effect relationship.		
<i>c</i> , <i>Outcome</i> : SS can practise speaking to show cause/ effect relationship.		
d, Organization:	-	
T asks the Ss to work in groups to		
look at the pictures and give as	Work in group	
many sentences as possible to show	People cough because they breathe in the	
cause/ effect relationship.	fumes from cars.	
Ss do it.	The fumes from cars make people cough.	
T asks some Ss to read their		
answers.		
Some Ss read.		
T checks and corrects.		
3 Guides for homework 1'	1	

3. Guides for homework. 1'

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

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

Some Ss read.	1.Students will be more aware of protecting
T checks and corrects.	the environment if teachers teach
	environmental issues at school.
	2.When light pollution happens, animals will
	change their behavior patterns.
	3.The levels of radioactive pollution will
	decrease if we switch from nuclear power to
	renewable energy sources.
	66
	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.

3. Practice- 17'

a. Aim: Help Ss to know more about conditional type 2.

b, Contents:

+ Ss study conditional type 2.

- + Complete sentences
- + Complete the sentences.
- + Match the beginning and the ending

c, *Outcome*: SS can understand question word well and use conjunctions to do exercise

well.

d, Organization:

	II. Conditional type 2.
T introduces conditional type 2.	
Ss listen and take notes.	The conditional sentence type 2 describes a thing which is not true or is unlikely to happen in the present or future.
	If + subject + V (past simple), If-clause subject + would/could/might + V (bare infinitive)
	main clause
	Example: If it wasn't noisy in here, I could hear you clearly. (But it's very noisy in here)
	The conditional sentence type 2 can be used to give advice.
	Example: If I were you, I would see the doctor immediately.
T asks the Ss to do task 3.	<i>Note:</i> We can use both <i>was</i> and <i>were</i> with <i>l/he/she/it</i> in the <i>if-clause</i> .
Ss do it.	3. Match A with B
T asks them to compare their	

answers with their friends.		
Ss do it.		
T asks some Ss t read their answers.		
Some Ss read.		
T checks and corrects.	1 b 2 c 2 d 4 c 5 c	
	1-b, 2-c, 3-d, 4-e, 5-a	
T asks the Ss to do task 4.	4 Dut the word in the convect form	
Ss do it.	4. Put the verd in the correct form	
T asks them to compare their		
answers with their friends.		
Ss do it.	1	
T asks some Ss t read their answers.	1.were/would you (do) do	
Some Ss read.	2.exercised/would be	
T checks and corrects.	3.had/would build	
	4.tidied /wouldn't be	
	5.was / were/would grow	
T asks the Ss to do task 5.	5. Complete the sentences	
Ss do it.		
T asks them to compare their	1. If there weren't so many billboards in our	
answers with their friends.	city, people could enjoy the view.	
Ss do it.	2.If there wasn't so much light in the city at	
T asks some Ss t read their answers.	night, we could see the stars clearly / If	
Some Ss read.	there weren't so much light in the city at	
T checks and corrects.	night, we could see the stars clearly.	
4. Application – 10'		
<i>a. Aim:</i> Ss can talk about real situation using conditional type 1 and type 2		
b , Contents: Ss give real situation usir		
	using conditional type 1 and type 2 well and	
correctly.		
d, Organization:		
	* Chain game.	
T guides the Ss to do to give real	Example:	
situation using conditional type 1	A: If each person plants a tree, there will be	
and type 2.	a lot of trees.	
Ss do it.	B : If there are a lot of trees, the air will be	
T corrects and remarks	cleaner.	
	C : If the air is cleaner, fewer people will be	
	ill.	
2 Cuides for home with 12		

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