**Week : 20 Date of planning:21/1/2025**

**Period : 58 Date of teaching: 22/ 1/2025**

**UNIT 7: ENVIRONMENTAL 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

- *hoclieu.vn*

**Language analysis**

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| **Structure** | **Examples** |
| What does *S* mean?  It means … /  S is/are …  What do you mean by…?  That means… | - What does ‘endangered  species’ mean?  - It means/ 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**

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| **Anticipated difficulties** | **Solutions** |
| Ss may lack experience of group / teamwork. | - 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:**

**-** Jumbled conversation

**c. Expected outcomes:**

- Students can arrange the sentence in the correct order to form a conversation.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Jumbled conversation:**  - 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:***  Mi: Hey, Linda. What does ‛endangered species̓ mean?  Linda: Endangered species are animals in the wild that face a high risk of extinction.  Mi: And what do you mean by ‘in the wild’?  Linda: That means animals that live in their natural habitats, not in zoos.  Mi: Oh, I get it now. Thanks, Linda. |

**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:**

- Task 1: Listen and read the dialogue. Pay attention to the highlighted sentences.

**c. Expected outcomes:**

- Students know how to use the structures to ask for clarification.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read the dialogue. Pay attention to the highlighted sentences.** (6 mins) | |
| - 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 around and offer help if necessary. Check their  pronunciation. |  |
| **Task 2: Work in pairs. Make similar conversations to ask for and give clarification for the following.** (6 mins) | |
| - 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. | ***Suggested answers:***  A: What do you mean by ‘single-use products’?  B: ‘Single-use products’ are products made to be used once only.  A: And what does it mean 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 checks students’ understanding by asking some checking-questions.

**3. ACTIVITY 2: EARTH DAY** (26 mins)

**a. Objectives:**

- To help Ss learn about Earth Day around the world;

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

**b. Content:**

- Task 3: Read the passage and tick the correct answers.

- Task 4: Work in groups. Match the activities people do on Earth Day with their results.

- Task 5: Work in pairs. Ask and answer about the things you and your friends do on Earth Day.

**c. Expected outcomes:**

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

- Students can talk to each other about the activities on Earth Day.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Read the passage and tick the correct answers.** (8 mins) | |
| - 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:  • *When is Earth Day?*  *• How many countries celebrate Earth Day?*  *• What for?*  - Then Ss work in pairs and do the task. Explain if necessary.  - Check their answers as a class. | ***Answer key:*** 1,3,4 |
| **Task 4: Work in groups. Match the activities people do on Earth Day with their results.** (6 mins) | |
| - Ss work in groups and do the matching.  - T goes round the class to monitor.  - Correct Ss’ mistakes. | ***Answer key*:**  1. b  2. d  3. a  4. c |
| **Task 5: Work in pairs. Ask and answer about the things you and your friends do on Earth Day.** (10 mins) | |
| - 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:**  *A: What do you do on Earth Day?*  *B: We pick up litter and clean the streets. And you?*  *…* |

**e. Assessment**

**-** Teacher corrects students by going around while they’re practising.

- Teacher gives corrections and feedback

**4. CONSOLIDATION**

**a. Wrap-up**

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

**b. Homework**

- Students’ workbook

**Week : 20 Date of planning:21/1/2025**

**Period : 59 Date of teaching: 24/ 1/2025**

**UNIT 7: ENVIRONMENTAL PROTECTION**

**Lesson 5: Skills 1**

**I. OBJECTIVES:** By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Reading for main ideas and specific information about Con Dao National Park

- Talking about Vu Quang National Park

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Have a good attitude toward protecting the environment

**II. MATERIALS**

- Grade 8 textbook, Unit 7, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. contain (v) | /kənˈteɪn/ | has something inside it or as part of it | chứa đựng |
| 2. diverse (adj) | /daɪˈvɜːs/ | very different from each other and of various kinds | phong phú |
| 3. medicinal (adj) | /məˈdɪsɪnl/ | ​helpful in the process of curing illness or infection | (cây) thuốc |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Ss may lack experience of group / teamwork. | - 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:**

- Task 1: Look at the picture and say what you see. Then list the names of some endangered species you know.

**c. Expected outcomes:**

- Students can name some endangered species.

**d. Organisation**

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| **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.** (5 mins) | |
| - 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:***  *saola, blue whale, sea lion, dugong, giant panda, etc…* |

**e. Assessment**

**-** Teacher corrects students (if needed).

**2. ACTIVITY 1: READING** (17 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:**

- Vocabulary pre-teaching

- 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.

**c. Expected outcomes:**

- Students understand about Con Dao National Park

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching** (5 mins) | |
| - 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 some follow up questions. | ***New words:***  1. contain (v)  2. diverse (adj)  3. medicinal (adj) |
| **Task 2: Read the text and choose the words or phrases to make the following statements correct.** (7 mins) | |
| - 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. | ***Answer key:***  1. national parks  2. ecosystem  3. endangered  4. environment |
| **Task 3: Read the text again and choose the correct option A, B, or C.** (5 mins) | |
| - 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. | ***Answer key*:**  1. B  2. A  3. C  4. A  5. C |

**e. Assessment**

**-** Teacher corrects the students as a whole class.

**3. ACTIVITY 2: SPEAKING** (14 mins)

**a. Objectives:**

- To provide Ss with an opportunity to revise and use vocabulary related to environmental protection;

- To help Ss practise talking about a national park.

**b. Content:**

- Task 4: Work in pairs. Ask and answer about Vu Quang National Park. Look at the facts.

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

**c. Expected outcomes:**

**-** Students can use the vocabulary and structures they have learnt and the given information to talk about Vu Quang Park.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Work in pairs. Ask and answer about Vu Quang National Park. Look at the facts.** (6 mins) | |
| - 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. | ***Suggested outcome:***  A: Where is Vu Quang National Park?  B: It’s in Vu Quang District, Ha Tinh Province. |
| **Task 5: Work in groups. Talk about Vu Quang National Park, using the answers in 4.** (8 mins) | |
| - 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. | **You can begin your talk with:**  *Vu Quang National Park is in …* |

**e. Assessment**

- Teacher gives corrections and feedback.

**5. CONSOLIDATION**

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Students’ workbook

**Week : 20 Date of planning:21/1/2025**

**Period : 60 Date of teaching: 26/ 1/2025**

**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**

- Have a good attitude toward protecting the environment

**II. MATERIALS**

- Grade 8 textbook, Unit 7, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Ss may lack experience of group / teamwork. | - 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:**

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

**c. Expected outcomes:**

- Students can list some reasons that cause water pollution.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Work in groups. Make a list of some activities that cause water pollution.** (5 mins) | |
| - 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:***  - throwing rubbish into rivers and lakes  - pouring domestic wastes  - pouring industrial wastes  - using chemicals and pesticides in soil  - spilling fuel |

**e. Assessment**

**-** Teacher corrects students (if needed).

**2. ACTIVITY 1: LISTENING** (14 mins)

**a. Objectives:**

- To help Ss practise listening for general and specific information.

**b. Content:**

- Task 2,3 in Student book

**c. Expected outcomes:**

- Students can get the general and specific information through listening

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Listen to a talk and choose the correct word to complete each sentence.** (7 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 keywords that help them understand the ideas of the recording.  - Ss choose the correct answers. Check their answers. | ***Answer key:***  1. drinking  2. factories  3. harmful  4. shouldn’t |
| **Task 3. Listen again and give short answers to the following questions. Use no more than THREE words.** (7 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. | ***Answer key:***  1. Water pollution  2. Two  3. Rivers and lakes  4. A harmful effect  5. Green products |

**e. Assessment**

**-** Teacher corrects the students as a whole class.

**3. ACTIVITY 2: 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:**

**-** 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. Use the following details.

**c. Expected outcomes:**

**-** Students can write a notice.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Work in pairs. Read the notice and match the headings (a – e) below with the numbers (1 – 5).** (6 mins) | |
| - 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. | ***Answer key:***  1. a  2. c  3. b  4. e  5. d |
| **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.** (10 mins) | |
| - Tell Ss to study the details given.  - Ask Ss to read the Writing tip in Task 4.  - 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. | **Suggested answer:**  **Go Green Club**  **NOTICE**  12 January, 2023  Lecture on Water Pollution  All students of our school are invited to attend a lecture on water pollution next week. Interested students should contact the club by 17 February, 2023.  Details:  **Time:** 2 p.m. – 4 p.m., 6 March  **Place:** School Grand Hall  **Topic:** Water pollution  If you have any questions, please contact us at 012-3476-789 or email gogreen@fmail.com.  Club Leader  Nguyen Hong Mai |

**e. Assessment**

- Teacher gives corrections and feedback

**4. CONSOLIDATION**

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Students’ workbook

TTCM Teacher

Đinh Thị Dung