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| ***Date of planning***: January 6th 2025***Date of teaching*:** January 13th 2025**WEEK: 19****Period: 55**  | **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 gain the following:**

**1. Knowledge:**

- To introduce an overview about the topic *Environmental protection*

- To learn how to use vocabulary to talk about *Environmental protection*

- To practice listening and reading skills .

*+ Vocabulary:*The lexical items related to *Environmental Protection*

- Pronunciation: Correctly pronounce words that contain the sounds: /bl/ and /kl/

*+ Grammar:*Complex sentences with adverb clauses of time

**2. Competence:**

**-** Students will be able to practice listening and reading skills .

- Develop communication skills and creativity

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Raise the students’ awareness about enviromental protection.

**II. TEACHING AIDS:**

- Teacher: Grade 8 text book, laptop, projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet

- *Hoclieu.vn*

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)**  |
| **\* Aims:***- To create an active atmosphere in the class before the lesson;**- To lead into the new unit.**\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.*\* Expected outcomes:* Having a chance to speak English.*\* Organisation :* Teacher’s instructions … |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting** **Asking questions:**- 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. OR : ***Do some warm up activities before Ss open their books.***- As it is the first lesson of the 2nd semester, begin by reviewing contents covered in the first semester (e.g. teenage problems, customs and traditions, lifestyles, etc.).- Lead Ss into the new unit. Introduce the topic Environmental Protection. - Show Ss some photos related to the environmental problems or tell a story related to the environment in an area.- Ask Ss to open their books to page 72. Draw their attention to the THIS UNIT INCLUDES box and introduce what they are going to learn in this unit | **+ Greeting ; T\_Ss.****Questions:***What are environmental issues in our city?****Suggested answers:****Environmental protection***-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** |
| **\* Objectives:**  *To set the context for the introductory conversation.**- To introduce the topic of the unit,* *\* Content:*Learn some new words . Read the conversation and find out new words. Focus on topic of the lesson, grammar points… *\*Expected outcomes:*Knowing more new words. Students know how to use the target vocabulary. *\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 1: **Listen and read :/ Page 72.** |
| **\* Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.)+ Teacher introduces the vocabulary by: - providing the pictures - eliciting the definition of the words+ Teacher do the “Rub out and remember” checking technique.\*\*\* ***To begin, ask Ss some questions:****+ Is there a Go Green Club at your school? If yes, are you a member?**+ What's the most serious environmental problem in your neighbourhood / area?**+ What do you do to help protect the environment in your area?*+ Set the context for the listening and reading by asking Ss to look at the title of the conversation and the pictures. + Ask them some questions like: *What do you think they are talking about?*- Then ask Ss to look at the pictures and guess what the conversation between the club leader, Nam, and Ann might be about.Play the recording for Ss to listen and read along. Then have some Ss read the conversation aloud.+ Ask Ss what the club leader, Nam, and Ann are talking about. Now confirm the correct answer. (*They are talking about the environment, environmental problems, etc.)*+ Have Ss say the words and phrases in the text that they think are related to the topic of the unit.  | **- T\_Ss** \*Vocabulary**1. ecosystem** (n) /ˈēkōˌsistəm/  hệ sinh thái**2. marine life** (n) / məˈriːn laɪf/  hệ sinh thái nước**3. absorb** (v) / əbzɔːʳb / thẩm thấu**4. harmful substances** (n) /ˈhɑːmfl ˈsʌbstəns/ tác nhân gây hại**5. extinction** (n) / ɪkˈstɪŋkʃn/  sự tuyệt chủng**\* Key:****1.** pollution **2.** habitat loss**3.** air and water quality**4.** global warming **5.** endangered species loss |
| EXTRA ACTIVITY- Have Ss close their books.- List these environmental problems on the board.*- air and water quality ; endangered species loss.* *- Global warming.* *- habitat loss; pollution* |
| - Play the recording of the conversation in 1 for Ss to listen to and have them work together to list these problems in order they hear them. - Have Ss open their books and read the conversation to check their answers.**3. PRACTICE ( 15’)** |
| **\* Objectives:** **+ To help Ss understand the text;** **To introduce some new vocabulary of the unit.****+** **To help Ss revise the new vocabulary of the unit.***\* Content:*Read the conversation and do the matching; Complete each sentence with one word or phrase ; Write a phrase from the box under each picture*\* Expected outcomes:* Ss understand the content of the conversation and know the vocabulary related to the topic. *\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 2: **Read the conversation again and match the two halves in the two columns**  |
| - 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.  | **- T\_Ss****- Work individually.****\* *Suggested answers:*****1. c****2. d****3. e****4. a****5. b** |
| ACTIVITY 3: **Complete each sentence with one word or phrase from the box** |
| - 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. - If there is time, call on some Ss to read the sentences.- Check the answers as a class. |  **- T\_ Ss**\* Key: **1.** Pollution **2**. reduce **3**. single-use **4**. Carbon footprint **5**. environment programme |
| ACTIVITY 4: **Write a phrase from the box under each picture** |
| - 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.- Invite some Ss to go to the board and write their answers. Confirm the correct answers.- Have Ss read each phrase in chorus. Check and correct their pronunciation.- For more able Ss, let them make sentences with these phrases.**\* Example:***We should practise the 3Rs whenever we can.**Water pollution is a serious problem in industrial areas.* | **- T\_ Ss.** **- Work individually.****\* Key:** **1.** 3Rs**2.** water pollution**3.** endangered species**4.** plastic rubbish**5.** single-use products |
| **4. PRODUCTION/ FURTHER PRACTICE ( 8’)**  |
| **\* Objectives:** *- To help Ss check their knowledge of some some environmental problems and protection.**\* Content:*Do the following quiz. Environment Quiz*\* Expected outcomes*: Students can do the quiz correctly.*\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 5: **Environment Quiz . Do the following quiz.** |
| - 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**1.** Which of the following is the greenest form of transport?**2.** Which of the following is a renewable source?**3.** What causes the most pollution?**4.** The surroundings in which we live are our \_\_.**5.** Which of these will reduce your carbon footprint? | **+ T-Ss****+ Ss****\* Key** **1. C** **2. C** **3. A** **4. C** **5. B** |
|  **5. WRAP-UP & HOME WORK (2’)** - Ask one or two ss to tell the class what they have learnt. - Ask ss to say aloud some words they remember from the lesson.- If there is a projector in the classroom, then T should show the dialogue and highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the expressions Tells ss that they will learn these language points in the upcoming lessons.\* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Lesson 2: A CLOSER LOOK 1 . **\*\* Prepare for the Project of the unit:** Teacher randomly puts Ss in groups of 4 or 5 and asks them to brainstorm about a serious pollution problem in their areas and solutions to the problem, then make a poster about it. Students will show and present their posters in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)==============================================

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| ***Date of planning***: January 7th 2025***Date of teaching*:** January 14th 2025**WEEK: 19****Period: 56**  | **UNIT 7 : ENVIRONMENTAL PROTECTION** **Lesson 2 : A CLOSER LOOK 1**  |

**I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:****1. Knowledge:**- To introduce the lexical items related to *Environmental protection*- Pronunciation: Correctly pronounce words that contain the sounds: /**bl**/ and /**kl/***+ Vocabulary:*Vocabulary related to *Environmental Protection**+ Grammar:*Complex sentences with adverb clauses of time**2. Competence:** **-** Students will be able to practice listening and reading skills .- Develop communication skills and creativity- Be co-operative and supportive in pair work and teamwork. - Actively join in class activities.**3. Qualities:** - Raise the students’ awareness about enviromental protection. **II. TEACHING AIDS:** - Teacher: Grade 8 text book, laptop, projector / TV.....- Students : Text books, workbook… - Computer connected to the Internet*- hoclieu.vn .***III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION** ( 3’- 5’) |
| **\* Objectives:** *- To create an active atmosphere in the class before the lesson;**- To lead into the new lesson***.***\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.*\*Expected outcomes*: Having a chance to speak English. Students get some vocabulary from the lesson and be ready for the lesson. *\* Organisation :* Teacher’s instructions … |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting** **\* Jumbled words:**- 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-Teacher shows students the answer on the screen and announces the winning .+ Lead into this lesson which focuses on the new words/ phrases and the sounds /bl/ and /kl/.+ Share with Ss the lesson objectives. Have Ss open their books and start the lesson. | **+ Greeting ; T\_Ss.** **\* Jumbled words:*****\* Suggested answers:***AHTTABI -> HABITATPLTINOOLU -> POLLUTIONXEOGYN -> OXYGENEEERLAS -> RELEASEBBSOAR ->ABSORBMECYSSOET ->ECOSYSTEM**-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** |
| **\* Objectives:** **- To revise / teach some vocabulary and collocations related to the environment and environmental protection.***\* Content:*Learn some new words some collocations related to the environment and environmental protection.*\* Expected outcomes:*Knowing more new words. Students know how to use some collocations related to the environment and environmental protection.*\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 1: **Label each picture with a phrase from the list.**  |
| **\* Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.)+ Teacher introduces the vocabulary by: - providing the pictures - eliciting the definition of the words+ Teacher do the “Rub out and remember” checking technique.- Teacher asks students to guess the meaning of the words by giving definitions/photos. - Teacher checks the students' understanding by the *Rub out and Remember* technique. - Teacher asks St to repeat and read the words. **-** Teacher corrects the students as a whole class.- 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.- Teacher gives feedback.  | **- T\_Ss**

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**\*Vocabulary****1.** ecosystem (n): hệ sinh thái**2**. marine life (n): sinh vật biển **3.** absorb (v): thẩm thấu**4.** harmful substances (n): tác nhân gây hại**5.** extinction (n): sự tuyệt chủng***\* Answer key:*****1**. picking up rubbish **2**. protecting endangered species**3**. cutting down trees**4**. saving water**5**. building a campfire***Tick*:** 1, 2, 4 |
| **3. PRACTICE ( 15’)** |
| **\* Objectives:** **2. To teach Ss the meaning of some new words and phrases related to the topic of the unit.****3. To give Ss practice on how to use words and phrases related to the topic in context***\* Content:**\* Expected outcomes:*Students understand how to use the vocabulary related to the topic. *\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 2: **Match each word or phrase in column A with its meaning in column B.**  |
| + Have Ss read the words and phrases in column A and their meanings in column B carefully.- Tell them to work in pairs or small groups and match each word or phrase with its meaning.- Go around and give assistance if necessary and check their answers. + Confirm the correct answers.- Teacher gives feedback.  | **- T\_Ss****- Work individually.****\* Key:** **1**. c **2**. a **3**. e **4**. b **5**. d |
| ACTIVITY 3: **Complete each sentence with a word or phrase from the box** |
| - Have Ss read the words and phrases in the box.- Ss read the sentences carefully and look for clues so that they can choose the correct words / phrases to complete the sentences.- Call on some Ss to read the sentences.**-** Teacher corrects the students as a whole class.  |  **- T\_ Ss**- **Ss to work individually.****\* Key:** **1**. endangered species **2.** habitat **3.** carbon dioxide**4**. Cutting down trees **5**. ecosystem |
| EXTRA ACTIVITY- Say some words / phrases for Ss to write down.- Have Ss work in pairs to take turns to explain to each other what the words / phrases mean and try to use them in a sentence if possible.- Elicit from the class some good definitions and examples, then go on to the next word / phrase |
| **4. PRONUNCIATION: ( 8’)****/bl/ and /kl/** |
| **\* Objectives:** **4. To teach Ss how to pronounce the sounds /bl/ and /kl/ and practise pronouncing these sounds in words correctly.****5. To help Ss pronounce the sounds /bl/ and /kl/ correctly in context;****To help Ss differentiate the sounds /bl/ and /kl/.***\* Content:*Listen and reapeat the words. Practice the sentences. Underline the bold words..*\* Expected outcomes:*Students repeats the words correctly*\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 4: **Listen and repeat the words. Pay attention to the sounds /bl/ and /kl/.**  |
| + First, give examples of the sounds /bl/ and /kl/.Then have Ss practise the sounds /bl/ and /kl/ together.+ Play the recording and ask Ss to listen to these words and repeat. Correct their pronunciation. Play the recording as many times as necessary.- Explain to Ss the difference between the two sounds if needed- Invite some Ss to say some words they know that include the two sounds.*\* Teacher gives corrections and feedbacks to students’ pronunciation*  | **- T\_ Ss.** **- Work individually.****\* Key:**  |
| ACTIVITY 5. **Listen and practise the sentences. Underline the words with /bl/ and circle the words with /kl/.**  |
| - Play the recording. Let Ss listen and repeat sentence by sentence.- Have Ss read the sentences again and underline the words having the sound /bl/ and circle the words having the sound /kl/.- Then play the recording again for Ss to listen and check their answers.- Have them work in pairs to compare their answers. Check Ss’ answers.- Teacher gives corrections and feedback to students’ pronunciation  | **- T \_ Ss ; Ss** **\* *Answer key:*** 1. Look! There are black clouds all over!2. A truck blocked the way to the club.3. The students painted the classroom blue.4. The wind blew the clock down.5. We cleaned up the environment after the blast. |
|  **5. WRAP-UP & HOME WORK (2’)** - Ask one or two Ss to tell the class what words, phrases, and sounds they have learnt.- Tell them the grammar points that they will learn in the following lesson.\* HOME WORK:- Do more exercises in workbook. - Prepare new lesson: Lesson 2: A CLOSER LOOK 2 .==============================================  |

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| ***Date of planning***: January 11th 2025***Date of teaching*:** January 17th 2025**WEEK: 19****Period: 57**  | **UNIT 7 : ENVIRONMENTAL PROTECTION** **Lesson 3 : A CLOSER LOOK 3**  |

**I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:****1. Knowledge:**- To introduce and teach the c*omplex sentences with adverb clauses of time*;*+ Vocabulary:*Vocabulary related to *Environmental Protection**+ Grammar:*Complex sentences with adverb clauses of time**2. Competence:** **-** Students will be able to practice listening and reading skills .- Develop communication skills and creativity- Be co-operative and supportive in pair work and teamwork. - Actively join in class activities.**3. Qualities:** - Love talking about environment**II. TEACHING AIDS:** - Grade 8 textbook, Unit 7, A closer look 2. - Computer connected to the Internet- Projector / TV- *Hoclieu.vn***III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)**  |
| **\* Objectives:** *- To create an active atmosphere in the class before the lesson;**- To lead into the new lesson***.***\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.*\* Outcome*: Having a chance to speak English.*\* Organisation :* Teacher’s instructions … |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting** ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,* *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…* *- T encourages Ss to talk in English as much as possible***Leading in:**+ Ask Ss some questions, e.g. *What do you often do when you have free time? What will you do as soon as you get home today?, etc.*- Invite some Ss to answer the questions. Quickly write some of their answers on the board. Underline the adverb clause of time in each sentence.- Ask them if they remember the adverb clauses of time they have got to know so far. Tell them that today they are going to learn them in complex sentences.- Introduce the objectives of the lesson. Write the objectives on the top of the board.- Ss have already learned some kinds of complex sentences in Tiếng Anh 6 and Tiếng Anh 7. In this unit, we introduce complex sentences with adverb clauses of time.- Have Ss study the **Remember!** box for a few minutes.- Explain to Ss the form of a complex sentence: it contains one independent clause and at least one dependent clause. Then give them one or two examples.- Introduce a complex sentence with an adverb clause of time: it contains one independent clause (main clause) and an adverb clause of time.- Tell Ss that an adverb clause of time shows when something happens, introduce to them the time connectors taught in this unit: *before, after, when, while, till/until, as soon as, etc* | **+ Greeting** **- T\_Ss.**+ Students **(Ss)** listen and learn how to do the tasks.***Questions:*** **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.***\* Suggested answers:***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. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** |
| **\* Objectives:** - To help Ss identify the form of complex sentences with adverb clauses of time.*\* Content:* **-** Introduce the grammar point of the lesson.*\* Expected outcomes:*Students know how to use the target grammar. *\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s Student’s activities** | **Content** |
| **ACTIVITY 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.**  |
| ***\*\* Complex sentences with adverb clauses of time***

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| **REMEMBER:**  *A complex sentence contains one independent clause and at least one dependent clause.****Example:*** *The roads were slippery* ***when it rained .*** *independent clause 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,...*** *Example:****As soon as*** *they arrive, we'll have lunch.*  |

+ Have Ss study the example first to understand what they have to do. Share with them how to do this exercise if necessary.+ 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. Confirm the correct answers. | **- T\_Ss** **\* *Answer key:*** **1**. I.C **2**. D.C **3.** I.C **4**. D.C **5**. D.C |
| **3. PRACTICE ( 15’)** |
| **\* Objectives:** 2. To teach Ss the use of the time connectors (before, after, when, while, till/until, as soon as,...) in complex sentences**3. 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.**4. To help Ss learn how to combine main clauses and adverb clauses of time to make complex sentences.*\* Content:*2: Choose A, B, or C to complete each sentence.; 3: Match the clauses in the two columns to form complex sentences; 4 :Combine each pair of sentences, using the conjunction in brackets.*\* Expected outcomes;* Students understand how to use the target grammar. Practice using it.*\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 2: **Choose A, B, or C to complete each sentence.**  |
| - Tell Ss the meaning and use of the time connectors.- Allow Ss some time to do the task individually and choose the correct answer to each question.- Ask Ss to compare their answers in pairs before checking as a class. | **- T\_Ss*****Answer key:*** **1**. A **2**. A **3.** C **4**. C **5**. B |
| ACTIVITY 3: **Match the clauses in the two columns to form complex sentences.** |
| - Have Ss work individually for about five minutes to do the task.- Ask Ss to exchange their answers in pairs.- Have Ss read out their answers, sentence by sentence.- Check their answers and explain if necessary. |  **- T\_ Ss**- **Ss to work individually.*****\* Answer key:*** **1**. b **2**. d **3**. e **4**. c **5**. a |
| EXTRA ACTIVITY:- Put Ss into groups of three. Dictate to them the following dependent clauses and Ss write down what they hear. Say "blank" where the blank goes.A. \_\_\_\_\_\_\_\_ when you get home.B. \_\_\_\_\_\_\_\_\_\_ until 1 finish.C. \_\_\_\_\_\_\_\_ before you have lunch.D. \_\_\_\_\_\_\_\_ while you are driving.E.\_\_\_\_\_\_\_\_ as soon as you call me.+ In their groups, Ss work together to create a complete sentence by adding an independent clause.+ Ask each group to write one of their sentences on the board, then go over the sentences, making corrections if necessary. |
| ACTIVITY 4: **Combine each pair of sentences, using the conjunction in brackets.**  |
| - Tell Ss to study the two simple sentences in each pair and the conjunction given, then decide which sentence should be the main clause and which one should be the adverb clause of time in the complex sentence.- Have Ss do the exercise individually and then exchange their answers with a partner.- Call on some Ss to read the sentences aloud. - Other Ss comment. - Confirm the correct answers. | **- T\_ Ss.** **- Work individually.*****Answer key:*****1.** I will call you as soon as I arrive at the station.(As soon as I arrive at the station, I will call you.)**2.** Many Vietnamese women wear conical hats when they work in the field.**3.** My father taught me how to use the computer before he bought one for me.(Before my father bought me a computer, he taught me how to use it.)**4.** Nick is reading a novel while Jack is reading a cartoon.(While Nick is reading a novel, Jack is reading a cartoon.)**5**. After the tornado hit, there were only a few houses left standing.(There were only a few houses left standing after the tornado hit.)  |
| **4. PRODUCTION/ FURTHER PRACTICE ( 8’)**  |
| **\* Objectives:** 5. To give Ss fun practice on how to make complex sentences with adverb clauses of time.*\* Content*: GAME. Do the matching *\* Expected outcomes:* Students do the matching correctly.*\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 5: **GAME: Matching game/** |
| - Divide the class into two groups, A and B.- Ss in Group A write main clauses, and Ss from Group B write adverb clauses 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.*\* Teacher gives corrections and feedbacks.* | **\* Ss do the tasks** a. You must be careful  b. **when you cross the street.** |
|  **5. WRAP-UP & HOME WORK (2’)** - Ask Ss to summarise the grammar point they have learnt in this lesson. Ask some Ss to give examples.- Ask Ss to say make some sentences with words and phrases they remember from the lesson. \* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Lesson : COMMUNICATION.==============================================  |

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| *Date of planning*: January 13th 2025*Date of teaching*: January 20th 2025WEEK: 20Period: 58  | UNIT 7 : ENVIRONMENTAL PROTECTION Lesson 4: COMMUNICATION |

**I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:****1. Knowledge:**- Asking for clarification*+ Vocabulary:*Vocabulary related to *Environmental Protection**+ Grammar:*Complex sentences with adverb clauses of time**2. Competence:** **-** Students will be able to practice listening and reading skills .- Develop communication skills and creativity- Be co-operative and supportive in pair work and teamwork. - Actively join in class activities.**3. Qualities:** - Be ready and confident in real life conversations**II. TEACHING AIDS:** - Teacher: Grade 8 text book, projector / TV.....- Students : Text books, workbook… - Computer connected to the Internet- Hoclieu.vn .**III. PROCEDURE:**

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| 1. WARM UP & INTRODUCTION ( 3’- 5’)  |
| \* Objectives: *- To create an active atmosphere in the class before the lesson;**- To lead into the new lesson*.*\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson. Jumbled conversation*\*Expected outcomes*: Having a chance to speak English. Students can arrange the sentence in the correct order to form a conversation. *\* Organisation :* Teacher’s instructions … |
| Teacher’s Student’s activities | Content |
| + Greeting \*\* 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. - Teacher corrects for students (if needed) + Ask some Ss to make sentences about themselves, using the adverb clauses of time. + Encourage them to talk about environmental protection.- Introduce the objectives of the lesson: learning how to ask for clarification, learning about Earth Day, and talking about the activities people do on Earth Day and how they protect the environment.+ Lead into the new lesson. Write the unit title on the board Leisure time. | + Greeting . T\_Ss. + Students (Ss) listen and learn how to do the tasks.*\* 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 |
| 2. PRESENTATION/ NEW LESSON ( 12’- 15’) |
|  EVERYDAY ENGLISHAsking for clarification\* Objectives: *- To provide Ss with the two ways of asking for clarification;* *- To help Ss practise asking for clarification**\* Content:* Listen and read the dialogue. Pay attention to the highlighted sentences. *\* Expected outcomes:* Students know how to use the structures for clasification (*Lam cho ro rang, de hieu)**\* Organisation* : Teacher’s instructions.  |
| Teacher’s Student’s activities | Content |
| ACTIVITY1: Listen and read the dialogue. Pay attention to the highlighted sentences.  |
| + Play the recording and have Ss listen to and read the dialogue 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 dialogue in pairs. Go around and offer help if necessary. Call on some pairs to perform the dialogue in front of the class. Check their pronunciation. | - T\_Ss  |
| 3. PRACTICE ( 15’) |
| \* Objectives: - To provide Ss with the two ways of asking for clarification;- To help Ss practise asking for clarification.*\* Content:*Work in pairs . Make similar conversations to ask for and give clasification .*\* Expected outcomes:* Students know how to use the structures to respond to clarification *\* Organisation :*  |
| Teacher’s Student’s activities | Content |
| ACTIVITY 2: Work in pairs. Make similar conversations to ask for and give clarification for the following.  |
| + Ask Ss to study the instructions.- Have Ss work in pairs to make similar conversations, one asks questions, and the other gives the answers. - Then ask them to swap roles.\* Teacher’s observation and feedback | - T\_Ss- Work in pairs.*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. |
| EXTRA ACTIVITY- Call on a student and read the sentence What does... mean? while the student records it on the board. The rest of the class can help the student.- Ask another student to come to the front of the class and repeat with this: And whatdoyou mean by...?- Work together with the class to construct a conversation incorporating the two phrases. Elicit from Ss the ideas and language to put in the conversation and record it on the board.- Go over it a few times with Ss repeating after you, then put Ss into groups of four to create their own conversation, using the two original phrases. |
|  Earth Day\* Objectives: 3. To help Ss learn about Earth Day around the world;- To help Ss develop the skill of reading for specific information.*\* Content:* Read the passage and tick the correct answers; Match the activities people do on Earth Day with their results.*\* Expected outcomes:* Students know about Earth Day, when and how it began, and how it is celebrated around the world.*\* Organisation:*  |
| ACTIVITY 3: Read the passage and tick the correct answers.  |
| + Have 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?**+ Why is Earth Day celebrated?*- Then have Ss work in pairs and do the task. - Explain if necessary.- Check their answers as a class  |  - T\_ Ss*\* Answer key:* 1, 3, 4 |
| ACTIVITY 4: Work in groups. Match the activities people do on Earth Day with their results. - To provide Ss with practice of matching the activities people do on Earth Day with the results of these activities. |
| - Have Ss work in groups and do the matching.- Go round the class to monitor.- Call on some Ss to share their answers. Comment and confirm the correct answers. | - T\_ Ss. Ss-Ss *Suggested answers:*1. b 2. d 3. a 4. c |
| 4. PRODUCTION ( 8’)  |
| Objectives:5. To help Ss learn about Earth Day around the world;- To give Ss more practice in asking and answering about what they do on Earth Day.*\* Content:* : Work in pairs. Ask and answer about the things you and your friends do on Earth Day.*\* Expected outcomes:* - Students can talk to each other about the activities on Earth Day.*\* Organisation:*  |
| Teacher’s Student’s activities | Content |
| ACTIVITY 5: Work in pairs. Ask and answer about the things you and your friends do on Earth Day.  |
| - Give Ss a few minutes to study the example first.Then have 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).- Call on some pairs to act out in front of the class.*Extension:* If time remains, have Ss talk about what people in their areas have done to protect the environment.*\* Teacher corrects students as going around while they’re practising.*  |  + T- Ss ; Ss -Ss Example:  *A: What do you do on Earth Day?**B: We pick up litter and clean the streets. And you?**…………………….*  |
|  5. WRAP-UP & HOME WORK (2’) + Ask Ss to summarise what they have learnt and practised in this lesson. Ask Ss to recall the things they have done to protect the environment.\* HOME WORK:- Name a list of the activities people do on Earth Day to protect our environment.- Do more exercises in workbook.- Prepare new lesson: Lesson 2: SKILLS\_1. ==============================================

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| ***Date of planning***: January 17th 2025***Date of teaching*:** January 21st 2025**WEEK: 20****Period: 59**  | **UNIT 7 : ENVIRONMENTAL PROTECTION** **Lesson 5 : SKILLS 1** |

**I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:****1. Knowledge:**- Reading about Con Dao National Park- Talking about Vu Quang National Park - To practice reading and speaking skills .*+ Vocabulary:*The lexical items related to *Environmental Protection*- Pronunciation: Correctly pronounce words that contain the sounds: /bl/ and /kl/*+ Grammar:*Complex sentences with adverb clauses of time**2. Competence:** **-** Students will be able to practice reading and speaking skills .- Develop communication skills and creativity- Be co-operative and supportive in pair work and teamwork. - Actively join in class activities.**3. Qualities:** - Raise the students’ awareness about enviromental protection. **II. TEACHING AIDS:** - Grade 8 textbook, Unit 7, Skills\_1. - Computer connected to the Internet- Projector / TV- *Hoclieu.vn***III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)**  |
| **\* Objectives:** *- To create an active atmosphere in the class before the lesson**- To remind Ss of some activities and school clubs teens often take part in**\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.*\* Outcome*: Having a chance to speak English.*\* Organisation :* Teacher’s instructions … |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting** ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,* *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…* *- T encourages Ss to talk in English as much as possible.*\*\*\*Ask some Ss what they know about national parks in the world and in Viet Nam, how many there are in Viet Nam, their names, etc. Elicit answers from Ss.+ Lead into the new lesson: *Reading and Speaking about national parks in Viet Nam.*+ Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.  | **+ Greeting ; T\_Ss , Ss – Ss****-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** |
| **A. READING****\* Pre-reading****\* Objectives: To activate Ss' knowledge of the topic of the reading text.***\* Content:*Learn some new words . Focus on the content of the reading.  *\* Outcome:*Knowing more new words. Focusing on the content of the text. *\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 1: **Work in groups. Look at the picture and say what you see. Then list the names of some endangered species you know.** |
| **\* Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.)+ Teacher introduces the vocabulary by: - providing the pictures - eliciting the definition of the words+ Teacher do the checking *“Matching”*+ Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.- 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.**-** Teacher corrects for students (if needed)  | **- T\_Ss** **\*Vocabulary:****1**. contain (v) chứa đựng **2**. diverse (adj) phong phú**3**. medicinal (adj) (cây) thuốc\****Suggested answers:****tigers, saolas, blue whales, sea lions, dugongs, giant pandas, etc* |
| **3. WHILE READING ( 15’)** |
| **\* Objectives:** **2.****To help Ss learn new vocabulary in context of the reading text.****3.** **To help Ss develop the skill of reading for main idea and for details.***\* Content:*Read the text and choose the words or phrases to make the following statements correct**.** Read the text again and choose the correct option A, B, or C ; Ask and answer about Vu Quang National Park.*\* Outcome:* Students understand about Con Dao National Park**-** Students’ speaking.*\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 2: **Read the text and choose the words or phrases to make the following statements correct .**  |
| - 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. | **- T\_Ss ; Work individually.*****Suggested answers:****1. national parks* *2. ecosystem* *3. endangered* *4. environment*  |
| ACTIVITY 3: **Read the text again and choose the correct option A, B, or C** |
| - Ask Ss to do the task individually. Tell them to read the passage two or three times, then read eachquestion, 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 thepassage fully.- Call on some Ss to read the passage aloud. Check their pronunciation and intonation.- Check the answers as a class.**\*\* Teacher’s observation and feedback.** |  **- T\_ Ss**- **Ss to work individually.*****\** Answer key:****1.** B **2.** A **3**. C **4**. A **5.** C |
| **4 . SPEAKING****\* Objectives:** **4. 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.****5.****To help Ss practise talking about a national park, using the information in 4;****To help Ss improve their speaking skill.***\* Content:*: Ask and answer about Vu Quang National Park. Talking about Vu Quang National Park using the answers in 4. *\* Outcome:* Students understand about Con Dao National Park. *\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 4 *:* **Work in pairs. Ask and answer about Vu Quang National Park. Look at the facts.** |
| - Give Ss some time to study the facts about Vu Quang National Park. Then have them read the example to understand what they have to do. - Explain again if needed.- 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 share additional information they know about Vu Quang National Park.  | **- T\_ Ss. Ss- Ss****\* *Suggested outcome:*** *A: Where is Vu Quang National Park?**B: It’s in Vu Quang District, Ha Tinh**Province* |
| ACTIVITY 5: **Work in groups. Talk about Vu Quang National Park, using the answers in 4.** |
| - 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 theunit 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.- Teacher gives corrections and feedbacks***\* Teacher gives corrections and feedbacks.*** | + Look at the facts in 4 . Ss prepare and give a speech, using the information …**\* *Suggested speaking:*****You can begin your talk with:** *Vu Quang National Park is in Vu Quang District, Ha Tinh Province. It opened in 2002. The area of National Park is about 55,000 hectares. It has so many kind of species. Saolas, "black deer" as the animals. And the park also has valuable plants, wood, medicinal plants.*….  |
|  **5. WRAP-UP & HOME WORK (2’)** - Ask Ss what they have learnt in the lesson. - Ss retell some school clubs they have learnt . \* HOME WORK:- Learn by heart all the words that they have just learnt.- Do more exercises in workbook.- Prepare new lesson: Lesson 2: A SKILLS \_2.==================================***\*\* Suggested speaking:***  *Vu Quang National Park (formerly Vu Quang Nature Reserve) is located in* ***Huong Son******district (Ha Tinh),******with an area******about 55, 000 hectares*** *and average altitude of over 800m above sea level, in the monsoon tropical climate zone with an average temperature of 23 degrees C, the rainfall level is 2,304.5 mm. It was opened in 2002.* *Vu Quang is located in an important position in the Truong Son Range, alternating between Pu Mat National Park in the North and Phong Nha - Ke Bang National Park in the South.****Animals here are plentiful, according*** *to statistics there are 60 mammal species, 187 bird species, 38 reptile species, and 56 fish species.* ***Especially Saolas, “ Black deers****; ” In addition, Vu Quang National Park also has 36 endemic animal species of North Truong Son forest such as brown-shanked douc langur, Ha Tinh langur, yellow-cheeked crested gibbon ... In particular, two large mammal species have been discovered there, they are long goat and the big bear There are valuable plants : woods, medical plants …*  *Because of its high biodiversity and the discovery of two new mammal species, Vu Quang has become a potential ecotourism address. There, visitors can make adventure tours to discover the unexpected mysteries of the forest or r join a sports tour to Vu Mon waterfall … .* ==============================================

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| ***Date of planning***: February 1st 2025***Date of teaching*:** February 3rd 2025**WEEK: 20****Period: 60**  | **UNIT 7 : ENVIRONMENTAL PROTECTION** **Lesson 5 : SKILLS 2** |

**I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:****1. Knowledge:**- Listening about water pollution- Write a notice- Use the lexical items related to the topic of the listening text ; “ Water pollution ”- To develop the skills of listening for specific information. + Vocabulary: - Words related to the topic of *water pollution.* + Grammar: Complex sentences with adverb clauses of time. **2. Competence:** **-** Students will be able to practice reading and speaking skills .- Develop communication skills and creativity- Be co-operative and supportive in pair work and teamwork. - Actively join in class activities.**3. Qualities:** - Raise the students’ awareness about enviromental protection.- Love reading and talking about activities to protect the environment. - Develop self-study skills.**II. TEACHING AIDS:** - Grade 8 textbook, Unit 7, Skills\_2 . - Computer connected to the Internet- Projector / TV- *Hoclieu.vn***III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)**  |
| **\* Aims:** *- To create an active atmosphere in the class before the lesson;**- To lead into the new lesson***.** *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.*\* Outcome*: Having a chance to speak English. Ss can identify and name types of pressure that teen may face*\* Organisation :* Teacher’s instructions … |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting** **+ Chatting*****+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,* *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…* *- T encourages Ss to talk in English as much as possible*+ Introduce the objectives of the lesson. Focus on the objectives of the lesson. + Ask some Ss what activities they often do to contribute to environmental protection and to prevent pollution. Elicit answers from Ss.+ Lead into the new lesson: Listening about water pollution and Writing a notice.+ Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board. | **+ Greeting ; T\_Ss.****+ Chatting**+ Students **(Ss)** listen and learn how to do the tasks.**-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** |
| **A. LISTENING****\* Pre-listening****\*Objectives : To activate what Ss know about the causes of water pollution.***\* Content:*Make a list of some activities that cause water pollution. *\* Expected outcomes:*Students’ answers. Ss can list some activities that cause water pollution. *\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 1: **Work in groups. Make a list of some activities that cause water pollution**  |
| - Ss work in groups. Every student names 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 feel free to speak English.  | **- T\_Ss** **Suggested answer:***- throwing rubbish into rivers and lakes**- pouring domestic wastes**- pouring industrial wastes**- using chemicals and pesticides in soil**- spilling fuel* |
| **3. WHILE LISTENING ( 15’)** |
| **\*Objectives :****2. To help Ss develop the skill of listening for specific information.****3. To help Ss further develop the skill of listening for general and specific information (to write down short answers while listening to the recording).***\* Content:* Listen to a talk and choose the correct word to complete the sentences. Listen again and give short answers to the questions.*\* Expected outcomes:*- Students can practise listening and understanding specific information about  *\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 2: **Listen to a talk and choose the correct word to complete each sentence**  |
| - Ss that they are going to listen to a talk 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.- Have Ss choose the correct answers. Check their answers as a class. | **- T\_Ss****\* *Suggested answers:****1. drinking* *2. factories* *3. harmful* *4. shouldn’t*  |
| ACTIVITY 3: **Listen again and give short answers to the following questions. Use no more than THREE words.**  |
| - Have Ss read the questions carefully and determine what information they need for answering the questions.- Play the recording once or twice. Ask Ss to listen carefully and answer the questions, using no more than three words.- Have Ss share their answers in pairs.- Play the recording once more for Ss to check their answers. Call on some Ss to give the answers and confirm the correct ones.*1. What is the listening text about?**2. How many sources of water pollution are there?**3. What are two common sources of drinking water?**4. What type of effect does water pollution have on our life?**5. What products can we use to reduce water pollution?****\*\* T checks the answers as a class and gives feedback.*** |  **- T\_ Ss**- **Ss to work in pairs*****\** Answer key:****1.** *Water pollution.* **2***. Two.* **3.** *Rivers and lakes.***4***. A harmful effect.* **5***. Green product*  |
| EXTRA ACTIVITY- Put Ss into groups of three and ask them to first listen to the talk once more then summarise it in three sentences.- Each group exchanges summaries with another group and discusses which words or details can be emitted from their summaries as well as any major ideas that were neglected.- Lead a class discussion about what contents should be included in the summary. |
| **4 . WRITING****\*Objectives :****4. To familiarise Ss with the form and purpose of a notice that they are going to write;** **To prepare Ss for the writing task in 5.****5. To help Ss practise writing a notice.***\* Content*: Read the notice and match the headings ; Write a notice for the Go Green Club leader to invite students to attend a lecture on water pollution.*\* Expected outcomes:*Ss can write a notice . *\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 4 : **Work in pairs. Read the notice and match the headings (a – e) below with the numbers (1 – 5)**  |
| - First, explain to Ss that a notice can be an announcement, a warning, or an invitation. - 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.- Check the answers as a class. | **- T\_ Ss.** ***\** Suggested outcome:** **1***. a* **2***. c* **3***. b* **4***. e* **5***. d*  |
| ACTIVITY 5: **Write a notice for the Go Green Club leader to invite students to attend a lecture on water pollution. Use the following details.** |
| - 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'writing, mark them, and later comment on their writing in the class.- If there is not enough time for Ss to do their task in class, have them do it as homework.***\*\* T gives feedback on their writing in terms of spelling, grammatical mistakes, cohesion, and content.*** | **\* *Suggested answer:***  |
|   **5. WRAP-UP & HOME WORK (2’)** - Ask Ss to say what skills they have developed in this lesson. Ask them about their progress and what they want to improve.\* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Lesson 7 : LOOKING BACK. ==============================================

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| ***Date of planning***: February 2nd 2024***Date of teaching*:** February 6th 2025**WEEK: 21****Period: 61**  | **UNIT 7 : ENVIRONMENTAL PROTECTION** **Lesson 7 : LOOKING BACK+ PROJECT** |

**I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:****1. Knowledge:**- Review more the vocabulary and grammar of Unit 7, they have learnt in the unit in different contexts.- Ss use what they have learnt from the unit to help them answer the questions. Ss need to see how far they have progressed and in which areas they need further practice.- Apply what they have learnt (vocabulary and grammar) into practice through a project.*+ Vocabulary:*The lexical items related to *Environmental Protection*- Pronunciation: Correctly pronounce words that contain the sounds: **/bl/** and **/kl/ .** *+ Grammar:*Complex sentences with adverb clauses of time**2. Competence:** - Develop communication skills and creativity- Be co-operative and supportive in pair work and teamwork. - Actively join in class activities.**3. Qualities:** - Raise the students’ awareness about enviromental protection. **II. TEACHING AIDS:** - Teacher: Grade 8 text book, projector / TV.....- Students : Text books, workbook… - Computer connected to the Internet*- Hoclieu.vn* **III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)**  |
| **\* Aims:*****- To create an active atmosphere in the class before the lesson;******- To lead into the new lesson*.***\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.*\* Outcome*: Having a chance to speak English.*\* Organisation :* Teacher’s instructions … |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **\* 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.*- T encourages Ss to talk in English as much as possible*- T leads in the lesson. | **+ Greeting T\_Ss.** **- Ss - Ss** **-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** |
|  **A. PRACTICE EXERCISES** **VOCABULARY****\* Objectives:****1 + 2: To help Ss review the vocabulary of Unit 7****- To help Ss revise the words / phrases they have learnt in the unit.****- To help Ss revise and use the vocabulary they have learnt in context.***\* Content:*Choose the correct answer; Complete the sentences with the word and phrases from the box.*\* Expected outcomes:*Ss know how to use the words they have learnt in different contexts.*\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 1**: Choose the correct answer A, B, or C to complete each sentence.** |
| **\*** Have Ss do this task individually to choose the correct answer for each question.- Go round and monitor the class, giving support if necessary.- Ask some Ss to share their answers. - Confirm the correct answers. | **- T\_Ss** \****Answer key:*****1***.* **A** **2***.* **C** **3. B****4. A****5***.* **C** |
| ACTIVITY 2: **: Complete each of the sentences with a word or phrase from the box.**  |
| - Ask Ss to read the words and phrases in the box first.- Ask Ss to read the sentences. Tell them to pay attention to the gaps and elicit what words / phrases they need to fill in them.- Tell Ss to write the answers in their notebooks. Ask some of them to write their answers on the board. - Correct the mistakes if necessary | **- T\_Ss****Key** **1.** *littering* **2.** *carbon footprint* **3***. picking up rubbish* **4***. habitats* **5***. endangered species* |
| **B. GRAMMAR** |
| **\* Objectives:****3. To help Ss revise complex sentences with adverb clauses of time;****- To help Ss practise writing about themselves, using complex sentences with adverb clauses of time.****4. To 4. To help Ss revise the form and uses of complex sentences with adverb clauses of time.***\* Content:*Complete the sentences , using a clause; To identify the underlined part that needs correction. *\* Expected outcomes:*Ss can do the exercises correctly.*\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s Students’ activities** | **Content** |
| ACTIVITY 3: **Complete the following sentences using a clause. Use your own ideas.**  |
| - Allow Ss some time to do the task individually and write sentences in their notebooks.- Then ask Ss to compare their answers in pairs.- Call on some Ss to write their answers on the board, have other Ss give comments, and correct mistakes only when really necessary. |  **- T\_ Ss*****\*****Ss’ answers* |
| ACTIVITY 4 : **Circle A, B, or C to identify the underlined part that needs correction .** |
| - T may have Ss review the form and uses of complex sentences with adverb clauses of time before they do the task.- Have Ss work independently or in pairs to do the exercise.- Call on some Ss to share their answers. - Give corrections and explanations. | **- T\_ Ss.** **\* *Answer key:*****1**. A**2**. B**3**. C**4**. C**5**. B |
| **4. PRODUCTION/ PROJECT ( 8’)** |
| **A SERIOUS POLLUTION PROBLEM IN MY AREA.****\* 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.***\* 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.**\* Expected outcomes:* **-** Students’ speaking*\* Organization:*  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 1- 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, etc). Then think of as many solutions to the problem as possible.ACTIVITY 2- Have Ss 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.ACTIVITY 3- Call on some groups to show their posters and make a presentation. Other groups give their comments. The class votes for the best poster.*- If it is better to assign the project in earlier lessons, then 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.***\*\*** T checks ss’ grammatical and spelling mistakes on their poster, listens to their presentation, and gives feedback. | **\*** *T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK),* Ss to present their report to the class.+ Ss display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class.*\*\* Students’ posters & presentations* |
|  **5. WRAP-UP & HOME WORK (2’)** \* Ask Ss to complete the self-assessment table. - Identify any difficulties, weak areas and provide further practice.\* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Unit 8 : SHOPPING.==============================================  |

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