Date of preparing:17/1/2022

**Week 19** Date of teaching 19/1/2022

**UNIT 7: POLLUTION**

**Period 55: Getting started.**

**A project on pollution.**

**I.OJECTIVES:**

**1.Knowledge :** By the end of the lesson ,students will be able to :

-understand new words and structures in the dialogue

-answer the questions after reading the dialogue

-Vocabulary:lexical items related to the topic

-Grammar: Review: conditional sentences type 1 and type 2.

**2. Skills:** Drill listening ,speaking ,reading and writing mainly**.**

3. Attitude:Ss must have good attitude towards the co-operation

**4. Competence.**

Develop listening, reading comprehension skills, language, spoken interaction.

**II. PREPARATION:**

**1. Teacher** :

Text book, pictures, extra board, laptop…

**2. Students** :

Notebook, textbook.

**III. TEACHING METHODS :**

Groupwork, pairwork, games, communication approach.

**IV. PROCEDURE :**

**1. Class organization:** – Good afternoon

– How are you **?** Who absent today ?

**2. Check up:**

**3. New lesson:**

|  |  |
| --- | --- |
| Sts and T’s activities | Contents |
| **Warm – up**  -Review the previous before Ss open their books by asking them to take part in a small game. The game stops when time is up. The group with more points wins.  -Ss work in two big groups A and B. Make a paper ball. Throw the ball to one student in group A and he/ she has to call out one fairytale. If he/ she is right group A gets one point, then he/ she throws the ball to a student in group B.  **Presentation**  Ask Ss if they know any story about the environment or pollution.  Write the unit title on the board “pollution”. Ask Ss to call out things which cause pollution, e.g., cars, factories, cows,… Now start the lesson.  Ask Ss to open their books and look at the picture. Ask them some questions:  Who can you see in the picture?  Where do you think they are?  What can you see in the picture?  What do you think the people in the picture are talking about?  Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the dialogue and add some more details to their answers.  **Practice**  **1a Find a word/ phrase that means:**  Allow them to share answers before discussing as a class. Remember to ask Ss to read out the lines in the dialogue that contain the words. Quickly write the correct answers on the board.  Have Ss look at the Watch out! Box and quickly read the information. Ask them if they know what I can’t believe my eyes means. Then explain to them that this expression means you are very surprised at something you see.  **1b Answer the questions.**  Have Ss read the questions to make sure they understand them. Call on some Ss to write their answers on the board. Check their answers.  **1c Tick (v) T (true) or F (false) or NI (no information).**  Have Ss read the sentences quickly to make sure they understand them. Ask them firstly to decide if the sentences are true, false or there is no information without reading the dialogue. Then have some Ss write their answers on the board. Now ask Ss to read the conversation again to check their answers. Confirm the correct answers.  **2. There are different types of pollution. Write each type under a picture.**  Have Ss look at the pictures. Ask them what they see in each picture. Now tell Ss that in the box are some types of pollution. Call on some Ss to give their answers and write them on the board.  **3. Complete the sentences with the types of pollution.**  Have Ss read through the sentences to get a general understanding. T may teach some words which T thinks Ss do not know such as contamination.  Call on some Ss to stand up and give their answers. Confirm the correct answers.  **Further practice**  **4. Work in groups. Which types of pollution in 3 does your neighbourhood face ? Rank them in order of seriousness. Give reasons for your group’s order.**  **Vote for the group with the best reasons.**  Organise game for this activity. Call group representatives to present their group’s order and reasons. Have the class vote for the group with the best reasons.  If time does not allow, do not have Ss do this activity. Instead just ask Ss to quickly review the pollution types.  Ask students to complete all the exercises  **Homework(3’):**  Prepare unit 7 lesson 2 | **Fairytale**  **1. Listen and read.**  **1.1. Vocabulary**  1. Dead (adj)  2.Aquatic(adj)  3.Dump(v/n)  4.Poison(v/n)5. Polluted(adj)  6. To come up with  ***Key:***  1. Dead 2. Aquatic 3. Dump 4. Poison 5. Polluted 6. To come up with  ***Key:*** 1. They are in Mi’s home village.  3. She’s surprised because she sees the fish are dead.  4. It’s dumping poison into the lake.  5. He’s sneezing so much because the air is not clean.  ***Key:*** 1. F(It’s polluted by the factory). 2. T 3. NI 4. T 5. T  ***Key:***  A. Radioactive pollution  B.noise pollution  C. visual pollution  D. Thermal pollution  E. Water pollution  F. land/ soil pollution G. Light pollution H. air pollution  ***Key:***  1. thermal pollution  2. Air pollution  3. radioactive pollution  4. light pollution  5. Water pollution  6. Land/ Soil pollution  7. Noise pollution  8. visual pollution |

**IV. CONSOLIDATION:**

Ask Ss to remind sometypes of pollution**.**

**V. HOMEWORK :**

- Learn by heart new vocabulary

- Practice reading “Listen and read”

-Prepare new lesson: A closer look 1.

\* **Experiences after teaching**:……………………………………………………..

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Date of preparing:17/1/2022

**Week 19** Date of teaching …………….

**UNIT 7: POLLUTION**

**Period 56: A Closer Look 1**

**I.OJECTIVES:**

**1.Knowledge :** By the end of the lesson, ss will be able to:

- Learn more words about pollution

- 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.

**2. Skills:** Speaking, listening,use of English.

**3. Attitude: -** Positive about pollution.

- Students know how to learn English in right way.

**4. Competence.**

- Communication, self-learning capability, creative capacity, ability to use of language……

**II. PREPARATION:**

**1. Teacher** :

Text book, pictures, extra board, laptop…

**2. Students** :

Notebook, textbook.

**III. TEACHING METHODS :**

**-**Communicative approach, group Ss and T’s activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present….

**IV. PROCEDURE :**

**1. Class organization:** – Good afternoon

– How are you **?** Who absent today ?

**2. Check up:** Role play the dialogue and answer the questions:

1. What does the water in the lake look like ?
2. What is the factory dumping into the lake ?

**3. New lesson:**

|  |  |
| --- | --- |
| Sts and T’s activities | Contents |
| **1.Warmer: Calling out**  Ask Ss to call out the types of pollution they learnt in the previous lesson.  -> You are going to learn different forms of some words as well as some words/ phrases to talk about the causes and effects of pollution.  **2. Presentation:**  **\* Vocabulary**  **2.1 Vocabulary:**  - Teacher use different techniques to teach vocabulary (situation, realia)  - Follow the seven steps of teaching vocabulary  \* Checking vocab: Slap the board  **2.2. Complete the table (1 P8)**  Have Ss look at the table in the book. Make sure that they understand what to do.  ? Complete the exercise individually  - Check their answers.  **2.3. Complete the sentences (2 P8)**  ? Read each sentence silently to have a general understanding and decide which word form should be put in each blank.  - For example, the word to be filled in the blank in sentence 1 is an adjective. ? Do the exercise and then compare  - Call on one or two Ss to give out the answers before confirming the correct ones  **\*Grammar:**  - Look at the language box.  - Tell Ss that the words and phrases in the box express cause and effect relationships. Ss have learnt *so, because* and *because of*. Quickly go through the rest of words/phrases as follows:  Have Ss read the example sentences and underline the clause or noun phrase.  **3. Practice:**  **3.1 .Activity 3a**  Ask Ss to read to each pair of sentences and decide which sentence is a clause and which is an effect. Ss compare their answers with a partner before giving the answers to the teacher. Confirm the correct answers.  **3.2. Activity 3b**  ? Combine the sentences in each pair into a new sentence that shows a cause/ effect relationship  **4. Pronunciation :)**  ***4. 1. Stress in words ending in –ic and –al***  Ask Ss to look at the rules in the box and the examples. Go through the rules with them. For a more able class, have Ss give some examples.  ***4.2. Listen and mark the stress (5 P9)***  Play the recording for Ss to stress the words. Ask some Ss to say where the stress in each word is. Confirm the correct answers. Play the recording again for Ss to repeat the words. Call on some Ss to read out the words.  **4.3. Activity 6 p9**  Have Ss do the activity individually. Play the recording for Ss to check their answers. Then elicit the correct stress patterns from Ss. Play the recording again Ss to repeat the sentences. Ask some Ss to read out the sentences.  **4.4. Activity 4 P8**  - Divide the class into 12 groups. Two groups work with the same pair of pictures in 2, 3 or 4.  ? In three minutes, groups of Ss write down as many sentences based on the given picture pair as possible on a sheet of paper.  - When time is up, the group with the most sentences is the winner | Examples:  1. thermal pollution 2. Air pollution  3. radioactive pollution 4. light pollution  5. Water pollution 6. Land/ soil pollution  7. Noise pollution 8. visual pollution   |  |  |  | | --- | --- | --- | | con**ta**minate | (v): | làm bẩn | | cause | (n/v): | nguyên nhân, gây ra | | e**ffect** | (n: | làm ảnh hưởng | |  |  |  |   - Repeat in chorus and individually  - Copy all the words  **Key:**  1. poison 2. contaminate  3. pollutant 4. polluted  5. death 6. damaged  **Key:**  1. Poisonous 2. Pollutants  3. Dead 4. Contaminated  5. Damage 6. Pollute  - *because/since* and *due to/because of* are used to talk about the causes of something.  *- Because* and *since* are synonyms and they come before a clause.  - Other words and phrases in the box express the effects of something.  *So* comes before a clause.  *To cause, to lead to* and *to result* in are synonyms and come before a noun phrase.  *To make sb/sth do sth* is another way to express the effects. After somebody/something is an infinitive verb without to.   |  |  | | --- | --- | | **CAUSE** | **EFFECT** | | **because/ since + clause**  E.g: Because/ Since the water is polluted, the fish are dead. | **so + clause**  The water is polluted, so the fish are dead. | | **due to/ because of + sth**  The fish are dead due to/ because of the polluted water. | **to cause sth/ to lead to sth/ to result in sth**  The polluted water causes/ results in the dead of fish. | |  | **to make sb/ sth do sth**  The polluted water make the fish die. |   1.People throw litter on the ground. …C… Many animals eat the litter and become sick. …E…  2. Ships spill oil in oceans and rivers. C Many aquatic animals and plants die E…  3. Households dump waste into the river. C It is polluted. …E…  4. Their children have birth defects. …E… The parents were exposed to radiation…C… .  5. We can’t see the stars at night. …E… There is too much light pollution. …C…  2. Oil spills from ships in oceans and rivers lead to the death of many aquatic animals and plants.  3. Households dump waste into the river so it is polluted.  4. Since the parents were exposed to radiation, their children have birth defects.  5. We can’t see the stars at night due to the light pollution  *Adding the suffix* ***–ic*** *changes the stress of a word. Stress the syllable immediately before the suffix.*  *Example:*  *‘atom -> a’tomic*  *Adding the suffix* ***–al*** *to a word does not change its stress.*  *Example:*  *‘music’ -> ‘musical*  *Note: If a word can take both suffixes: one ending in* ***–ic*** *and the other ending in –****al****, both words have the stress on the same syllable.*  *Example:*  *E’conomy -> eco’nomic -> eco’nomical*  **Key:**  1. ar’tistic 6. ‘physical  2. ath’letic 7. he’roic  3. his’toric 8. po’etic  4. his’torical 9. bo’tanic  5. ‘logical 10. Bo’tanical  1. According to scientific research, tiny species may help clean radioactive pollution.  2. Water quality has become a **national** problem.  3. Many people have received **medical** treatment because of the disease.  4. **Chemical** waste can cause water pollution.  5. The reduction in air pollution was dramatic last year.  **Key:** 1. scien’tific 2. ‘national 3. ‘medical 4. ‘chemical 5. dra’matic  **Suggested answers:**  2. The soil is polluted, so plants can’t grow.  3. We won’t have fresh water to drink because of water pollution.  4. We plant trees, so we can have fresh air. |

\* Handicapped students:

Ask Ss to find down the cause and effect of these sentences:

1. I was late because I stayed up late last night.
2. The river is dirty because of dumping the litter of the human.
3. The polluted air made people ill.

**IV. CONSOLIDATION:**

Ask Ss to give some examples using : because/ since , due to, because of ……

**V. HOMEWORK :**

- Learn by heart all the new words.

- Do Ex A1, 2,3 P3 (wortkbook)

- Prepare: **Unit 1: Closer Look 2**

- Collect pictures, songs, clips talking about pollution.

\* **Experiences after teaching**:……………………………………………………..

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Date of preparing:17/1/2022

**Week 19** Date of teaching …………….

**UNIT 7: POLLUTION**

**Period 57*:* A CLOSER LOOK** **2**

**I.OBJECTIVES**

**1. Knowledge:** By the end of the lesson, students will be able to:

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

**2. Skills: -** Use of English.

**3. Attitude: -** Positive about pollution.

- Students know how to learn English in right way.

**4. Competence**: Communication, self-learning capability, creative capacity, ability to use of language……

**II.PREPARATION:**

**1.Teacher: -** book, planning, picture, laptop, projector

**2.Students: -** books, notebooks

III**. TEACHING METHODS:**

Communicative approach, group Ss and T’s activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present…..

**IV. PROCEDURE:**

**1. Class organization.** - Greetings.

**2.** **Check up**: -Ask Ss to retell some words and phrases that you can use to signal the cause of a problem and some words and phrases you can use to signal the effect of a problem:

**3. New lesson:**

|  |  |
| --- | --- |
| Sts and T’s activities | Contents |
| **1.Warmer:**  **Conditional sentences type 1: review**  Elicit the form and use of the conditional sentence type 1 from Ss. Ask Ss to give some example sentences.  **2. Presentation:**  Conditional sentences type 2  - Teacher elicits the form, use of the conditional sentences type 2 from students.  ? Give examples  **3. Practice:**  ***3.1. Activity 1P9***  Ss do this exercise individually then compare their answers with a partner. Have Ss read out their answers. Confirm the correct ones.  ***3.2. Activity 2 P10***  - Read the pairs of sentences.  - Ask two Ss to write the new conditional sentences type 1 on the board while other Ss write own sentences.  - Give feedback on these sentences and ask other Ss to correct them if necessary.  ***3.3. Activity 3 P10***  Ss do this exercise individually, and then compare their answers with a classmate. Check Ss’answers.  ***3.4. Activity 4 P10***  Ss do this exercise individually. Invite two Ss to the board to write their answers. Go through the answers with the class. Have other Ss correct the answers if necessary.  ***3.5. Activity 5 P10***  - Quickly read the example.  - Ask Ss to comment on the example. - the meaning of the orginal sentences was made opposite in the new conditional sentence. (i.e. positive into negative form for the first sentence and negative into positive for the second sentence).  ? Do this exercise individually and then compare the answers with a classmate. Ask one or two Ss to write their sentences on the board.  **Production**: Consolidation the conditional sentences | I. Conditional sentences type 1  ***The conditional sentence type 1 describes a thing which is true or is likely to happen in the present or future.***  ***If + subject + V (present simple), subject + will/can... + V (bare infinitive)***  II.Conditional sentences type 2  ***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), subject + would/could/might + V (bare infinitive)***  *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.*  ***Note****: We can use both was and were with I/he/she/it in the if-clause.*  III. Practice:  **1 Exercise 1**:**Key:**   1. recycle; will help 2. won’t dump; fines 3. travel; will be 4. will save; don’t waste   use; will have  **2. Exercise 2.**  **Key:**  1. Student will be more aware of protecting 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.  4. If the water temperature increases, some creatures will be unable to reproduce.  5. People will get more diseases if the water is contaminated.  3. **Exercise 3.**  **Key**: 1. b 2. c 3. d 4. e 5. a  4. **Exercise 4 Key:**  1. were; would…do  2. exercised; would be  3. had; would build  4. tidied; wouldn’t be  5. was/were; would grow  **Key:**  2. If there weren’t many billboards in our city, people could enjoy the view.  3. If there wasn’t/weren’t so much light in the city at night, we could see the stars clearly.  4. If we didn’t turn on the heater all the time, we wouldn’t have to pay three million dong for electricity a month.  5. If the karaoke bar didn’t make so much noise almost every night, the residents wouldn’t complain to its owner.  6. She wouldn’t have a headache after work every day if she didn’t work in a noisy office. |

\* Handicapped students: Ask Ss to complete these conditional sentences (type1)

1. If I have a lot of money, I (buy)\_\_\_\_\_\_\_\_\_\_\_\_\_a car.

2. She will pass the exam easily I she (study)\_\_\_\_\_\_\_\_\_\_\_\_.

**V. CONSOLIDATION**: Ask Ss to give some conditional sentences type 2

**VI. HOMEWORK**:

- Learn by heart all the new words and structures

- Do B4, B5, B6 P5 (Work book)

- Prepare: **Unit 7: Skills 1**

- Collect pictures, songs, clips talking about pollution.

\* **Experiences after teaching** …………………………………………………………………………………………………

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