

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

THE SECOND SEMESTER



Teaching date:

Period: 55

UNIT 7: POLLUTION

Lesson 1: Getting started

I./ Objectives

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

- listen and read the dialogue about a factory in Mi's home village for details and then do some related exercises.
- use lexical items related to the topic 'Pollution' to talk about types of pollution

2. Qualities:

Skills: Speaking, listening, reading, writing.

Attitude: - Positive about pollution.

- Students know how to learn English in right way.

3. 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

Ss and T's activities	Content
ACTIVITY 1: Warm-Up (5')	
Shark attack AIMS: -To attract Ss's attention to the lesson -To lead into the new lesson CONTENTS: Vocabulary about marine lives PRODUCTS: Sts' attention on the topic ORGANIZATION: - Teacher gives instruction ? Guess one by one letters. - Teacher gets feedback.	A project on pollution (-/ -----/ --/ -----)

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

ACTIVITY 2: <u>Getting started:</u> (10')	
AIMS: Help students listen, read and do some exercises about the conversation CONTENTS : - Listen to the conversation - learn new words about pollution and its causes PRODUCTS: - sts' knowledge of pollution - words and structures ORGANIZATION: Vocabulary - Teacher use different techniques to teach vocabulary (situation, realia) - Follow the seven steps of teaching vocabulary * Checking vocab: Matching (Activity 2 P7)	- poison (n/v): chất độc, làm nhiễm độc - dump (v): vứt, bỏ - aquatic (adj): dưới nước - illustrate (n): hạt chuỗi - thermal (n): ô nhiễm nhiệt pollution - radioactive (n): ô nhiễm phóng xạ pollution - visual (n): ô nhiễm ánh sáng pollution - billboard (n): biển quảng cáo ngoài trời - Repeat in chorus and individually - Copy all the words 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
<i>Listen and read</i> * Set the scenes: Ask Ss to open their books and look at the picture. Ask them some questions: <i>Who can you see in the picture?</i> <i>Where do you think they are?</i>	- Answer the questions individually. * <i>Suggested answers</i> - <i>Nick and Mi.</i> - <i>They are near a factory.</i>
<i>What can you see in the picture?</i> <i>What do you think the people in the picture are talking about?</i> Ss answer the questions as a class. - Play the recording twice.	- <i>I/We can see a factory dumping exhaust fume and poison into the lake.</i> - <i>They are talking about pollution.</i>

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

? Listen and read then check your answer for the last question. - Accept all possible answers from Ss without any correction.	- Listen and read
ACTIVITY 3: PRACTICE (15')	
AIMS: help Ss widen their knowledge of pollution and vocab CONTENTS : Exercises p7 PRODUCTS: Keys to Exercises p 6-7 ORGANIZATION: 3.1. Find the words / phrases (1a P7) ? Share answers with your partner. - Teacher gets feedback - Have Ss look at the Watch out! box and quickly read the information. Ask them if they know <i>what I can't believe my eyes</i> means. 3.2. Answer the questions (1b. P7) - Have Ss read the questions to make sure they understand them. Ss read the conversation again to answer the questions. Ss exchange their answers with a classmate. Call on some Ss to write their answers on the board. Check their answers.	Key: 1. dead 2. aquatic 3. dump 4. poison 5. polluted 6. to come up with This expression means you are very surprised at something you see. Key: 1. They are in Mi's home village. 2. It's almost black. 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.
3.3. Tick T, F or NI (1c P7) ? Read the sentences quickly ? 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. ? Read the conversation again to check - Confirm the correct answers.	Key: 1. F (It's polluted by the factory). 2. T 3. NI 4. T 5. T
3.5. Complete the sentences (3 P7)	

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

? Work individually to do the task then compare their answers with a partner. T may teach some words which T thinks Ss do not know such as <i>communication</i>. Group work ? Work in groups of five or six. - In five minutes, Ss write down the pollution types their neighbourhood	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 - discuss and write the pollution types their neighbourhood faces and rank them in order of seriousness.
faces and rank them in order of seriousness. They also have to give reasons for their order. - Call group representatives to present their group's order and reasons. ? 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.)	- present
ACTIVITY 4: Further practice (2')	
AIMS: Review types of pollution CONTENTS : Class activity Review the lesson New words and structures PRODUCTS: A list of types of pollution ORGANIZATION: Teacher asks, sts answer ? Make a list of types of pollution? Teacher summarizes the lesson and gives homework Homework:	- Answer individually - Take note

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

Learn by heart all the new words. Do Ex B1,2 , 3 P4 (Workbook) Prepare: Closer Look 1 - Collect pictures, songs, clips talking about pollution.	
---	--

-----oOo-----

Teaching date:.....

Period:56

UNIT 7: POLLUTION

Lesson 2: A Closer Look 1

I./. Objectives

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. Qualities:

Skills: Speaking, listening, use of English.

Attitude: - Positive about pollution.

- Students know how to learn English in right way.

3. 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

Ss and T's activities	Content
ACTIVITY 1: WARM-UP (5')	
Calling out AIMS: help sts change the state from relaxation to concentration	

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

CONTENTS : Types of pollution PRODUCTS: Different forms of some words as well as some words/ phrases to talk about the causes and effects of pollution. ORGANIZATION: 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.	Examples: <table border="0"> <tr> <td>1. thermal pollution</td><td>2. Air pollution</td></tr> <tr> <td>3. radioactive pollution</td><td>4. light pollution</td></tr> <tr> <td>5. Water pollution</td><td>6. Land/ soil pollution</td></tr> <tr> <td>7. Noise pollution</td><td>8. visual pollution</td></tr> </table>	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
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								
ACTIVITY 2: <u>Vocabulary</u> (15')									
AIMS: teach new words CONTENTS : Vocabulary of A closer Look 1 Cause-effect conjunctions PRODUCTS: Key to Task 2 TB P8 orn: 2.1. Teaching vocabulary - Teacher use different techniques to teach vocabulary (situation, realia) - Follow the seven steps of teaching vocabulary * Checking vocab: Slap the board	contaminate (v): làm bẩn cause (n/ nguyên nhân, v): gây ra effect (n: làm ảnh hưởng - Repeat in chorus and individually - Copy all the words								
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.	Key: <table border="0"> <tr> <td>1. poison</td><td>2. contaminate</td></tr> <tr> <td>3. pollutant</td><td>4. polluted</td></tr> <tr> <td>5. death</td><td>6. damaged</td></tr> </table>	1. poison	2. contaminate	3. pollutant	4. polluted	5. death	6. damaged		
1. poison	2. contaminate								
3. pollutant	4. polluted								
5. death	6. damaged								
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.	Key: <table border="0"> <tr> <td>1. Poisonous</td><td>2. Pollutants</td></tr> <tr> <td>3. Dead</td><td>4. Contaminated</td></tr> <tr> <td>5. Damage</td><td>6. Pollute</td></tr> </table>	1. Poisonous	2. Pollutants	3. Dead	4. Contaminated	5. Damage	6. Pollute		
1. Poisonous	2. Pollutants								
3. Dead	4. Contaminated								
5. Damage	6. Pollute								

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

- 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									
2.4. Study the language box ? Look at the language box. - Tell Ss that the words and phrases in the box express cause and effect relationships. Ss have learnt <i>so</i>, <i>because</i> and <i>because of</i>. Quickly go through the rest of words/phrases as follows: Have Ss read the example sentences and underline the clause or noun phrase.	- <i>because/since</i> and <i>due to/because of</i> are used to talk about the causes of something. - <i>Because</i> and <i>since</i> are synonyms and they come before a clause. - Other words and phrases in the box express the effects of something. <i>So</i> comes before a clause. <i>To cause</i>, <i>to lead to</i> and <i>to result in</i> are synonyms and come before a noun phrase. <i>To make sb/sth do sth</i> is another way to express the effects. After somebody/something is an infinitive verb without <i>to</i>. <table border="1" data-bbox="828 940 1526 1623"> <thead> <tr> <th>CAUSE</th><th>EFFECT</th></tr> </thead> <tbody> <tr> <td> because/ since + clause E.g: <u>Because/ Since the water is polluted</u>, the fish are dead. </td><td> so + clause The water is polluted, <u>so the fish are dead.</u> </td></tr> <tr> <td> due to/ because of + sth The fish are dead <u>due to/ because of the polluted water.</u> </td><td> to cause sth/ to lead to sth/ to result in sth The polluted water <u>causes/ results in the dead of fish.</u> </td></tr> <tr> <td></td><td> to make sb/ sth do sth The polluted water <u>make the fish die.</u> </td></tr> </tbody> </table>	CAUSE	EFFECT	because/ since + clause E.g: <u>Because/ Since the water is polluted</u> , the fish are dead.	so + clause The water is polluted, <u>so the fish are dead.</u>	due to/ because of + sth The fish are dead <u>due to/ because of the polluted water.</u>	to cause sth/ to lead to sth/ to result in sth The polluted water <u>causes/ results in the dead of fish.</u>		to make sb/ sth do sth The polluted water <u>make the fish die.</u>
CAUSE	EFFECT								
because/ since + clause E.g: <u>Because/ Since the water is polluted</u> , the fish are dead.	so + clause The water is polluted, <u>so the fish are dead.</u>								
due to/ because of + sth The fish are dead <u>due to/ because of the polluted water.</u>	to cause sth/ to lead to sth/ to result in sth The polluted water <u>causes/ results in the dead of fish.</u>								
	to make sb/ sth do sth The polluted water <u>make the fish die.</u>								
2.5. 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	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...								

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

answers to the teacher. Confirm the correct answers.	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...
2.6. Activity 3b ? Combine the sentences in each pair into a new sentence that shows a cause/ effect relationship	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.
ACTIVITY 3: Pronunciation (15'')	
AIMS: Help sts know the meaning and how read words ending with in-ic-al CONTENTS : Rules of stress in words ending with in-ic-al PRODUCTS: Key to Task 5 P9 ORGANIZATION: 3. 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.	<i>Adding the suffix –ic changes the stress of a word. Stress the syllable immediately before the suffix.</i> <i>Example:</i> <i>'atom -> a'tomic</i> <i>Adding the suffix –al to a word does not change its stress.</i> <i>Example:</i> <i>'music' -> 'musical</i> <i>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.</i> <i>Example:</i> <i>E'conomy -> eco'nomie -> eco'nomical</i>

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

3.2. 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.	Key: <table border="0"> <tr> <td>1. ar'tistic</td><td>6. 'physical</td></tr> <tr> <td>2. ath'letic</td><td>7. he'roic</td></tr> <tr> <td>3. his'toric</td><td>8. po'etic</td></tr> <tr> <td>4. his'torical</td><td>9. bo'tanic</td></tr> <tr> <td>5. 'logical</td><td>10. Bo'tanical</td></tr> </table>	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. 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										
3.3. 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.	1. According to <u>scientific</u> 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 <u>dramatic</u> last year. Key: 1. scien'tific 2. 'national 3. 'medical 4. 'chemical 5. dra'matic										
3.4. 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.	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.										
ACTIVITY 4: <u>Further practice (2')</u>											
AIMS: Help sts find more word ending with in-ic-al Review the lesson Give homework CONTENTS : A list of words ending with in-ic-al by sts PRODUCTS:	- Answer teacher's questions.										

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

Sts can read and understand the words given ORGANIZATION: ? Make a list of words ending in -ic and -al - Teacher reviews the lesson - <u>Homework:</u> ? Learn by heart all the new words. ? Do Ex A1, 2,3 P3 (workbook) ? Prepare: Unit 1: Closer Look 2 - Collect pictures, songs, clips talking about pollution	- Say out the words - take note
---	---

-----oOo-----

Teaching date:

Period: 57

UNIT 7: POLLUTION

Lesson 3: 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. Qualities:

Skills: Use of English.

Attitude: - Positive about pollution.

- Students know how to learn English in right way.

3. 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

Ss and T's activities	Content
ACTIVITY 1: WARM-UP (5')	
AIMS: Review Conditional Sentences type 1	

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

CONTENTS : Conditional sentences type 1 PRODUCTS: Sts can recall the knowledge the have learnt before. ORGANIZATION: Elicit the form and use of the conditional sentence type 1 from Ss. Ask Ss to give some example sentences.	<u>Conditional sentences type 1</u> <i>The conditional sentence type 1 describes a thing which is true or is likely to happen in the present or future.</i> <i>If + subject + V (present simple), subject + will/can... + V (bare infinitive)</i>
ACTIVITY 2: Grammar 1 (15')	
AIMS: Help sts know deeply how and when to use Conditional Sentences type 2 CONTENTS : Conditional sentences type 2 PRODUCTS: Sts' understanding of Conditional Sentences type 1 and 2 ORGANIZATION: - Teacher elicits the form, use of the conditional sentences type 2 from students. ? Give examples	<u>Conditional sentences type 2</u> <i>The conditional sentence type 2 describes a thing which is not true or is unlikely to happen in the present or future.</i> <i>If + subject + V (past simple), subject + would/could/might + V (bare infinitive)</i> <i>Example: If it wasn't noisy in here, I could hear you clearly. (But it's very noisy in here)</i> <i>The conditional sentence type 2 can be used to give advice.</i> <i>Example: If I were you, I would see the doctor immediately.</i> <i>Note: We can use both was and were with I/he/she/it in the if-clause.</i>
ACTIVITY 3: Practice (15'')	
AIMS: Help sts know how and when to use Conditional Sentences type 2 CONTENTS : Exercises PRODUCTS: Key to Exercises p9-10 ORGANIZATION: 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.	Key: 1. recycle; will help 2. won't dump; fines 3. travel; will be 4. will save; don't waste 5. use; will have

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

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.	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.
3.3. Activity 3 P10 Ss do this exercise individually, and then compare their answers with a classmate. Check Ss' answers.	Key: 1. b 2. c 3. d 4. e 5. a
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.	Key: 1. were; would...do 2. exercised; would be 3. had; would build 4. tidied; wouldn't be 5. was/were; would grow
3.5. Activity 5 P10 ? Quickly read the example. - Ask Ss to comment on the example. - the meaning of the original 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.	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.
<u>Chain game</u>	<i>Example</i>

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

? Work in groups of five or six ? Keep the chain going for as long as possible using type 1 or 2 conditional sentences. - If a group hesitates for more than 10 seconds they are out. - walk around the class listening to groups and monitoring the game. Groups that are still going when the five minutes is up are the winners. Note that the aim is to practice the language in a fun, verbal way so be sure to keep the atmosphere light.	A: If each person plant a tree, there will be a lot of trees. B: If there are a lot of trees, the air will be cleaner. A: If the air is cleaner, fewer people will be ill.
ACTIVITY 4: Further practice (2')	
AIMS: Review the lesson CONTENTS : Some conditional sentences type 1 and 2 PRODUCTS: Sts can use both Conditional Sentences type 1 and 2 ORGANIZATION: Teacher aks and sts answer ? How do we use conditional sentences type 1 and 2? <u>Homework</u> ? Learn by heart all the new words and structures ? Do B4, B5, B6 P5 (Work book) ? Prepare: Unit 7: Communication - Collect pictures, songs, clips talking about pollution.	- Answers to teacher's questions. Take note

-----o0o-----

Date of teaching:

Period: 58

Unit 7: POLLUTION

Lesson 4: Communication

I./. Objectives

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

GV: Nguyen Bich Lien

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

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

2. Qualities:

Skills: 4 skills

Attitude: - Positive about pollution.

- Students know how to learn English in right way.

3. 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

Sts' and T's activities	Contents
ACTIVITY 1: WARM-UP (5')	
AIMS: -To attract Ss's attention to the lesson -To lead into the new lesson CONTENTS: Vocabulary about pollution PRODUCTS: Sts' attention on the topic ORGANIZATION: - Sts tell about two types of pollution they know. - Lead in the new lesson.	* Chatting: - Tell about the types of pollution you know. (Ex: water pollution, air pollution...) - Today, we are going to have the opportunity to explore noise pollution that not many people recognise as a pollution.
ACTIVITY 2: Presentation (15')	
AIMS: - help sts learn more words about pollution CONTENTS: Vocabulary about pollution PRODUCTS: Vocabulary Concepts of pollution cause and effect ORGANIZATION:	Extra vocab: - permanent (adj): vĩnh viễn - earplug (n): cái nút tai - affect (v): làm ảnh hưởng - hearing loss (n): mất thính lực - blood pressure (n): huyết áp

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

- Go through the <i>Extra vocab</i>. - Help Sts understand the meanings of the words in <i>Extra vocab</i> (<i>using pictures, realia, definition, example.</i>) + permanent: lasting forever + earplugs: are put into our ears to keep out noise or water. + affect: the verb form of ‘effect’ + hearing loss: ‘When you have hearing loss, you can’t hear things clearly.’ + blood pressure: is often measured when you have high blood pressure.									
ACTIVITY 3: Practice (10’)									
AIMS: -practice the main topic CONTENTS: Discussion on pollution, use Cause – Effect sentences PRODUCTS: Sts’ own opinion on the topic Vocabulary about pollution Key to task 1,2,3,4 P11 ORGANIZATION: * <i>Activity 3:</i> - Sts read the questions in the questionnaire to make sure they understand everything and answer individually. * <i>Activity 4:</i> - Sts work in pairs to compare their answers (<i>may have different answers</i>). T asks some pairs to report on their differences. - Play the recording for Sts check their answers, then check with the whole class.	1. Look at the pictures and put the parts of the fairy tale in order: (1,2,3-P.11) <u>* Key:</u> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. B</td><td style="width: 50%;">5. C</td></tr> <tr> <td>2. C</td><td>6. A</td></tr> <tr> <td>3. A</td><td>7. A</td></tr> <tr> <td>4. B</td><td>8. C</td></tr> </table> 2. Discuss other ways to prevent noise pollution: (4-P.11) <u>* Suggested answers:</u>	1. B	5. C	2. C	6. A	3. A	7. A	4. B	8. C
1. B	5. C								
2. C	6. A								
3. A	7. A								
4. B	8. C								

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

	- Should use headphones when listening to music. - Should wear earplugs when going to concerts or other loud events
ACTIVITY 4: Project (10')	
AIMS: -improve sts' speaking skill and sts' confident CONTENTS: Discussion on pollution PRODUCTS: Sts' attention and own opinion ORGANIZATION: * <i>Activity 6:</i> - Sts find out the question in the questionnaire which proposes ways to prevent noise pollution. - Sts work in groups to discuss more ways to reduce noise pollution, then present their answers. - Sts vote for the best ways. * <i>Activity 7:</i> - Sts work in groups to make a collage to answer the question <i>'What would you do to reduce pollution in our country if you were the Minister of Natural Resources and Environment?'</i> (use photographs, pictures or drawings.) - Remind Sts that they should use conditional sentences type 2 to give the presentation. Teacher let the sts have speech Homework:- Do exercises of part C in the workbook - Prepare for unit 7- Lesson 5	* PROJECT: <i>"What would you do if.....???"</i> 1. collages: lively, clear, practical 2. Languages: easy to understand 3. Speaking: fluency, accuracy, good pronunciation. <i>Sts have to:</i> + discuss the things they would do. + collect the pictures from different sources or draw. + stick the pictures on a big piece of paper. + prepare a presentation. + give a presentation to the class. Ideas from sts Sts take note

.....o0o.....
Date of teaching:.....

Period: 59

GV: Nguyen Bich Lien

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

Unit 7: POLLUTION

Lesson 5: : Skills 1

I./. Objectives

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

- + read for general and specific information about water pollution.
- + talk about the causes and effects of water pollution as well as ways to

- Vocab: pollution words.....
- Skill: speaking and reading.

2. Qualities:

Skills: Use of English.

Attitude: - Positive about pollution.

- Students know how to learn English in right way.

3. 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

Teacher's and students' activities	contents
ACTIVITY 1: WARM-UP (5')	
AIMS: Review vocab about pollution CONTENTS : Water pollution PRODUCTS: Sts can recall the knowledge the have learnt before. Cause and effect of water pollution ORGANIZATION: * <i>Activity 1: Chatting</i> - Ask sts some questions about water pollution. - Lead in the lesson.	* <i>Chatting:</i> - Do you know about the water pollution? - Give some examples?
ACTIVITY 2: Pre-reading	

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

AIMS: Help sts promote reading skill CONTENTS : Questions and answers about the 2 pictures in the textbook PRODUCTS: Sts can say the differences between the 2 pictures ORGANIZATION: * <i>Activity 2: Present the pictures:</i> - Sts work in pairs: one looks at picture A-P.12 and one looks at picture B-P.15 - Sts ask each other Yes-No questions to find out the differences between two pictures. Ex: A (p.A): Are there five ducks in your picture? B: (p.B): Yes, there are. Are the ducks black in your picture? A: No, they aren't. They are white..... - Some Sts report on the differences * <i>Activity 2: Present the pictures:</i> - Sts work in pairs: one looks at picture A-P.12 and one looks at picture B-P.15 - Sts ask each other Yes-No questions to find out the differences between two pictures. Ex: A (p.A): Are there five ducks in your picture? B: (p.B): Yes, there are. Are the ducks black in your picture? A: No, they aren't. They are white..... - Some Sts report on the differences.	A- READING: 1. Ask each other questions to find out the differences between two pictures: (1-P.12) <u>* Suggested differences:</u>
ACTIVITY 3: PRACTICE (15')	
AIMS: Help sts promote reading skill CONTENTS : Reading and understanding passage about pollution PRODUCTS: Key to Task 2 P12 ORGANIZATION: While-reading * <i>Activity 3:</i>	2. Read the text and answer the questions: (2-P.12) <u>* Key:</u> 1. The second paragraph tells about the causes of water pollution. 2. The third paragraph tells about the effects of water pollution.

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

- Sts read the passage quickly and answer the questions (<i>the first two Qs ask for general information and the rest focus on details.</i>) - Sts can underline parts of the text that help them with the answers. - Sts compare their answers with a partner.	3. It's the water beneath the Earth's surface. 4. They are industrial waste, sewage, pesticides, and herbicides. 5. They are pollutants from storm water and the atmosphere. 6. They use herbicides to kill weeds.						
ACTIVITY 4: PRODUCTION (5')							
AIMS: Help sts promote reading skill CONTENTS : Reading comprehension, discussion PRODUCTS: Sts can underline the key words and work individually ORGANIZATION: Post -Reading <i>* Activity 4:</i> - Sts read the sentences quickly to underline the key words and work individually (<i>pick the suitable words to fill each blank</i>). - Sts share their answers with a partner. - T checks the answers. <i>* Activity 5:</i> - Sts work in groups to discuss the solutions to water pollution. - Help Sts focus their ideas and think of the solutions for each cause. - Sts make notes of the answers on a piece of paper. - One group quickly presents their solutions and others add some ideas. <i>* Activity 6:</i> - Sts work in groups again to complete the diagram (<i>may draw the diagram on a big piece of paper.</i>)	3. Complete the notes about the effects of water pollution: (3-P.12) <i>* Key:</i> <table style="width: 100%;"> <tr> <td>1. cholera</td><td>4. dead</td></tr> <tr> <td>2. die</td><td>5. aquatic plants</td></tr> <tr> <td>3. polluted water</td><td></td></tr> </table> B- SPEAKING: 4. Discuss the solutions to water pollution: (4-P.12) - <i>Suggest two sub-headings:</i> + Point source pollution + Non-point source pollution - <i>Some solutions:</i> + S1: Give heavy fines to companies that are found doing this. + S2: Educate companies about the environment. + S3: Give tax breaks to companies that find 'clean' ways to dispose of their waste. 5. Complete the diagram of water pollution: (5-P.12) Water SOLUTION	1. cholera	4. dead	2. die	5. aquatic plants	3. polluted water	
1. cholera	4. dead						
2. die	5. aquatic plants						
3. polluted water							

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

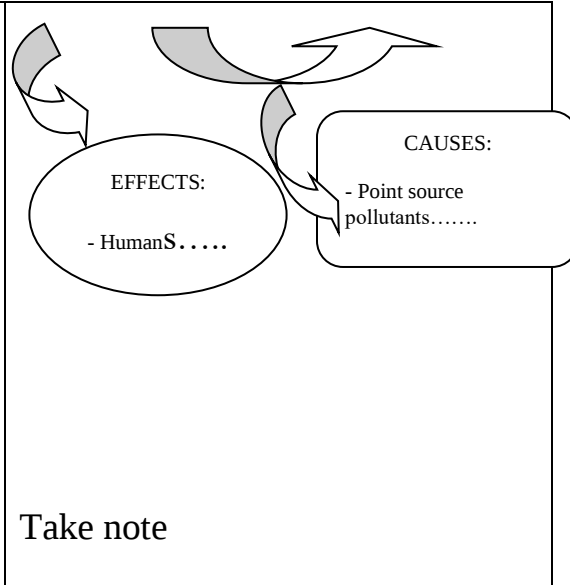
- After finishing, T may call some pairs to practice in front of the class.

* Activity 7:

- Some groups give presentations about water pollution.
- Other groups listen and give comments. The class may vote for the best presentation.

Homework:

- Learn by heart all the new words.
- Prepare for next lesson (find the meaning of the new words in the next lesson)
- Do exercises of part D in the workbook



-----000-----

Date of teaching:

Period: 60

Unit 7: POLLUTION

Lesson 6: Skills 2

I./. Objectives

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

- + listen to get specific information about thermal pollution.
- + write about causes and effects of one pollution type.
- Vocab: pollution words.....

2. Qualities:

Skills: listening and writing.

Attitude: - Positive about pollution.

- Students know how to learn English in right way.

3. 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

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

by visual, teaching methods by practising, discussion group, technical present....

IV./. Procedure

Sts' and T's activities	Contents
ACTIVITY 1: WARM-UP (5')	
AIMS: Review vocab about pollution Improve listening skill CONTENTS : Thermal pollution PRODUCTS: Sts can recall the knowledge the have learnt before. Vocab and knowledge of thermal pollution ORGANIZATION: <i>* Activity 1: Describe the pictures:</i> - Sts work in pairs, describing the pictures and the relationship between them. - Call on one St to give their answers. - Play the recording for Sts to check their answers.	A- LISTENING: 1. Describe the pictures: (1-P.13) <u><i>* Key:</i></u> - The first picture shows an algal bloom in coastal seawater. - The second picture shows the cooling towers from a power station. - They are both related to thermal pollution.
ACTIVITY 2: Pre-listening (10')	
AIMS: Improve listening skill CONTENTS : Thermal pollution PRODUCTS: Sts can recall the knowledge the have learnt before. Vocab and knowledge of thermal pollution ORGANIZATION: A- LISTENING: 1. Describe the pictures: (1-P.13) <u><i>* Key:</i></u>	2. Listen and fill in the missing words: (2-P.13) <u><i>* Key:</i></u> 1. hotter population 2. cooler 3. cool 4. warm rivers 5. Warmer water down 6. fish 7. Harmful 8. colour 9. poison 10. cool

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

- The first picture shows an algal bloom in coastal seawater. - The second picture shows the cooling towers from a power station. - They are both related to thermal pollution. a. Listening: * <i>Activity 2:</i> - Sts quickly read the diagram and identify the form of the word/ phrase to be filled in each blank. - Play the recording and ask Sts for their answers. Some Sts write their answers on the board. - Play the recording again for Sts to check their answers.	
ACTIVITY 3: PRACTICE (15')	
AIMS: Improve listening skill CONTENTS : Causes and effects of air pollution and some other types of pollution PRODUCTS: Sts can recall the knowledge the have learnt before. Vocab and knowledge of types of pollution ORGANIZATION: While-listening - Sts read the story carefully and work in pairs to discuss what may be missing - Play the recording again and ask Sts to find the missing words as they listen. - T checks their answers with the whole class.	- WRITING: 3. Discuss the causes and effects of one type of pollution in your area: (3-P.13) Air pollution Definition: Air pollution occurs when the air contains gases, dust, fumes or odour(mùi hôi) in harmful amounts Cause: industrial waste, exhaust from car and plane... Effect: causing diseases, death to humans, damage to other living organisms such as animals and food crops, or the natural or built environment.
ACTIVITY 4: PRODUCTION (5')	
AIMS: Improve writing skill and review vocab CONTENTS :	

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

Causes and effects of water pollution and some other types of pollution PRODUCTS: Sts can recall the knowledge the have learnt before. Vocab and knowledge of types of pollution ORGANIZATION: <i>Post- listening</i> <i>b. Writing:</i> <i>* Activity 4:</i> - Sts work in pairs and decide which pollution type in their area they are going to discuss and make notes of the causes and effects. Soil pollution happens when human activities destroy the earth's surface. Cause: pesticides, herbicides(thuốc diệt cỏ), chemical industrial waste, deforestation... Effect: soil pollution, the upper layer of soil is damaged (lớp đất mặt bị hư), effect on wild-life... <i>* Activity 5:</i> - Sts stay with their partner. One writes about the causes and the other writes about effects based on their notes. Remind Sts to use markers like firstly, secondly... - Sts work individually to write a first draft <i>* Activity 6:</i> - Sts share their work with each other and combine it to make a complete article. - Have pairs swap and read each other's articles. Ask for volunteer pairs to read their articles out to the class and have	4. Write about the causes and the effects of the pollution type you have just discussed in 3:(4-P.13) <i>Water pollution</i> <i>There are several types of pollution. However, water pollution is the most serious in our area.</i> <i>It is caused by several factors. Firstly, families dump sewage into the river. In the past it was a very beautiful river, but now the water is almost black. Secondly, there are two new factories in our area, and they are dumping chemical waste into the lake and river. Thirdly, , pesticides are another source of pollution. Farmers in our area usually use these to kill insects. Water pollution badly affects our area. We do not have enough fresh water to water the plants and crops. People cannot raise fish in the river and the lake because the water there is so polluted. In addition, there are no more wild ducks near the river today since they cannot find fish for food. Another negative effect is that sometimes in the afternoon there is a bad smell from the polluted river, so people do not like walking along it anymore.</i> <i>People in our area are all aware of this problem, and we thinking of some ways to solve it.</i>
--	---

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

Sts comment on them (<i>may collect for marking</i>). Teacher let the sts discuss themselves and take note the main ideas on the board Teacher gives homework Homework: - Learn by heart all the new words. - Do exercises of part E in the workbook	Types of pollution Solutions Take note
--	---

.....o0o.....

Date of teaching:

Period: 61

Unit 7: POLLUTION

Lesson 7: Looking back & Project

I./. Objectives

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

- + revise all the target knowledge in unit 7.
- + do a project “What would you do if...?”.
- Vocab: pollution words.....

2. Qualities:

Skills: 4 skills

Attitude: - Positive about pollution.

- Students know how to learn English in right way.

3. 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....

Sts’ and T’s activities	Contents
ACTIVITY 1: WARM-UP (5’)	
AIMS: Review vocab about pollution CONTENTS : Vocabulary about pollution PRODUCTS:	* Jumbled words:

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

Sts can recall the knowledge the have learnt before. Cause and effect of water pollution ORGANIZATION: Sts write the right words.	1. itcqaau = aquatic 2. spooni = poison 3. hremlta = thermal 4. raohcle = cholera 5. nmneearpt = permanent
ACTIVITY 2 : KNOWLEDGE FORMATION (20')	
AIMS: Review vocab about pollution CONTENTS : Types of pollution PRODUCTS: Sts can recall the knowledge the have learnt before. ORGANIZATION: Presentation - Sts work individually, then compare their answers with a partner. - Check Sts' answers. - Sts work individually, then some Sts write their answers on the board. - Confirm the correct answers.	A- VOCABULARY: 1. Complete the sentences with the correct form of the words: (1-P.14) <u>* Key:</u> 1. pollution 4. Poisonous 2. contaminated 5. pollutants 3. death 2. Write types of pollution: (2-P.14) <u>* Key:</u> - radioactive pollution - water pollution - noise pollution - land/soil pollution - visual pollution - light pollution - thermal pollution - air pollution
ACTIVITY 3: PRACTICE (15')	
AIMS: Review vocab about pollution Practice using conditional sentences type 1 and 2 CONTENTS : Compound Sentences Conditional sentences PRODUCTS: Sts can use Cause-effect conjunctions and conditional sentences	3. Rewrite the sentences: (3-P.14) <u>* Key:</u> 1. The residents of the street cannot sleep because of the loud noise from the music club. 2. Vy had a stomachache since she ate a big dinner. 3. The road in front of my house was flooded due to the heavy rain.

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

Key to Task 1,2,3,4 P14 ORGANIZATION: - Sts write the sentences using the words in brackets, then compare their answers with a partner. - Some Sts write their answers on the board T and other Sts give comments. <i>* Activity 5:</i> - Sts talk about conditional sentences type 2 (<i>the use and form.</i>) - Sts give some examples. - Sts work individually, then share their answers with a classmate. - Check their answers. - Sts complete the sentences individually using their own ideas. Remind them to identify whether the sentence is a conditional sentence type 1 of type 2. - Sts share their answers (<i>accept all the sentences if they make sense</i>).	4. His mother is unhappy because his room is untidy. 5. Too much carbon dioxide (CO₂) in the atmosphere causes global warming. B- GRAMMAR: <i>* Review conditional sentences type 1:</i> <i>* Conditional sentences type 2:</i> - The use: + We use conditional sentences type 2 to talk about things that are not true to happen in the present or future. <u>Eg:</u> If it wasn't noisy in here, I could hear you clearly. (But it's very noisy in here) + The conditional sentences type 2 can be used to give advice. <u>Eg:</u> If I were you, I would see the doctor. - Form: If clause, main clause. (<i>simple past</i>) (<i>would/could/might + V</i>) <i>* Note:</i> We can use both <i>was</i> and <i>were</i> with I/he/she/it in the if-clause 4. Put the verbs in brackets into the correct form: (4-P.14) 1. won't be; don't take 4. do; will see 2. continue; will be 5. would...travel; didn't have 3. were; would wear 6. wouldn't be; didn't take care
ACTIVITY 4: PRODUCTION (5')	
AIMS: Further practice of Conditional sentences CONTENTS : Practices PRODUCTS: Key to Practice 5,6 p14 ORGANIZATION:	5. Complete the sentences, using your own ideas: (5-P.14) 1. If I were an environmentalist,..... 2. If our school had a big garden,..... 3. If the lake wasn't polluted,..... 4. If we have a day off tomorrow,.....

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

- Sts work in groups to discuss what they would do or say in each situation. - Sts read the example first. Each group may discuss 1 or two situations. - Some groups give their presentations to the class. - The whole class can vote for the best. Teacher reviews the lesson Teacher gives homework Homework: - Learn <i>vocab & grammar</i> – Unit 7 - Prepare for Unit 8 (<i>Getting started</i>)	5. If you want to do something for the planet,..... 6. Discuss what you would do or say in each situation: (6-P.15) 1. Your neighbors littered near your house. 2. Your friend wore headphones every day to listen to music. 3. Your brother dump his clothes and school things on the floor. 4. Your sister had a bath every day. <i>* Ex:</i> A: If my neighbors littered near my house, I would write them a letter explaining that it was making the neighborhood dirty. B: Oh, I would put a large sign up saying ‘No littering’. C: I think I would knock on their door and explain that it was polluting the area. * Project: <i>“What would you do if.....???”</i> 1. collages: lively, clear, practical 2. Languages: easy to understand 3. Speaking: fluency, accuracy, good pronunciation. * Finished! - Discuss what difficulties remain and what areas have mastered.
---	--

-----oOo-----