Date of preparation:

Date of teaching:

Period: 57

**UNIT 7: POLLUTION**

**Lesson 1: Getting started**

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

**1. Knowledge:** Use the lexical items related to the topic “Pollution” to talk about type of pollution.

a. Vocabulary: Aquatic; Dump; Poison; Sneeze; Illustrate

b. Grammar: Conditional sentences.

c. Skills: Listening and reading, finding a word, reading and answering the questions, deciding true or false, writing under the pictures, sentences completion, spoken interaction.

**2. Competence development:**

- Self-study: Determine the duty of study, surf the information and answer the questions related in the lesson.

- Problem solution: Analyse the problems and find the solutions for these in the lesson as well as in the discussion.

- Cooperation: Assign the duty in team work, pair work, linguistic competence, cooperative learning and communicative competence

**3. Virtues:**

- Responsibility: Ss will be more responsible for protecting environment.

-Compassionate quality: Ss will be able to help others to protect the environment.

- Honesty: Ss will be able to give correct information as well as factual data.

**II. TEACHING AIDS**

**1. Teacher:** Textbooks, computer accessed to the Internet, projector

**2. Students:** Textbooks.

**III. PROCEDURE**

**1. Checking:** During the lesson

**2. New lesson:**

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| **Teacher**’s **and students**’ **activities** | **Contents** | |
| **1. Warm up (5’)**  **Aim:** To attract Ss’ attention to the lesson and to lead in the new lesson  **Content:** Play a game brainstorming about - kinds of pollution – in order to lead in the new lesson  **The result of the activity:**Students list the different kinds of pollution such as air pollution, soil pollution, water pollution, noise pollution.......  **Procedure:** | | |
| **Teacher**’s **and students**’ **activities** | **Contents** | |
| * T asks some questions about health, weather and if they like to play a game and write down kinds of pollution * Ss take part in the game * T assesses their duty and choose the winner * T introduces the lesson about the new lesson. | * **Game: Brainstorm** | |
| **2. Presentation (10’)**  **Aim:** Help students listen, read and do some exercises about the conversation  **Content:**Students read the dialouge and answer the questions as well as understand 2 kinds of pollution – air pollution and water pollution  **The result of the activity:**After answering the questions, Students understand what the air and water pollutions are and the cause for these pollutions  **Procedure:** | | |
| **Teacher**’s **and students**’ **activities** | | **Contents** |
| * T asks some questions about picture. * T gives some new words * Ss read in chorus and individually and copy all the words.   T asks the Ss to read the conversation again and do exercise a.  Ss do it.  T asks them to compare their answers with their friends.  Ss do it.  T asks them to read the answers.  Some Ss read, the others give comments.  T checks and corrects.  SS take notes.  T asks the Ss to read the conversation again and answer the questions.  Ss do it in pairs.  T asks them to compare their answers with their friends.  Ss do it.  T asks them to read the answers.  Some Ss read, the others give comments.  T checks and corrects.  Ss take notes.  T asks the Ss to read the conversation again and tick True(T) false (F) or no information(NI).  Ss do it in groups of 4.  T asks them to compare their answers with their friends.  Ss do it.  T asks them to read the answers.  Some Ss read, the others give comments.  T checks and corrects.  Ss take notes. | | **I-Listen and read**  + Where are Mi and Nick?  + Where are they doing?  + What are they talking about?  **New words:**  Aquatic: dưới nước  Dump: đổ xuống  Poison: chất độc hại  Sneeze: hắt hơi  Illustrate: minh họa  **a. Find the word/ phrase that means.**  1- dead 2- aquatic 3- dump 4- poison  5- polluted 6- to come up with  **b. Answer the questions**  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.  **c. True(T) fale (F) or no information (NI).**  1.1-F ( It’s polluted by the factory)  2,4,5 T  3. NI |
| **3. Practice (15’)**  **Aim:** Ss can use the words related to the topic “pollution”  **Content:**let them understand 6 other kinds of pollution such as thermal pollution, visual pollution.......  **The result of the activity:**Students understand 6 different kinds of pollution such as air pollution, soil pollution, water pollution, noise pollution, thermal pollution........  **Procedure:** | | |
| **Teacher**’s **and students**’ **activities** | **Contents** | |
| T asks the Ss to do task 2.  Ss do it.  T asks them to compare their answers with their fiends.  Ss do it.  T asks some Ss to read their answers.  Some Ss read, the others give the comment.  T checks and corrects.  T asks Ss to do task 3.  Ss do it.  T asks them to compare their answers with their fiends.  Ss do it.  T asks some Ss to read their answers.  Some Ss read, the others give the comment.  T checks and corrects. | Look at the pictures and write down the suitable pollutions  **Ex2- Match the words with pictures**  A. radioactive pollution  B. noise pollution  C. visual pollution  D. thermal pollution  E. water pollution  F. land/ soilpollutio  G. light pollution  H. air pollution  **Ex3. Complete the sentences**  1.thermal pollution  2.Air pollution  3.radioactive pollution  4.light pollution  5.Water pollution  6.Land pollution / Soil pollution  7.Noise pollution  8.visual pollution | |
| **4. Further practice. (10’)**  **Aim:** Ask and answer about pollution they know and explain to their partners  **Content:** Play in role to ask and answer 8 kinds of pollution in 8 groups  **The result of the activity:** After the groupwork, students will be able to distinguish the different kinds of pollution and to prevent them in daily life  **Procedure:** | | |
| **Teacher**’s **and students**’ **activities** | **Contents** | |
| T asks Ss to work in groups to talk about pollution in their neighborhood.  Ss do it.  T asks them to present in front of the class.  Ss do it.  T and Ss check the good points as well as improvements of each group and give marks for all of them | - Work in groups.  - 8 groups speak out in front of the class | |
| One student review what’ve been learnt in the lesson  T summarizes again | **Consolidation (2’)**  Review the lesson | |

**3. Guides for home work (3’)**

- Talk about pollution

- Learn new words/ workbook: B1, 2, 3

- Prepare: A closer look 1

**\* Feedback:**

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