



**Vocab:**

Water pollution, land/soil pollution, noise pollution, air pollution, thermal pollution, light pollution, radioactive pollution, visual pollution, damage, make the fish die, make the plants die, take the habitats of wild animals away, ....

**Structure: Cause & Effect**

1. Causes:

- Because/ as/ since + S V
- Because of/ due to + N/ Ving
- Be caused by/ result from + N/ Ving

2. Effects:

- Cause/ lead to/ result in + N/ Ving
- Make sb/ sth + adj/ V

**Objectives:**

- To use the lexical items related to the topic "Pollution" and words, phrases showing cause/ effect relationships
- To pronounce words ending in -ic and -al correctly
- To use conditional sentences type 1, 2 correctly
- To talk about types of pollution

**NOTE:**

✓ You can spend 5 minutes to make acquaintance with students if it's your first period.

✓ If NOT, you can ignore this activity.

☞ **HAVE FUN!** – Get to know your teacher.

- **NOTE:** It's the first period with the BME teacher, so you should spend 5 – 10 min having the students get to know you a little.

- You can play a Q & A game so your students can get to know you. Draw some circles on the board and write some information in each circle – this should be the answer to a question about you. E.g. How old are you? 27

- You can decide what information you'd like to share.

- Be prepared - it is acceptable in Vietnamese culture to ask quite personal questions.



- Encourage students to ask the appropriate question to the answer in the circle.

- You could have a competition by dividing the class into two teams (left & right) and drawing a points tally on the board. Give students a point if they ask a question (and give bonus points if they ask an interesting or difficult question).

After you have answered a student's question, ask a different student the same question in order to repeat the question and check students understand it.

**NOTE:**

- **As an alternative activity you could prepare some pictures (including some typical pictures from your country) then invite students to ask questions about your pictures. You could help them get started with some wh- question prompts. Write on the board: Who...? Where...? What...? When...? Why...?**
- **Encourage students to ask questions about your pictures.**
- **You don't need to correct the students but you can help them to rephrase a question that you may not have understood correctly.**
- ❖ **Praise students who offer questions "Nice question." "Well done."**

## PRONUNCIATION - Activity 1

 **Listen and mark the stress in each word, then repeat it.**

- |                 |                  |               |                |             |
|-----------------|------------------|---------------|----------------|-------------|
| 1. 'artist      | → ar'tistic      | 5. 'physics   | → 'physical    |             |
| 2. 'athlete     | → ath'letic      | 6. 'hero      | → he'roic      |             |
| 3. 'history     | → his'toric      | → his'torical | 7. a'cademy    | → aca'demic |
| 4. en'vironment | → environ'mental | 8. edu'cation | → edu'cational |             |

- Have students listen and mark the stress in each word.
- Read each word TWICE
- Ask TA to write these words on the board.
- Invite some students to say aloud their answers and ask TA to mark the stress of each word.
- Check the correct answers.
- **KEY: see the table above**

## VOCABULARY - Activity 2

 **Task 1: There are different types of pollution. Can you name some of them?**

- You can show students some pictures about some types of pollution. Then ask students what type of pollution it is. (see the flashcard number 1 to 5).
- Then you can encourage students to list other types of pollution that they know.
- **KEY:**

Picture 1	Water pollution	Picture 4	Land/ soil pollution
Picture 2	Noise pollution	Picture 5	Air pollution
Picture 3	Visual pollution		




 **Task 2: Title the pictures with suitable phrases in the box.**

- Have students work in pairs to title the pictures with suitable phrases in the box. **Note students that there is ONE PHRASE doesn't match any picture.**
- Set a 4-min time limit
- Write letters A to N on the board
- Invite some students to give their answers, ask TA to write their answers on the board while you keep asking the other students.




- Check the correct answers
- **KEY:**

<b>E</b>	1. Industrial production noise	<b>K</b>	6. Industrial waste	<b>L</b>	11. Oil spill
<b>G</b>	2. Throwing rubbish in the streets	<b>A</b>	7. Industrial smoke	<b>J</b>	12. Skyscrapers
<b>D</b>	3. Moving and honking vehicles	<b>B</b>	8. Exhaust fumes	<b>I</b>	13. Billboards
<b>M</b>	4. Throwing waste into rivers	<b>C</b>	9. Deforestation		14. Loud music
<b>F</b>	5. Neighbour's dog barking	<b>N</b>	10. Nuclear power	<b>H</b>	15. Household garbage



**Air pollution is caused by:**

**A**  **B**  **C** 



**Noise pollution results from:**

**D**  **E**  **F** 

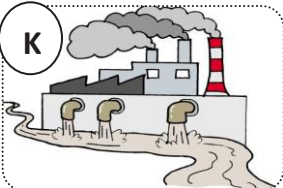


**Land pollution is caused by:**

**G**  **H** 


**Visual pollution results from:**

**I**  **J** 

**Water pollution is caused by:**

**K**  **L**  **M** 

**Radioactive pollution is caused by:**

**N** 

- Note students the structures: BE CAUSED BY



### **SPEAKING - Activity 3**

**Task 1:** Work in pairs to make sentences to describe how these above activities can cause some types of pollution. Use the following phrases to present to the class.

**Example:**

- ✓ Land pollution is caused by } household garbage.
- ✓ Land pollution results from } industrial waste.
- ✓ There is so much land pollution now **because** people litter in their neighbourhood.
- ✓ There is so much land pollution now **due to** household garbage and industrial waste.

**DISCUSS:** What activities can cause ..... pollution?

- Have students work in pairs to list some other activities that people can do can cause these above environmental problems.
- Set a 4 - min time limit.
- Have students to look at the model sentences and examples in the box, then use the sentences to talk about some activities people do.
- Invite some students to speak out their answers.
- Give feedback if any.

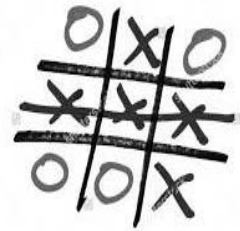
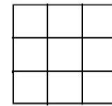
- **NOTE: You can play a game in this part, instead of inviting somepairs to present their ideas, you can play GAME: Noughts and crosses**

+ Draw the image like this

+ Divide the class into 2 big groups.

+ Each group in turn choose a box and say a sentence about a kind of pollution.

+ The winner is the one who has 3 X or 3O in a line.



❖ **Note some phrases for causes and effects.**

<div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center; margin-bottom: 10px;"><b>CAUSE</b></div> <ul style="list-style-type: none"> <li>- because/ since/ as + S + V</li> <li>- because of/ due to</li> <li>- result from</li> <li>- be caused by</li> </ul>	}	+ N/ V-ing
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center; margin-bottom: 10px;"><b>EFFECT</b></div> <ul style="list-style-type: none"> <li>- cause/ lead to/ result in + N/ V-ing</li> <li>- so + S + V</li> <li>- make sb/ sth + adj/ V</li> </ul>		

👉 **Task 2: Complete the following table with suitable causes and effects of some environmental problems. You can use some causes in Activity 2 – Vocabulary.**

cause floods and droughts	take the habitats of wild animals away
cause breathing problems	kill/ harm fish
cause hearing problems	damage marine life seriously
	pollute the air/ water

Causes	Type of pollution	Effects
Traffic jams Industrial smoke, vehicles smoke	Air pollution	Cause breathing problems
Throwing garbage and waste into the river	Water pollution	Kill/ harm fish Damage marine life seriously
Throwing garbage on the road	Soil pollution	Harm plants/ crops
Loud music, neighbour's dog barking, people keep talking	Noise pollution	Cause hearing problems
Cutting down trees Burning the forest	Deforestation	Cause floods and droughts Take the habitats of wild animals away

- Have students work in pairs or in groups to use the phrases in the box then write down the effects of some environmental problems. Then complete the table with CAUSES column.
- Set a 5 - min time limit
- Ask TA to write the same table on the board
- Invite some students to speak out the answers
- Check the correct answers (**KEY - the above table**)

☞ ***Task 4: Work in pairs to discuss some questions below.***

1. How many types of pollution are there? What are they?
2. What is the cause of air pollution / water pollution / soil pollution / noise pollution / deforestation / light pollution .... ?
3. What is the effect of air pollution / water pollution / soil pollution / noise pollution / deforestation / light pollution .... ?
4. What is the environment like in Hanoi now?

- **NOTE: *If there is not enough time, you can skip this task and have students do it at home.***

- Have students work in pairs to ask and answer some questions about environment.
- Set a 4-min time limit
- Invite some pairs to ask and answer
- Give feedback if any.