

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:

1. Knowledge

- Gain an overview about the topic *Environmental protection*
- Gain vocabulary to talk about *Environmental protection*

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Understand the importance of and be responsible for protecting the environment

II. MATERIALS

- Grade 8 textbook, Unit 7, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. habitat (n)	/ˈhæbɪtæt/	the natural home or environment of an animal, plant, or other organism	môi trường sống
2. endangered species (n)	/ɪnˈdeɪndʒəd ˈspiːʃiːz/	a species of animal or plant that is seriously at risk of extinction	loài động, thực vật có nguy cơ bị tuyệt chủng
3. carbon footprint (n)	/ˌkɑːbən ˈfʊtprɪnt/	a measure of the amount of carbon dioxide and other carbon compounds emitted due to the consumption of fossil fuels by a particular person, group, etc	dấu chân các bon
4. release (v)	/rɪˈliːs/	allow or enable to escape from confinement; set free	thải ra, làm thoát ra
5. single-use (adj)	/ˌsɪŋɡl ˈjuːs/	designed to be used once and then disposed of or destroyed	để dùng một lần

Assumption

Anticipated difficulties	Solutions
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Ss may lack experience of group / teamwork.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To set the context for the introductory dialogue;
- To introduce the topic of the unit.

b. Content:

- Ask and answer questions.

c. Expected outcomes:

- Students identify the topic of the unit and be ready for the conversation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Asking questions: <ul style="list-style-type: none"> - Teacher asks students: "What are the environmental issues in our city?" - Teacher calls 3-5 students to answer. - Teacher shows some pictures of environmental issues in Ha Noi and asks students to guess the topic of the unit/ lesson. - T sets the context for the listening and reading text: Write the title on the board <i>Environmental protection</i> - <i>At the Go Green Club</i> 	Questions: <i>What are the environmental issues in our city?</i> Suggested answers: Environmental protection

e. Assessment

- Teacher calls 3-5 students to answer.

2. ACTIVITY 1: PRESENTATION (11 mins)

a. Objectives:

- To prepare vocabulary for students to understand the conversation.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students identify the target vocabulary.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching <ul style="list-style-type: none"> - Teacher explains the meaning of the new vocabulary by pictures. - Teacher reveals that the words according to the pictures will appear in the reading text and asks students to open their textbook to find these words - Teacher introduces the vocabulary. - Teacher checks students' understanding with a matching activity. 	New words: <ol style="list-style-type: none"> 1. habitat (n) 2. endangered species (n) 3. carbon footprint (n) 4. release (v) 5. single-use (adj)

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Matching game.

3. ACTIVITY 2: PRACTICE (22 mins)

a. Objectives:

- To help Ss use words and phrases related to environmental protection.
- To help Ss further understand the text.

b. Content:

- Task 1: Listen and read.
- Task 2: Read the conversation again and match the two halves in the two columns.
- Task 3: Complete each sentence with one word or phrase from the box.
- Task 4: Write a phrase from the box under each picture.

c. Expected outcomes:

- Students understand the conversation and know the vocabulary related to the topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (7 mins)	
<ul style="list-style-type: none"> - Have Ss individually read the conversation and listen to the recording twice. If Ss find it difficult to pronounce some words, let them practise in pairs and the teacher walks around the class to help and correct if needed. - Tell them to practise in pairs before practising in front of the class. 	
Task 2: Read the conversation again and match the two halves in the two columns. (5 mins)	
<ul style="list-style-type: none"> - 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. 	Answer key: <ol style="list-style-type: none"> 1. c 2. d 3. e 4. a 5. b
Task 3: Complete each sentence with one word or phrase from the box. (5 mins)	
<ul style="list-style-type: none"> - 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. Then, call on some Ss to read the sentences - Check the answers as a class. 	Answer key: <ol style="list-style-type: none"> 1. Pollution 2. reduce 3. single-use 4. Carbon footprint 5. environment programme
Task 4: Write a phrase from the box under each picture. (5 mins)	
<ul style="list-style-type: none"> - 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. - Have Ss read each word or phrase in the chorus. Check and correct their pronunciation. - For more able Ss, let them make sentences with these words and phrases. - Teacher checks the answers as a class and gives feedback. 	Answer key: <ol style="list-style-type: none"> 1. 3Rs 2. water pollution 3. endangered species 4. plastic rubbish 5. single-use products

e. Assessment

- Teacher corrects the students as a whole class.

4. ACTIVITY 3: FURTHER PRACTICE (6 mins)

a. Objectives:

- To help Ss revise and learn about some environmental problems and environmental protection

b. Content:

- Task 5: Do the Environment Quiz.

c. Expected outcomes:

- Students' conversations

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5: Environment Quiz (6 mins)	
<ul style="list-style-type: none"> - Ss work individually or in pairs. - Give Ss some time (2 - 3 minutes) to do the task. <p>Tell them to answer all the questions.</p> <ul style="list-style-type: none"> - Explain to the Ss if they don't know the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C 2. C 3. A 4. C 5. B

e. Assessment

- Teacher corrects and gives feedback to students' answers.

4. CONSOLIDATION

a. Wrap-up

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words and phrases they remember from the lesson

b. Homework

- Do exercises in the workbook.
- Start preparing 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.)

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: Environmental protection</p> <p>Lesson 1: Getting started – At the Go Green Club</p>	
<p>*Warm-up</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. habitat (n) 2. endangered species (n) 3. carbon footprint (n) 4. release (v) 5. single-use (adj) <p>Task 1: Listen and read.</p>	

Task 2: Read the conversation again and match.

Task 3: Complete each sentence.

Task 4: Write a phrase.

Task 5: Environment Quiz.

***Homework**

UNIT 7: ENVIRONMENTAL PROTECTION

Lesson 2: A closer look 1

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Vocabulary: Gain the lexical items related to *Environmental Protection*
- Pronunciation: Correctly pronounce words that contain the sounds: /bl/ and /kl/

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Be aware of environmental protection.

II. MATERIALS

- Grade 8 textbook, Unit 7, A closer look 1
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. ecosystem (n)	/ 'i:kəʊsɪstəm/	a biological community of interacting organisms and their physical environment	hệ sinh thái
2. marine life (n)	/ mə'ri:n laɪf/	all living things that are found in the sea	sinh vật biển
3. absorb (v)	/ əb'zɔ:b/	take in or soak up (energy or a liquid or other substance) by chemical or physical action	thấm thấu
4. harmful substance (n)	/ 'hɑ:mfl 'sʌbstəns/	any substance which is liable to create hazards to human health, harm living resources and marine life, damage amenities, or interfere with other legitimate uses of the sea	tác nhân gây hại
5. extinction (n)	/ ɪk'stɪŋkʃn/	a situation in which a plant, an animal, a way of life, etc. stops existing	sự tuyệt chủng

Assumption

Anticipated difficulties	Solutions
1. Ss may lack experience of group / teamwork.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.
2. Students may not have sufficient listening, speaking and co-operating skills.	<ul style="list-style-type: none"> - Play the recording, the replay depends on the students' need and level. - Encourage students to work in pairs, in groups so that they can help each other. - Teacher gives feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson.
- To lead into the new lesson.

b. Content:

- Jumbled words game

c. Expected outcomes:

- Students get some vocabulary from the lesson and be ready for the lesson.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Jumbled words: <ul style="list-style-type: none"> - 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 	Suggested answers: AHTTABI -> HABITAT PLTINOOLU -> POLLUTION XEOGYN -> OXYGEN EEERLAS -> RELEASE BBSOAR -> ABSORB MECYSSOET -> ECOSYSTEM

e. Assessment

- Teacher shows students the answer on the screen and announces the winning group.

2. ACTIVITY 1: VOCABULARY (23 mins)

a. Objectives:

- To prepare vocabulary for students to do the tasks.
- To give Ss practice on using words / phrases related to the topic in context.

b. Content:

- Vocabulary pre-teaching.
- Task 1: Label each picture with a phrase from the list.
- Task 2: Match each word or phrase in column A with its meaning in column B.
- Task 3: Complete each sentence with a word or phrase from the box.

c. Expected outcomes:

- Students can use the target vocabulary.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher asks students to guess the meaning of the words by giving definitions/photos. - Teacher checks the students' understanding by the <i>Rub out and Remember</i> technique. 	<p>New words:</p> <ol style="list-style-type: none"> 1. ecosystem (n) 2. marine life (n) 3. absorb (v) 4. harmful substances (n) 5. extinction (n)
Task 1: Label each picture with a phrase from the list. (6 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. picking up rubbish 2. protecting endangered species 3. cutting down trees 4. saving water 5. building a campfire <p><i>Tick: 1, 2, 4</i></p>
Task 2: Match each word or phrase in column A with its meaning in column B. (6 mins)	
<ul style="list-style-type: none"> - Teacher tells Ss to read the words / phrases in column A and their meaning in column B carefully. - Tell them to work in pairs or small groups and match each word or phrase with its meaning. - T goes around and gives assistance if necessary and checks their answers. - Confirm the correct answers 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. a 3. e 4. b 5. d
Task 3: Complete each sentence with a word or phrase from the box. (6 mins)	
<ul style="list-style-type: none"> - Ss read the sentences carefully and look for clues so that they can choose the correct words /phrases to complete the sentences. - Teacher asks one student to write the answers on the board. Confirm the correct answers. - Call on some Ss to read the sentences. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. endangered species 2. habitat 3. carbon dioxide 4. Cutting down trees 5. ecosystem

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher corrects the students as a whole class.

3. ACTIVITY 2: PRONUNCIATION (10 mins)

a. Objectives:

- To help Ss pronounce the sounds /b/ and /k/ correctly;
- To help Ss differentiate the sounds /b/ and /k/.

b. Content:

- Task 4: Listen and repeat the words. Pay attention to the sounds /b/ and /k/.
- Task 5: Listen and practise the sentences. Underline the words with /b/ and circle the words with /k/.

c. Expected outcomes:

- Students can pronounce the two sounds in words and sentences.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Listen and repeat the words. Pay attention to the sounds /b/ and /k/. (4 mins)	

<ul style="list-style-type: none"> - Teacher asks some Ss to read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds. - 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. 	<table> <tr> <th>/bl/</th><th>/kl/</th></tr> <tr> <td>block</td><td>clean</td></tr> <tr> <td>blast</td><td>clown</td></tr> <tr> <td>blanket</td><td>club</td></tr> <tr> <td>black</td><td>class</td></tr> <tr> <td>problem</td><td>clear</td></tr> </table>	/bl/	/kl/	block	clean	blast	clown	blanket	club	black	class	problem	clear
/bl/	/kl/												
block	clean												
blast	clown												
blanket	club												
black	class												
problem	clear												
Task 5: Listen and practise the sentences. Underline the words with /bl/ and circle the words with /kl/. (6 mins)													
<ul style="list-style-type: none"> - 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 for Ss to listen and check what they have done. - Have them work in pairs to compare their answers. Check Ss' answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Look! There are <u>black</u> <u>clouds</u> all over! 2. A truck <u>blocked</u> the way to the <u>club</u>. 3. The students painted the <u>classroom</u> <u>blue</u>. 4. The wind <u>blew</u> the <u>clock</u> down. 5. We <u>cleaned</u> up the environment after the <u>blast</u>. 												

e. Assessment

- Teacher gives corrections and feedback to students' pronunciation

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say make some sentences with words and phrases they learnt from the lesson

b. Homework

- Students' workbook

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 7: Environmental protection</p> <p style="text-align: center;">Lesson 2: A closer look 1</p> <p>*Warm-up</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. ecosystem (n) 2. marine life (n) 3. absorb (v) 4. harmful substances (n) 5. extinction (n) <p>Task 1: Label each picture with a phrase from the list.</p> <p>Task 2: Match each word or phrase in column A with its meaning in column B.</p> <p>Task 3: Complete the sentences with the words from the box.</p>
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*** Pronunciation**

Task 4: Listen and repeat the words.

Task 5: Listen and practise. Underline the words with /b/ and circle the words with /k/.

***Homework**

UNIT 7: ENVIRONMENTAL PROTECTION

Lesson 3: A closer look 2

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- use the *Complex sentences with adverb clauses of time*;

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Raise Ss' awareness of environmental protection

II. MATERIALS

- Grade 8 textbook, Unit 7, A closer look 2
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

- A complex sentence contains one independent clause and at least one dependent clause.

Example:

The roads were slippery
independent clause

when it rained.
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, ...*

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / teamwork.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (6 mins)

a. Objectives:

- To review the adverb clauses of time.
- To introduce the term: *adverb clauses of time*

b. Content:

- Show sentences to lead in the lesson.

c. Expected outcomes:

- Students can identify the clause of time in a sentence.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Leading in: <ul style="list-style-type: none"> - Teacher shows some sentences on the screen - Teacher asks students to identify <i>the time</i> in each sentence. - Teacher give some follow-up questions to lead in the introduction of the target grammar point. - T sets the context for the lesson. 	Questions: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.

e. Assessment

- Teacher corrects students (if needed).

2. ACTIVITY 1: PRESENTATION (6 mins)

a. Objectives:

- To help Ss identify the form of complex sentences with adverb clauses of time.

b. Content:

- Introduce the grammar point of the lesson.

c. Expected outcomes:

- Ss can identify the structures and how to form and when to use complex sentences with adverb clauses of time.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Introduction of complex sentences with adverb clauses of time	

<ul style="list-style-type: none"> - 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: <i>before, after, when, while, till / until, as soon as</i>, etc. 	<div style="background-color: #f9e79f; padding: 10px; border: 1px solid #ccc;"> <div style="background-color: #e67e22; color: white; padding: 5px; display: inline-block;"> Remember!</div> <ul style="list-style-type: none"> - A complex sentence contains one independent clause and at least one dependent clause. <p>Example:</p> <p>The roads were slippery <u>when it rained</u>.</p> <div style="text-align: center; margin: 5px 0;"> independent clause dependent clause </div> <ul style="list-style-type: none"> - An adverb clause is a dependent clause. - An adverb clause of time shows when something happens. It is usually introduced by time connectors: <i>before, after, when, while, till / until, as soon as</i>, ... <p>Example: As soon as they arrive, we'll have lunch.</p> </div>
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e. Assessment

- Teacher checks students' understanding by asking some checking-questions.

3. ACTIVITY 2: PRACTICE (20 mins)

a. Objectives:

- To teach Ss the use of the time connectors in complex sentences.
- To help Ss review the form and use of complex sentences with adverb clauses of time;

b. Content:

- Task 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.
- Task 2: Choose A, B, or C to complete each sentence.
- Task 3: Match the clauses in the two columns to form complex sentences.
- Task 4: Combine each pair of sentences, using the conjunction in brackets.

c. Expected outcomes:

- Students can use complex sentences with adverb clauses of time and complete exercises of different forms.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 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. (5 mins)	
<ul style="list-style-type: none"> - Have Ss study the example first. - 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. T corrects Ss' mistakes. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. I.C 2. D.C 3. I.C 4. D.C 5. D.C
Task 2: Choose A, B, or C to complete each sentence. (5 mins)	
<ul style="list-style-type: none"> - Have Ss do these exercises individually and then compare their answers with a partner. - Ask some Ss to write their answers on the board. - Check the answers with the whole class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. A 3. C

- Confirm the correct answers.	4. C 5. B
Task 3: Match the clauses in the two columns to form complex sentences. (5 mins)	
- Have Ss do these exercises individually and then compare their answers with a partner. - Ask some Ss to write their answers on the board. - Check the answers with the whole class. - Confirm the correct answers.	Answer key: 1. b 2. d 3. e 4. c 5. a
Task 4: Combine each pair of sentences, using the conjunction in brackets. (6 mins)	
- Teacher ask Ss to read the situations carefully. If necessary, T may explain each situation to Ss. Ask Ss to complete the sentences individually and then compare their answers with a partner. - Ask some Ss to write their answers on the board. - Check the answers with the whole class. Confirm the correct answers.	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.)

e. Assessment

- Teacher corrects students as a whole class.

4. ACTIVITY 3: PRODUCTION (8 mins)

a. Objectives:

- To give Ss fun practice on how to make sentences with adverb clauses of time.

b. Content:

- Task 5: Matching game.

c. Expected outcomes:

- Students are able to make complex sentences with adverb clauses of time.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5: Matching game: Work in two groups, A and B. Group A write main clauses. Group B write adverb clauses of time. (8 mins)	
- Have each student from group A write a main clause, and each student from group B write an adverb clause of time. - Give them some time to work independently and write down their answers. - Tell Ss to make sentences by randomly matching their clauses from the two groups. Some clauses may make funny sentences.	Suggested outcome: <i>A: You must be careful</i> <i>B: When you cross the street</i> → <i>You must be careful when you cross the street.</i>

e. Assessment

- Teacher corrects and gives feedback.

5. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.
- Ask Ss to make sentences about themselves, using comparative adverbs.

b. Homework

- Students' workbook

Board Plan

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">Unit 7: Environmental protection</p> <p style="text-align: center;">Lesson 3: A closer look 2</p> <p>*Warm-up</p> <p>* Grammar:</p> <p style="padding-left: 20px;">Complex sentences with adverb clauses of time</p> <p>Task 1: Write I.C or D.C.</p> <p>Task 2: Choose A, B, or C to complete each sentence.</p> <p>Task 3. Match to form complex sentences.</p> <p>Task 4: Combine each pair of sentences.</p> <p>Task 5: Matching game.</p> <p>*Homework</p>

UNIT 7: ENVIRONMENTAL PROTECTION

Lesson 4: Communication

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Asking for clarification

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Be ready and confident in real life conversations

II. MATERIALS

- Grade 8 textbook, Unit 7, Communication
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Structure	Examples
What does <i>S</i> mean? It means ... / <i>S</i> is/are ... What do you mean by...? That means...	- What does 'endangered species' mean? - It means/ Endangered species are animals in the wild that face a high risk of extinction. - And what do you mean by 'in the wild'? - That means animals that live in their natural habitats, not in zoos.

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / teamwork.	- Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Jumbled conversation

c. Expected outcomes:

- Students can arrange the sentence in the correct order to form a conversation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Jumbled conversation: <ul style="list-style-type: none"> - 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. 	Suggested answers: Mi: Hey, Linda. What does 'endangered species' 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.

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: EVERYDAY ENGLISH (12 mins)

a. Objectives:

- To provide Ss with the two ways of asking for clarification;
- To help Ss practise asking for clarification.

b. Content:

- Task 1: Listen and read the dialogue. Pay attention to the highlighted sentences.

c. Expected outcomes:

- Students know how to use the structures to ask for clarification.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read the dialogue. Pay attention to the highlighted sentences. (6 mins)	
<ul style="list-style-type: none"> - Play the recording and have Ss listen and read the conversation 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 conversation in pairs. Go around and offer help if necessary. Check their pronunciation. 	Mi: Hey, Linda. What does 'endangered species' 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.
Task 2: Work in pairs. Make similar conversations to ask for and give clarification for the following. (6 mins)	
<ul style="list-style-type: none"> - Ask Ss to work in pairs to make similar dialogues with the given cues. - Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance. 	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.
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e. Assessment

- Teacher checks students' understanding by asking some checking-questions.

3. ACTIVITY 2: EARTH DAY (26 mins)

a. Objectives:

- To help Ss learn about Earth Day around the world;
- To give Ss more practice talking about what they do on Earth Day.

b. Content:

- Task 3: Read the passage and tick the correct answers.
- Task 4: Work in groups. Match the activities people do on Earth Day with their results.
- Task 5: Work in pairs. Ask and answer about the things you and your friends do on Earth Day.

c. Expected outcomes:

- Students know about Earth Day, when and how it began, and how it is celebrated around the world.
- Students can talk to each other about the activities on Earth Day.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 3: Read the passage and tick the correct answers. (8 mins)	
<ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> • <i>When is Earth Day?</i> • <i>How many countries celebrate Earth Day?</i> • <i>What for?</i> - Then Ss work in pairs and do the task. Explain if necessary. - Check their answers as a class. 	Answer key: 1,3,4
Task 4: Work in groups. Match the activities people do on Earth Day with their results. (6 mins)	
<ul style="list-style-type: none"> - Ss work in groups and do the matching. - T goes round the class to monitor. - Correct Ss' mistakes. 	Answer key: 1. b 2. d 3. a 4. c
Task 5: Work in pairs. Ask and answer about the things you and your friends do on Earth Day. (10 mins)	
<ul style="list-style-type: none"> - Give Ss a few minutes to study the example first. - Then 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). 	Suggested outcome: <i>A: What do you do on Earth Day?</i> <i>B: We pick up litter and clean the streets. And you?</i> ...

e. Assessment

- Teacher corrects students by going around while they're practising.
- Teacher gives corrections and feedback

4. CONSOLIDATION

a. Wrap-up

- Have Ss say what they have learnt in the lesson.

b. Homework

- Students' workbook

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 7: Environmental protection</p> <p>Lesson 4: Communication</p>		
<p>*Warm-up</p>		
<p>* Everyday English</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #fff9c4;"> <th style="padding: 5px;">Structure</th> </tr> <tr> <td style="padding: 5px;"> What does S mean? It means /S is/are ... What do you mean by ...? That means </td> </tr> </table>	Structure	What does S mean? It means /S is/are ... What do you mean by ...? That means
Structure		
What does S mean? It means /S is/are ... What do you mean by ...? That means		
<p>Task 1: Listen and read.</p> <p>Task 2: Make similar conversations.</p>		
<p>* Earth Day</p> <p>Task 3: Read and tick the correct answers.</p> <p>Task 4: Match the activities with the results.</p> <p>Task 5: Ask and answer.</p>		
<p>*Homework</p>		

UNIT 7: ENVIRONMENTAL PROTECTION

Lesson 5: Skills 1

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Reading for main ideas and specific information about Con Dao National Park
- Talking about Vu Quang National Park

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Have a good attitude toward protecting the environment

II. MATERIALS

- Grade 8 textbook, Unit 7, Skills 1
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. contain (v)	/kən'teɪn/	has something inside it or as part of it	chứa đựng
2. diverse (adj)	/daɪ'vɜ:s/	very different from each other and of various kinds	phong phú
3. medicinal (adj)	/mə'dɪsɪnəl/	helpful in the process of curing illness or infection	(cây) thuốc

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / teamwork.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

To activate Ss' knowledge of the topic of the reading text

b. Content:

- Task 1: Look at the picture and say what you see. Then list the names of some endangered species you know.

c. Expected outcomes:

- Students can name some endangered species.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in groups. Look at the picture and say what you see. Then list the names of some endangered species you know. (5 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Suggested answers: <i>saola, blue whale, sea lion, dugong, giant panda, etc...</i></p>

e. Assessment

- Teacher corrects students (if needed).

2. ACTIVITY 1: READING (17 mins)

a. Objectives:

- To help Ss learn new vocabulary in context of the reading text
- To help Ss develop their reading skill for main idea and for details

b. Content:

- Vocabulary pre-teaching
- Task 2: Read the text and choose the words or phrases to make the following statements correct.
- Task 3: Read the text again and choose the correct option A, B, or C.

c. Expected outcomes:

- Students understand about Con Dao National Park

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)	
<ul style="list-style-type: none"> - Teacher explains the meaning of the new vocabulary by pictures. - Teacher reveals that the words according to the pictures will appear in the reading text and asks students to open their textbook to find these words - Teacher introduces the vocabulary. - Teacher checks students' understanding with some follow up questions. 	<p>New words: 1. contain (v) 2. diverse (adj) 3. medicinal (adj)</p>
Task 2: Read the text and choose the words or phrases to make the following statements correct. (7 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key: 1. national parks 2. ecosystem 3. endangered 4. environment</p>
Task 3: Read the text again and choose the correct option A, B, or C. (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to do the task individually. Tell them to read the passage two or three times, then read each question, pause to identify where it appears in the text, read that part carefully and choose the correct 	<p>Answer key: 1. B 2. A</p>

<p>answer.</p> <ul style="list-style-type: none"> - 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 the passage fully. - Call on some Ss to read the passage aloud. Check their pronunciation and intonation. - Check the answers as a class. 	<p>3. C</p> <p>4. A</p> <p>5. C</p>
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e. Assessment

- Teacher corrects the students as a whole class.

3. ACTIVITY 2: SPEAKING (14 mins)

a. Objectives:

- To provide Ss with an opportunity to revise and use vocabulary related to environmental protection;
- To help Ss practise talking about a national park.

b. Content:

- Task 4: Work in pairs. Ask and answer about Vu Quang National Park. Look at the facts.
- Task 5: Work in groups. Talk about Vu Quang National Park, using the answers in 4.

c. Expected outcomes:

- Students can use the vocabulary and structures they have learnt and the given information to talk about Vu Quang Park.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in pairs. Ask and answer about Vu Quang National Park. Look at the facts. (6 mins)	
<ul style="list-style-type: none"> - Give Ss some time to study the facts about Vu Quang National Park. - 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 talk about other information that they know about Vu Quang National Park. 	<p><i>Suggested outcome:</i></p> <p>A: Where is Vu Quang National Park?</p> <p>B: It's in Vu Quang District, Ha Tinh Province.</p>
Task 5: Work in groups. Talk about Vu Quang National Park, using the answers in 4. (8 mins)	
<ul style="list-style-type: none"> - 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 the unit 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. 	<p>You can begin your talk with:</p> <p><i>Vu Quang National Park is in ...</i></p>

e. Assessment

- Teacher gives corrections and feedback.

5. CONSOLIDATION

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Students' workbook

Board Plan

Date of teaching

Unit 7: Environmental protection

Lesson 5: Skills 1

***Warm-up**

Task 1: Look at the picture and say what you see.

*** Vocabulary:**

1. contain (v)
2. diverse (adj)
3. medicinal (adj)

*** Reading**

Task 2: Read the text and make the following statements correct.

Task 3: Read the text again and choose the correct option A, B, or C.

*** Speaking:**

Task 4: Ask and answer about Vu Quang National Park.

Task 5: Talk about Vu Quang National Park.

***Homework**

UNIT 7: ENVIRONMENTAL PROTECTION

Lesson 6: Skills 2

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Listening about water pollution
- Writing a notice

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Have a good attitude toward protecting the environment

II. MATERIALS

- Grade 8 textbook, Unit 7, Skills 2
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / teamwork.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Task 1: Work in groups. Make a list of some activities that cause water pollution.

c. Expected outcomes:

- Students can list some reasons that cause water pollution.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in groups. Make a list of some activities that cause water pollution. (5 mins)	
<ul style="list-style-type: none"> - Ss work in groups. Every student gives 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 speak English. 	<p>Suggested answer:</p> <ul style="list-style-type: none"> - throwing rubbish into rivers and lakes - pouring domestic wastes - pouring industrial wastes - using chemicals and pesticides in soil - spilling fuel

e. Assessment

- Teacher corrects students (if needed).

2. ACTIVITY 1: LISTENING (14 mins)

a. Objectives:

- To help Ss practise listening for general and specific information.

b. Content:

- Task 2,3 in Student book

c. Expected outcomes:

- Students can get the general and specific information through listening

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to a talk and choose the correct word to complete each sentence. (7 mins)	
<ul style="list-style-type: none"> - Tell Ss that they are going to listen to a conversation 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. - Ss choose the correct answers. Check their answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. drinking 2. factories 3. harmful 4. shouldn't
Task 3. Listen again and give short answers to the following questions. Use no more than THREE words. (7 mins)	
<ul style="list-style-type: none"> - Have Ss read the questions carefully. - Play the recording once or twice. Ask Ss to listen carefully and answer the questions using no more than three words. - Play the recording once more for Ss to check their answers. Correct their mistakes. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Water pollution 2. Two 3. Rivers and lakes 4. A harmful effect 5. Green products

e. Assessment

- Teacher corrects the students as a whole class.

3. ACTIVITY 2: WRITING (16 mins)

a. Objectives:

- To familiarise Ss with the form and purpose of a notice that they are going to write;
- To help Ss write a notice

b. Content:

- Task 4: Work in pairs. Read the notice and match the headings (a – e) below with the numbers (1 – 5).
- Task 5: Write a notice for the Go Green Club leader to invite students to attend a lecture on water pollution. Use the following details.

c. Expected outcomes:

- Students can write a notice.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in pairs. Read the notice and match the headings (a – e) below with the numbers (1 – 5). (6 mins)	
<ul style="list-style-type: none"> - 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 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. a 2. c

numbers (1 – 5). Remind them of the order of these details in a notice.	3. b 4. e 5. d
Task 5: Write a notice for the Go Green Club leader to invite students to attend a lecture on water pollution. Use the following details. (10 mins)	
<ul style="list-style-type: none"> - Tell Ss to study the details given. - Ask Ss to read the Writing tip in Task 4. - 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' papers and mark them, and later comment to the class. - If there is not enough time for Ss to do their task in class, have them do it as homework. 	<p>Suggested answer:</p> <p style="text-align: center;">Go Green Club NOTICE 12 January, 2023 Lecture on Water Pollution</p> <p>All students of our school are invited to attend a lecture on water pollution next week. Interested students should contact the club by 17 February, 2023.</p> <p>Details: Time: 2 p.m. – 4 p.m., 6 March Place: School Grand Hall Topic: Water pollution If you have any questions, please contact us at 012-3476-789 or email gogreen@fmail.com.</p> <p>Club Leader Nguyen Hong Mai</p>

e. Assessment

- Teacher gives corrections and feedback

4. CONSOLIDATION

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Students' workbook

Board Plan

Date of teaching

Unit 7: Environmental protection

Lesson 6: Skills 2

***Warm-up**

Task 1: Make a list of some activities that cause water pollution.

*** Listening**

Task 2: Listen and choose the correct word.

Task 3: Listen again and give short answers.

*** Writing**

Task 4: Read and match.

Task 5: Write a notice.

***Homework**

UNIT 7: ENVIRONMENTAL PROTECTION

Lesson 7: Looking back and Project

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- review the vocabulary and grammar of Unit 7
- apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Love talking about activities to protect the environment

II. MATERIALS

- Grade 8 textbook, Unit 7, Looking back and Projects
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the revision

b. Content:

- Revision

c. Expected outcomes:

- Students' answers.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Revision <ul style="list-style-type: none"> - 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. 	Questions: <ul style="list-style-type: none"> - What have we learnt in Unit 7? Suggested answers: Vocabulary <p>Environmental protection</p> Pronunciation <p>Sounds: /b/ and /k/</p> Grammar

	<p>Complex sentences with adverb clauses of time</p> <p>Skills</p> <ul style="list-style-type: none"> • Reading about Con Dao National Park • Talking about Vu Quang National Park • Listening about water pollution • Writing a notice <p>Everyday English</p> <p>Asking for clarification</p>
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e. Assessment

- Teacher corrects students (if needed).

2. ACTIVITY 1: VOCABULARY (10 mins)

a. Objectives:

- To help Ss review the vocabulary of Unit 7

b. Content:

- Task 1: Choose the correct answer A, B, or C to complete each sentence.
- Task 2: Complete each of the sentences with a word or phrase from the box.

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Choose the correct answer A, B, or C to complete each sentence. (4 mins)	
<ul style="list-style-type: none"> - Have Ss do these activities individually then compare their answers with their partners. - Go round and monitor the class, giving support if necessary - Ask for Ss' answers or ask some Ss to read out their answers in front of the class. - Confirm the correct answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. C 3. B 4. A 5. C
Task 2: Complete each of the sentences with a word or phrase from the box. (6 mins)	
<ul style="list-style-type: none"> - Have Ss do these activities individually then compare their answers with their partners. - Go round and monitor the class, giving support if necessary - Ask for Ss' answers or ask some Ss to read out their answers in front of the class. - Confirm the correct answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. littering 2. carbon footprint 3. picking up rubbish 4. habitats 5. endangered species

e. Assessment

- Teacher asks Ss some follow-up questions.

3. ACTIVITY 2: GRAMMAR (12 mins)

a. Objectives:

- To help Ss revise complex sentences with adverb clauses of time;
- To help Ss practise writing sentences about themselves, using complex sentences with adverb clauses of time

b. Content:

- Task 3: Complete the following sentences using a clause. Use your own ideas.
- Task 4: Circle A, B, or C to identify the underlined part that needs correction.

c. Expected outcomes:

- Recall the use of complex sentences with adverb clauses of time

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 3: Complete the following sentences using a clause. Use your own ideas. (6 mins)	
<ul style="list-style-type: none"> - Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class. - Call on some Ss to write their answers on the board, other Ss give comments, and correct mistakes only when really necessary. 	
Task 4: Circle A, B, or C to identify the underlined part that needs correction. (6 mins)	
<ul style="list-style-type: none"> - T may have Ss review the form and uses of complex sentences with adverb clauses of time before they do the task. - Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class. - Call on some Ss to write their answers on the board, other Ss give comments, and correct mistakes only when really necessary. 	Answer key: 1. A 2. B 3. C 4. C 5. B

e. Assessment

- Teacher corrects students as a whole class.

4. ACTIVITY 3: PROJECT (14 mins)

a. 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.

b. Content:

- Present posters to the class.

c. Expected outcomes:

- Students can present their posters about serious pollution problems in their area

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
A serious pollution problem in my area <ul style="list-style-type: none"> - Ask Ss to read the instructions again (T has already been assigned the project since the first lesson of the Unit and checked their progress after each lesson). - Let students have some time to check their posters for the final time and make any adjustments if necessary. - T has groups show their posters and present them to the class. 	Suggested outcome: <i>Students' posters & presentations</i>

e. Assessment

- Teacher gives feedback.

5. CONSOLIDATION

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Students' workbook

Board Plan

Date of teaching

Unit 7: Environmental protection
Lesson 7: Looking back and Project

***Warm-up**

Revision

*** Vocabulary**

Task 1: Choose the correct answer.

Task 2: Complete each of the sentences.

*** Grammar**

Task 3. Complete the sentences.

Task 4: Circle A, B, or C to identify the underlined part that needs correction.

*** Project**

*** Homework**