

WEEK: ...
PERIOD: ...

Date of planning: ...
Date of teaching: ...

UNIT 7: LIFE IN THE COUNTRYSIDE

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

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:

- 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.

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 <i>Environmental protection</i> Pronunciation <i>Sounds: /bl/ and /kl/</i>

<p>- Teacher corrects for students (if needed)</p>	<p>Grammar <i>Complex sentences with adverb clauses of time</i></p> <p>Skills</p> <ul style="list-style-type: none"> • <i>Reading about Con Dao National Park</i> • <i>Talking about Vu Quang National Park</i> • <i>Listening about water pollution</i> • <i>Writing a notice</i> <p>Everyday English <i>Asking for clarification</i></p>
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2. ACTIVITY 1: PRESENTATION (10 mins)

a. Objectives:

- To help Ss review the vocabulary of Unit 7

b. Content:

- For activities 1 and 2, 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.

c. Expected outcomes:

- Students prepare vocabulary and knowledge for the listening tasks.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Choose the correct answer A, B, or C to complete each sentence.</p> <p>Task 2: Complete each of the sentences with a word or phrase from the box.</p> <ul style="list-style-type: none"> - For activities 1 and 2, 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. - Teacher asks Ss some follow up questions. 	<p>Key:</p> <p>Task 1:</p> <ol style="list-style-type: none"> 1. A 2. C 3. B 4. A 5. C <p>Task 2:</p> <ol style="list-style-type: none"> 1. littering 2. carbon footprint 3. picking up rubbish 4. habitats 5. endangered species

3. ACTIVITY 2: PRACTICE (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:

- 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

c. Expected outcomes:

- Students' answers

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 3. Complete the following sentences using a clause. Use your own ideas. (5 mins) Task 4: Circle A, B, or C to identify the underlined part that needs correction (5 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. - Teacher corrects for students as a whole class. 	<i>Suggested answers:</i> <i>Task 3:</i> <i>Task 4:</i> <i>1. A 2. B 3. C 4. C 5. B</i>

4. ACTIVITY 3: PRODUCTION (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:

- Make sure Ss understand what to do. Ask Ss to work in groups and decide on the most serious pollution problem in their area (noise pollution, air pollution, water pollution, ...). Then find as many solutions to the problem as possible.
- Teacher asks Ss to work in groups and make a poster to introduce the solutions they have suggested. Encourage them to use a mind map to make their poster easier to understand. Tell them they can use pictures, images, etc.
- Call on some groups to show their posters and make a presentation. Other groups give their comments. The class votes for the best poster.

It is better for T to assign the project in earlier lessons. Make sure to guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to give their presentation.

c. Expected outcomes:

- Students' speaking

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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<p>A serious pollution problem in my area Task P1: Choose a serious pollution problem in your area (noise pollution, airpollution, water pollution, ...). Suggest solutions to the problem. Task P2: Make a poster. Write your solutions on the poster. Use pictures to illustrate /decorate your poster. Task P3: Present your poster to the class.</p> <ul style="list-style-type: none"> - Make sure Ss understand what to do. Ask Ss to work in groups and decide on the most serious pollution problem in their area (noise pollution, air pollution, water pollution, ...). Then find as many solutions to the problem as possible. - Teacher asks Ss to work in groups and make a poster to introduce the solutions they have suggested. Encourage them to use a mind map to make their poster easier to understand. Tell them they can use pictures, images, etc. - Call on some groups to show their posters and make a presentation. Other groups give their comments. The class votes for the best poster. <p>It is better for T to assign the project in earlier lessons. Make sure to guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to give their presentation.</p> <ul style="list-style-type: none"> - Teacher gives corrections and feedbacks 	<p>Suggested outcome: <i>Students' posters & presentations</i></p>
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5. CONSOLIDATION (4 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Students revise grammar and vocabulary of Unit 7.
 - Do exercises in the workbook.
 - Students prepare new lesson: Unit 8 - Lesson 1: Getting started.
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