

Week: ...
Period: ...

Date of planning: / 12/2023
Date of teaching: / 12/ 2023

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 protecting the environment

II. MATERIALS

- Textbook
- Computer connected to the Internet, TV.

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 know the topic of the unit and be ready for the conversation.

d. Organization

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Asking questions: <ul style="list-style-type: none">- Teacher asks students: "What are 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 – At the Go Green Club</i>	Questions: <i>What are environmental issues in our city?</i> Suggested answers: Environmental protection

- 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 know how to use the target vocabulary.

d. Organization

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - 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. - Teacher checks students' pronunciation and gives feedback. - Matching game.	New words: 1. habitat (n): môi trường sống 2. endangered species (n): các loài động thực vật có nguy cơ bị tuyệt chủng 3. carbon footprint (n): dấu chân các bon 4. release (v): thải ra, làm thoát ra 5. single-use (adj): để dùng một lần

3. ACTIVITY 2: PRACTICE (20 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. Organization

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (5 mins)	
- 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)	
<p>- 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.</p> <p>- Tell them to compare their answers in pairs before sharing them with the class. Ask them to give evidence to support their answers.</p> <p>- Check their answers and explain if necessary.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> c d e a b
Task 3: Complete each sentence with one word or phrase from the box. (5 mins)	
<p>- Teacher asks Ss to read the sentences and find the words and phrases from the box to fill in the gaps.</p> <p>- 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</p> <p>- Check the answers as a class.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> pollution reduce single-use carbon footprint environment program
Task 4: Write a phrase from the box under each picture. (5 mins)	
<p>- 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.</p> <p>- Have Ss read each word or phrase in the chorus. Check and correct their pronunciation.</p> <p>- For more able Ss, let them make sentences with these words and phrases.</p> <p>- Teacher checks the answers as a class and gives feedback.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 3Rs water pollution endangered species plastic rubbish single-use products

4. ACTIVITY 3: PRODUCTION (7 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. Organization

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. Tell them to answer all the questions. - Explain to the Ss if they don't know the answers. - Teacher gives corrections and feedback to students' answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C 2. C 3. A 4. C 5. B

5. CONSOLIDATION (2 mins)

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

- Learn Vocabulary, read and translate Getting started
- Do exercises B123 in the workbook.
- Prepare 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.)

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