

GIÁO ÁN TIẾNG ANH LỚP 8 MỚI**THEO CÔNG VĂN 5512**

Date of preparation	Date of teaching	Class	Absentees
		8A	
		8B	

Period 55**UNIT 7: POLLUTION****Lesson 1: Getting started**

I. OBJECTIVES: By the end of the lesson, Ss will

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.

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

3. Attitude: Ss will be more responsible for protecting environment.

4. Competence development: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

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:

Teacher's and students' activities	The main contents
1. Warm up.	
Aim: To attract Ss's attention to the lesson and to lead in the new lesson	
<p>Ss have a small talk about pollution.</p> <p>T: Introduce the lesson about the new lesson..</p>	
2. Presentation	
Aim: Help students listen, read and do some exercises about the conversation	
<p>T: Ask some questions about picture.</p> <p>+ Where are Mi and Nick?</p> <p>+ Where are they doing?</p> <p>+ What are they talking about?</p> <p>Ss: Answer the questions</p> <p>T: Play the recording.</p> <p>Ss: Listen to the tape (twice) and then check the guessing.</p> <p>T: Give some new words</p> <p>Ss: Read in chorus and individually</p>	<p><u>I-Listen and read</u></p> <p>New words:</p> <p>Aquatic: dưới nước</p>

<p>And copy all the words.</p> <p>T asks the Ss to read the conversation again and do exercise a.</p> <p>Ss do it.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks them to read the answers.</p> <p>Some Ss read, the others give comments.</p> <p>T checks and corrects.</p> <p>SS take notes.</p> <p>T asks the Ss to read the conversation again and answer the questions.</p> <p>Ss do it in pairs.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks them to read the answers.</p> <p>Some Ss read, the others give comments.</p> <p>T checks and corrects.</p>	<p>Dump: đổ xuống</p> <p>Poison: chất độc hại</p> <p>Sneeze: hắt hơi</p> <p>Illustrate: minh họa</p> <p>a. Find the word/ phrase that means.</p> <p>1- dead 2- aquatic 3- dump 4- poison</p> <p>5- polluted 6- to come up with</p> <p>b. Answer the questions</p> <p>1.They are in Mi's home village.</p> <p>2.It s almost black.</p> <p>3.She s surprised because she sees the</p>
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<p>Ss take notes.</p> <p>T asks the Ss to read the conversation again and tick True(T) false (F) or no information(NI).</p> <p>Ss do it in groups of 4.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks them to read the answers.</p> <p>Some Ss read, the others give comments.</p> <p>T checks and corrects.</p> <p>Ss take notes.</p>	<p>fish are dead.</p> <p>4.It s dumping poison into the lake.</p> <p>c. True(T) fale (F) or no information(NI).</p> <p>1.1-F (It's polluted by the factory)</p> <p>2,4,5 T</p> <p>3. NI</p>
<p>3. Practice</p> <p>Aim: Ss can use the words related to the topic 'pollution'</p>	
<p>T asks the Ss to do task 2.</p> <p>Ss do it.</p> <p>T asks them to compare their answers with their fiends.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read, the others give the comment.</p>	<p>2. There are different types of pollution.</p> <p>A. radioactive pollution</p> <p>B. noise pollution</p> <p>C. visual pollution</p>

<p>T checks and corrects.</p> <p>T asks Ss to do task 3.</p> <p>Ss do it.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read, the others give the comment.</p> <p>T checks and corrects.</p>	<p>D. thermal pollution</p> <p>E. water pollution</p> <p>F. land/ soil pollution</p> <p>G. light pollution</p> <p>H. air pollution</p> <p>3. Complete the sentences</p> <p>1.thermal pollution</p> <p>2.Air pollution</p> <p>3.radioactive pollution</p> <p>4.light pollution</p> <p>5.Water pollution</p> <p>6.Land pollution / Soil pollution</p> <p>7.Noise pollution</p> <p>8.visual pollution</p>
<p align="center">4. Further practice.</p> <p align="center">Aim: Complete the correct adjectives to describe some leisure activities</p>	
<p>T asks Ss to work in groups to talk about pollution in their neighborhood.</p> <p>Ss do it.</p> <p>T asks them to present in front of the class..</p> <p>Ss do it.</p>	<p>4. Work in groups.</p>

3. Guides for homework

- Talk about pollution
- Learn new words/ workbook: B1, 2, 3
- Prepare : A closer look 1

Date of preparation	Date of teaching	Class	Absentees
		8A	
		8B	

Period 56**UNIT 7: POLLUTION****Lesson 2: A closer look 1**

I. OBJECTIVES: By the end of the lesson, Ss will

1. Knowledge: Use words and phrases showing cause/effect relationships to describe the causes and effects of pollution.

Pronounce the words ending in *ic* and *al* correctly in isolation and in context.

a. Vocabulary: poison, contaminate, pollutant, polluted, death, damaged

b. Grammar: Cause and effect

c. Pronunciation: *ic* and *al*

2. Skills: Completing the table, sentences completion, combining the sentences, make sentences, listening and marking the stress, listening and underlining the words.

3. Attitude: Ss will be more responsible for protecting environment.

4. Competence development: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

II. TEACHING AIDS

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

2. Students: Textbooks.

III. PROCEDURE

1. Checking: Write the new words and types of pollution

2. New lesson:

Teacher's and students activities	The main contents
1. Warm up. Aim: To attract Ss' attention to the lesson and to lead in the new lesson	
Ss have a small talk about pollution in their neighborhood.	
2. Presentation. Aim: Help students use words and phrases showing cause/effect relationships to describe the causes and effects of pollution.	
T asks the Ss to do task 1. Ss do it. T asks them to compare their answers with their friends. Ss do it. T asks some Ss to read their answers.	I. Vocabulary 1. Complete the table. 1.poison 2.contaminate

<p>Some Ss read, the others give the comment.</p> <p>T checks and corrects.</p> <p>T asks the Ss to do task 2.</p> <p>Ss do it.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read, the others give the comment.</p> <p>T checks and corrects.</p> <p>T introduces structure.</p> <p>Ss take notes.</p>	<p>3.pollutant</p> <p>4.polluted</p> <p>5.death</p> <p>6.damaged</p> <p>2. Complete the sentences.</p> <p>1.poisonous 2.pollutants 3.dead</p> <p>4.contaminated 5.contaminated</p> <p>6.pollute</p> <p>Structure:</p> <p>Because/ since + clause</p> <p>Due to/ because of + Sth</p> <p>So+ clause</p> <p>To cause sth/ to lead to sth/ to result in sth</p> <p>To make sb/ sth/ do sth</p>
<p>3. Practice</p> <p>Aim: Ss can use words and phrases to do exercise and Pronounce the words ending in ic and al correctly in isolation and in context.</p>	

<p>T asks the Ss to do task 3.</p> <p>Ss do it.</p> <p>T asks them to compare their answers with their fiends.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read, the others give the comment.</p> <p>T checks and corrects.</p> <p>T asks the Ss to do task 3b.</p> <p>Ss do it.</p> <p>T asks them to compare their answers with their fiends.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read, the others give the comment.</p> <p>T checks and corrects.</p> <p>T introduces stress in words ending in ic and - al.</p>	<p>3a. Write C for cause and E for effect</p> <p>1. C-E 2C-E 3E-C 4E-C</p> <p>3b Combine sentences.</p> <p>1.Oil spills from ships in the oceans and rivers lead to the death of many aquatic animals and plants.</p> <p>2.Households dump waste into the river so it is polluted.</p> <p>3.Since the parents were exposed to radiation, their children have birth defects.</p> <p>4.We can't see the stars at night due to the light pollution.</p> <p>II. Pronunciation</p>
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<p>Ss listen and take notes.</p>	<p>Adding the suffix -ic changes the stress of a word. Stress the syllable immediately before the suffix. Example: 'atom → a'tomic Adding the suffix -al to a word does not change its stress. Example: 'music → 'musical Note: If a word can take both suffixes: one ending in -ic and the other ending in -al, both words have the stress on the same syllable. Example: e'conomy → eco'nomic → eco'nomical</p>
<p>T asks the Ss to listen and mark the stress in each words.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read.</p> <p>T checks and corrects.</p>	<p>6. Listen and mark the stress in each words, then repeat again.</p> <ol style="list-style-type: none"> 1. ar'tistic 2. ath'letic 3. his'toric 4. his'torical 5. 'logical 6. 'physical 7. he'rotic 8. po'etic 9. bo'tanic 10. bo'tanical <p>7. Underline the words ending in ic and circle the words ending in al in the following sentences.</p>

<p>T asks the Ss to do task 7.</p> <p>Ss do it.</p> <p>T asks them to read their answers.</p> <p>Some Ss read.</p> <p>T checks and corrects.</p>	
<p style="text-align: center;">4. Further practice.</p> <p style="text-align: center;">Aim: Ss can talk to show cause/ effect relationship.</p>	
<p>T asks the Ss to work in groups to look at the pictures and give as many sentences as possible to show cause/ effect relationship.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read.</p> <p>T checks and corrects.</p>	<p>Work in group</p> <p>People cough because they breathe in the fumes from cars.</p> <p>The fumes from cars make people cough.</p>

3. Guides for homework.

- Do exercise 3,4 in workbook.
- Talk about pollution in their neighborhood.
- Prepare: A closer look 2

Date of preparation	Date of teaching	Class	Absentees
		8A	
		8B	

Period 57**UNIT 7: POLLUTION****Lesson 3: A closer look 2****I. OBJECTIVES:**

1. Knowledge: By the end of the lesson, Ss will

Use conditional sentences type 1 and type 2 correctly and appropriately to describe pollution.

a. Vocabulary: related to the topic: Pollution

b. Grammar: conditional sentences type 1 and type 2

2. Skills: Putting the verbs in the brackets, making sentences, matching, writing sentences, playing games.

3. Attitude: Ss will be more responsible for protecting environment.

4. Competence development: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

II. TEACHING AIDS


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

2. Students: Textbooks.

III. PROCEDURE

1. Checking: Talk about pollution in their neighborhood.

2. New lesson:

Teacher' and students activities	The main contents
1. Warm up Aim: To warm up the class and lead in the lesson	
Ss talk about some types of pollution.	
2. Presentation. Aim: Help Ss review conditional type 1.	
T asks the Ss to do task 1. Ss do it. T asks them to compare their answers with their friends. Ss do it. T asks some Ss to read their answers. Some Ss read. T checks and corrects.	I. conditional type 1 1. Put the verbs in brackets into the correct form 1.recycle/will help 2.won't dump/fines 3.travel/will be 4.will save/don't waste 5.use/will have

<p>T asks the Ss to do task 2.</p> <p>Ss do it.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read.</p> <p>T checks and corrects.</p>	<p>2. Combine sentences</p> <ol style="list-style-type: none"> 1. Students will be more aware of protecting the environment if teachers teach environmental issues at school. 2. When light pollution happens, animals will change their behavior patterns. 3. The levels of radioactive pollution will decrease if we switch from nuclear power to renewable energy sources. 4. If the water temperature increases, some aquatic creatures will be unable to reproduce. 5. People will get more diseases if the water is contaminated.
<p align="center">3. Practice</p> <p align="center">Aim: Help Ss to know more about conditional type 2.</p>	
<p>T introduces conditional type 2.</p> <p>Ss listen and take notes.</p>	<p>II. Conditional type 2.</p>

<p>T asks the Ss to do task 3.</p> <p>Ss do it.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read.</p> <p>T checks and corrects.</p> <p>T asks the Ss to do task 4.</p> <p>Ss do it.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read.</p>	<p>The conditional sentence type 2 describes a thing which is not true or is unlikely to happen in the present or future.</p> <p><u>If + subject + V (past simple),</u> If-clause</p> <p><u>subject + would/could/might + V (bare infinitive)</u> main clause</p> <p>Example: If it <i>wasn't</i> noisy in here, I <i>could hear</i> you clearly. (But it's very noisy in here)</p> <p>The conditional sentence type 2 can be used to give advice.</p> <p>Example: If I <i>were</i> you, I <i>would see</i> the doctor immediately.</p> <p>Note: We can use both <i>was</i> and <i>were</i> with I/he/she/it in the if-clause.</p> <p>3. Match A with B</p> <p>1-b, 2-c, 3-d, 4-e, 5-a</p> <p>4. Put the verb in the correct form</p> <p>1.were/would you (do) do</p> <p>2.exercised/would be</p> <p>3.had/would build</p>
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<p>T checks and corrects.</p> <p>T asks the Ss to do task 5.</p> <p>Ss do it.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read.</p> <p>T checks and corrects.</p>	<p>4. tidied / wouldn't be</p> <p>5. was / were / would grow</p> <p>5. Complete the sentences</p> <p>1. If there weren't so many billboards in our city, people could enjoy the view.</p> <p>2. If there wasn't so much light in the city at night, we could see the stars clearly / If there weren't so much light in the city at night, we could see the stars clearly.</p>
<p style="text-align: center;">4. Further practice</p> <p style="text-align: center;">Aim: Ss can talk about real situation using conditional type 1 and type 2</p>	
<p>T guides the Ss to do to give real situation using conditional type 1 and type 2.</p> <p>Ss do it.</p> <p>T corrects and remarks</p>	<p>* Chain game.</p> <p>Example:</p> <p>A: If each person plants a tree, there will be a lot of trees.</p> <p>B: If there are a lot of trees, the air will be cleaner.</p> <p>C: If the air is cleaner, fewer people will be ill.</p>

3. Guides for homework

- Make sentences with conditional type 1 and type 2.
- Do the task in part Vocabulary & grammar in workbook.
- Prepare: Communication.

Date of preparation	Date of teaching	Class	Absentees
		8A	
		8B	

Period 58**UNIT 7: POLLUTION****Lesson 4: Communication****I. OBJECTIVES:**

1. Knowledge: By the end of the lesson, Ss will

Talk about noise pollution and discuss the way to prevent noise pollution.

a. Vocabulary: Permanent; Earplug; Affect; Hearing loss; Blood pressure

b. Grammar: conditional sentences type 1 and type 2

2. Skills: choosing the best answer, listening and answering, discussing, spoken interaction.

3. Attitude: Ss will be more responsible for protecting environment.

4. Competence development: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

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:

Teacher's and students' activities	The main contents
1. Warm up Aim: To warm up the class and lead in the lesson	
Ss talk about the effect of pollution.	
2. Presentation Aim: Ss can know some vocabulary words about noise pollution	
T presents the vocabulary Ss read the vocabulary	Extra vocabulary Permanent: usually Earplug: cái nút tai Affect: ảnh hưởng Hearing loss: mất thính lực Blood pressure: huyết áp
3. Practice Aim: Ss can understand and answer the questions	
T asks the Ss to do task 1. Ss do it. T asks them to compare their answers with their friends. Ss do it. T asks some Ss to read their answers. Some Ss read. T asks the Ss to do task 2.	1. Answer the questions.

<p>Ss do it.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read.</p> <p>T asks the Ss to do task 3.</p> <p>Ss do it.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read.</p> <p>T checks and corrects.</p>	<p>2. Compare your answer with those of a classmate</p> <p>3. Listen and check your answer</p>
<p>4. Further practice</p> <p>Aim: Ss discuss the ways to prevent noise pollution.</p>	
<p>T asks the Ss to discuss the ways to prevent noise pollution.</p> <p>Ss do it in groups.</p>	<p>4. Work in groups. Discuss other ways to prevent noise pollution.</p>

3. Guides for homework

- Learn new words/ workbook: C. Speaking
- Prepare next lesson: Skills 1

Date of preparation	Date of teaching	Class	Absentees
		8A	
		8B	

Period 59**UNIT 7: POLLUTION****Lesson 5: Skills 1****I. OBJECTIVES:**

1. Knowledge: By the end of the lesson, Ss will

Read for general and specific information about water pollution.

Talk about the causes and effects of water pollution as well as ways to reduce it

a. Vocabulary: about water pollution

b. Grammar: Review conditional type 1 and 2.

2. Skills: describing the picture, reading and answer the questions, sentences completion, discussion, completing information, making a presentation, spoken interaction.

3. Attitude: Ss will be more responsible for protecting environment.

4. Competence development: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

II. TEACHING AIDS


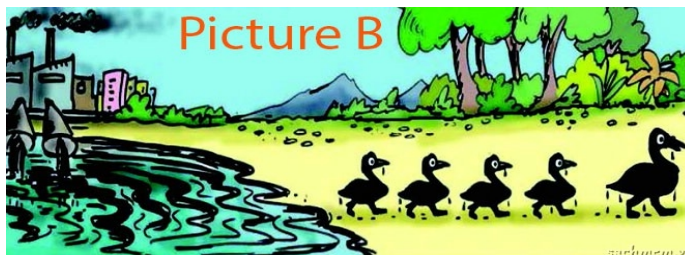
1. Teacher: Textbooks, computer accessed to the Internet, projector

2. Students: Textbooks.

III. PROCEDURE

1. Checking: Write the new words

2. New lesson:

Teacher's and students' activities	The main contents
<p>1. Warm up.</p> <p>Aim: To warm up the class and lead in the lesson</p>	
<p>Ss have small talk about the cause and effect of noise pollution.</p>	<p>1. Discuss</p>
<p>2. Presentation.</p> <p>Aim: Read the information about water pollution.</p>	
<p>T gives students pictures and asks students to write sentences about picture.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read.</p> <p>T checks and corrects.</p>	<p>I- READING</p> <p>1. Work in pairs. One of you look at pA and the other look at pB. Ask and answer the questions to find differences between your pictures.</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center;"> <p style="color: red; font-weight: bold; margin-right: 10px;">Picture A</p>  </div> <div style="display: flex; align-items: center; margin-top: 20px;"> <p style="color: red; font-weight: bold; margin-right: 10px;">Picture B</p>  </div> </div> <p>2. Read the passage then answer the questions</p> <p>1. The second paragraph tells about the causes of</p>

<p>T asks the Ss to do task 2.</p> <p>Ss do it.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read.</p> <p>T checks and corrects.</p> <p>T asks the Ss to do task 3.</p>	<p>water pollution.</p> <ol style="list-style-type: none"> The third paragraph tells about the effects of water pollution. It is the water beneath the Earth's surface. They are industrial waste, sewage, pesticides, and herbicides. They are pollutants from storm water and the atmosphere. They use herbicides to kill weeds. <p>3. Read the text again and complete the note.</p> <ol style="list-style-type: none"> If the drinking water is untreated, an outbreak of cholera may happen. People drinking contaminated water may die. Fish, crabs or birds, may also die because of polluted water. Other animals may become ill if they eat the dead animals. Herbicides kill both weeds and aquatic plants.
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<p>Ss do it.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read.</p> <p>T checks and corrects.</p>	
<p style="text-align: center;">3. Practice.</p> <p>Aim: Talk about the causes and effects of water pollution as well as ways to reduce it</p>	
<p>T asks the Ss to do task 4.</p> <p>Ss do it in groups.</p> <p>T asks them to compare their answers with their friends.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read.</p> <p>T checks and corrects.</p> <p>T asks the Ss to do task 5.</p> <p>Ss do it in groups.</p> <p>T asks them to compare their answers with their friends.</p>	<p>II. Speaking</p> <p>4. Work in groups and discuss the solution to water pollution.</p> <p>5. Complete the diagram of water pollution.</p> <p>Water pollution: Definition:</p> <p>EFFECTS</p> <p>Humans:</p>

<p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read.</p> <p>T checks and corrects.</p>	<p>- Animals:</p> <p>- Plants:</p> <p>CAUSES</p> <p>- Point source pollutants:</p> <p>- Non-point source pollutants:</p> <p>SOLUTIONS</p>
<p style="text-align: center;">4. Further practice</p> <p style="text-align: center;">Aim: Ss can talk about protecting the environment</p>	
<p>T asks Ss to talk about protecting the environment</p> <p>Ss talk about protecting the environment</p> <p>T corrects and remarks</p>	<p>Eg: Hello, I am going to tell you about protecting the environment</p>

3. Guides for homework.

- Do exercise part reading.
- Prepare new lesson: Skills 2

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