

PERIOD: 28

Unit 9

preserving the environment

Lesson 1

Getting started

A. Aims and Objectives:

- To teach Ss to listen and read a conversation about environment impacts and ways to protect the environment and do tasks: Questions & answers and matching exercises.

- To teach some lexical items related to preserve the environment.

- By the end of the lesson, students will be able to:

+ Use some lexical items related to environment impacts and ways to protect the environment.

+ Make simple dialogues using the given expressions.

+ Master some vocabularies about environment impacts and ways to protect the environment.

+ Get to know one grammar point: Reported speech

B. Preparations:

- Teacher: Handouts, textbook, pieces of papers and cassette.

- Students: Textbook

C. Methods: - The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages	Activities
1. Warm up 7 minutes	Ask Ss these questions: 1. Have you been aware of environmental problems? 2. What have you done for the environment? - Leads in the new lesson
2. New lesson 15 minutes	- Introduce the topic of the lesson: Preserving the environment Activity 1: Listen and read (P. 38) - look at the pictures and guess the topic of the conversation. - predict what they are talking about - not to worry about new words or grammar points because these will be dealt with later. - Play the recording (search for the web to listen this task)
10 minutes	Activity 2: Matching (p. 39) - label the photos. - look up the words and phrases in a dictionary and confirm their meaning. - note down the words in their notebooks.
10 minutes	Answers: a. greenhouse effect b. pollution c. deforestation d. polar ice melting e. fossil fuels

	<p>Activity 3: Questions and answers (p. 39)</p> <ul style="list-style-type: none"> - read the conversation again and think of the answers to the questions. - scan for the relevant information in the conversation. - Elicit answers <p>* Suggested answer:</p> <ol style="list-style-type: none"> 1. He is writing a letter for the school newsletter. 2. The editor asked Nam to write some practical advice on environmental preservation. 3. It means the negative influence or effect on the environment. 4. Because he thinks if we can see the impacts on the natural environment, we will know how to protect it. 5. They are deforestation, pollution, global warming, fuel depletion, polar ice melting and the rise of sea levels. 6. Answers will vary.
<p>3. Consolidation 2 minutes</p>	<ul style="list-style-type: none"> - QUESTIONS: What have you learnt today? What can you do now? - Summarize the main points of the lesson.
<p>4. Homework 1 minute</p>	<ul style="list-style-type: none"> - learn by heart the words or phrases related to environment impacts and ways to protect the environment - Prepare for the next lesson.

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Lesson 2

Language

A. Aims and Objectives:

- To teach Ss to pronounce correctly three –syllable nouns in isolation and in context.
- To teach Ss to use reported speech to report what was said previous.
- By the end of the lesson, students will be able to:
 - + Use reported speech to report what was said previous
 - + Pronounce correctly three –syllable nouns in isolation and in context.
 - + Use some lexical items related to the topic *Preserving the environment* in

context.

B. Preparations:

- Teacher: Handouts, textbook, pieces of papers and cassette.
- Students: Textbook

C. Methods: - The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages	Activities
1. Lead-in 3 minutes	- T informs the class of the lesson objectives: Getting to know indirect speech.
2. New lesson 10 minutes	1. Vocabulary: Activity 1: (p.39) <ul style="list-style-type: none">- Go through the words in the box and check Ss' understanding.- complete the sentences individually. In a weaker class, get them to work on the sentences in pairs. <p>* Key: 1. preserve 2. Deforestation 3. Fossil fuels 4. greenhouse effect 6. Global warming 7. depletion 8. Damage</p> Activity 2: (p.39) <ul style="list-style-type: none">- Read the information in <i>Do you know...?</i> and go through the nouns and verbs with the class.- work individually. <p>* Key: 1. protect 2. preservation 3. contaminate 4. consumption 5. deforest 6. pollute 7. deplete</p> Activity 3: (p.40) <ul style="list-style-type: none">- read the sentences first for comprehension, and then underline the key words and phrases. These words are often used together as collocations, and can be used to figure out the missing words.- Check answers as a class or have Ss compare their completed sentences. <p>Key: 1. consumption 2. consume 3. preserve 4. preservation 5. polluted 6. pollution 7. contamination 8. contaminate</p>
10 minutes	

14 minutes

2. Pronunciation

Activity 1: Listen and repeat (p.40)

(search for the web to listen this task)

- identify the syllable in each word.
- read quickly the sentences in the VOCABULAY section 3, and underline three-syllable nouns. Ask Ss to add two of them to the word box.

Suggested answers: energy, atmosphere

Activity 2 (p.40)

- Focus Ss' attention on the instruction. Have Ss read through *Do you know...?* Check understanding of the activity.
- Play the recording once through for Ss to listen.
- Play the recording again for Ss to do the activity.
- Check answer as a class.

*** Key:**

'article 'influence 'energy so'lution
'newsleter po'llution pro'tection 'atmosphere
'editor con'fusion 'scientist 'chemical

3. Grammar: Reported speech

Activity 1:

- Focus Ss' attention on the instructions and ask them to read *Do you know...?* Check understanding.
- read the conversation in GETTING STARTED again and find the speakers' names to fill the gaps..

*** Key:**

1,3,5: Nam 2: the editor 4,6: Nam's father

Activity 2:

- Read the instructions and analyse the first sentence as example. Remind Ss of the changes to the verb form and pronoun.

*** Key:**

1. Nam said (that) pollution was one of the problems in his neighbourhood.
2. The editor said (that) more people were aware of the preservation of natural resources.
3. The students told their teacher (that) they were discussing the protection of the natural environment.
4. Nam's father told him to use the web search engine to find the information that he need.
5. Nam said (that) air pollution was one of the causes of the greenhouse

	effect.
3. Consolidation 2 minutes	- QUESTIONS: What have you learnt today? What can you do now? - Summarize the main points of the lesson.
4. Homework 1 minute	- T asks Ss to do exercises again at home. - Prepare for the next lesson. - Complete Exercises in workbook.

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Lesson 3 Reading

A. Aims and Objectives:

- To teach Ss to read for general ideas and for specific information about threats to natural environment and do tasks: Matching and true/false exercise and discuss.
- To teach Ss some words and phrases related to preserving the environment.
- By the end of the lesson, students will be able to:
 - + Read for general ideas and for specific information about threats to natural environment and do tasks.

B. Preparations:

- Teacher: Handouts, textbook, pieces of papers and cassette.
- Students: Textbook

C. Methods: - The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages	Activities
1. Homework 8 minutes	- Ask two Ss to do the exercises with reported speech and then give comment and marks.
2. New lesson 5 minutes	Activity 1: Prediction (p.41) - look at the photos and the instructions. Ask what can you see in the photos? What is the environmental impact in each photos? Key: a. noise pollution b. water pollution c. air pollution d. soil pollution
12 minutes	Activity 2: (p.41)

<p>7 minutes</p>	<ul style="list-style-type: none"> - read the instruction and the options carefully, and underline any key words that may help them predict the content of the text. - skim the paragraphs quickly. Encourage Ss to share their ideas with their partners. - Check the answer. <p>* Answer: c</p> <p>Activity 3: (p.42)</p> <ul style="list-style-type: none"> - Focus Ss attention on the instruction. Write all the highlighted words from the reading text on the board. - Go over the definitions with the whole class. - Check comprehension and have Ss match the words. - Alternatively, ask Ss to work in pairs. <p>Key</p> <p>1. ecosystem 2. pesticides 3. inorganic 4. vegetation 3. fertilizer 6. pollutants</p> <p>Activity 4: (p.42)</p> <ul style="list-style-type: none"> - Ask Ss to read the instructions carefully, and underline the key words in the sentences provided. - Encourage Ss to underline the parts of the reading text relevant to the statements. - Check answer as a class, and encourage Ss to justify their choices by referring to the relevant information in the reading text. <p>* Key:</p> <p>1. T 2. F 3. T 4. T 5. T 6. T</p> <p>1. Environmental pollution is one of the impacts of human activities. 2. The greenhouse effect is a result of air pollution.</p>
<p>3. Consolidation 10 minutes</p>	<p>Activity 5: (p.42)</p> <ul style="list-style-type: none"> - QUESTIONS: <i>What type of pollution is there in your neighbourhood? What are the causes and effects? How can you help reduce this type of pollution?</i>
<p>4. Homework 1 minute</p>	<ul style="list-style-type: none"> - learn by heart the new words. - Prepare for the next lesson.