Name :……Class:……..

UNIT 9: PROTECTING THE ENVIRONMENT

Pronunciation

Exercise 1: Listen and mark the stressed syllables in the words in bold by choosing the correct answer. Then practise saying the sentences with a natural rhythm.

1. **Don't buy products** that are **made** from **wild animal parts.**
2. **What** can we **do** to **help** the **animals** in the **wild**?
3. **Larger tigers** tend to **live** in **colder areas** while **smaller tigers live** in **warmer countries**

Vocabulary

Exercise 1: Choose the correct word to complete each sentence.

1. Many wildlife habits / habitats will be destroyed if people keep cutting down the forests.
2. Researchers are looking for ways to reduce the environmental impact / affect of air pollution on the local community.
3. It's illegal to kill pandas, tigers or any other dangerous / endangered animals.
4. Global warming / climate is mainly caused by pollution and clearing of forests.

Grammar

Exercise 2: Match a word in A with a word in B in the reported speech form

A	B
Here	Would
Now	Could
Today	That day
Ago	There
Tomorrow	Then
Yesterday	The day before / the previous day
Will	Had to
Can	Before
Must/ have to	The next day / the following day

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Exercise 3: Change **the following sentences into reported speech.**

1. 'The rising sea level is a result of global warning,' the teacher explained.

=>_____

2. 'I will take part in the competition next month,' my friend told me.

=>_____

3. 'The clearing and burning of forests lead to air pollution,' the speaker said.

=>_____

4. 'Are you interested In Joining the event this weekend, Minh?' asked Tuan.

=>_____

5. 'When are you going to deliver your presentation on the environment, Mai?' asked Nam.

=>_____

PROJECT

The members of the group are going to present the project in front of the class. Find information about local or International environmental organisations and complete the table. Present it to the class. Use these suggestions:

1. Name of the organisation
2. Set up in
3. Aims
4. Activities

The teacher and the members of the group assess the presentation based on the under-evaluation table.

Evaluation table for presentation

Criteria	Target for evaluation	Mark	Teacher's remarks	Other groups' remarks	Grade
1. Content		**3**			
	All requirements of the task are sufficiently addressed.	0,5 - 1,0			
	Ideas are adequately supported and elaborated with relevant and reliable explanations, examples, evidence, personal	1,0 - 2,0			

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	experience, etc.				
2. Organization		**2**			
	Ideas are well organized and presented with coherence, cohesion, and unity.	0,5 - 1,0			
	The paragraph is well-structured	0,5 - 1,0			
3. Language use		**2**			
	Demonstration of a variety of topic-related vocabulary	0,5 - 1,0			
	Excellent use and control of grammatical structures	0,5 - 1,0			
4. Presentation		3			
	Body language, Confidence & Attraction	0,25 - 0,5			
	Highlight the main contents	0,5 - 1,0			
	Controlling language	0,25 - 0,5			
	Responding audience's questions fluently	0,5 - 1,0			



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