

UNIT 11: OUR GREENER WORLD
Lesson 1: Getting Started – Let’s “go green”!

I. Objectives:

By the end of this lesson, students can use vocabulary and structure to talk about tips on how to “go green”.

II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “Our greener world”.
2. *Structures*: Conditional sentences – type 1

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, picture.

V. Procedures:

| <i>Teacher's Activities</i> | <i>Ss' Activities</i> | <i>Content</i> | <i>Note</i> |
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| <ul style="list-style-type: none"> - Ask Ss to look at the picture and answer the questions. - Quickly write Ss' answers to question 3 on the board. - Play the recording. - Ask Ss if their guesses on the board are correct. | <ul style="list-style-type: none"> - Answer. - Listen and read | <p>* <u>Presentation:</u> *Questions:</p> <ol style="list-style-type: none"> 1. Who are they? 2. Where are they? 3. What might they be talking about? | |
| <ul style="list-style-type: none"> - Ask Ss to work independently. - Allow them to share answers before discussing as class. - Write the correct answers on the board. - Ask Ss to give their answers without reading the conversation again. Then ask them to read the conversation and check their answers. - Confirm the correct answers. | <ul style="list-style-type: none"> - Individual work - Pair-work - Individual work | <p>* <u>Practice:</u> <i>1a- Read the conversation again and complete the following sentences. Use no more than three words in each blank.</i> Key:</p> <ol style="list-style-type: none"> 1. on a picnic 2. reusable; natural 3. the check-out 4. a reusable 5. cycling <p><i>1b. Base on the ideas in the conversation, match the first half of the sentence in column A with its second half in column B.</i> Key:</p> <p style="padding-left: 20px;">1. b 2. c 3.a</p> | |

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| <p>- T asks SS to read the conversation again to find the expressions. - Ask Ss to guess the meaning of each expression. Explain the meaning if necessary.</p> <p>- Have Ss work in pairs to put a suitable expression in each blank and then practice the conversation. - Check Ss' answers by asking some pairs to act out the conversation. - Ask Ss to do this exercise individually then compare their answers with a classmate.</p> <p>- Play the recording for Ss to listen, check and repeat their answers.</p> <p>- Ask Ss to match the causes in Column A with the effects in column B.</p> | <p>- Pair –work</p> <p>- Individual work</p> <p>- Listen and repeat.</p> <p>- Pair-work</p> | <p><i>1c. Find the expressions in the conversation. Check what they mean.</i> Key: 1. I understand. 2. Used to introduce a new subject for consideration or to give further information. 3. Used to say 'no' or 'not' strongly.</p> <p><i>1d. Fill each blank with a suitable expression.</i> Key: 1. I see 2. Not at all 3. By the way</p> <p><i>2- There are a lot of environmental problems today. Write each problem in the box under the picture.</i> Key: 1. soil pollution 2. deforestation 3. water pollution 4. noise pollution 5. air pollution</p> <p><i>3. Now, listen, check and repeat the answers.</i> Watch out! To express effects we can use the structures 'to make sth/sb do sth' or 'to cause sth'.</p> <p><i>4. Match the causes in Column A with the effects in column B.</i> Key: 1. b 2. d 3. e 4.c 5.a</p> | |
| | <p>- Group-work</p> | <p>* Production: 5. Game Which group is the winner?</p> | |

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| - Have Ss to work in group of six and follow the steps to play the game. | | | |
| | | <u>*Homework:</u> - Practice the conversation. - Prepare the next lesson (A closer look 1) | |

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Lesson 2: A Closer Look 1

I. Objectives:

By the end of this lesson, students can Pronounce correctly the sounds /æ:/ and /ʌ:/ in isolation and in context; Use the lexical items related to the topic “Our greener world”.

II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “Our greener world”.
2. *Structures*: Conditional sentences – type 1

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, picture.

V. Procedures:

| <i>Teacher's Activities</i> | <i>Ss' Activities</i> | <i>Content</i> | <i>Note</i> | | | | | | | | | | |
|--|---|---|-------------|----------|-----------------|----------|----------|---------|-------------------|----------|--------|-------------|--|
| <p>- Have Ss read the information in the table and draw a line from a symbol in column A to matching word in column B and meaning in column C. Ss work in pairs to compare their answers before giving T the answers.</p> | <p>- Pair-work</p> | <p>* <u>Presentation:</u> 📖 Vocabulary 1. <i>The three Rs stand for Reduce – Reuse – Recycle. Draw a line from a symbol in column A to the matching word in column B, and meaning in column C.</i></p> <p style="padding-left: 40px;">Reduce – Reuse - Recycle</p> <ul style="list-style-type: none"> • Reduce: using something less. • Reuse: using something again. • Recycle: Creating new products from used materials. | | | | | | | | | | | |
| <p>- Have Ss work in pairs to do this activity. - Call on Ss from different pairs to go to the board and write the words.</p> <p>- Ask Ss to work in pairs and put the words from 2 in appropriate groups. Draw the table on the board and call</p> | <p>- Pair-work</p> <p>- Individual work</p> | <p>* <u>Practice:</u> 2. <i>Write a word in the box under each picture.</i> Key:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>1. rubbish</td> <td>6. noise</td> </tr> <tr> <td>2. plastic bags</td> <td>7. paper</td> </tr> <tr> <td>3. glass</td> <td>8. bulb</td> </tr> <tr> <td>4. plastic bottle</td> <td>9. water</td> </tr> <tr> <td>5. can</td> <td>10. clothes</td> </tr> </table> <p>3. <i>Put the words from 2 into groups. One word can belong to more than one group.</i> Key:</p> <div style="background-color: yellow; text-align: center; padding: 5px; border: 1px solid black; margin-top: 10px;"> REDUCE </div> | 1. rubbish | 6. noise | 2. plastic bags | 7. paper | 3. glass | 8. bulb | 4. plastic bottle | 9. water | 5. can | 10. clothes | |
| 1. rubbish | 6. noise | | | | | | | | | | | | |
| 2. plastic bags | 7. paper | | | | | | | | | | | | |
| 3. glass | 8. bulb | | | | | | | | | | | | |
| 4. plastic bottle | 9. water | | | | | | | | | | | | |
| 5. can | 10. clothes | | | | | | | | | | | | |

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| <p>three Ss to go to the board and write their answers. - One word can belong to more than one group.</p> <p>- Play the recording for ss to listen to the song. Play the recording again for Ss to sing along. Ask some Ss to sing the song.</p> <p>- Have Ss read out the words first. Then play the recording for them to listen and repeat the words. Play the recording as many time as necessary.</p> <p>- Play the recording again. Ask Ss to put the words in the correct column while they listen.</p> <p>- Have Ss do this exercise individually first. - Then compare their answers with a partner.</p> | <p>- T whole class</p> <p>- T whole class</p> <p>- Individual work</p> <p>- Individual work</p> <p>- Pair -work</p> | <p>Rubbish, plastic bag, noise, plastic bottle, paper, water.</p> <p style="text-align: center;">REUSE</p> <p>Plastic bag, glass, plastic bottle, can, paper, bulb, water, clothes.</p> <p style="text-align: center;">RECYCLE</p> <p>Rubbish, plastic bag, glass, plastic bottle, can, paper, bulb.</p> <p>4. Listen to the “Three Rs’ Song. Then sing along.</p> <p>Pronunciation /<u>ɛː</u>/ and /<u>ʌ</u>/</p> <p>5. Listen and repeat. Pay attention to how the understand part is pronounced.</p> <table border="1" data-bbox="922 892 1367 1012"> <tr> <td>Fast</td> <td>hard</td> <td>bag</td> <td>plastic</td> </tr> <tr> <td>glass</td> <td>apple</td> <td>dance</td> <td>answer</td> </tr> <tr> <td>activity</td> <td></td> <td>afternoon</td> <td></td> </tr> </table> <p>6. Listen again and put the words in the correct column. Key: /<u>ɛː</u>/: last, staff, half /<u>ʌ</u>/: fan, hand, understand, tap, can</p> <p>7. Read the conversation. Write /<u>ɛː</u>/ or /<u>ʌ</u>/ below each underline letter.</p> | Fast | hard | bag | plastic | glass | apple | dance | answer | activity | | afternoon | | |
| Fast | hard | bag | plastic | | | | | | | | | | | | |
| glass | apple | dance | answer | | | | | | | | | | | | |
| activity | | afternoon | | | | | | | | | | | | | |
| <p>Play the recording and pause after each word which has the underlined for Ss to check their answers. Ask them to practice the conversation in pairs.</p> | <p>- Pair -work</p> | <p>* Production: 8. Listen to the conversation and check your answers. Practice the conversation with a classmate.</p> | | | | | | | | | | | | | |

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| | | <p><u>*Homework:</u></p> <ul style="list-style-type: none">- Learn vocabulary by heart.- Prepare the next lesson <p><i>(A closer look 2)</i></p> | |
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