

## UNIT 11: OUR GREENER WORLD

### Lesson 3: A Closer Look 2

#### I. Objectives:

By the end of this lesson, students can use conditional sentences – type 1 correctly and appropriately.

#### 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>
<ul style="list-style-type: none"> <li>- Ask Ss to read the conversation again. Draw their attention to the two conditional sentences – type 1. Elicit the form from Ss. Have ss look at the Grammar box and explain.</li> <li>- Give some examples.</li> </ul>	<ul style="list-style-type: none"> <li>- T-Whole class</li> </ul>	<p><i>* Warm-up:</i>  <b>📖 Grammar</b>  <b>Conditional sentences – type 1</b>                      1. Listen again to part of the conversation from Getting Started. Pay attention to the conditional sentences.                      Ex:                      - If you use less paper, you will save a lot of trees.</p>	
<ul style="list-style-type: none"> <li>- Ask Ss to do this activity quickly the give the answers to T.</li> <li>- Write their answers on the board and confirm the correct answers.</li> <li>- Have Ss do this exercise individually, then compare their answers with a classmate. Call on some Ss to read out the sentences.</li> <li>- Have Ss to do this activity in pairs</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> <li>- Individual work</li> <li>- Pair work</li> </ul>	<p><i>* Practice:</i>                      2. Write the correct form of the verb in brackets.                      Key:                      1. is; will plant                      2. recycle; help                      3. will save; don't waste                      4. will have; use                      5. isn't/ is not; will be</p> <p>3. Match an if-clause in column A with a suitable main clause in column B.                      Key:                      1. c 2. e 3. b 4. a 5.d</p>	

<ul style="list-style-type: none"> <li>- Ask Ss to write their sentences on the board.</li> <li>- Ask for feedback form other Ss.</li> <li>- Confirm the correct answers.</li>   <li>- Have Ss do this exercise individually, then compare their answers with a classmate.</li> <li>- Call on some Ss to write their answers on the board.</li> <li>- Ask other for comments.</li> <li>- Correct any mistakes.</li> <li>- Give them the suggested sentences.</li> </ul>	<p>- Individual work</p>	<p>4. <i>Combine each pair of sentences below to make a conditional sentence – type 1.</i></p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. If we pollute the air, we will have breathing problems.</li> <li>2. If people pollute the water, a lot of fish will die.</li> <li>3. If we cut down trees in the forest, there will be more floods.</li> <li>4. If the soil is polluted, the plants will die.</li> <li>5. If there is noise pollution, people and animals will have hearing problems.</li> </ol> <p>5. <i>Use your own ideas to complete the sentences below. Share your sentences with a classmate do you have the same sentences.</i></p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. If you walk to school, you will have reduce air pollution.</li> <li>2. If you use recycle paper, you will save trees.</li> <li>3. If the Earth becomes hotter, the sea level will rise.</li> <li>4. If parents teach their children about the three Rs, children will help the environment.</li> <li>5. If you want to save a lot of electricity, you will have to turn off all the lights before going out.</li> </ol>	
<ul style="list-style-type: none"> <li>- Divide class into groups (A and B) and give each Ss a trip of paper. Ss from group A write an if-clause. Ss from B write the main clause.</li> </ul>	<p>- Group - work</p>	<p><b>* Production:</b></p> <p>6. <i>Fun matching.</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>A</p> </div> <div style="text-align: center;">  <p>B</p> </div> </div>	
		<p><b>*Homework:</b></p> <ul style="list-style-type: none"> <li>- Practice more.</li> </ul>	

Truy cập website: [hoc360.net](http://hoc360.net) để tải tài liệu đề thi miễn phí

---

		- Prepare next lesson (Communication)	
--	--	------------------------------------------	--

[hoc360.net](http://hoc360.net)

## UNIT 11: OUR GREENER WORLD

### Lesson 4: Communication

#### I. Objectives:

By the end of this lesson, students can talk about ways 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>
<p>- Review the grammar points that may be used in this lesson. Some grammar points are: conditional sentences – type 1 and questions to ask about frequency (How often...)</p> <p>- Go through the extra vocabulary with ss.</p>	<p>- T whole class</p>	<p><b>* <u>Presentation:</u></b> Grammar points:</p> <ul style="list-style-type: none"> <li>• Conditional sentences – type 1.</li> <li>• Questions to ask about frequency.</li> </ul> <p>Extra vocabulary:</p> <ul style="list-style-type: none"> <li>• Do a survey</li> <li>• Recycling bin</li> <li>• Wrap</li> <li>• Be in need</li> <li>• Breeze</li> <li>• Invite</li> </ul>	
<p>- Have Ss read the questions quickly and make sure that they know what to do.</p> <p>- Ask Ss to answer the questions individually, then turn to page 53 to check their answers and count the points.</p> <p>- Ask some Ss to speak out the points they received.</p> <p>- Ask Ss to work in pairs. One is the interviewer and the other is the interviewee.</p> <p>- Ask Ss to do the interview in about 7 minutes and to note down their friends' answers.</p>	<p>- Individual work</p> <p>- Pair-work</p>	<p><b>* <u>Practice:</u></b> 1. <i>The 3Rs Club in your school is doing a survey on how ‘green’ the students are. Help them answer the following questions.</i></p> <p style="text-align: center;">SURVEY How ‘Green’ Are You?</p> <p>2. <i>Interview a classmate. Compare his/ her answers with yours. How many different answers have you got?</i></p> <p>- Report your classmate’s answers to the class.</p>	

<ul style="list-style-type: none"><li>- The interviewer then share their answers with their friends and find out how many different answers they have.</li><li>- Call some Ss report the results of their interview to the class.</li></ul>			
<ul style="list-style-type: none"><li>- Ask SS to work in groups.</li><li>- Give each group a large piece of paper. Ss have to write two more questions on this paper. When time is up, ask the groups to stick their questions on the board or on the wall. Read the questions out aloud.</li><li>- Ask Ss for comments on the questions. Give feedback on the questions. Finally, the class votes for the best questions.</li></ul>	<ul style="list-style-type: none"><li>- Group-work</li></ul>	<p><b>* Production:</b></p> <p>3. <i>Work in groups. Think of two more questions to add to the survey.</i></p> <ul style="list-style-type: none"><li>- Share your group's questions with the class. Vote for the best questions.</li></ul>	
		<p><b>*Homework:</b></p> <ul style="list-style-type: none"><li>- Prepare the next lesson :</li></ul> <p style="text-align: right;"><b>(Skill 1)</b></p>	

## UNIT 11: OUR GREENER WORLD

### Lesson 5: Skill 1

#### I. Objectives:

By the end of this lesson, students can read for specific information about tips on how to be 'green'.

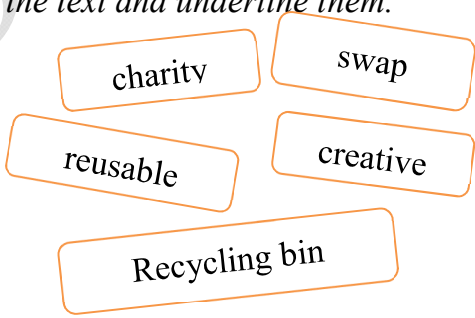
#### II. Language Focus:

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>
<p>- Tell Ss they are going to read some tips that can help them to become 'green'.</p>	<p>- Group-work</p>	<p><b>* <u>Presentation</u>:</b>                      Read the 3Rs club poster about tips to become 'green'.                      (Page 54)</p>	
<p>- Ask SS to read the tips quickly and locate the words/ phrases in the text.</p> <p>- Ask Ss to do this exercise individually and then compare their answers with a classmate.                      - Ask for Ss' answers. Confirm the correct answers.                      - Ask Ss to give some examples with the words/ phrases.</p>	<p>- Individual work</p> <p>- Individual work</p>	<p><b>* <u>Practice</u>:</b></p> <p>1. Find these words or phrases in the text and underline them.</p> <div style="text-align: center;">  </div> <p>2. Match the words with their meanings.</p> <p>Key:</p> <ul style="list-style-type: none"> <li>• Creative: unique and interesting.</li> <li>• Charity: giving things to people in need.</li> <li>• Swap: give something to a person and receive something from him.</li> <li>• Reusable: can be used again.</li> <li>• Recycling bins: containers for things that can be recycled.</li> </ul>	