

<ul style="list-style-type: none"> - Have Ss read the tips again to answer the questions. - Set a strict time limit to ensure Ss read quickly for information. - Ask ss to compare their answers before giving the answers to T. - Ask them to give evidence when giving the answers. - Ask Ss to work in groups and discuss the questions. 	<ul style="list-style-type: none"> - Pair-work - Group-work 	<p>3. <i>Answer the questions.</i></p> <p>Key:</p> <ol style="list-style-type: none"> 1. Recycling bins 2. Give them to charity or swap them with your friends or cousins. 3. Refillable ones. 4. Turn the tap off when brushing your teeth or washing the dishes. 5. Reusable water bottles. <p>4. <i>Work in groups.</i></p> <p>Do you think you can follow the tips for ‘going green’?</p>	
<ul style="list-style-type: none"> - Ask SS to work in groups and find creative ways to reuse the items indicated in the book. 	<ul style="list-style-type: none"> - Group-work 	<p>* Production:</p> <p>5. <i>The last tip tells you to find creative ways to reuse items before throwing them away. Can you think of any creative ways to reuse?</i></p> <ol style="list-style-type: none"> a) Old envelopes? b) Used water bottles? c) Used books? 	
		<p>* Homework:</p> <p>- Prepare the next lesson : <i>(Skill 1)</i></p>	

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UNIT 11: OUR GREENER WORLD

Lesson 6: Skill 2

I. Objectives:

By the end of this lesson, students can listen to get specific information about ways to make the school a “green” place.

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"> - Tell Ss that the 3Rs Club is looking for a new president. Quickly elicit the necessary qualities of the club president from Ss and write them on the board. - Have Ss read the advertisement for this position. - Ask them what they will do if they become the club president. 	<ul style="list-style-type: none"> - T whole class 	<p>* <u>Presentation:</u> 📖 Listening <i>A new president wanted.</i></p> <ul style="list-style-type: none"> • Are you creative? • Do you want our school to be a ‘green’ place? • What will you do if you become the president? • Raise your voice and become our president!! 									
<ul style="list-style-type: none"> - Have Ss guess the word/number to fill in each blank and write on the board. - Play the recording and ask Ss to listen to check their guess. - Ask for Ss’ answers and write them on the board next to their guesses. 	<ul style="list-style-type: none"> - Individual work 	<p>* <u>Practice:</u> <i>1. Listen to two Ss talking about what they will do if they become the president. Put the words or a number in each blank to complete the table.</i></p> <p>Key:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. 6A</td> <td style="width: 50%;">5. 6E</td> </tr> <tr> <td>2. Recycling</td> <td>6. Bus</td> </tr> <tr> <td>3. Saving lights</td> <td>7. Gardening</td> </tr> <tr> <td>4. Book</td> <td>8. Uniform</td> </tr> </table>	1. 6A	5. 6E	2. Recycling	6. Bus	3. Saving lights	7. Gardening	4. Book	8. Uniform	
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4. Book	8. Uniform										
<ul style="list-style-type: none"> - Ask Ss to read the statement in exercise 2 and write T or F at the end of each statement without listening to the recording. 	<ul style="list-style-type: none"> - Pair-work 	<p><i>2. Write T (true) or F (false)</i></p> <p>Key:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. T</td> <td style="width: 50%;">4. F</td> </tr> <tr> <td>2. F</td> <td>5. T</td> </tr> </table>	1. T	4. F	2. F	5. T					
1. T	4. F										
2. F	5. T										

<p>- Have ss compare their answers in pairs before giving T the answers.</p> <p>- Ask Ss work in pairs and interview each other to find out the three things they will do if they become club president. Ask Ss to take notes about each other's ideas. Ask Ss to expand the idea and giving examples. If time allows, have some Ss present their friend's ideas or write the ideas on the board.</p>	<p>- Pair-work</p>	<p>3. T</p> <p>📖 Writing</p> <p>3. Interview a classmate. Ask him or her what three things he or she will do are if he or she becomes the president of the 3Rs club. Take notes below.</p> <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>Name:</p> <p>Idea 1:</p> <p>Idea 2:</p> </div>	
<p>- Ask Ss to write their paragraph individually based on the suggestions in the book.</p>	<p>- Individual work</p>	<p>* Production:</p> <p>4. Write about your classmate's idea in 3. Do you think your classmate will be a good club president.</p> <ul style="list-style-type: none"> • His/her name and class. • Idea 1 + explanation/examples • Idea 1 + explanation/examples • Idea 1 + explanation/examples • Will he/she be a good club president? 	
		<p>* Homework:</p> <p>- Write your paragraph into your notebook.</p> <p>- Prepare the next lesson : (Looking back)</p>	

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UNIT 11: OUR GREENER WORLD
Lesson 7: Looking Back

I. Objectives:

By the end of this lesson, students can review some vocabulary and grammar they've learn in unit 11.


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>- Ask SS to do this activity individually then compare their answers with a partner.</p> <p>- Ask three Ss to go to the board, each writing a word web on the board. Elicit other words from Ss to add to the webs.</p> <p>- Follow the example in the book, ask Ss to work in pairs to ask and answer questions about the 3Rs.</p> <p>- Call on some pairs to act out their dialogues. Comment on Ss' performance.</p> <p>- Ask SS to do this activity individually then compare their answers with a partner.</p>	<p>- Individual work</p> <p>- Pair-work</p> <p>- Pair-work</p> <p>- Individual work</p>	<p><i>* Presentation:</i></p> <p> Vocabulary</p> <p><i>1. Add more words to the word webs below.</i></p> <p>Key:</p> <ul style="list-style-type: none"> • Reduce: water, gas, paper, rubbish, electricity. • Reuse: envelope, can, light bulb, bottle, plastic bag. • Recycle: can, book, plastic box, plastic bag, newspaper. <p><i>2. In pairs, ask and answer questions about 3Rs.</i></p> <p>Example:</p> <p>A: Can we reduce water use? B: Yes, we can.</p> <p>A: How? B: Don't take a bath.</p> <p><i>3a. Complete the words or phrases.</i></p> <p>Key:</p> <ol style="list-style-type: none"> 1. Deforestation 2. Air pollution 3. Water pollution 4. Noise pollution 5. Soil pollution <p><i>3b. Matching</i></p> <p>Key:</p> <p>1. l 2. e 3. i 4. c</p>	
		<i>* Practice:</i>	

<p>-Ask Ss to do the exercise individually. Then SS check their answers with their partner</p> <p>- Get feedbacks and correct if necessary</p> <p>- Ask Ss to do the exercise individually. Then SS check their answers with their partner</p> <p>- Ask some Ss to write their answers on the board. Give feedback.</p>	<p>- Individual work</p> <p>- Individual work</p>	<p>📖 Grammar</p> <p>4. <i>Write the correct form of each verb in brackets.</i></p> <p>Key:</p> <p>1. Is; will rise 4. Don't</p> <p>2. Rises; will disappear will b</p> <p>3. Reduce; will have 5. Are; v</p> <p>5. <i>Combine each pair of sentences below to make a conditional sentence – type 1.</i></p> <p>Key:</p> <p>1. If Ss recycle and use recycled materials, they will save energy.</p> <p>2. If we use the car all the time, we will make the air dirty.</p> <p>3. You will save electricity if you turn off your computer when you don't use it.</p> <p>4. People will stop using so much energy if they want to save the environment.</p> <p>5. If you see a used can on the road, what will you do?</p>	
<p>-Ask Ss to work in groups of four. One student interviews the other three group members and notes down their answers. Ask some Ss to report the results to the class.</p>	<p>- Group-work</p>	<p><i>* Production:</i></p> <p>📖 Communication</p> <p>6. <i>Work in groups. Interview three classmates and note down their answers. Share their answers with the class.</i></p> <p>Finished! Now you can.....</p>	
		<p><i>*Homework:</i></p> <p>- Do “project” on page 57.</p> <p>- Prepare next lesson : <i>(Unit 12: Robots - Lesson 1: Getting Started)</i></p>	