*Week: Date of planning: …………….*

*Period: 91 Date of teaching: …………….*

**UNIT 11: OUR GREENER WORLD**

**Lesson 5: Skills 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 ads:** Course book, CD player, picture.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - Tell Ss they are going to read some tips that can help them to become ‘green’. | - Group-work | **\* *Presentation*:**  *Read the 3Rs club poster about tips to become ‘green’.*  (Page 54) |  |
| - Ask SS to read the tips quickly and locate the words/ phrases in the text.  - 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.  - 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. | - Individual work  - Individual work  - Pair-work  - Group-work | **\* *Practice*:**  *1. Find these words or phrases in the text and underline them.*  charity  swap  reusable  creative  Recycling bin  *2. Match the words with their meanings.*  Key:   * Creative: unique and interesting. * Charity: giving things to people in need. * Swap: give something to a person and receive something from him. * Reusable: can be used again. * Recycling bins: containers for things that can be recycled.   *3. Answer the questions.*  Key:   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.   *4. Work in groups.*  Do you think you can follow the tips for ‘going green’? |  |
| - Ask SS to work in groups and find creative ways to reuse the items indicated in the book. | - Group-work | **\* *Production*:**  *5. 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?*   1. Old envelopes? 2. Used water bottles? 3. Used books? |  |
|  |  | ***\*Homework*:**  - Prepare the next lesson :  ***(Skill 1)*** |  |

**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 ads:** Course book, CD player, picture.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - 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. | - T whole class | **\* *Presentation*:**  **🕮 Listening**  *A new president wanted.*   * 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!! |  |
| - 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.  - 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.  - Have ss compare their answers in pairs before giving T the answers.  - 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. | - Individual work  - Pair-work  - Pair-work | **\* *Practice*:**  *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.*  Key:   |  |  | | --- | --- | | 1. 6A 2. Recycling 3. Saving lights 4. Book | 1. 6E 2. Bus 3. Gardening 4. Uniform |   *2. Write T (true) or F (false)*  Key:   |  |  | | --- | --- | | 1. T 2. F 3. T | 1. F 2. T |   **🕮 Writing**  *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.*  Name: ……………………  Idea 1: ……………………  Idea 2: ……………………  Idea 3: …………………… |  |
| - Ask Ss to write their paragraph individually based on the suggestions in the book. | - Individual work | **\* *Production*:**  *4. Write about your classmate’s idea in 3. Do you think your classmate will be a good club president.*   * 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? |  |
|  |  | ***\*Homework*:**  - Write *your paragraph* into your notebook.  - Prepare the next lesson :  ***(Looking back)*** |  |