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| **Date of planning**: 18/4/2022  **Date of teaching:** 19/4/2022 | **Peroid 91,92 :UNIT 11: OUR GREENER WORLD**  **Lesson 3: A CLOSER LOOK \_2** |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Things that can be reduced, reused and recycled  **Pronunciation:**  - Rhythm in sentences  **Grammar**  - Articles  - First conditional | **Skills:**  - Reading about ways to go green.  - Talking about tips for going green.  - Listening about ideas for a green club.  - Writing a paragraph about ideas for a green club  **Everyday English**  Giving warnings |

**I. OBJECTIVE:By the end of this lesson, students will be able to gain the following things :**

**1. Knowledge:**

- To teach a grammar point : articles a, an or the and the first conditional sentence. To practice doing exercises using articles a, an, the in contexts.

+ Vocabulary: use the words for things that can be reduced, reused and recycled;

- say sentences with correct rhythm;

- give warnings;

+ Grammar: - use the articles correctly;

- use the first conditional to talk about possibilities;

**2. Competence:** Students will be able to learn how to use articles a, an or the and the first conditional sentenceto talk about possibilities; To practice doing exercises using articles a, an, the in contexts.

**3. Quality/ behavior :** The awareness of protecting the environment “go green” (to do more to protect nature and the environment). Having serious attitude to go green ; Having serious attitude to working in groups, individual work, cooperative learning and working.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Work Arrangements: T\_Ss , group works; individual ……

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (5’)** | |
| **Articles**  **Aims:To help Ss learn how to use articles a, an, the.**  - Write two sentences with articles on the board. *This is* ***a*** *book. /****The*** *book on the table is my* *favourite.*  - Underline **a** and **the.** Explain to Ss the difference between these two articles, telling them that **a** is **an** **indefinite article** and **the** is a **definite article.**  - Use the information in this table to explain to Ss:   |  |  | | --- | --- | | There are two kinds of articles In English.  **1.** **Indefinite article: a / an** |  | | a + consonant sound | an + vowel sound (a, e, i, o, u) | | E.g. a bag | E.g. an apple | | **2**. **Definite article: the** |  | | the / *δ ә* / + consonant sound | the /*δ* i/ + vowel sound (a, e, i, o, u) | | E.g. the bag | E.g. the apple |   - Have Ss do Activity **1** before drawing their attention to the **Grammar box** In the book.  **\* Content:** Review the old lesson .  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Revision**  - Teacher **(T)** asks Ss some questions about the previous lessons,  - T may introduce some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class…  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ T\_ Ss**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1:  **Aims: To give practice with a and an.**  **\* Content:** Introduce the use Article a, an, the . Adapt it to do activity 1.  **\* Outcome:** Ss learn how to use Article a, an, the. **Remember.** Do exercises.  **\* Organisation :** Teacher’s instructions…  **\* Remember! Articles**  There are two kinds of articles in English: the indefinite article (a/ an) and the definite article (the)  **We use a/ an**   * with singular countable nouns when we are talking about them in general.   **Example: An** ant is **a** tiny animal.   * after the verbs to be and to have.   **Example:** I’m **a** student/ I have **an** eraser.  **Example: The** bike in front of her house is nice.   * with nouns which are unique.   **Example: The** air is dirty. | |
| **Teacher’s & Student’s activities** | **Content** |
| - Have Ss do the exercise individually and then compare their answers.  - Invite some Ss to read their answers aloud.  - Check their answers in front of the class.  - Now draw Ss' attention to the Grammar box.  - Have Ss read the again if necessary information.  - Explain the information necessary.  - Go around and offer help, If necessary.  - Check their answers. T explains if necessary. | **- Ss do the exercise individually**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **Key:** **1**. an **2**. a **3**. a **4**. an  **5**. a **6**. an **7**. an  **8**. a |
| **3. PRACTICE (18’)** | |
| ACTIVITY 2:  **Aim: To give further practice with a / an and the.**  **\* Content:** Further practice with a / an and the. Complete the sentences using a/ an or the.  **\* Outcome:** Ss can Complete the sentences using a/ an or the correctly.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s Student’s activities** | **Content** |
| **2. Write a/ an or the**  - Have Ss read the sentences and fill each blank with a suitable article.  - Check and confirm the correct answers.  - Checks Ss' answers as a class. | **2. Write a/ an or the**  **- T\_ Ss**  - Listen carefully and learn how to do.  - Give the answers  **\* Key**:  **1.** a **2**. The; the **3**. A; an **4**. an **5**. the; the |
| ACTIVITY 3: **First Conditional**  **Aim: To give practice with the first conditional.**  **\* Content:** To teach the form and use of the first conditional.  **\* Outcome:** Ss learn how to form and use the first conditional.  **\* Organisation :** Teacher’s instructions…  First conditional sentences describe things which are possible and likely to happen in the present or the future***: If + subject + V (present simple) , Subject + will/ won’t + V(bare form) .***  **Example :** If you **use** less paper, you **will save** a lot of trees . | |
| **3. Write the correct form of each verb in bracket.**  - Have Ss do this exercise quickly then give the answers to T. Write their answers on the board and confirm the correct answers.  **-** Go around and offer help, if necessary.  - Check the answers as a class.  - Comment on their performance. | **3. Write the correct form of each verb in bracket.**    **Key :**  **1**. is; will go  **2**. recycle; will help  **3**. will save; don't waste  **4**. will have; use  **5.** isn't / is not; will be. |
| ACTIVITY 4:  **Aim: To give further practice with the first conditional.**  **\* Content:** Further practice.Complete the sentences using the first conditional.  **\* Outcome:** Ss can Complete the sentences using the first conditional correctly.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s Student’s activities** | **Content** |
| **4. Combine each pair of sentences below to make a first conditional sentence.**  - If necessary, T can combine the first pair of sentences as an example.  - Have Ss do this exercise in pairs. Ask some Ss to write their sentences on the board.  - Ask for feedback from other Ss.  - Confirm the correct answers.  - Invite one or two Ss to say out their answers in front of the class.  - Check the answers as a class. | **4. Combine each pair of sentences below to make a first conditional sentence.**  **- T\_Ss**  - Do the tasks and share the answers.  **Key:**  **1**. If the air isn't fresh, people will cough.  **2.** If the water is dirty, a lot of fish will die.  **3**. Ifwe cut down trees In the forest, there will be more floods.  **4.** If there is too much noise, people will not / won't sleep.  **5.** If there is no water, plants will die |
| **4. FURTHER PRACTICE ( 8’)** | |
| ACTIVITY 5:  **Aim: To give fun practice with the first conditional.**  **\* Content:** Do the GAME; Fun matching.  **\* Outcome:** Ss understand more the form and use the first conditional.  **\* Organisation :** Teacher’s instructions… | |
| **5. GAME. Fun matching.**  - Divide the class into groups (A and B) and give each student a strip of paper.  - Tell Ss from group A to write an if-clause. Ss from group B write a main clause. After 5 minutes have Ss try to make a sentence by matching the clause on their paper with a clause from the other group.  - T goes round and corrects mistakes or gives help when necessary.  - Call on some Ss to share their ideas in front ofthe class. T and other Ss give comments. | **5. GAME. Fun matching.**  **- T\_Ss**    **-** Listen to the instructions carefully then do the tasks. |
| **5. WRAP-UP & HOME WORK (2’)**  \* Summarize the main points of the lesson.  - Ask Ss to make sentences, using the first conditional.  **\* HOME WORK**  - Remember the use of possessive adj and possessive pronouns.  - Do more exercises in workbook.  - Prepare new lesson. | |

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