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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:

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|  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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