

**GETTING STARTED**

Let's 'go green'!

**THIS UNIT INCLUDES:****VOCABULARY**

Things that can be reduced, reused and recycled

Environmental problems and their effects

**PRONUNCIATION**

Sounds: /ɑ:/ and /æ/

**GRAMMAR**

Conditional sentences - type 1

**COMMUNICATION**

Talking about ways to 'go green'

**1 Listen and read.***Mi:* Hi, Nick.*Nick:* Hello, Mi.*Mi:* You've bought a lot of things.*Nick:* Yes. We're going on a picnic tomorrow. What are you doing at the supermarket Mi?*Mi:* I am buying a loaf of bread. Hey, what's this?*Nick:* It's a reusable shopping bag.*Mi:* Do you always use it?*Nick:* Yes, I do. It's better than a plastic one because it's made of natural materials. If we all use this kind of bag, we'll help the environment.*Mi:* I see. I'll buy a bag for my mum. Where can I buy it?*Nick:* They sell a lot of these bags at the check-out.*Mi:* Thanks. Are they expensive?*Nick:* Not at all. By the way, you're also 'green'. You're cycling.*Mi:* You're right. If more people cycle, there will be less air pollution. Right?*Nick:* Yes. Oh, look, it's five o'clock already. I have to go now. We have a lot to prepare for the picnic. See you later.*Mi:* See you, Nick. Have a nice time tomorrow! Bye.

### Objectives:

By the end of this unit, students can:

- pronounce the sounds /ɑ:/ and /æ/ correctly in isolation and in context
- use the lexical items related to the topic 'Our Greener World'
- use conditional sentences - type 1 correctly and appropriately
- talk about ways to 'go green'
- read for specific information about tips on how to be 'green'
- listen to get specific information about ways to make the school a 'green' place
- write a paragraph about ways to make the school a 'green' place

### Introduction

Review the previous unit before Ss open their books. Write 'Our Greener World' on the board. Ask Ss what 'green' means to them. Write their answers on the board. Explain that 'green' has a lot of meanings. In this unit it means relating to the protection of the environment. Write "Let's 'go green!'" on the board and elicit the meaning of 'go green' from Ss. Tell Ss that 'go green' means: to do more to protect nature and the environment. Let Ss open their books and start the lesson.

## GETTING STARTED

### Let's 'go green'!

- 1 Ask Ss to look at the picture on Page 44 and answer the questions below:
  1. Who are they?
  2. Where are they?
  3. What might they be talking about?

Quickly write Ss' answers to question 3 on the board. Play the recording. Ss listen and read. Ask Ss if their guesses on the board are correct.

**a** Read the conversation again and complete the following sentences. Use no more than three words in each blank.

- Nick is going \_\_\_\_\_ tomorrow.
- The green shopping bag is \_\_\_\_\_. The materials of the bag are \_\_\_\_\_.
- People can buy the bag at \_\_\_\_\_.
- Mi wants to buy \_\_\_\_\_ bag for her mum.
- Nick thinks that Mi's 'green' because she's \_\_\_\_\_.

**b** Based on the ideas in the conversation, match the first half of the sentence in column A with its second half in column B.

A	B
1. The reusable bag is better	a. they will help the environment.
2. There will be less air pollution	b. than the plastic bag.
3. If people use reusable bags for shopping,	c. if more people cycle.

**c** Find these expressions in the conversation. Check what they mean.

1. I see      2. By the way      3. Not at all

**d** Fill each blank with a suitable expression.

- A: It works like this.  
B: Oh, \_\_\_\_\_.
- A: Are you tired?  
B: \_\_\_\_\_.
- A: What are you going to do this weekend?  
B: I'm going to a birthday party. \_\_\_\_\_, what do you think about this dress?

**2** There are a lot of environmental problems today. Write each problem in the box under the picture.

air pollution      water pollution      deforestation  
noise pollution      soil pollution



1. \_\_\_\_\_      2. \_\_\_\_\_      3. \_\_\_\_\_



4. \_\_\_\_\_      5. \_\_\_\_\_

**3** Now listen, check and repeat the answers.

**Watch out!**  
To express effects we can use the structures 'to make sth/sb do sth' or 'to cause sth'.

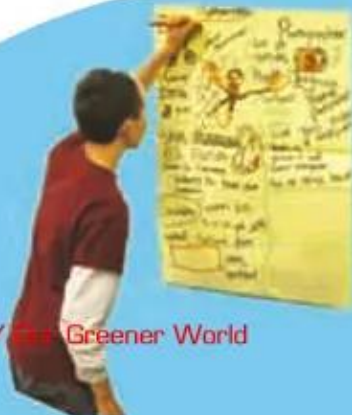


**4** Match the causes in column A with the effects in column B.

A	B
1. Air pollution	a. causes floods.
2. Water pollution	b. causes breathing problems.
3. Soil pollution	c. causes hearing problems.
4. Noise pollution	d. makes fish die.
5. Deforestation	e. makes plants die.

**5** Game: Which group is the winner?

- Make groups of six.
- As a class, choose one environmental problem in **2**.
- In five minutes, write down as many effects of the problem as possible.
- After five minutes, one member from each group runs quickly to the board and writes the effects.
- The group with the most effects wins!



- a.** Ss work independently. Allow them to share answers before discussing as a class. Write the correct answers on the board.

**Key:** 1. on a picnic                      2. reusable; natural                      3. the check-out  
4. a/ a reusable                      5. cycling

- b.** First, ask Ss to read column A and B to make sure they understand. Ask Ss to give their answers without reading the conversation again. Then ask them to read the conversation and check their answers. Confirm the correct answers.

**Key:** 1. b                      2. c                      3. a


- c.** Ss read the conversation again to find the expressions. Ask Ss to guess the meaning of each expression. Explain the meaning if necessary.

**Key:** 1. I understand.  
2. used to introduce a new subject for consideration or to give further information  
3. used to say 'no' or 'not' strongly (can also be used to mean 'no problem')

- d.** Ss work in pairs to put a suitable expression in each blank and then practise the conversations. Check Ss' answers by asking some pairs to act out the conversations.

**Key:** 1. I see                      2. Not at all                      3. By the way

- 2** Tell Ss that in the box there are some environmental problems. Make sure that Ss understand the meaning of each problem. Ss look at the five pictures and tell T what they can see in each picture. Then, Ss do this exercise individually then compare their answers with a classmate. Ss give T their answers. Write Ss' answers on the board without saying if their answers are correct.

**Key:**  1. soil pollution                      2. deforestation                      3. water pollution  
4. noise pollution                      5. air pollution

- 3** Play the recording for Ss to listen, check and repeat their answers.

- 4** Ask Ss to read the 'Watch out' box, T gives examples of the two structures. If time allows, have some Ss give their own examples.

Ss work in pairs to complete this exercise. Check the answers with the whole class. Confirm the correct answers. After that, ask some Ss to read the sentences aloud.

**Key:** 1. b                      2. d                      3. e                      4. c                      5. a

- 5** Ask Ss if they understand the steps in the book. Ss work in groups of six and follow the steps. If there are too many Ss in one class, T may give each group a large sheet of paper and ask Ss to write down the effects in five minutes. After five minutes, Ss stick their answers on the board or on the wall. The group with the most effects wins.

After checking the answers, T has Ss make at least five sentences with five effects. Ss have to use the structures in Activity 4 in their sentences.

# A CLOSER LOOK 1

## Vocabulary

1 The three Rs stand for Reduce – Reuse – Recycle. Draw a line from a symbol in column A, to the matching word in column B, and meaning in column C.

A	B	C
	Reduce	using something again
	Reuse	creating new products from used materials
	Recycle	using something less



2 Write a word in the box under each picture.

rubbish	water	plastic bottle
clothes	bulb	paper
glass	can	
noise	plastic bags	

3 Put the words from 2 into groups. One word can belong to more than one group.

Reduce	Reuse	Recycle



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_



4 Listen to the 'Three Rs' song, and then sing along.

Reduce, reuse, recycle

Recycle, recycle

Reduce, reuse, recycle

It's so so simple

Just reduce the noise

And reuse old bottles




Recycle broken glass

It's so so simple

## A CLOSER LOOK 1

### Vocabulary

- 1 Have Ss read the information in the table and draw a line from a symbol in column A to the matching word in column B and meaning in column C. Ss work in pairs to compare their answers before giving T the answers. Check and write the correct answers on the board.

A	B	C
	Reduce	using something again
	Reuse	creating new products from used materials
	Recycle	using something less

Elicit the difference between 'recycling' and 'reusing' from Ss. Explain the difference between these two terms again if necessary:

- + Recycling means reprocessing an old item such as a newspaper, a glass or a can and turning it into a new product. For example, used paper is brought to a factory where it is reprocessed, cleaned and purified. This paper is then used to make new things such as books or newspapers.
  - + Reusing means avoiding the reprocessing procedure. It is when people use something over and over again until it cannot be used any more. For example, a used plastic bottle can be used again as a flower vases, or a butter container can be used to grow a small plant.
- 2 Ss work in pairs to do this activity. Call on Ss from different pairs to go to the board and write the words. This activity can also be organised as a competition. Whichever pair finishes the activity first will be the winner and can go to the board to write their answers.

#### Key:

- |            |                 |          |                   |             |
|------------|-----------------|----------|-------------------|-------------|
| 1. rubbish | 2. plastic bags | 3. glass | 4. plastic bottle | 5. can      |
| 6. noise   | 7. paper        | 8. bulb  | 9. water          | 10. clothes |

- 3 In pairs, Ss put the words from 2 in appropriate groups. Draw the table on the board and call three Ss to go to the board and write their answers. One word can belong to more than one group.

Reduce	Reuse	Recycle
rubbish, plastic bags, noise, plastic bottle, paper, water	plastic bags, glass, plastic bottle, can, paper, bulb, water, clothes	rubbish, plastic bags, glass, plastic bottle, can, paper, bulb

Elicit some more words for each group from Ss. Here are some suggested words:

- Reduce: electricity, gas
  - Reuse: envelope, carton box, old textbook
  - Recycle: newspaper, textbook, plastic container
- 4 Play the recording for Ss to listen to the song. Play the recording again for Ss to sing along. Ask some Ss to sing the song.

## Pronunciation

/ :/ and /æ/

- 5 Listen and repeat. Pay attention to how the underlined part is pronounced.

fast had bag plastic glass  
apple dance answer activity afternoon

- 6 Listen again and put the words in the correct column.

/ :/	/æ/

- 7 Read the conversation. Write /a:/ or /æ/ below each underlined letter.



- Vy: What do these three Rs stand for, Mi?  
 Mi: They stand for reduce, reuse and recycle.  
 Vy: Our class is organising a writing contest. We have to write about the environment.  
 Mi: I see. Why don't you write about the three Rs?  
 Vy: That's a good idea. I will ask my father for ideas.  
 Mi: Yes. He works at the Green Company, so he'll give you a lot of information.

- 8 Listen to the conversation and check your answers. Practise the conversation with a classmate.

## A CLOSER LOOK 2

### Grammar

#### Conditional sentences - type 1

- 1 Listen again to part of the conversation from *Getting Started*. Pay attention to the conditional sentences - type 1.

Nick: Yes, I do. It's better than a plastic one because it's made of natural materials. If we all use this kind of bag, we'll help the environment.

Mi: I see. I'll buy a bag for my mum. Where can I buy it?

Nick: They sell a lot of these bags at the check-out.

Mi: Thanks. Are they expensive?

Nick: Not at all. By the way, you're also 'green'. You're cycling.

Mi: You're right. If more people cycle, there will be less air pollution. Right?



The conditional sentences - type 1 describes a thing which is possible and likely to happen in the present or the future.

If + subject + V (present simple),  
If-clause

subject + will/won't + V (base form)  
main clause

**Example:** If you use less paper, you will save a lot of trees.

### Watch out!

The main clause can come before or after the if-clause.



## Pronunciation

- 5 Have some Ss read out the words first. Then play the recording for them to listen and repeat the words. Play the recording as many times as necessary.



### Audio script:

fast had bag plastic glass apple dance answer activity afternoon

- 6 Play the recording again. Ask Ss to put the words in the correct column while they listen. Ss compare their answers in pairs before T checks the answers with the whole class.

Key:

/ɑ:/	/æ/
fast, plastic, glass, dance, answer, afternoon	had, bag, apple, activity

Ask Ss to give more examples for each group. Suggested words are:

/ɑ:/: last, staff, half

/æ/: fan, hand, understand, tap, can

- 7 Ss do this exercise individually first then compare their answer with a partner. Check Ss' answers.

Key:

/ɑ:/: class, ask, father  
/æ/: stand, have, that

- 8 Play the recording and pause after each word which has the underlined **a** for Ss to check their answers. Play the recording again for Ss to repeat each line of the conversation. Ss work in pairs to practise the conversation. Call on some pairs to act out the conversation. Encourage them not to look at the book.



### Audio script:

Vy: What do these three Rs stand for, Mi?

Mi: They stand for reduce, reuse and recycle.

Vy: Our class is organising a writing contest. We have to write about the environment.

Mi: I see. Why don't you write about the three Rs?

Vy: That's a good idea. I will ask my father for ideas.

Mi: Yes. He works at the Green Company, so he'll give you a lot of information.

## A CLOSER LOOK 2

### Grammar

#### Conditional sentences - type 1

- 1 Ask Ss to read the conversation on page 47 while Ss listen to this part. Draw their attention to the two conditional sentences - type 1. Elicit the form from Ss. Now Ss can have a closer look at the Grammar box. Explain to them that when the main clause comes before the *if* clause, there isn't a comma between the two clauses.

Give some more examples with the conditional sentences - type 1.



### Audio script:

Nick: Yes, I do. It's better than a plastic one because it's made of natural materials.  
If we all use this kind of bag, we'll help the environment.

Mi: I see. I'll buy a bag for my mum. Where can I buy it?

Nick: They sell a lot of these bags at the check-out.

Mi: Thanks. Are they expensive?

Nick: Not at all. By the way, you're also 'green'. You're cycling.

Mi: You're right. If more people cycle, there will be less air pollution. Right?



**2 Write the correct form of each verb in brackets.**

1. If it (be) \_\_\_\_\_ sunny next week, we (plant) \_\_\_\_\_ the vegetables.
2. If we (recycle) \_\_\_\_\_ more, we (help) \_\_\_\_\_ our Earth.
3. We (save) \_\_\_\_\_ a lot of trees if we (not waste) \_\_\_\_\_ so much paper.
4. More people (have) \_\_\_\_\_ fresh water if we only (use) \_\_\_\_\_ the water we need.
5. If the river (not be) \_\_\_\_\_ dirty, there (be) \_\_\_\_\_ more fish.



**3 Match an *if*-clause in column A with a suitable *main* clause in column B.**

A	B
1. If people have a shower instead of a bath,	a. you'll remember the answer.
2. If she likes this 'green' shopping bag,	b. the air won't be so polluted.
3. If we plant more trees,	c. they will save a lot of water.
4. If you are patient,	d. what will you do?
5. If you see someone throw rubbish on the road,	e. I'll buy one for her.

**4 Combine each pair of sentences below to make a conditional sentence - type 1.**

1. We pollute the air. We have breathing problems.
2. People pollute the water. A lot of fish die.
3. We cut down trees in the forest. There are more floods.
4. The soil is polluted. Plants die.
5. There is noise pollution. People and animals have hearing problems.

**5 Use your own ideas to complete the sentences below. Share your sentences with a classmate. Do you have the same sentences?**

1. If you walk to school, \_\_\_\_\_  
\_\_\_\_\_.
2. If you use recycled paper, \_\_\_\_\_  
\_\_\_\_\_.
3. If the Earth becomes hotter, \_\_\_\_\_  
\_\_\_\_\_.
4. If parents teach their children about the three Rs, \_\_\_\_\_  
\_\_\_\_\_.
5. If you want to save a lot of electricity, \_\_\_\_\_  
\_\_\_\_\_.

**6 Fun matching**



Work in two big groups, A and B.

Group A secretly write five *if*-clauses on a sheet of paper.

Group B secretly write five main clauses on another sheet of paper.

Match the *if*-clauses with the main clauses.

Do they match? Are there any funny sentences?



- 2** Ss do this exercise quickly then give the answers to T. Write their answers on the board and confirm the correct answers.

**Key:**

1. is; will plant                      2. recycle; will help                      3. will save; don't waste  
4. will have; use                      5. isn't/is not; will be

- 3** Ss do this exercise individually, then compare their answers with a classmate. Call on some Ss to read out the sentences.

**Key:**

1. c                      2. e                      3. b                      4. a                      5. d

- 4** 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.

1. If we pollute the air, we will have breathing problems.
2. If people pollute the water, a lot of fish will die.
3. If we cut down trees in the forest, there will be more floods.
4. If the soil is polluted, plants will die.
5. If there is noise pollution, people and animals will have hearing problems.

- 5** Ss do this exercise individually, then compare their sentences with a classmate. Call on some Ss to write their sentences on the board. Ask other Ss for comments. Correct any mistakes. Here are the suggested sentences:

1. If you walk to school, you will help reduce air pollution.
2. If you use recycled paper, you will save trees.
3. If the Earth becomes hotter, the sea level will rise.
4. If parents teach their children about the three Rs, children will help the environment.
5. If you want to save a lot of electricity, you will have to turn off all the lights before going out.

- 6** T divides the class into groups (A and B) and gives each group a strip of paper. Ss from group A write an *if-clause*. Ss from group B write a *main clause*. After 5 minutes Ss try to make a sentence by matching the clauses on their strip of paper with a clause from the other group.

## COMMUNICATION

- 1** The 3Rs Club in your school is doing a survey on how 'green' the students are. Help them answer the following questions.

### Extra vocabulary

do a survey      recycling bin      wrap  
be in need      breeze      invite



## 3Rs Club

### SURVEY

### How 'Green' Are You?

Answer the questions by choosing A, B, or C.

- If you find a beautiful old glass, you will ...  
A. throw it away because you don't need it.  
B. decorate it to make a flower vase.  
C. use it to keep pencils in.
- If you have a sheet of paper how often will you write on both sides?  
A. Sometimes.  
B. Never.  
C. Always.
- When you finish a can of cola, you will ...  
A. throw it on the road.  
B. put it in the recycling bin.  
C. throw it in the nearest bin.
- If you bring your lunch to school, you will ...  
A. take food wrapped in a lot of packaging.  
B. put the food in a reusable box.  
C. wrap the food in a plastic bag.
- If you have a lot of old clothes, how often will you give them to those in need?  
A. Sometimes.  
B. Never.  
C. Always.
- If it is hot in your room, you will ...  
A. open the fridge and stand in front of it.  
B. go outside and enjoy the breeze.  
C. turn on both the fan and the air conditioner.
- When you go out of the bedroom, you will ...  
A. turn off your computer and all the lights.  
B. turn off the lights.  
C. leave the computer and the lights on.
- If you are invited to a birthday party one kilometre from your house, you will ...  
A. walk there.  
B. ask your parent to drive you there.  
C. cycle there.

Now compare your answers with those on page 57 and count the points.

- 2** Interview a classmate. Compare his/her answers with yours. How many different answers have you got?

Report your classmate's answers to the class.



- 3** Work in groups. Think of two more questions to add to the survey.

Share your group's questions with the class. Vote for the best questions.

## COMMUNICATION

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...?).

Go through the extra vocabulary with Ss. If Ss do not know any word in the box, quickly teach it. Ask Ss to underline the extra vocabulary words as they read the text.

*Do a survey: ask people questions in order to find out about their opinions or behaviour*

*Recycling bin: a container for waste that will be recycled, for example, paper or glass*

*Wrap: cover or surround something with paper, cloth or other material*

*Be in need: not have enough food, money, clothes, etc.*

*Breeze: a light and pleasant wind*

*Invite: formally ask somebody formally to go somewhere or do something*

- 1** Have Ss read the questions quickly and make sure that they know what to do. Ss answer the questions individually, then turn to page 53 to check their answers and count the points. Ask some Ss to speak out the points they received.
- 2** Ss work in pairs. One student is the interviewer, and the other is the interviewee. Ask Ss to do the interview in about 7 minutes and to note down their friends' answers. The interviewers then share their answers with their friends and find out how many different answers they have. Call on some Ss to report the results of their interview to the class.
- 3** Ss work in groups. Give each group a large piece of paper. Ss have to write two more questions on this paper. When the time is up, ask the groups to stick their questions on the board or on the wall. Read the questions out aloud. Ask Ss for comments on the questions. Give feedback on the questions. Finally, the class votes for the best questions.

# SKILLS 1

## Reading

Read the 3Rs Club poster about tips to become 'green'.



### 3Rs Club

**If you follow the tips below, you will become 'greener'.**

1. Talk to teachers at school about putting recycling bins in every classroom.
2. Reuse your plastic bags.
3. Use refillable pens and pencils.
4. Use reuseable water bottles instead of plastic ones.
5. Give last year's clothes to charity instead of throwing them away.
6. Swap your clothes with your friends or cousins.
7. Grow your own vegetables.
8. Turn the tap off when you brush your teeth or wash the dishes.
9. Walk more.
10. Find creative ways to reuse old items before throwing them away.

**1** Find these words or phrases in the text and underline them.



**2** Match the words with their meanings.

creative	give something to a person and receive something from him/her
charity	can be used again
swap	containers for things that can be recycled
reusable	giving things to people in need
recycling bins	unique and interesting

**3** Answer the questions.

1. What will you try to put in every classroom?
2. What can you do with your old clothes?
3. What kind of pens and pencils should you use?
4. How can you save water?
5. If you bring water bottles to a picnic, what type of bottles should you bring?

## Speaking

**4** Work in groups.

Do you think you can follow the tips for 'going green'? Discuss with your group and put the tips in order from the easiest to the most difficult.



**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:

- a. old envelopes?
- b. used water bottles?
- c. used books?



## SKILLS 1

### Reading

Tell Ss that they are going to read some tips that can help them to become 'green'.

- 1 Ask Ss to read the tips quickly and locate the words/phrases in the text.
- 2 Ss 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.

creative	give something to a person and receive something from him/her
charity	can be used again
swap	containers for things that can be recycled
reusable	giving things to people in need
recycling bins	unique and interesting

- 3 Ss read the tips again to answer the questions. Ss can underline parts of the text that helped them with the answers. Set a strict time limit to ensure Ss read quickly for information.

Ss compare their answers before giving the answers to T. Ask them to give evidence when giving the answers.

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.

### Speaking

- 4 Ss work in groups to discuss if they can follow the tips in the reading part and give out the reasons for their answers. Ss discuss and put the tips in order from the easiest to the most difficult. They also think of ways to explain the reasons for their order. Ask a member from several of the groups to write their groups list on the board. Hold a class discussion about the lists. Accept different answers as long as the groups can give out their reasons.

Elicit some other tips from Ss and quickly write them on the board. Ss give comments on the tips.

- 5 Ss work in groups and find creative ways to reuse the items indicated in the book. This activity can be organized as a competitive game. Give the groups 8 minutes to list out the ways to reuse the items creatively. When the time is up, each group will present their answers. The group having the most creative ways wins.

## SKILLS 2

### Listening





**3Rs Club**

## 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!!!

- 1** The 3Rs Club is looking for a new president. Listen to two students talking about what they will do if they become the president of the club. Put the words or a number in each blank to complete the table.

Name	 Mi	 Nam
Class	(1) _____	(5) _____
Idea 1	Put a (2) _____ bin in every classroom	Encourage students to use the (6) _____
Idea 2	Buy energy- (3) _____	Have a (7) _____ group
Idea 3	Have (4) _____ fairs	Organize (8) _____ fairs

**2** Tick (✓) True (T) or False (F).

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1. Mi thinks they can use the club fund to buy light bulbs for classes. | T                        | F                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. At book fairs, students can swap their new books.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Nam thinks that it will be good if students go to school by bus.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Students can grow vegetables in the school garden.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Used uniforms can be exchanged at uniform fairs.                     | <input type="checkbox"/> | <input type="checkbox"/> |

### Study Skill - Writing!

Connectors are phrases or words used to link one idea to another. There are many kinds of connectors. *Firstly, secondly, next, then, finally, etc.*, are used to show a sequence.

**4** Write about your classmate's ideas in **3**. Do you think your classmate will be a good club president?

1. His/her name and class
2. Idea 1 + explanation/examples
3. Idea 2 + explanation/examples
4. Idea 3 + explanation/examples
5. Will he/she be a good club president?

### Writing

**3** Interview a classmate. Ask him/her what three things he/she will do are if he/she becomes the president of the 3Rs club. Take notes below.

Name \_\_\_\_\_

Idea 1 \_\_\_\_\_

Idea 2 \_\_\_\_\_

Idea 3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## SKILLS 2

### Listening

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.

- 1 Ss read the rubric of the first activity. Have Ss guess the word/ number to fill in each blank and write their guesses on the board. Play the recording and ask Ss to listen to check their guesses. Ss work in pairs to compare their answers before T plays the recording the second time for pairs to check their answers. Ask for Ss' answers and write them on the board next to their guesses.

**Key:**            1. 6A                    2. recycling                    3. saving lights                    4. book  
                      5. 6E                    6. bus                         7. gardening                    8. uniform



#### Audio script:

**Mi:** I'm Mi from class 6A. If I become the president of the 3Rs Club, firstly, I'll talk to my friends about putting a recycling bin in every classroom. Then we can reuse or sell the things we have in these bins. Secondly, if we get a lot of money from selling these things, we'll buy energy-saving lights for every class. Finally, I'll organize a few book fairs. There, students can swap their used books.

**Nam:** I'm Nam from class 6E. If I become the president of the Club, I'll encourage the students to go to school by bus. It'll be fun and save the environment. Next, I will set up a gardening group. We can grow flowers in our school garden. Finally, I'll organize some uniform fairs. There, students can swap their used uniforms with younger or older students.

- 2 Ss read the statements in exercise 2 and tick T or F at the end of each statement without listening to the recording. If they have any difficulty doing this, play the recording again. Have Ss compare their answers in pairs before giving T the answers. Write Ss' answers on the board.

**Key:**            1. F                    2. F                    3. T                    4. F                    5. T

Play the recording one last time to confirm the answers for both exercises 1 and 2.

### Writing

In this writing part, Ss are asked to write a paragraph about a classmate's ideas if he/she becomes the president of the club.

Ask Ss to read the Study Skills box. T may explain the use of connectors to show sequence by referring to the listening.

- 3 Ss work in pairs and interview each other to find out the three things they will do if they become the club president. Ask Ss to take notes about each other's ideas. Ask Ss to expand their ideas by explaining the idea or giving examples. If time allows, have some Ss present their friend's ideas or write the ideas on the board.
- 4 Ss write their paragraph individually based on the suggestions in the book. If time allows, ask one student to write the paragraph on the board. Other Ss and T comment on the paragraph on the board. Then T collects some writings to correct at home.

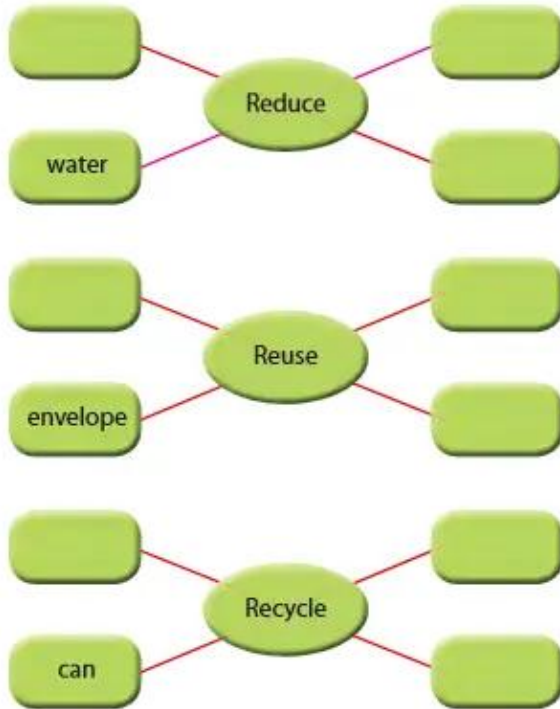
Alternatively, ask Ss to work in groups and choose the three best ideas to write about. Give each group a large piece of paper to write their paragraph. Ask one or two groups to stick their product on the board. Other Ss and T give comments. Ss copy their group's paragraph into their notebooks and revise as homework.



# LOOKING BACK

## Vocabulary

1 Add more words to the word webs below.



2 In pairs, ask and answer questions about the 3Rs.

Example:

- A: Can we reduce water use?  
 B: Yes, we can.  
 A: How?  
 B: Don't take a bath.

3 a. Complete the words or phrases.

1. d\_\_r\_\_a\_\_\_\_      2. a\_\_ pollution  
 3. \_\_t\_\_ pollution      4. n\_\_e pollution  
 5. \_o\_\_ pollution

b. Match each word or phrase from a with an effect below to make a sentence.

- a. makes fish die  
 b. makes animals' homes disappear  
 c. causes sleeping problems  
 d. causes lack of food  
 e. makes the Earth warmer

## Grammar

4 Write the correct form of each verb in brackets.

- If the Earth (be) \_\_\_\_\_ warmer, the sea level (rise) \_\_\_\_\_.
- If the sea level (rise) \_\_\_\_\_, some countries (disappear) \_\_\_\_\_.
- If we (reduce) \_\_\_\_\_ soil pollution, we (have) \_\_\_\_\_ enough food to eat.
- If we (not have) \_\_\_\_\_ enough food, we (be) \_\_\_\_\_ hungry.
- If we (be) \_\_\_\_\_ hungry, we (be) \_\_\_\_\_ tired.

5 Combine each pair of sentences below to make a conditional sentence - type 1.

- Students recycle and use recycled materials. They save energy.
- We use the car all the time. We make the air dirty.
- You save electricity. You turn off your computer when you don't use it.
- People stop using so much energy. They want to save the environment.
- You see a used can in the road. What will you do?

## Communication

6 Work in groups. Interview three classmates and note down their answers. Share their answers with the class.

	What will you do if you have some used plastic bottles at home?	If you want to save electricity at home, what will you do?	If you want to reduce rubbish at home, what will you do?
Student A			
Student B			
Student C			

Finished! Now you can ...	✓	✓✓	✓✓✓
• use words related to the environment			
• name environmental problems and their effects			
• talk about possibilities, using conditional sentences - type 1			
• talk about ways to 'go green'			

## LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment box at the end of the unit.

### Vocabulary

- 1 Ss do this activity individually then compare their answers with a partner. 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.



- 2 Following the example in the book Ss work in pairs to ask and answer questions about the 3Rs. Call on some pairs to act out their dialogues. Comment on Ss' performance.
- 3 Ss do this exercise individually then compare their answers with a partner. Check Ss' answers. If there is time, Ss should write out complete sentences in their notebooks.

#### Key:

- |                  |                  |                    |                    |                   |
|------------------|------------------|--------------------|--------------------|-------------------|
| 1. deforestation | 2. air pollution | 3. water pollution | 4. noise pollution | 5. soil pollution |
| 1. b             | 2. e             | 3. a               | 4. c               | 5. d              |

T may ask some Ss to read out the whole sentences.

### Grammar

- 4 Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give the answers. Confirm the correct answers and write them on the board.

- |             |                        |                          |                      |
|-------------|------------------------|--------------------------|----------------------|
| <b>Key:</b> | 1. is; will rise       | 2. rises; will disappear | 3. reduce; will have |
|             | 4. don't have; will be | 5. are; will be          |                      |

- 5 Ss do this exercise individually then compare their answers with a partner. Some Ss write their answers on the board. Give feedback.
- If students recycle and use recycled materials, they will save energy.
  - If we use the car all the time, we will make the air dirty.
  - You will save electricity if you turn off your computer when you don't use it.
  - People will stop using so much energy if they want to save the environment.
  - If you see a used can on the road, what will you do?

### Communication

- 6 Ss 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.

### Finished!

Ask Ss to complete the self-assessment. Identify any difficulties/ weak areas and provide further practice.

# PROJECT

Look at the pictures. What can you see in each picture? What did people use to make the things in the pictures?

Now work in groups or in pairs to complete the project.

- Choose something used (a bottle, a can, a sheet of paper, etc.).
- Make something new from it and decorate it.
- Bring your product to class.
- 'Show and tell' your classmates about what you made.



## 3Rs Club SURVEY

### Answers:

Q1: A (0) B (2) C (2)

Q2: A (1) B (0) C (2)

Q3: A (0) B (2) C (1)

Q4: A (0) B (2) C (0)

Q5: A (1) B (0) C (2)

Q6: A (0) B (2) C (0)

Q7: A (2) B (1) C (0)

Q8: A (2) B (0) C (2)

14 - 16 points: **You're 'green'!**

10 - 14 points: **Try to be 'greener'!**

1 - 5 points: **You aren't 'green' at all!**

## **PROJECT**

Ask Ss to look at the pictures and discuss the two questions in pairs. Elicit the answers from Ss.

Now ask Ss to work in pairs or groups to do the project. Ss follow the instructions in the book. Remember to have 'Show and tell' session in the next lesson and vote for the best product(s).