

UNIT 11: OUR GREENER WORLD

Lesson 1: Getting started – Let’s go green!

Lesson aim(s)

- By the end of the lesson, students will be able to:
- use the lexical items related to the topic *Our Greener world*.
 - guess the meaning of new words based on clues including pictures and surrounding words.
 - pronounce the sounds /a:/ and /æ/ correctly in isolation and in context.

Language analysis

Form	Meaning	Pronunciation
1. reusable (a)	able to be used again or more than once.	/ri:'ju:zəb(ə)l/
2. plastic (n)	a synthetic material made from a wide range of organic polymers such as polyethylene, PVC, nylon, etc.	/'plastɪk/

Materials (referenced)

- Grade 6 textbook, Unit 11, Getting started
- Pictures, maps and CD player
- sachmem.vn

Anticipated difficulties	Solutions
<p>1. Students may lack knowledge and experiences about the 3Rs.</p> <p>2. Teacher should get some general knowledge of GOING GREEN.</p>	<p>Prepare some hand-outs in which key language of the key language of giving directions</p> <ul style="list-style-type: none"> - Reduce. Purchase products that require less packaging or to limit the waste you are producing. - Reuse. Use a travel mug or reusable water bottle and avoid single-use bags. - Recycle. Paper, plastic, glass, magazines, electronics, and more can be processed into new products while using fewer natural resources and less energy. <p>G: Generate less waste</p>

	<p>R: Recycle everything that cannot be reused</p> <p>E: Educate the community on eco-friendly options</p> <p>E: Evaluate the environmental impact of actions</p> <p>N: Nourish discussions and activities that integrate</p>
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Board Plan

<p><i>Date of teaching</i></p> <p>UNIT 11: Our greener world</p> <p>Lesson 1: Getting started – Let's go green!</p>
<p>* Warm-up</p> <p>I. Vocabulary</p> <p>1. reusable [ri:'ju:zəb(ə)l] (a): có thể tái sử dụng</p> <p>2. plastic ['plæstɪk] (n): (chất liệu) nhựa</p> <p>*plastic bag: túi ni lông</p> <p>II. Practice</p> <p>Task 1: Listen and complete the following sentences.</p> <p>Task 2: Read and do the matching.</p> <p>Task 3: Read the conversation, discuss the way to help the environment.</p> <p>Task 4: Find someone who ...</p> <p>* Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<p>To set the context for the listening and reading text.</p> <p>To introduce the topic of the unit.</p>	<p>* Chitchatting:</p> <p>Do you like to live in a green world? Why or why not?</p> <p>*Introduction:</p> <p>Review the previous unit before Ss open their books. Write "Our greener world" on the board. Ask students what 'green' means to them. Write their answers on the board. Explain that</p>	<p>T-Ss</p> <p>Ss-Ss</p>	5 mins

		"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 students. Tell students that 'go green' means: to do more to protect nature and the environment. Let students open their books and start the lesson.		
Presentation (Vocab- pre-teach)	To introduce the new words.	<p>* VOCABULARY: Teacher introduces the vocabulary:</p> <ol style="list-style-type: none"> 1. reusable (a): có thể tái sử dụng 2. plastic (n): (chất liệu) nhựa <p>*plastic bag: túi ni lông</p>	T-Ss	5 mins
Practice	To practice the targeted language and the background knowledge of going green.	<p>GETTING STARTED Let's 'go green'! Activity 1. Ask students to look at the picture on Page 48 and answer the questions below:</p> <ol style="list-style-type: none"> 1. <i>Who are they?</i> 2. <i>Where are they?</i> 3. <i>What might they be talking about?</i> <p>- Quickly write students' answers</p>	T-Ss S T-Ss	15 mins

	<p>To help students deeply understand</p>	<p>to Question 3 on the board. Play the recording. Students listen and read. Ask students if their guesses on the board are correct.</p> <ul style="list-style-type: none"> - Play the recording twice for students to listen and read along. Have students underline the words that are related to the topic of the unit while they are listening and reading. - Invite some pairs of students to read the conversation aloud. - Ask students what exactly Mi and Nick talked about. Now confirm the correct answer. (They talked about ways to go green.) - Have students say the words in the text that they think are related to the topic <i>Our greener world</i>. Quickly write the words on one part of the board. Comment on students' answers. - Ask students to work independently 	<p>S</p> <p>Ss-Ss</p> <p>T-Ss</p> <p>T- Ss</p> <p>T-Ss</p>	
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<p>Production</p>	<p>To develop students' knowledge of the vocabulary about ways to help the environment.</p>	<p>students to give their answers without reading the conversation again. Then ask them to read the conversation and check their answers. Confirm the correct answers.</p> <p>Answer key: 1. b 2. c 3. a</p> <p>Model sentences: First conditional sentence Tell students that sentences 2 and 3 are the first conditional sentences but they will learn about this grammar point in A closer look 2.</p> <p>Activity 3:</p> <ul style="list-style-type: none"> - Have students look at the pictures and discuss what they can see in each picture in pairs. Invite some pairs to share their answers with the whole class. - Ask students to match the pictures with ways to help the environment. Have some students 	<p>T-Ss</p>	
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	<p>To provide students with an opportunity to communicate with each other, using the vocabulary they have learnt.</p>	<p>share their answers.</p> <ul style="list-style-type: none"> - Confirm the correct answers. - Ask students to add any other ways to save the environment they know. <p>Answer key: 1. c 2. a 3. b 4. e 5. d</p> <p>Game: Find someone who...</p> <ul style="list-style-type: none"> • Ask students to work in groups. Give each group a handout with the following table: <table border="1" data-bbox="568 899 851 1399"> <thead> <tr> <th data-bbox="568 899 731 1017">Find someone who...</th> <th data-bbox="731 899 851 1017">Names</th> </tr> </thead> <tbody> <tr> <td data-bbox="568 1017 731 1135">uses reusable bags</td> <td data-bbox="731 1017 851 1135"></td> </tr> <tr> <td data-bbox="568 1135 731 1188">cycles</td> <td data-bbox="731 1135 851 1188"></td> </tr> <tr> <td data-bbox="568 1188 731 1268">walks to school</td> <td data-bbox="731 1188 851 1268"></td> </tr> <tr> <td data-bbox="568 1268 731 1348">picks up rubbish</td> <td data-bbox="731 1268 851 1348"></td> </tr> <tr> <td data-bbox="568 1348 731 1399">plants trees</td> <td data-bbox="731 1348 851 1399"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Model the way to ask questions and answers with a student. (e.g. <i>Nam, do you use</i> 	Find someone who...	Names	uses reusable bags		cycles		walks to school		picks up rubbish		plants trees		<p>T-Ss</p>	
Find someone who...	Names															
uses reusable bags																
cycles																
walks to school																
picks up rubbish																
plants trees																

		<p>reusable <i>bags?</i>, etc.)</p> <ul style="list-style-type: none"> • Ask each group to choose one student to ask the questions and another student to record the answers and report the results. Give students 7 minutes to ask and answer in groups. Move around to observe and offer help. • Ask students to get more info by adding more simple questions. (When do you often use them? How do you find them effective? ...) Invite students to share their findings to the class. 		
Consolidation	To consolidate what students have learnt in the lesson.	<ul style="list-style-type: none"> - Ask one or two students to tell the class what they have learnt. - Ask students to say aloud some words they remember from the lesson. If there is an overhead projector in the classroom, show the dialogue, highlight the key words related to the topic. 	T-Ss	2 mins
Homework	To prepare	Go to the Internet	T-Ss	1 min

	vocabulary for the next lesson.	and search for 3Rs – Go green to understand more about the topic.		
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UNIT 11: OUR GREENER WORLD

Lesson 2: A closer look 1

Lesson aim(s)

- By the end of the lesson, students will be able to:
- pronounce the sounds /a:/ and /æ/ correctly in isolation and in context;
 - use the lexical items related to the topic *Our Greener world*;
 - guess the meaning of new words based on clues including pictures and surrounding words.

Language analysis

Form	Meaning	Pronunciation
1. reduce (v)	make smaller or less in amount, degree, or size.	/rɪ'dʒu:s/
2. reuse (v)	to use something again	/,ri:'ju:z/
3. recycle(v)	to use something again for a different purpose	/,ri:'saɪ.kəl/
4. plastic bag	a synthetic material made from a wide range of organic polymers such as polyethylene, PVC, nylon, etc.	/'plæs.tɪk bæɡ/
5. rubbish	material that is considered unimportant or valueless	/'rʌbɪʃ/

Materials (referenced)

- Grade 6 textbook, Unit 11, A closer look 1
- Pictures and a video clip
- sachmem.vn


Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
2. Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if any necessary.- Encourage students to work in pairs, in groups so that they can help each other.

	- Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	- Define expectation in explicit detail. - Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 11: Our greener world</p> <p>Lesson 2: A closer look 1</p> <p>* Warm-up Chit-chatting</p> <p>I. Vocabulary Task 1: Match the places below with the pictures. Task 2: Write a word/ phrase under the pictures. Task 3: Put the words into groups.</p> <p>II. Pronunciation Task 4: Listen and repeat the sentences. Task 5: Listen and practice the conversation.</p> <p>III. Production Understanding each other</p> <p>* Homework</p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' prior knowledge and vocabulary related to the topic, the targeted vocabulary and its pronunciation. (Students have prepared at	Greetings Chatting: 1. What advantages does a green world have? 2. What does it look like?	T-Ss Ss-Ss	5 mins

	home)	 <p>Teacher encourages students to give short answers, tries to call as many students as she can.</p> <ol style="list-style-type: none"> 1. Fresh air, healthy food, more exercise, less stress and so on 2. A lot of trees. People are not in a hurry, no traffic jams,... 		
Lead in	To lead in the lesson about vocabulary.	- Teacher leads students into the lesson by telling them that "In today lesson, we are going to learn more about 3Rs and how we can save the environment.	T-Ss	1 mins
Presentation (Vocab-pre-teach)	To teach students some places and adjectives describing ones	VOCABULARY - Have students read the information in the table and	T-Ss	5 mins

	<p>in a neighbourhood.</p>	<p>draw a line from a symbol in column A to the matching word in column B and its meaning in column C. Students work in pairs to compare their answers before giving teacher the answers. Check and write the correct answers on the board. REDUCE: using less of something REUSE: using something again RECYCLE: creating new products from used materials</p> <ul style="list-style-type: none"> - Elicit the difference between “recycling” and “reusing” from students. 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 		
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		<p>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.</p> <ul style="list-style-type: none"> - 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 flower vases, or a butter container can be used to grow a small plant. 		
Practice	To revise/ teach the words for things that can be reduced, reused and recycled.	<p>Task 1: Match the words below with the pictures. Then listen, check and repeat the words.</p> <ul style="list-style-type: none"> - Teacher asks students to 	T-Ss Pair work	15 mins

	<p>To revise / teach the words for things that can be reduced, reused and recycled.</p>	<p>match the places with the pictures.</p> <ul style="list-style-type: none"> - Students do the task. - Teacher asks students to swap their books and mark in pairs - Teacher asks them to repeat the words/ phrases chorally and individually. <p>Task 2: Write a word/ phrase under the pictures.</p> <ul style="list-style-type: none"> - Have students work in pairs to do this activity. Call on students from different pairs to go to the board and write the words. - This activity can also be organized as a competition. Whichever pair finishes the activity first will be the winner and they can go to the board to write their answers. <p>Answer key:</p> <ol style="list-style-type: none"> 1. rubbish 2. plastic bag 3. glass 	<p>Ss-Ss</p> <p>T-Ss</p> <p>Pair work</p>	
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	<p>To help students categorize things that can be reduced, reused and recycled</p>	<p>4. plastic bottle 5. noise 6. paper 7. water 8. clothes</p> <p>Task 3: Pair work – Put the words into 2 groups; some words can belong to more than one group</p> <p>- Teacher asks students to work in pairs, students put the words from 2 in appropriate groups. Draw the table on the board and call three students to go to the board and write their answers. One word can belong to more than one group.</p> <p>Answer key:</p> <table border="1" data-bbox="602 1252 852 1608"> <tr> <td>Reduce</td> </tr> <tr> <td>rubbish, plastic bag, noise, plastic bottle, paper, water</td> </tr> <tr> <td>Reuse</td> </tr> <tr> <td>plastic bag, glass, plastic bottle, can,</td> </tr> </table>	Reduce	rubbish, plastic bag, noise, plastic bottle, paper, water	Reuse	plastic bag, glass, plastic bottle, can,	<p>Pair work</p>	
Reduce								
rubbish, plastic bag, noise, plastic bottle, paper, water								
Reuse								
plastic bag, glass, plastic bottle, can,								

		<p>paper, bulb, water, clothes</p> <p>Recycle</p> <p>rubbish, plastic bag, glass, plastic bottle, can, paper, bulb</p>		
		<p>- Teacher elicits some more words for each group from the students. Here are some suggested words:</p> <ul style="list-style-type: none"> • Reduce: electricity, gas,... • Reuse: envelope, carton box, old textbook,... • Recycle: newspaper, textbook, plastic container,... 	T- Ss	
Presentation (Pre-teach the rhythm)	To get students familiarized with rhythm in sentences.	<p>PRONUNCIATION – Rhythm in sentences</p> <p>- Tell students that in English, the stressed and unstressed syllables combine to make rhythm in a sentence. Students have learnt about stress in two- syllable words, so</p>	T-Ss	5 mins

		<p>Teacher can remind them of the rule to put stress in two-syllable words (put stress on the first syllable in nouns and adjectives).</p> <ul style="list-style-type: none">- In the sentences in this activity the bold parts are the stressed syllables. The aim of this pronunciation part is only to raise students' awareness of rhythm. It is not necessary to teach them in detail.- Play the recording for students to listen to the sentences. Have them pay attention to the bold parts. Play the recording of each sentence again for students to repeat in chorus. Have students work in pairs to practise reading the sentences.		
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		<p>Call on some students to read the sentences aloud. Comment on students' pronunciation.</p> <p>Task 4: Listen and repeat these sentences</p> <p>Audio script:</p> <ol style="list-style-type: none"> 1. If you cycle, it'll help the Earth. 2. Water is good for your body. 3. The students are planting trees in the garden. 4. Is it better to use paper bags? 5. We are happy to walk to school. 		
Practice	To give students further practice with rhythm in sentences.	<p>Task 5: Listen to the conversation. Pay attention to the bold syllables and practice with your partner.</p> <ul style="list-style-type: none"> - Play the recording for students to listen to the conversation. Have them pay attention to the bold parts. - Teacher plays the recording and ask students to 	T-Ss	5 mins

	To help students practice the conversation in pairs.	<p>repeat</p> <ul style="list-style-type: none"> - Play the recording of each sentence again for students to repeat in chorus. Have students work in pairs to practise reading the conversation. Call on some students to read the conversation aloud. Comment on students' pronunciation. <p>Audio script: <i>Vy: What are you doing?</i> <i>Mi: I'm writing an article about going green.</i> <i>Vy: Great! I'm writing a poem about the 3Rs.</i> <i>Mi: Let me read it.</i> <i>Vy: I'm still writing.</i> <i>Wait for a minute.</i></p>		
Production	To give students chance to apply and make challenging what they have learnt with more difficult task.	<p>Game: Understanding each other</p> <ul style="list-style-type: none"> - Teacher prepares some word cards: 1. rubbish 2. plastic bag 3. glass 4. plastic bottle 5. noise 	Group work S-S	5 mins

		<p>6. paper 7. water 8. clothes 9. cycle 10. plant 11. walk 12. wait</p> <p>- Teacher asks 2 students go to the board and give one of them the cards. She/ He has to act the word out without saying a word. If the other one can guess and say aloud the word correctly, they will get the points (or candies instead).</p>		
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To revise what they have learnt.	- Find more words in the topic <i>Going Green</i> so they can continue playing <i>Understanding</i> game with each other in the next lesson.	T-Ss	1 min

UNIT 11: OUR GREENER WORLD

Lesson 3: A closer look 2

Article and conditional type 1

Lesson aim(s)

By the end of the lesson students can understand and use the article and the first conditional sentence to make correct sentences, and use them in dialogues.

Language analysis

<p>There are two kinds of articles in English.</p> <p>1. Indefinite article: <i>a / an</i> a + consonant sound E.g. a bag an + vowel sound (a, e, i, o, u) E.g. an apple</p>	<p>First conditional sentences describe things which are possible and likely to happen in the present or the future If + S + V (present simple) , S + will/ won't + V-infi.</p> <ul style="list-style-type: none">• If clause goes with present simple• Main clause goes with future simple
<p>2. Definite article: <i>the</i> the /ðə/ + consonant sound E.g. the bag the /ði/ + vowel sound (a, e, i, o, u) E.g. the apple</p>	<p>E.g 1: If you <i>use</i> less paper, you <i>will save</i> a lot of trees. E.g 2: If we <i>are</i> friendlier to the environment, we <i>won't have to</i> suffer from pollution.</p>

Materials (referenced)

- Grade 6 textbook, Unit 11, A closer look 2
- Pictures, sets of word cards
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may find hard to distinguish the vowel sound or the consonant sounds.	<ul style="list-style-type: none">- Prepare some adjective basic sound cards to remind them- Let them get use to the sounds.
2. Some students will not get used to making sentences using the first conditional sentences.	<ul style="list-style-type: none">- Encourage students not to be afraid of making mistakes.- Correct them, lead them step-by-

Board Plan

<p><i>Date of teaching</i></p> <p>UNIT 11: Our greener world</p> <p>Lesson 3: A closer look 2</p> <p>Article and conditional type 1</p> <p>* Warm-up Crossword</p> <p>I. Grammar focus</p> <p>*Article</p> <p>*First conditional sentences</p> <p>- Use</p> <p>- Form</p> <p>II. Practice</p> <p>Task 1: Write “a” or “an”.</p> <p>Task 2: Write “a” , “an” or “the”.</p> <p>Task 3: Write the correct form of each verb in brackets.</p> <p>Task 4: Combine each pair of sentences below to make a first conditional sentence.</p> <p>* Fun matching</p> <p>* Homework</p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' prior knowledge and vocabulary related to the targeted grammar of comparison.	<p>* Game: Crossword</p> <ul style="list-style-type: none"> - Teacher divides the class into 2 groups. - Teacher prepares the ppt for the crosswords, students take turn to answer the words. - The one can get the key word wins the game. <p style="text-align: center;">G L A S S P A P E R</p>	<p>T-Ss</p> <p>Group work</p>	5 mins

		PLASTIC RUBBISH RECYCLE WALK CLOTHES REUSE		
Lead in	To introduce targeted grammar of article.	<ul style="list-style-type: none"> - Teacher asks students how they understand the word ARTICLES. - Write two sentences with articles on the board. <i>This is a book.</i> <i>The book on the table is my favourite.</i> - Underline “a” and “the”. Explain to students the difference between these two articles, tell them that “a” is an indefinite article and “the” is a definite article. - Use the information in this table to explain to students. 	T-Ss	2 mins
Presentation	<p>To give practice with <i>a</i> and <i>an</i>.</p> <p>To give further practice with <i>a / an</i> and <i>the</i>.</p>	<p>Task 1: Write “a” or “an”.</p> <ul style="list-style-type: none"> - Have students do the exercise individually and then compare their answers. Invite some students to read their answers aloud. Check their answers in front of 	T-Ss Ss-Ss	15 mins

		<p>the correct answers.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. a 2. The; the 3. A; an 4. an 5. the; the 		
	To give practice with the first conditional.	<p>First conditional</p> <ul style="list-style-type: none"> - Tell students that they are going to learn the first conditional. Ask students to have a closer look at the Grammar box. - Explain to them that there are two clauses in a conditional sentence and when the main clause comes before “the” <i>if</i> clause, there isn’t a comma between the two clauses. - Give some more examples with the first conditional. <p>Task 2: Write the correct form of each verb in brackets.</p> <ul style="list-style-type: none"> - Have students do this exercise quickly then give the answers to teacher. Write their answers on the board and confirm the correct 	T-Ss	10 mins
			S	

		<p>answers.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 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 		
Production	<p>To give further practice with the first conditional.</p> <p>To give fun practice with</p>	<p>Task 3: Combine each pair of sentences below to make a first conditional sentence.</p> <p>- If necessary, teacher can combine the first pair of sentences as an example. Have students do this exercise in pairs. Ask some students to write their sentences on the board. Ask for feedback from other students. Confirm the correct answers.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. If the air isn't fresh, people will cough. 2. If the water is dirty, a lot of fish will die. 3. If we 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. <p>Task 4: Game: Fun matching</p>	T-Ss	10 mins

	the first conditional.	<ul style="list-style-type: none"> - Divide the class into groups (A and B) and give each student a strip of paper. Tell students from group A to write an <i>if-clause</i>. Students from group B write a <i>main clause</i>. - After 5 minutes have students try to make a sentence by matching the clause on their strip of paper with a clause from the other group. Ask students to read their sentences aloud. - Encourage the students to use the adjective in the textbook first and then they can broaden by adding more adjectives to describe. <i>Do they match?</i> <i>Are there any funny sentences?</i> 	T-Ss	
Consolidation	To consolidate what students have learnt in the lesson.	<p>Teacher asks students to talk about what they have learnt in the lesson.</p> <ul style="list-style-type: none"> - Summarize the main points of the lesson. - Ask students to make sentences using first 	T-Ss	2 mins

		conditional sentence.		
Homework	To prepare for the next lesson.	Prepare for the next lesson.	T-Ss	1 min

UNIT 11: OUR GREENER WORLD

Lesson 4: Communication

Lesson aim(s)

- By the end of the lesson, students will be able to:
- learn how to give warnings;
 - practise using some grammar points and vocabulary related to the topic.

Language analysis

Materials (referenced)

- Grade 6 textbook, Unit 11, Communication
- Pictures
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge about the topic.	Provide students with information about the knowledge they do not know.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none">- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectations in explicit detail.- Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 11: Our greener world</p> <p>Lesson 4: Communication</p> <p>* Warm-up</p> <p>I. Everyday English: Giving warnings</p> <p>- Structure: Don't do that.</p> <p>- If you give them too much food, they will die.</p> <p>1. Listen and read the dialogue. (Ex. 1, p. 53)</p> <p>2. Make similar dialogues. (Ex. 2, p. 53)</p> <p>II. A survey on ways to go green</p> <p>1. New words:</p> <p>- (to) do a survey: /'sɜ:veɪ/</p> <p>- (to) wrap: /ræp/</p> <p>- (to) be in need: /ni:d/</p> <p>- breeze (n): /bri:z/</p> <p>2. Practice</p> <p>a. Choose the best answer. (Ex. 3, p. 53)</p> <p>b. Interview a classmate (Ex. 4, p. 53)</p> <p>* Homework</p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the lesson.	<p>* Revision:</p> <p><i>Conditional type 1</i></p> <p>- Teacher shows the picture of the things which are recycled, reduced, reused and ask students to make a sentence using the 1st conditional sentence.</p> <p>- Students give their answers.</p> <p>- Teacher checks the answer.</p>	<p>T-Ss</p> <p>Ss-Ss</p>	5 mins

Lead in	To lead in the lesson.	<ul style="list-style-type: none"> - Teacher leads students into the lesson by telling about what they are going to learn: “We are going to learn how to give warnings and practice it”. 	T-Ss	2 mins
* EVERYDAY ENGLISH				
Presentation	To introduce two ways to give warnings.	<p>1. Listen and read a dialogue. (Ex. 1, p. 53)</p> <p>* Giving warnings:</p> <ul style="list-style-type: none"> - Teacher plays the recording for students to listen and read the dialogue between Mi and Mike at the same time. - Teacher asks students to pay attention to the highlighted sentences. - Teacher elicits the structures to give 	T-Ss	5 mins

		<p>warnings from students</p> <p>Structure:</p> <ul style="list-style-type: none"> - Imperative sentences → Don't do that. - First conditional → If you give them too much food, they will die. - Teacher has students practise the dialogue in pairs. Call some pairs to practise the dialogue in front of the class. 	Pair work	
Practice	To help students practise giving warnings.	<p>2. Make similar dialogues (Ex. 2, p. 53)</p> <ul style="list-style-type: none"> - Teacher asks students to use the picture in "Revision" to make a similar dialogue, using the languages for giving warnings. - Teacher asks students to work in pairs. - Teacher moves around to observe and provide help. - Teacher calls some pairs to practise in front of the class, then comment on their performance. <p><i>Suggested answers:</i></p>	<p>T-Ss</p> <p>Pair work</p> <p>Ss-Ss</p>	8 mins

	<p>know if they have a green way of living.</p> <ul style="list-style-type: none"> - To help students practise using some grammar points and vocabulary related to the topic. 	<p>questions of the survey and asks students some questions:</p> <ul style="list-style-type: none"> + <i>What is the name of the club?</i> + <i>What is the name of the survey?</i> + <i>How many questions are there in this survey?</i> + <i>How do you understand the word "green" here?</i> <ul style="list-style-type: none"> - Have students read the questions quickly and make sure that they know what to do. - Students answer the questions individually, then turn to page 57 to check their answers and count the points. - Ask some students to speak out their points. <p>Answer key: Q1: A(0) B(2) C(2) Q2: A(1) B(0) C(2) Q3: A(0) B(2) C(0) Q4: A(1) B(0) C(2) Q5: A(0) B(2) C(0) Q6: A(2) B(0) C(2) 9-12 points: You're green!</p>		
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		5-8 points: Try to be green! 1-4 points: You aren't green at all!		
Practice	To give students an opportunity to ask and answer about a green way of living.	b. Interview a classmate. (Ex. 4, p. 53) <ul style="list-style-type: none"> - Have students work in pairs: one student is the interviewer, and the other is the interviewee. - Ask them to do the interview in about 7 minutes and to note down their friend's answers. - The interviewer then shares their answers with their friend and find out how many different answers they have. - Call on some students to report the results of their interview to the class. - Teacher models with a student. 	T-Ss Ss- Ss	12 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins

Homework	To prepare for the next lesson Skills 1.	Do exercises in WB.	T-Ss	1 min
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UNIT 11: OUR GREENER WORLD

Lesson 5: Skills 1

Lesson aim(s)

- By the end of the lesson, students will be able to:
- use the lexical items related to the topic *Our greener world*;
 - read for specific information tips to become a green person;
 - talk about how to become 'greener'.

Language analysis

Form	Meaning	Pronunciation
1. charity (n)	an organization whose purpose is to give money, food, or help to those who need it, or to carry out activities such as medical research that will help people in need, and not to make a profit	/ˈtʃærɪ.ti/
2. recycling (n)	the process of collecting and changing old paper, glass, plastic, etc. so that it can be used again	/ˌriːˈsaɪklɪŋ/
3. creative (a)	producing or using original and unusual ideas	/kriˈeɪtɪv
4. swap (v)	to give something and be given something else instead	/swɑ:p/
5. reusable (a)	able to be used more than once	/riˈjuːzəbəl/

Materials (referenced)

- Grade 6 textbook, Unit 11, Skills 1
- Pictures, sets of words
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading,	- Let students read the text a gain (if needed).

speaking and co-operating skills.	<ul style="list-style-type: none"> - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. - Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 11: Our greener house</p> <p>Lesson 5: Skills 1</p>
<p>* Warm-up</p> <p>I. Discussion</p> <p>II. Reading:</p> <p>1. Matching (Ex. 2, p. 54)</p> <p>* Vocabulary:</p> <ul style="list-style-type: none"> - charity (n) /'tʃær.ɪ.ti/ - recycling (n) /,ri:'saɪ.klɪŋ/ - creative (a) /kri'eɪ.tɪv/ - swap (v) /swɑ:p/ - reusable (a) /ri'ju:.zə.bəl/ <p>2. Read the text and answer the questions. ((Ex. 3, p. 54)</p> <p>3. Retell</p> <p>III. Speaking:</p> <p>1. Order the tips. (Ex. 4, p. 54)</p> <p>2. Find creative ways to reuse old items (Ex. 5, p. 54).</p> <p>* Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the topic of reading.	<p>* Discussion: "How to become a green one?"</p> <ul style="list-style-type: none"> - Teacher raises the question and asks students to talk about it. 	Group work	5 mins

		<ul style="list-style-type: none"> - Teacher calls some students to speak out their ideas. 		
Lead in	<ul style="list-style-type: none"> - To lead in the lesson about Skills 1. - To develop the skill of locating specific words in the text. 	<ul style="list-style-type: none"> - Teacher leads to the new lesson: <i>"After this lesson, you will be completely green because I am going to give you some tips on becoming a green one."</i> * Set the scene: - Teacher says: <i>"We are going to read an interview about ways to go green at school"</i>. - Ask students to read the interview quickly and locate the words/ phrases from the box in the text. - Have them highlight the words/ phrases they have found. - Invite some students to share where they have found the words/ phrases. - If teacher uses slides, show the text with the highlighted words/ phrases to prepare for the next activity. 	T-Ss	2 mins
Pre-Reading (Pre-teach vocabulary)	To develop the skill of guessing the meaning of words/ phrases	<ul style="list-style-type: none"> * VOCABULARY: Matching (Ex. 2, p. 54) - Teacher tells students how to do the 	T-Ss	7 mins

	<p>in context.</p>	<p>activity: <i>“We have just located the words in the reading. Now, let’s read it again to find out their meaning by doing matching in exercise 2.”.</i></p> <ul style="list-style-type: none"> - Remind them to look again at the words / phrases that have been highlighted in Task 1 and read the surrounding sentences carefully to get the meaning of each word/ phrase, and then match the word/ phrase with the given meaning. - Have students do this exercise individually and then compare their answers with a classmate. - Ask for students’ answers. - Confirm the correct answers. - Ask students to give some examples with the words/ phrases. <p>Answer key:</p> <p>1. e 2. d 3. a 4. b 5. c</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> - charity (n) /'tʃær.ɪ.ti/ - recycling (n) /,ri: 'sai.klɪŋ/ 		
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		<ul style="list-style-type: none"> - creative (a) /kri'ei.tiv/ - swap (v) /swɑ:p/ - reusable (a) /ri 'ju:.zə.bl/ 		
While-Reading	To help students develop their reading skill for specific information (scanning).	<p>Answer the questions. (Ex. 3, p. 54)</p> <ul style="list-style-type: none"> - Teacher lets students look at Ex. 2 on p. 54: "To get to know more about how to become a green person, I would like you to work in groups of 4 to answer the questions in exercise 3." - Teacher tells them how to do this kind of exercise: <ul style="list-style-type: none"> + Reading the questions. + Underlining the key words. + Locating the key words in the text. + Reading that part and answering the questions. - Have students read the interview again to answer the questions. - Students can underline parts of the text that helped them with the answers. - Set a strict time limit to ensure students read quickly for information. - Have students 	<p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p>	10 mins

		<p>compare their answers before giving the answers to teacher.</p> <ul style="list-style-type: none"> - Ask them to give evidence when giving the answers. <p>Answer key:</p> <ol style="list-style-type: none"> 1. Ways to become greener at school. 2. Recycling bins. 3. Borrow books from the library. 4. Reusable water bottles. 5. Exchange old uniforms with friends or give them to charity. 		
Post-Reading	To check students' reading comprehension.	<p>* Retell</p> <ul style="list-style-type: none"> - Ask students to retell how to become a green one. - Teacher calls some students to retell in front of the class. - Teacher gives comments if necessary. 	T-Ss Ss-Ss	3 mins
Pre-Speaking	To give students a chance to discuss their opinions about green tips.	<p>Order the tips. (Ex. 4, p. 54)</p> <ul style="list-style-type: none"> - Have students work in groups to discuss and put the tips in order from the easiest to the most difficult. - They also think of ways to explain the 	Group work Ss-Ss	5 mins

		<p>reasons for their order.</p> <ul style="list-style-type: none"> - Ask a member from several of the groups to write their order on the board. Hold a class discussion about the orders. - Accept different answers as long as the groups can give out their reasons. - Elicit some other tips from students and quickly write them on the board. Students give comments on the tips. 	T-Ss	
While-Speaking	To give students a chance to share ways to reuse things.	<p>* Find creative ways to reuse old items. (Ex. 5, p. 54)</p> <ul style="list-style-type: none"> - Have students 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 	Ss-Ss	7 mins

		wins.		
Post-Speaking	To help students improve next time.	<ul style="list-style-type: none"> - Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation. - Teacher gives feedback and comments. 	T-Ss Ss-Ss	3 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To prepare for the next lesson Skills 2.	Do Exercise in the WB.	T-Ss	1 min

UNIT 11: OUR GREENER WORLD

Lesson 6: Skills 2

Lesson aim(s)

- By the end of the lesson, students will be able to:
- listen to get specific information about way to make the school a 'green' place;
 - write a paragraph about ways to make the school a 'green' place.

Materials (referenced)

- Grade 6 textbook, Unit 11, Skills 2
- Pictures
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge and experiences about the topic.	Prepare some hand-outs.
2. Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if any necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectations in explicit detail.- Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 11: OUR GREENER WORLD</p> <p>Lesson 6: Skills 2 (p.55)</p> <p>* Warm-up</p> <p>* Game: Brainstorming</p> <p>I. Listening:</p> <p>1. Fill in the blank. (Ex. 1, p. 55)</p> <p>2. True or False statements. (Ex. 2, p. 55)</p> <p>II. Writing:</p> <p>Write about ideas when you become the 3Rs club president.</p> <p>* Homework</p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To prepare for the new lesson.	<p>* Game:</p> <p>Brainstorming “What are the necessary qualities of the club president?”</p> <ul style="list-style-type: none"> - Teacher divides the class into 2 teams. - The team which has more correct answer will be the winner. 	<p>T-Ss</p> <p>Group work</p>	<p>5 mins</p>
Lead in	To introduce the new lesson.	<ul style="list-style-type: none"> - Teacher introduces students the content of the lesson today: + <i>We have just written down the qualities of a good president for the 3Rs club.</i> + <i>Now, let’s listen to Mi and Nick, they want to be voted to be the President.</i> + <i>What are they going to do for the club?</i> 	<p>T-Ss</p>	<p>1 min</p>

Pre-Listening	To develop the skill of listening for specific information.	<p>* Fill in the blanks. (Ex. 1, p. 55)</p> <ul style="list-style-type: none"> - Have students read the rubric of the first activity. - Have students guess the word/ number to fill each blank and write their guesses on the board. 	<p>T-Ss</p> <p>Group work</p>	3 mins
While-Listening	To help students develop their skill of listening for specific information.	<p>1. Fill in the blanks. (Ex. 1, p. 55)</p> <ul style="list-style-type: none"> - Play the recording and ask students to listen to fill the blanks and check their guesses. - Students work in pairs to compare their answers before teacher plays the recording the second time for pairs to check their answers. - Ask for students' answers. - Confirm the correct answers and write them on the board next to their guesses. <p>Answer key:</p> <ol style="list-style-type: none"> 1. 6A 2. recycling 3. book 4. 6E 5. bus 6. uniform 	<p>T-Ss</p> <p>Pair work</p> <p>T-Ss</p>	10 mins

		<p>Audio script: <i>Mi:</i> I'm Mi from class 6A. If I become the president of the Club, I'll first talk to my friends about putting a recycling bin in every classroom. We can reuse the things we have in these bins. Secondly, I'll organize some book fairs. Students can exchange their used books at these fairs. <i>Nam:</i> I'm Nam from class 6E. If I become the president of the Club, I'll encourage students to go to school by bus. It'll be fun and help the environment. Next, I'll organize some uniform fairs. This is where students can exchange used uniforms with other students.</p> <p>* True or False statements (Ex. 2, p. 55)</p> <ul style="list-style-type: none"> - Have students read the statements in 2 and tick T (True) or F (False) at the end of each statement without listening to the recording. - If they have any 		
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		<p>difficulty doing this, play the recording again.</p> <ul style="list-style-type: none"> - Have students compare their answers in pairs before giving teacher the answers. - Write the correct answers on the board. <p>Answer key: 1. F 2. T 3. F 4. T</p>		
Post-Listening	To develop student's speaking skill, using the available information and their background knowledge.	<p>* Retelling Invite one or two students to briefly describe what they have listened.</p>	Group work	5 mins
Pre-Writing	To help students generate ideas for their writing.	<p>Study skill – Writing - Teacher says: <i>“First, I would like you to read the study skills box. It is the use of connectors to show sequence.”</i></p> <p>1. Interview a classmate and take notes. (Ex. 3, p. 55)</p> <p>Name _____ Idea 1 _____ Idea 2 _____</p> <ul style="list-style-type: none"> - Have students work in pairs and interview each other to find out the two 	T-Ss Group work	5 mins

		<p>things they will do if they become the club president.</p> <ul style="list-style-type: none"> - Ask students to take notes of each other's ideas. - Ask students to expand their ideas by explaining the idea and/ or giving examples. - If time allows, have some students present their friend's ideas or write the ideas on the board. 		
While-Writing	To help students practise writing a paragraph about their classmates' ideas for the 3Rs club.	<p>2. Write it up. (Ex. 4, p. 55)</p> <ul style="list-style-type: none"> - Have students write individually based on the ideas they have had in 3. - If time allows, ask one student to write on the board. - Other students and teacher comment on the paragraph on the board. 	<p>T-Ss</p> <p>S</p> <p>T-Ss</p>	10 mins
Post-Writing	To peer check, cross check and final check students' writing.	<ul style="list-style-type: none"> - Teacher asks students to exchange their textbooks to check their friends' writing. - Teacher then gives feedback as a class discussion. 	<p>Ss-Ss</p> <p>T-Ss</p>	2 mins
Consolidation	To consolidate	Teacher asks students to talk about what	T-Ss	2 mins

	what students have learnt in the lesson.	they have learnt in the lesson.		
Homework	To allow students finalize their emails after being checked by friends and the teacher.	Rewrite the writing on your notebook.	T-Ss	1 min

UNIT 11: OUR GREENER WORLD

Lesson 7: Looking back & Project

Lesson aim(s)

- By the end of the lesson, students will be able to:
- review the vocabulary and grammar of Unit 11;
 - apply what they have learnt (vocabulary and grammar) into practice through a project.

Materials (referenced)

- Grade 6 textbook, Unit 11, Looking back & Project
- Pictures, A0 paper
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may have underdeveloped speaking, writing and co-operating skills when doing project.	<ul style="list-style-type: none">- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.
2. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectation in explicit detail.- Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 11: Our greener world</p> <p>Lesson 7: Looking back & Project</p> <p>* Warm-up</p> <p>Brainstorming: Reduce, reuse, and recycle. (Ex. 1, p. 56)</p> <p>I. Looking back:</p> <p>Task 1: Complete the sentences using a/an and the. (Ex. 2, p. 56)</p> <p>Task 2: Give the correct form of verbs in brackets. (Ex. 3, p. 56)</p> <p>Task 3: Combine sentences using a first conditional sentence. (Ex. 4, p. 56)</p> <p>II. Project:</p> <p>Creative ideas about reusing old things</p> <p>* Homework</p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To help students revise the vocabulary items they have learnt in the unit.	<p>* Brainstorming: (Ex 1, p. 54)</p> <ul style="list-style-type: none"> - Teacher divides the class into 3 big groups. - Each group will be assigned a name. - Teacher asks students to brainstorm all words related to recycle, reuse and reduce. - The group having the most suitable and correct answers is the winner. <p>Suggested answers:</p>	<p>T-Ss</p> <p>Group work</p>	5 mins
Looking back	To give practice in	Task 1: Complete the sentences using a/an		16 mins

	<p>using the articles <i>a/ an</i> and <i>the</i>.</p> <p>To provide further practice on the first conditional.</p>	<p>and the. (Ex. 2, p. 56)</p> <ul style="list-style-type: none"> - Have students do this exercise individually and then give the answers to teacher. - Confirm the correct answers. - If necessary, ask students to tell about the use of the articles before doing the exercise. <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> 1. a 2. an 3. The 4. a; The 5. a; an <p>Task 2: Give the correct form of verbs in brackets. (Ex. 3, p. 56)</p> <ul style="list-style-type: none"> - Have students revise the form and use of the first conditional. - Ask them to do this exercise individually then compare their answers with a partner. - Call on some students to write their answers on the board. - Confirm the correct answers. <p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. build; will be 2. will save; reuse 3. grow; will be 	<p>S</p> <p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>S</p> <p>Ss-Ss</p>	
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		<p>4. don't have; will be 5. are; will be</p> <p>Task 3: Combine sentences using a first conditional sentence. (Ex. 4, p. 56)</p> <ul style="list-style-type: none"> - Have students do this exercise individually then compare their answers with a partner. - Invite some students to write their answers on the board. - Give feedback and confirm the correct sentences. <p>Answer key:</p> <ol style="list-style-type: none"> 1. If we walk or cycle, we will be healthy. 2. If we use the car all the time, we will make the air dirty. 3. If you take a shower, you will save water. 4. If you make noise, your sister will not/ won't sleep. 5. If I see a used bottle on the road, I will put it in the bin. 	<p>S Ss-Ss</p> <p>T-Ss</p>	
Project	To allow students to apply what they have learnt (vocabulary and	<ul style="list-style-type: none"> - Ask students to look at the pictures and discuss the two questions in pairs. - Elicit the answers from students. - Now ask students to 	T-Ss	20 mins

	grammar) into practice through a project.	<p>work in pairs or groups to do the project.</p> <ul style="list-style-type: none"> - Students follow the instructions in the book. - Remember to have a 'Show and tell' session and vote for the best product(s). - If teacher thinks there may be little time in this lesson for the project, teacher can assign the project in earlier lessons such as in Getting Started lesson. - Make sure you guide them carefully and check their progress after each lesson. In the last lesson (Looking back), ask students to present their products to the class. 	<p>Group work</p> <p>T-Ss</p>	
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To prepare for the next lesson.	Prepare for the next lesson 1: Unit 12 – Getting started.	T-Ss	1 min

*Pictures' source: From Internet