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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 94** |

**LESSON 6D: BE GREEN**

**Everyday English (Page 101)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- learn and practise pronunciation: word stress, speak with correct pronunciation and intonation.

- practise reading and listening for specific information.

- make a dialogue (asking for suggestions – agreeing/ disagreeing).

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical, critical thinking skills.

**1.3. Attributes**

- become responsible people and be aware of protecting environment.

- develop their patriotism, kindness, honesty.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB – Phần mềm tương tác trực quan, projector/interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Identify expressions.  - Listen and read to answer the question.  - Act out a dialogue.  **-** Make a dialogue.  - Listen and repeat. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ pronunciation.  - Ss’ dialogue.  - Ss’ pronunciation. | - Observation.  - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to help Ss brainstorm the topic and introduce some expressions of agreement and disagreement.

b. Content: Identifying the expressions.

c. Expected outcomes: Ss can recall the expressions and think about the topic.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Which expressions below are agreements or disagreements?**  1. That’s a great idea.  2. I don’t think so.  3. I don’t know about that.  4. I couldn’t agree more.  - Write the sentences on the board.  - Ask Ss to tell which ones are agreement/ disagreement.  - Give feedbacks and lead to the new lesson. | - Classify the expressions.  ***Suggested answers:***  *- Agreement: 1,4*  *- Disagreement: 2,3* |

**B. Pre – speaking: 10 minutes**

a. Objectives: to give Ss a sample dialogue for speaking, listen and read for specific information, identify the phrases/sentences to ask for suggestions and to agree/disagree; practise the word stress.

b. Content: task 1 and pronunciation.

c. Expected outcomes: Ss can understand the dialogue and do the task correctly; put tress on the words correctly.

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1**: **a) Listen and read the dialogue. What are Amelia’s suggestions?**  **Dan** It’s Environment Day at school next Friday. What shall we do? **Amelia** We could 1) encourage everyone to walk or ride their bikes to school. **Dan** I don’t think so. I think 2) most people already walk to school. **Amelia** How about 3) planting trees around the edge of the school fled? **Dan** What a good idea! How can we organise it? **Amelia** Well, first we’ll have to 4) ask for permission from the head teacher. Then, we’ll have to 5) buy the trees. Dan I don’t know about that. 6) That will be very expensive. Maybe we can 7) visit some local gardening centers and ask them to donate small trees. **Amelia** You’re right. That’s a great plan!  - Play the recording, using the IWB.  - Ask Ss to listen to and read the dialogue and find the answer to the question. - Check Ss’ answers.  **b) Which phrases/sentences do we use to ask for suggestions? to agree? to disagree?**  - Ask Ss to read the dialogue carefully and to identify the phrases/sentences to ask for suggestions and to agree/disagree. - Check Ss’ answers | - Listen and read the dialogue to answer the question.  - Check answers.  ***Answer Key*** *To walk or ride their bikes to school and to* *plant trees around the edge of the school* *field*  - Read the dialogue carefully and identify the phrases/sentences to ask for suggestions and to agree/disagree.  - Check answers.  ***Answer Keys*** ***Asking for suggestions:*** *• What shall we do?* *• We could... .* *• How about...?* *• Maybe we can... .* ***Agreeing:*** *• What’s a good idea!* *• You’re right.* ***Disagree:*** *• I don’t think so.* *• I don’t know about that.* |
| **PRONUNCIATION: WORD STRESS**  **Listen and underline the stressed syllables. Then practise saying them with a partner.** • yoghurt • magazine • banana • compost  • plastic • batteries • permission • ticket  • classroom • cola  - Play the recording, using the IWB. Elicit the stressed syllables. - Play the recording, using the IWB again with pauses for Ss to listen and repeat chorally and/or individually. - Check Ss’ pronunciation. | - Listen to the recording and do the task.  - Check answers.  - Practise saying the words.  ***Answer Keys*** |

**C. While – speaking: 15 minutes**

a. Objectives: to help Ss practise and make the dialogue (asking for suggestions – agreeing/ disagreeing) successfully.

b. Content: task 2 and task 3.

c. Expected outcomes: Ss can act out the dialogue with right intonation and rhythm; make the similar dialogue.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 2: Take roles and read the dialogue aloud. Mind your intonation and rhythm.**  - Ask Ss to take roles and act out the dialogue in pairs. - Then ask some pairs to act out the dialogue in front of the class. - Correct their pronunciation, intonation and rhythm as necessary. | - Take roles and act out the dialogue in pairs.  - Mind intonation and rhythm. |
| **Task 3: Act out a dialogue similar to the one in Exercise 1. Use the prompts below for the underlined phrases/sentences. Mind the** **sentence stress.** Recycling Week 1. encourage everyone to recycle at home 2. most people already recycle at home. 3. putting recycling bins around the school 4. ask for permission 5. buy big bins to put outside the school 6. people won’t use them 7. put small bins in each classroom for paper and ones for plastic and metal around school  - Explain the situation and ask Ss to take roles in pairs and act out a similar dialogue to the one in Exercise 1. - Tell Ss that they will use the prompts to help them complete the task. - Monitor the activity around the class. | - Listen to teacher’s explanation.  - Read the prompts.  - Work in pairs to make the dialogue. |

**D. Post – speaking: 10 minutes**

a. Objectives: to help Ss practise public speaking skills, express their ideas in front of class.

b. Content: dialogue in Task 3.

c. Expected outcomes: Ss can make and practise a dialogue and present it in front of class.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| - Ask some pairs to act out their dialogue in front of class.  - Give comments. | - Act out the dialogue in front of class.  ***Suggested answer***  *A: It’s Recycling Week at school next week.* *What shall we do?* *B: We could encourage everyone to recycle* *at home.* *A: I don’t think so. I think most people already do that.* *B: How about putting recycling bins around the school?* *A: What a good idea! How can we organise* *it?* *B: Well, first we’ll have to ask for permission* *from the head teacher. Then, we’ll have to buy big bins to put outside the school.* *A: I don’t know about that. People won’t use them. Maybe we can put small bins in each classroom for paper, and ones for plastic and metal around the school.* *B: You’re right. That’s a great plan!* |

**E. Consolidation and homework assignments: 5 minutes**

**-** Pronunciation: word tress.

- Do the exercises in workbook on page 51.

- Prepare the next lesson: Grammar 6e (page 102).

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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