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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 90** |

**UNIT 6: BE GREEN**

**Reading 6a – Vocabulary expansion and further practice (page 97)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- learn and use some verb phrases: *start a recycling club, grow organic fruit & vegetables, create art from recycled materials, build a birdhouse, do environmental projects, organise a clean-up day.*

- review some prepositions.

- make suggestions about green activities.

- make a poster about environment.

- practice presentation skills.

- improve listening skills and pronunciation.

**1.2. Competences**

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

**1.3. Attributes**

- build their love for nature and protect the 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** |
| - Answer the question.  **-** Fill in the blanks.  - Choose the correct prepositions.  - Make a poster and present to the class. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ poster/ presentation. | - Observation.  - Observation.  - Observation.  - Observation/ peer correction. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to introduce the topic and review vocabulary related to the topic.

b. Content: information about their school.

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

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Fill in the blanks with these words: *greenhouse, organic, installed, recycled***  1*. Gladys grows a lot of tomatoes in her \_\_\_\_\_.*  *2. This newspaper is made of \_\_\_\_\_ paper.*  *3. The computer need to be\_\_\_\_\_ new programme.*  *4. There are a lot of\_\_\_\_\_\_ vegetables in Sue’s garden.*  - Show the sentences and ask Ss to fill in the blanks with four giving words.  - Check Ss’ answers.  - Lead to new lesson. | - Read the sentences and fill in the blanks with four giving words.  - Take notes.  ***Answer Keys***  *1. greenhouse*  *2. recycled*  *3. installed*  *4. organic* |

**B. Vocabulary Presentation: 10 minutes**

a. Objectives: to present and practise new words for school green activities.

b. Content: Task 1.

c. Expected outcomes: Ss can know and remember the meaning of the words.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 4: Fill in each gap with *organise, build, create, start, grow or do*. Listen and check.**  - Ask Ss to read out the words in the list, look at the pictures (using the IWB) and then fill in the descriptions with the correct verbs. - Play the recording, using the IWB. | - Read the words in the list and do the task.  - Listen to the recording and check answers.  ***Answer Keys***  *1. start a recycling club*  *2. grow organic fruit & vegetables*  *3. create art from recycled materials*  *4. build a birdhouse*  *5. do environmental projects*  *6. organise a clean-up day* |

**C. Vocabulary Practice: 15 minutes**

a. Objectives: to help Ss practise new vocabulary about school green activities, make suggestions and review some prepositional phrases.

b. Content: task 5 and task 6.

c. Expected outcomes: Ss can remember new words, prepositional phrases and make suggestions.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 5: Use the ideas in Exercise 4 to make suggestions about green activities at your school as in the example. Use the language in the box.**  *Example:*  *A: How about starting a recycling club? B: That’s a great idea!*  - Read out the Making Suggestions box (using the IWB). - Explain the task and ask two Ss to model the example dialogue. - Then ask Ss to act out similar dialogues in pairs using the useful language in the box following the example. - Monitor the activity around the class and then ask some pairs to tell the class. | - Read the language box.  - Model the example dialogue.  - Work in pairs to act out similar dialogues in pairs using the useful language in the box following the example.  - Present the dialogue to the class.  ***Suggested Answer***  *2 A: What about growing organic fruit and vegetables? B: That’s a great idea. 3 A: Why don’t we create art from recycled materials? B: That’s a great idea. 4 A: We could build a birdhouse. B: That’s a great idea. 5 A: How about doing environmental projects? B: That’s a great idea. 6 A: Why don’t we organise a clean-up day? B: That’s a great idea.* |
| **Task 6: Choose the correct preposition.  Walk to School Plan** Do you live close 1) **in/by**? Then why not walk to school instead of travelling here 2) **on/by** car? We’re starting a Walk to School plan and we want everyone to join in! The first day of the plan will be 3) **in/on** Friday. For more information, talk 4) **to/for** Mr. Richards.  - Explain the task (using the IWB) and give Ss time to read the text and choose the correct prepositions. - Check Ss’ answers. | - Listen to teacher’s explanation and do the task.  ***Answer Keys***  *1.by 2.by 3.in 4. to* |

**D. Vocabulary Production: - 10 minutes**

a. Objectives: to help Ss expand the topic, develop research skills and speaking skills; prepare a poster and present it.

b. Content: task 7.

c. Expected outcomes: Ss can research, make posters and present it to the class.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 7: What can you do to make your school more eco-friendly? Think of five things, prepare a poster and present it to the class.**  - Give Ss time to research online for information about eco-friendly activities and prepare a poster. - Tell Ss to use the example to help them and then ask various Ss to present it to the class. | - Research online for information about eco-friendly activities and prepare a poster.  - Present the poster to the class.  ***Suggested Answer:*** |

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

**-** Vocabulary: *start a recycling club, grow organic fruit & vegetables, create art from recycled materials, build a birdhouse, do environmental projects, organise a clean-up day.*

- Do the exercises in workbook on page 48.

- Do the vocabulary exercise in TA7 Right On! Notebook pages 44, 45.

- Prepare the next lesson: Grammar 6b (page 98).

**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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