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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 100** |

**UNIT 6: BE GREEN**

**Right on (Page 107)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

**-** review some words and phrases to talk about environment.

- create a poster about Environment Day at their school.

- improve public speaking skills.

- develop making decisions skills.

**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** |
| - Answer the questions.  - Create a poster about Environment Day at their school.  - Present the poster to the class.  - Explain the quote.  - Talk about Earth day activities. | **-** Ss’ answers.  - Ss’ poster.  - Ss’ presentation.  - Ss’ answers.  - Ss’ answers/ presentation. | - Observation.  - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to help Ss brainstorm the topic.

b. Content: Answering the questions.

c. Expected outcomes: Ss can think about the topic and recall the information learnt before.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Answer the questions**  1. Have you ever joined an environment day? 2. What did you do in that day?  - Ask Ss to answer the questions.  - Give feedbacks and lead to new lesson. | - Answer the questions.  ***Suggested answers*:**  *- use less water*  *- ride a bike or walk to school*  *- plant trees*  *- use less energy*  *- collect litter*  - Listen to the teacher and take notes. |

**B. Presentation: 10 minutes**

a. Objectives: to present the environment day and create a poster about it.

b. Content: task 1.

c. Expected outcomes: Ss can create a poster about environment day.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1:** **It’s Environment Day at your school. Create a poster about what we can do to protect the environment.**  - Explain the environment day (using the IWB).  - Give Ss time to research online for information about what can we do to protect the environment and prepare a poster. | - Research online for information about what we do to protect environment.  - Create a poster about it. |

**C. Practice: 15 minutes**

a. Objectives: to help Ss develop public speaking skills and critical thinking skill.

b. Content: task 2 and task 3.

c. Expected outcomes: Ss can make a presentation about their poster; understand the quote.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 2:** **Use the poster in Exercise 1 to give a presentation to the class.**  - Ask Ss to work in groups and give them time prepare a presentation. - Ask various Ss to give their presentations to the class. | - Work in groups to prepare a presentation about the poster in Exercise 1.  - Give presentations to the class.  ***Suggested Answer***  *As David Orr said: ‘When we heal the Earth, we heal ourselves.’ But how can we start healing the Earth? What can we do in our daily lives to protect the environment? At home, we can use less water by having showers or turning off the tap when we brush our teeth. To save electricity, we can turn off the lights when we leave a room and switch off all electrical devices that are on standby. We shouldn’t waste food, either. We should only buy as much as we need and use what is left on our plates for compost. Outside the home, we should walk or ride our bikes instead of driving everywhere. We can also organise special events to plant trees and pick up litter. Finally, at school, we can use energy-efficient light bulbs and grow our own fruit and vegetables in a school greenhouse. There are so many ways for us to protect the environment. Start right here and right now. We should all help. Thanks for listening.* |
| **Task 3:** **Explain the quote.**  *No water, no life. No blue, no green.  Sylvia Earle*  - Use IWB to show the picture and the quote. Give Ss time to read the quote and think about what it means. - Then ask various Ss to share their ideas with the class. | - Read the quote and think about its meaning.  - Share ideas to the class.  ***Suggested Answer***  *I think the quotation from Sylvia Earle means*  *that there would be no blue sea and green*  *trees without water.* |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: task 4.

c. Expected outcomes: Ss can make decisions and develop thinking skills.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 4: It’s Earth Day at your school. Think of activities to celebrate it, *e.g. plant trees, watch documentaries, create green art,* etc. The class selects three of the ideas.**  - Ask Ss to work in small groups and think of ideas to celebrate Earth Day at their school. - Ask groups to present their ideas to the class. - Have the class vote for the three they like the best. | - Work in small groups and think of ideas to celebrate Earth Day at their school.  - Present ideas to the class.  - Vote for the three ideas they like best.  ***Suggested Answer:***  *clean-up the local park, have a talk about the environment, create a school garden, switch off all electricity for an hour, etc.* |

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

**-** Review some words and phrases to talk about environment.

- Do the exercises in workbook on pages 56-57.

- Prepare the next lesson: Progress Check (page 108-109).

**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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