**School:**

**Teacher’s name:**

**Class:**

**LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

**UNIT 11: OUR GREENER WORLD**

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

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Get an overview about the topic *“Our greener world”.*

- Use the words for things that can be reduced, reused and recycled.

**2. Competences**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and team work.

- Join in class activities actively.

- Develop self-study skills.

**3. Personal qualities**

- Be responsible for protecting the environment and making the world greener.

**II. MATERIALS**

- Grade 6 textbook, Unit 11, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. reusable | /ˌriːˈjuː.zə.bəl/ | able to be used again or more than once. | có thể tái sử dụng |
| 2. plastic | /ˈplæs.tɪk/ | a synthetic material made from a wide range of organic polymers such as polyethylene, PVC, nylon,... | nhựa |
| 3. deforestation (n) | /diːˌfɒr.ɪˈsteɪ.ʃən/ | the [cutting](https://dictionary.cambridge.org/dictionary/english/cutting) down of [trees](https://dictionary.cambridge.org/dictionary/english/sycamore) in a [large](https://dictionary.cambridge.org/dictionary/english/large) [area](https://dictionary.cambridge.org/dictionary/english/area), or the [destruction](https://dictionary.cambridge.org/dictionary/english/destruction) of [forests](https://dictionary.cambridge.org/dictionary/english/forest) by [people](https://dictionary.cambridge.org/dictionary/english/people). | phá rừng |
| 4. pollute (v) | /pəˈluːt | to make an [area](https://dictionary.cambridge.org/dictionary/english/area) or [substance](https://dictionary.cambridge.org/dictionary/english/substance), usually [air](https://dictionary.cambridge.org/dictionary/english/air), [water](https://dictionary.cambridge.org/dictionary/english/water), or [soil](https://dictionary.cambridge.org/dictionary/english/soil), [dirty](https://dictionary.cambridge.org/dictionary/english/dirty) or [harmful](https://dictionary.cambridge.org/dictionary/english/harm) to [people](https://dictionary.cambridge.org/dictionary/english/people), [animals](https://dictionary.cambridge.org/dictionary/english/animal), and [plants](https://dictionary.cambridge.org/dictionary/english/plant), [especially](https://dictionary.cambridge.org/dictionary/english/especially) by [adding](https://dictionary.cambridge.org/dictionary/english/add) [harmful](https://dictionary.cambridge.org/dictionary/english/harm) [chemicals](https://dictionary.cambridge.org/dictionary/english/chemical). | ô nhiễm |
| 5. pollution (n) | /pəˈluː.ʃən/ | damage caused to water, air, etc. by harmful substances or waste. | sự ô nhiễm |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| - Students may lack knowledge and experiences about the 3Rs  - Teachers should get some general knowledge of GOING GREEN. | - Encourage students to work in groups so that they can help each other.  - Give short, clear instructions and help if necessary.  - Preparing some handouts in which key language of the 3Rs:  + 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.  G: generate less waste  R: recycle everything that cannot be reused  E: educate the community on eco-friendly options  E: evaluate the environment impact of actions  N: nourish discussions and activities that integrate. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To introduce the topic of the unit.

- To set the context for the listening and reading part.

**b. Content:**

**-** Chitchatting

**c. Expected outcomes:**

- Students can answer some open questions related to the topic of environmental protection.

**d. Organization:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Chitchatting**  - Teacher shows some green world pictures and asks students some questions.  **Lead-in the topic of the unit:**  - 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 "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. | - Ss look at the photos and answer the questions individually.  - Ss open their book and write. | ***Suggested picture and question:***  *Do you like to live in a green world? Why or why not?* |

**e. Assessment**

**-** T observes and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To provide students with new words related to the topic *“Our greener world”.*

- To help students be well-prepared for the listening and reading tasks.

**b. Content:**

**-** Vocabulary pre-teaching.

**c. Expected outcomes:**

**-** Students can identify some new words related to protecting the environment and make the world greener.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary:**  - Teacher gives the meaning of the new words and asks students to guess the words.  - Teacher explains more by showing pictures or giving explanations.  - Teacher asks students to give the Vietnamese meanings of the words. | - Students listen to the teacher’s explanation and guess the words. | **New words:**  *1. reusable (a):*  *2. plastic (n)*  *3. deforestation (n)*  *4. pollute (v)*  *5. pollution (n)* |

**e. Assessment**

- Teacher checks students’ pronunciation & understanding, and gives feedback.

**3. ACTIVITY 2: PRACTICE** (30 mins)

**a. Objectives:**

- To set the context for the introductory text.

- To help Ss understand the text in depth.

- To draw Ss’ attention to the first conditional.

- To develop Ss’ knowledge of the vocabulary for how to help the environment.

**b. Content:**

-Task 1: Listen and read. (p.48)

- Task 2: Read the conversation again. Complete the following sentences. Use no more than three words in each blank. (p.49)

- Task 3: Based on the ideas in the conversation, match the first half of the sentence in column A with its second half in column B. (p.49)

- Task 4: Match the pictures with the ways to help the environment. (p.49)

**c. Expected outcomes:**

**-** Students have an overview of the topic and do the tasks successfully.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read.** (8 mins) | | |
| - Ask Ss to look at the pictures on pages 48 - 49 and answer the questions  - 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.  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while listening and reading.  - Invite some pairs of Ss to read the conversation aloud.  - Ask Ss what exactly Mi and Nick talked about. Now confirm the correct answer. (They talked about ways to go green.)  - Have Ss say the words in the text that they think are related to the topic *“Our greener world”*. Quickly write the words on one part of the board. Comment on Ss’ answers. | - Ss look at the picture and answer the questions.  - Ss listen to the recording and follow the teacher’s instructions.  - Ss read the conversation aloud. | ***Suggested questions and answers:***  *1. Who are they?*  *→ Nick and Mi.*  *2. Where are they?*  *→ At the supermarket.*  *3. What might they be talking about?*  *→ Ways to go green.* |
| **Task 2: Read the conversation again. Complete the following sentences. Use no more than three words in each blank.** (7 mins) | | |
| - Ask Ss to work independently to fill each blank with the word(s) from the conversation. Ask them how to do this exercise. T may once again instruct them how to do the exercise: (1) read the sentence and identify the kind of information to fill the blank; (2) read the conversation and locate the place to find the word(s) to fill the blank. Model with the first sentence.  - Allow Ss to share answers before discussing them as a class. Write the correct answers on the board. | - Ss work independently to do the activity.  - Ss compare the answers in pairs. | ***Answer key:***  *1. a picnic*  *2. plastic one*  *3. the check-out*  *4. a reusable*  *5. she’s cycling* |
| **Task 3: Based on the ideas in the conversation, match the first half of the sentence in column A with its second half in column B.** (8 mins) | | |
| - First, ask Ss to read columns 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.  - Tell Ss that sentences 2 and 3 are first conditional sentences and they will learn about this grammar point in A CLOSER LOOK 2. | - Ss follow the teacher’s instructions  - Ss read the conversation again and work independently to do the activity.  - Students share and check the answers. | ***Answer key:***  *1. b*  *2. c*  *3. a* |
| **Task 4: Match the pictures with the ways to help the environment.** (7 mins) | | |
| - Have Ss 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 Ss to match the pictures with ways to help the environment. Have some Ss share their answers. Confirm the correct answers.  - Ask Ss to add any other ways to save the environment they know. | - Ss work in pairs to discuss before sharing with the whole class.  - Ss match each picture with ways to help the environment.  - Ss share their answers. | ***Answer key:***  1. c  2. a  3. b  4. e  5. d |

**e. Assessment**

- Teacher checks students’ exercises individually and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To provide Ss with an opportunity to communicate with each other, using the vocabulary

they have learnt.

**b. Content:**

- Task 5: Game: “Find someone who…”. Work in groups. Ask and answer to find someone who does the things in 4. (p.49)

**c. Expected outcomes:**

- Ss can use vocabulary related to the topic of environmental protection to communicate with each other.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 5: Game: “Find someone who…”. Work in groups. Ask and answer to find someone who does the things in 4.** (10 mins) | | |
| - Ask Ss to work in groups. Give each group a handout with the table.  - Model the way to ask questions and answers with a student *(e.g. Nam, do you use reusable bags?, etc.).*  - Ask each group to choose one student to ask the questions and another student to record the answers and report the results. Give Ss 5 - 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 Ss to share their findings to the class. | - Students work in groups to ask and answer.  - Ss follow the teacher's instruction.  - Students perform in front of the class. | ***Students’ own answers.*** |

**e. Assessment**

- Teacher and other Ss listen to the instructions and comment.

**5. CONSOLIDATION**

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Start preparing for the Project of the unit:

Teacher randomly puts Ss in pairs or groups and asks them to create ideas about reusing old things. Ss will choose a used object (a bottle, a sheet of paper,...) and make something new from it and decorate it. Students will bring it to class in “Lesson 7 – Looking back and Project” and do a “show and tell” about it. (Teachers should check the progress of students’ preparation after each lesson.)

**Board plan**

| *Date of teaching*  **Unit 11: Our greener world**  **Lesson 1: Getting started**  **\* Warm-up**  Chitchatting  **\* Vocabulary**  1. reusable (a)  2. plastic (n)  3. deforestation (n)  4. pollute (v)  5. pollution (n)  -Task 1: Listen and read  - Task 2: Read and complete the sentences.  - Task 3: Match column A and B.  - Task 4: Match the pictures.  - Task 5: Game: “Find someone who…”  **\*Homework** |
| --- |

**UNIT 11: OUR GREENER WORLD**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use the lexical items related to the topic *“Our greener world”*

- Say sentences with correct rhythm

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be responsible for protecting the environment and making the world greener.

**II. MATERIALS**

- Grade 6 textbook, Unit 11, A closer look 1

- Computer connected to the Internet

- Pictures and a video clip

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. reduce (v) | /rɪˈdʒuːs/ | make something smaller or less in amount, degree, or size. | giảm |
| 2. reuse (v) | /ˌriːˈjuːz/ | to use something again | tái sử dụng |
| 3. recycle (v) | /ˌriːˈsaɪ.kəl/ | to use something again for a different purpose | tái chế |
| 4. plastic bag (n) | /ˈplæs.tɪk bæɡ/ | a synthetic material made from a wide range of organic polymers such as polyethylene, PVC, nylon,... | túi nhựa |
| 5. rubbish | /ˈrʌb.ɪʃ/ | material that is considered unimportant or valueless. | rác thải |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of some lexical items. |
| Students may have underdeveloped listening, speaking and co-operating skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary and its pronunciation.

**b. Content:**

**-** Greetings chatting

**c. Expected outcomes:**

**-** Students can revise vocabulary related to places

**d. Organization:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Greeting chatting**  - Teacher shows some green world pictures and asks students some questions.  - Teacher encourages Ss to give short answers, and tries to call as many students as she can.  **Lead-in the lesson about vocabulary:**  **-** Teacher leads Ss into the lesson by telling them that *“In today's lesson, we are going to learn more about 3Rs and how we can save the environment”.* | - Ss work individually to do the activity. | ***Suggested questions and answers:***  *1. What advantages does a green world have?*  *→ Fresh air, healthy food, more exercise, less stress and so on.*  *2. What does it look like?*  *→ A lot of trees. People are not in a hurry, no traffic jams,...* |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: VOCABULARY** (15 mins)

**a. Objectives:**

- To teach the terms *reduce, reuse, and recycle*.

- To revise / teach the words for things that can be reduced, reused and recycled.

- To help Ss categorize things that can be reduced, reused and recycled.

**b. Content:**

**-** Task 1: The three Rs stand for “Reduce - Reuse - Recycle”. Draw a line from a symbol in column A to its matching word in column B and its meaning in column C. (p.50)

- Task 2: Write a word / phrase in the box under each picture. (p.50)

- Task 3: Work in pairs. Put the words / phrases from task 2 into groups. Some words / phrases can belong to more than one group. (p. 50)

**c. Expected outcomes:**

**-** Students can utilize the terms “reduce, reuse, and recycle” correctly in context.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: The three Rs stand for “Reduce - Reuse - Recycle”. Draw a line from a symbol in column A to its matching word in column B and its meaning in column C. (5 mins)** | | |
| - 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 its 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.  - For stronger classes, elicit the difference between “recycle” and “reuse” from Ss. Explain the difference between these two terms again if necessary:  *+ Recycle 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.*  *+ Reuse 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 vase, or a butter container can be used to grow a small plant.* | - Ss read the information and follow the teacher’s instructions.  - Ss work in pairs to compare their answers. | ***Answer key:*** |
| **Task 2: Write a word / phrase in the box under each picture. (5 mins)** | | |
| - Have 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 organized as a competition. Whichever pair finishes the activity first wins and can go to the board to write their answers. Confirm the correct answers. | - Students work in pairs to do this activity.  - A few pairs of students write the words on the board. | ***Answer key:***  *1. rubbish*  *2. plastic bag*  *3. glass*  *4. plastic bottle*  *5. noise*  *6. paper*  *7. water*  *8. clothes* |
| **Task 3: Work in pairs. Put the words / phrases from task 2 into groups. Some words / phrases can belong to more than one group. (5 mins)** | | |
| - Have Ss work in pairs to 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. Discuss the answers with the class.  - Teacher elicits some more words for each group from Ss. Here are some suggested words:  *• Reduce: electricity, gas*  *• Reuse: envelope, carton box, textbook*  *• Recycle: newspaper, textbook, plastic container.* | - Ss work in pairs to put the words in appropriate groups.  - Ss follow the teacher’s instructions. | ***Suggested answer:***  *-* ***Reduce****: rubbish, plastic bag, noise, plastic bottle, paper, water.*  *-* ***Reuse****: plastic bag, glass, plastic bottle, paper, water, clothes.*  *-* ***Recycle****: rubbish, plastic bag, glass, plastic bottle, paper.* |

**e. Assessment**

- Teacher observes and gives feedback.

**3. ACTIVITY 2: PRONUNCIATION** (15 mins)

**a. Objectives:**

- To get Ss familiar with rhythm in sentences.

- To give Ss further practice with rhythm in sentences.

**b. Content:**

-Task 4: Listen to these sentences, then repeat. Pay attention to the bold syllables. (p.51)

- Task 5: Listen to the conversation. Pay attention to the bold syllables. Then practice the conversation with a classmate. (p.51)

**c. Expected outcomes:**

**-** Students can say the sentences with a natural rhythm.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Listen to these sentences, then repeat. Pay attention to the bold syllables. (7 mins)** | | |
| ***Pronunciation****:*  - Tell Ss that in English, the stressed and unstressed syllables combine to make rhythm in a sentence. Ss have learnt about stress in two-syllable words, so T can remind them of the stress rule in two-syllable words (put stress on the first syllable in nouns and adjectives).  - In the sentences the bold parts are the stressed syllables. The aim of this activity is only to raise Ss’ awareness of rhythm. It is not necessary to teach them in detail.  - Play the recording for Ss to listen to the sentences. Have them pay attention to the bold parts. Play the recording of each sentence again for Ss to repeat in chorus. Have Ss work in pairs to practice reading the sentences. Call on some Ss to read the sentences aloud. Comment on Ss’ pronunciation. | - Ss listen to the teacher’s instructions.  - Ss listen to the recording and repeat.  - Students work in pairs to practice. | ***Audio script:***  *1. If you* ***cy****cle, it’ll* ***help*** *the* ***Earth****.*  *2.* ***Wa****ter is* ***good*** *for your* ***bo****dy.*  *3. The* ***stu****dents are* ***plan****ting* ***trees*** *in the* ***gar****den.*  *4. Is it* ***bet****ter to* ***use******pa****per* ***bags****?*  *5. We are* ***hap****py to* ***walk*** *to* ***school****.* |
| **Task 5: Listen to the conversation. Pay attention to the bold syllables. Then practice the conversation with a classmate. (8 mins)** | | |
| - Play the recording for Ss to listen to the conversation. Have them pay attention to the bold parts.  - Play the recording of each sentence again for Ss to repeat in chorus. Have Ss work in pairs to practice reading the conversation. Call on some Ss to read the conversation aloud. Comment on Ss’ pronunciation. | - Ss listen to the recording and repeat.  - Ss work in pairs to practice. | ***Audio script:***  *Vy:* ***What*** *are you* ***do****ing?*  *Mi: I’m* ***wri****ting an* ***ar****ticle about* ***go****ing* ***green****.*  *Vy:* ***Great****! I’m* ***wri****ting a* ***po****em about the* ***3Rs****.*  *Mi:* ***Let*** *me* ***read*** *it.*  *Vy: I’m still* ***wri****ting.* ***Wait*** *for a* ***mi****nute.* |

**e. Assessment**

- Teacher observes and checks the students' pronunciation and gives feedback.

**4. ACTIVITY 3: EXTRA ACTIVITY** (5 mins)

**a. Objectives:**

- To give students a chance to apply and challenge what they have learnt with more challenging tasks.

**b. Content:**

- Game: Board race

**c. Expected outcomes:**

- Ss join the challenge enthusiastically.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Board race**  - T divides the class into 2 teams, giving each team a different colored pen. Draw a line in the middle of the board and write a topic at the top: “Objects can be:  *• Reduce*  *• Reuse*  *• Recycle”*  - Ask students to write some words related to the topic and take turns writing.  - Each correct word is equivalent to 1 point, incorrect or illegible words do not count. | - Students follow the teacher’s instructions and join the game. | ***Suggested word:***  *plastic bag, plastic bottle, paper,...* |

**e. Assessment**

- Teacher observes, checks students’ mistakes if needed and gives feedback.

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Find more words in the topic “Going green” so they can continue playing the “Understanding” game with each other in the next lesson.

**Board plan**

| *Date of teaching*  **Unit 11: Our greener world**  **Lesson 2: A closer look 1**  **\* Warm-up**  Greetings chatting  **Vocabulary**  **-** Task 1: Match column A, B and C  - Task 2: Write the words / phrases under each picture.  - Task 3: Pair-work: Put the words / phrases  **Pronunciation**  -Task 4: Listen and repeat  - Task 5: Listen and practice.  **Extra activity**  - Game: Board race  **\* Homework** |
| --- |

**UNIT 11: OUR GREENER WORLD**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Use the articles correctly.

- Use the first conditional to talk about possibilities.

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

**3. Personal qualities**

- Be responsible for protecting the environment and making the world greener.

**II. MATERIALS**

- Grade 6 textbook, Unit 11, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Grammar point** | | **Example** |
| --- | --- | --- |
| *Two kinds of articles in English.* | *1. Indefinite article:*  **a/an a + consonant sound**  **an + vowel sound (a, e, i, o, u)** | *E.g.*  *a bag*  *an apple* |
| *2. Definite article: the*  **the /ðə/ + consonant sound**  the /ðiː/ + vowel sound (a, e, i, o, u) | *E.g.*  *the bag*  *the apple* |
| *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.**  • If clause goes with present simple  • Main clause goes with future simple | *E.g:*  *- If you use less paper, you will save a lot of trees.*  *- If we are friendlier to the environment, we won't have to suffer from pollution.* |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may find it hard to distinguish the vowel sound or the consonant sounds. | - Prepare some adjective basic sound cards to remind them  - Let them get use to the sounds |
| Some students will not get used to making sentences using the first conditional sentences. | - Encourage students not to be afraid of making  mistakes.  - Correct them, lead them step-by-step. Practice makes perfect. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge and vocabulary related to the targeted grammar.

**b. Content:**

**-** Game: Crossword.

**c. Expected outcomes:**

**-** Students join the game enthusiastically and gain knowledge on the topic.

**d. Organization:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Crossword (PPT)**  - Teacher divides the class into 2 groups.  - Teacher prepares the PPT slides for the crosswords, students take turns to answer and get points for their group.  - The one who can get the key word wins the game.  **Lead-in the targeted grammar of the article**  - Teacher asks students how they understand the word ARTICLES.  - Write two sentences with articles on the board.  *This is* ***a*** *book.*  ***The*** *book on the table is my favorite.*  - 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. | - Students work in groups to do the activity.  - Students raise their hands to answer and find the key word. | ***Answer key:***  GL**A**SS  PAPE**R**  PLAS**T**IC  RUBB**I**SH  RECY**C**LE  WA**L**K  CLOTH**E**S  REU**S**E  Key word: **ARTICLES** |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To help Ss learn how to use the article “a/an/the”.

**b. Content:**

- Grammar point presentation: Articles

**c. Expected outcomes:**

**-** Students are able to identify the formation and use of “a/an” and “the”.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Grammar: Article**  - There are two kinds of articles in English: the indefinite article (a/an) and the definite article (the).  **We use “a/an”**  - with singular countable nouns when we are talking about them in general.  *Example: An ant is a tiny animal.*  - after the verbs to be and to have.  *Example: I'm a student. / I have an eraser.*  **We use “the”**  - with singular or plural nouns when we already know them or when they are mentioned for the second time.  *Example: The bike in front of her house is nice.*  - with nouns which are unique.  *Example: The air is dirty.* | - Students pay attention to the teacher, take notes, and take examples about the article “a/an/the”. | **“Remember!” box.**  Example:  *- An ant is a tiny animal.*  *- I'm a student. / I have an eraser.*  *- The bike in front of her house is nice.*  *- The air is dirty.* |

**e. Assessment**

- Teacher checks students’ understanding with follow-up questions.

**3. ACTIVITY 2: PRACTICE** (10 mins)

**a. Objectives:**

- To give practice with “a” and “an”.

- To give further practice with “a/an” and “the”.

**b. Content:**

**-** Task 1: Write “a” or “an”. (p.51)

- Task 2: Write “a”, “an” or “the”. (p.52)

**c. Expected outcomes:**

**-** Students are able to identify the formation and use of “a/an” and “the”.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Write “a” or “an” (5 mins)** | | |
| - Have Ss do the exercise individually and then compare their answers: “Now, let’s do Task 1 together then we can know how to use “a” or “an” before a noun”.  - Invite some Ss to read their answers aloud. Check their answers in front of the class. | - Ss work individually to do this activity  - Ss work in pairs to compare their answers.  - Ss follow the teacher’s instructions. | ***Answer key***  *1. an*  *2. a*  *3. a*  *4. an*  *5. a*  *6. an*  *7. an*  *8. a* |
| **Task 2: Write “a”, “an” or “the”. (5 mins)** | | |
| - Have Ss read the sentences and fill each blank with a suitable article. Check and confirm the correct answers. | - Ss work individually to do this activity and follow the teacher’s instructions. | ***Answer key:***  *1. a*  *2. The; the*  *3. A; an*  *4. an*  *5. the; the* |

**e. Assessment**

- Teacher corrects students as a whole class.

**4. ACTIVITY 3: PRESENTATION** (7 mins)

**a. Objectives:**

- To help Ss learn how to form and use the first conditional.

**b. Content:**

- Grammar point presentation: first conditional.

**c. Expected outcomes:**

- Students can use the first conditional correctly in context.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Grammar: First conditional**  - Tell Ss that they are going to learn the first conditional. Ask Ss to have a closer look at the **Grammar** box.  *→ First conditional sentences describe things which are possible and likely to happen in the present or the future:*  *If + subject + V (present simple), Subject + will/won't + V(bare form).*  - Explain to them that there are two clauses in a conditional sentence and when the main clause comes before the if clause, there isn’t a comma between the two clauses.  - Give some more examples with the first conditional. | - Students pay attention to the teacher, take notes, and take examples about the first conditional. | - **Grammar box!**  *Example: If you use less paper, you will save a lot of trees.* |

**e. Assessment**

- Teacher checks students’ understanding with follow-up questions.

**5. ACTIVITY 4: PRACTICE** (10 mins)

**a. Objectives:**

- To give practice with the first conditional.

- To give Ss further practice with the first conditional.

**b. Content:**

- Task 3: Write the correct form of each verb in brackets. (p.52)

-Task 4: Combine each pair of sentences below to make a first conditional sentences. (p.52)

**c. Expected outcomes:**

**-** Students can utilize first conditional sentences correctly.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Write the correct form of each verb in brackets (5 mins)** | | |
| - Have Ss do this exercise quickly then give the answers to T. Write their answers on the board and confirm the correct answers | - Ss listen to the teacher’s instructions  - Ss do this activity individually. | ***Answer key:***  *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* |
| **Task 4: Combine each pair of sentences below to make a first conditional sentences. (5 mins)** | | |
| - 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. | - Ss read the instructions first, then do activity and feedback the answers in pairs. | ***Answer key:***  *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.* |

**e. Assessment**

- Teacher corrects students as a whole class.

**4. ACTIVITY 3: PRODUCTION** (5 mins)

**a. Objectives:**

- To give Ss fun practice with the first conditional.

**b. Content:**

- Game: Fun matching (p.52)

**c. Expected outcomes:**

**-** Students can utilize first conditional sentences correctly.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Fun matching (5 mins)** | | |
| - Divide the class into groups (A and B) and give each student a strip of paper. Tell Ss from group A to write an if-clause. Ss from group B write a main clause.  - After 5 minutes have Ss try to make a sentence by matching the clause on their paper with a clause from the other group. Ask Ss 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. | - Students have fun with a game using the first conditional. | ***Students’ own creativity*** |

**e. Assessment**

- Teacher observes students’ talks and gives feedback.

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Make 3 sentences using the first conditional.

**Board plan**

| *Date of teaching*  **Unit 11: Our greener world**  **Lesson 3: A closer look 2**  **\* Warm-up**  Game: Crossword  **Article**  - Task 1: Write “a” or “an”  - Task 2: Write “a”, “an” or “the”  **First conditional**  - Task 3: Write the correct form  -Task 4: Combine sentences  Game: Fun matching  **\* Homework** |
| --- |

**UNIT 11: OUR GREENER WORLD**

**Lesson 4: Communication**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Give warnings.

- Use everyday English phrases and expressions to develop their language skills.

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

**3. Personal qualities**

- Be responsible for protecting the environment and making the world greener.

**II. MATERIALS**

- Grade 6 textbook, Unit 11, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Example** |
| --- | --- | --- | --- |
| 1. (to) do a survey | /du eɪ ˈsɜː.veɪ/ | an examination of opinions, behavior,... made by asking people questions. | làm khảo sát |
| 2. (to) wrap | /ræp/ | to cover or surround something with paper, cloth, or other material | bọc, gói lại |
| 3. (to) be in need | /ni:d/ | not have enough food, money, clothes, etc. (visual+ asking question). | đang cần |
| 4. breeze (n) | /briːz/ | a light and pleasant wind | gió nhẹ |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge about the topic. | - Provide students with information about the knowledge they do not know. |
| Students may have underdeveloped reading, speaking and co-operating skills. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectations in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (7 mins)

**a. Objectives:**

- To stir up the atmosphere in the classroom and lead in the lesson.

**b. Content:**

**-** Revision: Conditional type 1

**c. Expected outcomes:**

**-** Students revise the grammar and gain knowledge on the topic.

**d. Organization:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **\* Revision: Conditional type 1 (5 mins)**  - Teacher shows the picture of the things which are recycled, reduced, reused and asks students to make a sentence using the 1" conditional sentence.  - Students give their answers.  - Teacher checks the answer.  **\* Lead-in the lesson: (2 mins)**  - Teacher leads students into the lesson by telling them about what they are going to learn: *"We are going to learn how to give warnings and practice it".* | - Ss look at the picture and make sentences using the first conditional.  - Ss listen to the teacher’s instructions. | ***Students’ own answers.***  ***Suggested picture:*** |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: EVERYDAY ENGLISH** (15 mins)

**a. Objectives:**

- To introduce two ways to give warnings in English;

- To help Ss practice giving warnings.

**b. Content:**

**-** Task 1: Listen and read a dialogue between Mi and Mike. Pay attention to the highlighted sentences. (p.53)

- Task 2: Work in pairs. Student A is watering flowers in the garden. Student B is giving some warnings. Act out the dialogue. Remember to use the highlighted language in 1. (p.53)

**c. Expected outcomes:**

**-** Students are able to give appropriate warnings.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read a dialogue between Mi and Mike. Pay attention to the highlighted sentences.**(8 mins) | | |
| - 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 warnings from students. (Imperative sentences / first conditional)  ***Structure*:**  - Imperative sentences  **→ Don't do that.**  • First conditional  **→ If you give them too much food, they will die.**  - Teacher has students practice the dialogue in pairs. Call some pairs to practice the dialogue in front of the class. | - Students listen and read the recording at the same time.  - Students practice the conversations in pairs. | ***Audio script:***  **Mi**: You are giving the goldfish too much food. ***Don’t do that.***  **Mike**: Why?  **Mi**: ***If you give them too much food, they will die.***  **Mike**: I see. Thank you. |
| **Task 2: Work in pairs. Student A is watering flowers in the garden. Student B is giving some warnings. Act out the dialogue. Remember to use the highlighted language in 1.** (7 mins) | | |
| - Ask Ss to work in pairs to make a similar dialogue, using the language for giving warnings. Move around to observe and provide help. Call on some pairs to practice in front of the class, then comment on their performance. | - Ss make similar conversations and practice in pairs. | ***Suggested answers:***  *A: You are using too many plastic bags. Don't do that.*  *B: Why?*  *A: If you use too many plastic bags, they will pollute our environment.*  *B: I see. Thank you.* |

**e. Assessment**

- Teacher checks students’ understanding by asking some checking-questions.

**3. ACTIVITY 2: A SURVEY ON WAYS TO GO GREEN (20 mins)**

**a. Objectives:**

- To give Ss a chance to know if they are going green.

- To give Ss an opportunity to ask and answer about going green.

- To help students practice using some grammar points and vocabulary related to the topic.

**b. Content:**

- Task 3: The 3Rs Club in your school is doing a survey. Answer the following questions by choosing A, B, or C. (p.53)

- Task 4: Interview a classmate, using questions in 3. Compare your answers. How many different answers do you have? (p.53)

**c. Expected outcomes:**

- Students can practice presenting about going green using some structures and vocabulary related to the topic.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: The 3Rs Club in your school is doing a survey. Answer the following questions by choosing A, B, or C. (10 mins)** | | |
| **\* Review the first conditional sentence before Ss do 3.**  **\* Revise or teach some vocabulary:**  - (to) do a survey  - (to) wrap/ræp/  - (to) be in need  - breeze (n)  - Have Ss read the questions quickly and make sure that they know what to do. Ss answer the questions individually, then turn to page 57 to check their answers and count the points. Ask some Ss to speak out their points. | - Ss review grammar and vocabulary  - Ss answer the questions individually and check their answers and count the points. | ***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!*  *5-8 points: Try to be green!*  *1-4 points: You aren’t green at all!* |
| **Task 4: Interview a classmate, using questions in 3. Compare your answers. How many different answers do you have? (10 mins)** | | |
| - Have Ss work in pairs. One student is the interviewer, and the other is the interviewee.  - Ask them to do the interview in about 5 - 7 minutes and to note down their friend’s answers.  - The interviewer then shares their answers with their friend and finds out how many different answers they have.  - Call on some Ss to report the results of their interview to the class.  - Teacher models with students. | - Ss work in pairs to ask and answer.  - Ss follow the teacher’s instructions. | ***Students’ own creativity***  ***Example****:*  *A: What’s your answer to Question 1?*  *B: It’s A. What’s your answer?*  *…* |

**e. Assessment**

**-** Teacher observes students by going around while they’re practicing.

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Prepare for the next lesson.

**Board plan**

| *Date of teaching*  **Unit 11: Our greener world**  **Lesson 4: Communication**  **\* Warm-up**  **-** Revision: Conditional type 1  **Everyday English**  - Task 1: Listen and read the dialogue.  - Task 2: Make similar dialogues.  **A survey on ways to go green**  - Task 3: Choose A, B, C and see how green you are.  - Task 4: Interview a classmate.  **\* Homework** |
| --- |

**UNIT 11: OUR GREENER WORLD**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Read for general and specific information about ways to go green at school.

- Talk about tips for going green.

**2. Competences**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Develop presentation skills.

**3. Personal qualities**

- Be responsible for protecting the environment and making the world greener.

**II. MATERIALS**

- Grade 6 textbook, Unit 11, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. charity (n) | /ˈtʃær.ə.ti/ | 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 | từ thiện |
| 2. recycling (n) | /ˌriːˈsaɪ.klɪŋ/ | the process of collecting and changing old paper, glass, plastic, etc. so that it can be used again | tái chế |
| 3. creative (a) | /kriˈeɪ.tɪv/ | producing or using original and unusual ideas | sáng tạo |
| 4. swap (v) | /swɒp/ | to give something and be given something else instead | tráo đổi |
| 5. reusable (a) | /ˌriːˈjuː.zə.bəl/ | able to be used more than once | có thể tái sử dụng lại |

**Assumption**

| **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, speaking and co-operating skills. | - Let students read the text again (if needed).  - 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. | - Define expectation in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To help Ss understand and activate their knowledge of the topic

**b. Content:**

- Discussion: “How to become a green one?”

**c. Expected outcomes:**

- Students recall vocabulary and targeted grammar in the unit.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Discussion: “How to become a green one?”:**  - Teacher raises the question and asks students to talk about it.  - Teacher calls some students to speak out their ideas.  **Lead in the lesson:**  - Teacher leads to the new lesson: *"After this lesson, you will be completely green because I am going to give you some tips on becoming a green one."*  - Set the scene: Teacher says: *"We are going to read an interview about ways to go green at school".* | - Ss discuss in groups  - Ss listen to and follow the teacher's instructions. | ***Students’ own creativity*** |

**e. Assessment**

**-** Teacher gives feedback. (if needed)

**2. ACTIVITY 1: READING** (20 mins)

**a. Objectives:**

- To help Ss develop the skill of locating specific words in the text.

- To help Ss develop the skill of guessing the meaning of words / phrases in context.

- To help Ss develop the skill of reading for general and specific information.

**b. Content:**

- Task 1: A reporter is interviewing Nam, a member of the 3Rs Club. Read the interview. Find these words and phrases and underline them. (p.54)

- Task 2: Matching the words / phrases with their meanings. (p.54)

- Vocabulary teaching

- Task 3: Read the text again. Answer the questions. (p.54)

**c. Expected outcomes:**

- Students can use more vocabulary about environmental topic and practice the skills of guessing the meaning of words / phrases in context and reading for specific information.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: A reporter is interviewing Nam, a member of the 3Rs Club. Read the interview. Find these words and phrases and underline them. (4 mins)** | | |
| - 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.  - Teacher uses slides, showing the text with the highlighted words/ phrases to prepare for the next activity. | - Ss read the interview and listen to the teacher’s instructions to underline the words/phrases. | ***Students’ practise*** |
| **Task 2: Match the words / phrases with their meanings.** (5 mins) | | |
| - Teacher tells students how to do the activity: *"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.".*  - 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. | - Ss follow the teacher’s instructions  - Ss complete this exercise individually and compare their answers in groups. | ***Answer key:***  *1. e*  *2. d*  *3. a*  *4. b*  *5. c* |
| **Vocabulary teaching** (5 mins) | | |
| - Teacher asks students to get the meaning of the words in context. | - Ss say the meaning of the words. | ***New words:***  - charity (n)  - recycling (n)  - creative (a)  - swap (v)  - reusable (a) |
| **Task 3: Read the text again. Answer the questions.** (6 mins) | | |
| - Have Ss read the interview 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.  - Have Ss compare their answers before giving the answers to T. Ask them to cite evidence when giving the answers.  - 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. | - Ss apply scanning techniques to do the task independently.  - Ss pair up to check their answers and then check with the class.  - Ss follow the teacher’s instructions. | ***Answer key:***  *1. Ways to become greener at school*  *2. Recycling bins*  *3. Exchange old uniforms with friends or give them to charity*  *4. Borrow books from the library*  *5. Reusable water bottles* |

**e. Assessment**

- Teacher corrects the students as a whole class.

**3. ACTIVITY 2: SPEAKING** (17 mins)

**a. Objectives:**

- To give Ss a chance to discuss their opinions about green tips.

- To give Ss a chance to share ways to reuse things.

**b. Content:**

- Task 4: Nam mentions the following tips in the interview. Work in groups and discuss to put the tips in order from the easiest to the most difficult. (p.54)

- Task 5: Tip “f” tells you to find creative ways to reuse old items. Can you think of any ways to reuse. (p.54)

**c. Expected outcomes:**

**-** Students can discuss and share their opinions about green tips and ways to reuse things.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Nam mentions the following tips in the interview. Work in groups and discuss to put the tips in order from the easiest to the most difficult. (7 mins)** | | |
| - Have Ss work in groups to discuss and order the tips 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 order on the board. Hold a class discussion about the orders.  - Accept different answers as long as the groups can justify it.  - Elicit some other tips from Ss and quickly write them on the board. Ss comment on the tips. | - Ss discuss work in groups and order the tips.  - Ss follow the teacher’s instructions. | ***Students’ own answer.*** |
| **Task 5: Tip “f” tells you to find creative ways to reuse old items. Can you think of any ways to reuse. (10 mins)** | | |
| - Have 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.  - Teacher allows Ss to give comments for their friends and vote for the most interesting and informative presentation.  - Teacher gives feedback and comments. | - Ss work in groups to find creative ways and present them.  - Ss follow the teacher’s instructions. | ***Students’ own answer.*** |

**e. Assessment**

- Teacher observes and gives feedback.

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Summarize the main points of the lesson.

**b. Homework**

- Do exercises in the workbook.

- Prepare for the next lesson.

**Board Plan**

| *Date of teaching*  **Unit 11: Our greener world**  **Lesson 5: Skills 1**  **\*Warm-up**  - Discussion: “How to become a green one?”    **Reading**  - Task 1: Find and underline words/phrases.  - Task 2: Matching.  - Task 3: Answer the questions.  **\* Speaking**  Task 4: Order the tips.  Task 5: Find creative ways to reuse old items.  **\*Homework** |
| --- |

**UNIT 11: OUR GREENER WORLD**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Listen for details about ideas for a green club.

- Write a paragraph about ideas for a green club.

**2. Competences**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Personal qualities**

- Be responsible for protecting the environment and making the world greener.

**II. MATERIALS**

- Grade 6 textbook, Unit 11, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge and experiences about the topic. | - Prepare some hand-outs. |
| Students may have underdeveloped  listening, writing and co-operating skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectations in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson.

- To lead into the new lesson.

**b. Content:**

- Brainstorming: What are the necessary qualities of the club president?

**c. Expected outcomes:**

- Students can give some information about necessary qualities to become a club president.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| ***Game: Brainstorming "What are the necessary qualities of the club president?"***  - Teacher divides the class into 2 teams.  - The team which has more correct answers will be the winner.  ***Lead in the new lesson:***  - Teacher introduces students the content of the lesson today:  *+ “We have just written down the qualities of a good president for the 3Rs club.”*  *+ Now, let's listen to Mi and Nick, they want to be voted to be the President.*  *+ What are they going to do for the club?* | - Ss brainstorm and join the game.  - Ss follow the teacher’s instructions. | ***Suggested necessary qualities:***  *creative, leadership, ...* |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: LISTENING** (20 mins)

**a. Objectives:**

- To help Ss develop listening for specific information.

- To help Ss develop the skill of listening for specific information.

**b. Content:**

- Task 1: Listen to two students talking about what they will do if they become the president of the 3Rs Club. Fill each blank with a word or a number. (p.55)

- Task 2: Listen again and tick T (true) or F (false). (p.55)

**c. Expected outcomes:**

- Students can listen for specific information about ways to make the school a “green” place.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen to two students talking about what they will do if they become the president of the 3Rs Club. Fill each blank with a word or a number.** (10 mins) | | |
| - Have Ss read the instructions of the first activity. Have Ss guess the word / number to fill each blank and write their guesses on the board.  - Play the recording and ask Ss to listen to fill in the blanks and 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.  - Confirm the correct answers and write them on the board next to their guesses. | - Ss read the statements and guess the word/number.  - Ss listen and fill in the blank.  - Students share answers in pairs and listen again to check their answers. | ***Answers key:***  *1. 6A*  *2. recycling*  *3. book*  *4. 6E*  *5. bus*  *6. uniform* |
| **Task 2: Listen again and tick T (true) or F (false).** (10 mins) | | |
| - Have Ss read the statements in 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 submitting answers. Write the correct answers on the board. | - Ss read the statement and tick T/F without listening to the recording.  - Ss work in pairs to compare the answers before submitting answers. | ***Answer key:***  *1. F*  *2. T*  *3. F*  *4. T* |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: WRITING** (18 mins)

**a. Objectives:**

- To help Ss generate ideas for their writing.

- To help Ss practice writing a paragraph about their classmates’ ideas for the 3Rs Club.

**b. Content:**

- Task 3: Interview a classmate. Ask him/ her what two things he/she will do if he/she becomes the president of the 3Rs Club. Take notes below. (p.55)

- Task 4: Write a paragraph about your classmate’s ideas in 3. Write about 50 words. ﻿(p.55)

**c. Expected outcomes:**

**-** Students can write a paragraph about things students will do if they become the president of the 3Rs Club.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Interview a classmate. Ask him/ her what two things he/she will do if he/she becomes the president of the 3Rs Club. Take notes below. ﻿(8 mins)** | | |
| - Have Ss work in pairs and interview each other to find out the two things they will do if they become the club president.  - Ask Ss to take notes of each other’s ideas.  - Ask Ss to expand their ideas by explaining the idea and/ or giving examples.  - If time allows, have some Ss present their friend’s ideas or write the ideas on the board. | - Ss work in pairs and interview each other.  - Ss take notes and expand their ideas. | ***Students’ own answers*** |
| **Task 4: ﻿Write a paragraph about your classmate’s ideas in 3. Write about 50 words. (10 mins)** | | |
| - Have Ss write individually based on the ideas they have had in task 3.  - If time allows, ask one student to write it 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 two best ideas to write about. Give each group a large piece of paper to write on. Ask one or two groups to stick their product on the board. Other Ss and T give comments. Ss copy their group’s writing into their notebooks and revise as homework. | - Ss write a paragraph individually using the ideas in task 3. | ***Students’ own answers*** |

**e. Assessment**

- Teacher gives comments and feedback.

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarize the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

**Board Plan**

| *Date of teaching*  **Unit 11: Our greener world**  **Lesson 6: Skills 2**  **\*Warm-up**  Brainstorming  **Listening**  - Task 1: Listen and fill in the blank.  - Task 2: True or False.  ﻿  **Writing**  - Task 3: Interview a classmate and take notes.  - Task 4: Write a paragraph.  **\*Homework** |
| --- |

**UNIT 11: OUR GREENER WORLD**

**Lesson 7: Looking back and Project**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Review the vocabulary and grammar of Unit 11.

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Competences**

- Develop communication skills and creativity.

- Develop presentation skills.

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- Be responsible for protecting the environment and making the world greener.

**II. MATERIALS**

- Grade 6 textbook, Unit 11, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create a friendly and relaxed atmosphere to inspire Ss to the new lesson.

**b. Content:**

- Do the revision.

**c. Expected outcomes:**

- Students have a chance to speak English and focus on the topic of the lesson.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary brainstorming:**  - Teacher divides the board, and divides the class into 2 big groups.  - Teacher asks students to brainstorm all things that can be recycled/ reduced/ reused that they can think of.  - The group having the most suitable answers is the winner.  - Encourage Ss not to refer to the unit pages. Ask them to keep a record of their answers to each task so that they can use their information to complete the self-assessment table at the end of the unit.  - Have them open their books to page 46 (LOOKING BACK). Ask Ss to open their book and introduce what they are going to study. | - Ss listen to the teacher’s instructions and brainstorm vocabulary.  - Open their book and write. | ***Suggested ideas:***  *- Recycled: paper, newspaper,...*  *- Reduced: Glass bottle,...*  *- Reused: wrapping paper, plastic bags, boxes,...* |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: VOCABULARY** (5 mins)

**a. Objectives:**

- To help Ss revise the words Ss have learnt in the unit.

**b. Content:**

- Task 1: Add more words/ phrases to the word webs below. (p.56)

**c. Expected outcomes:**

- Students can revise the vocabulary about the things on protecting the environment.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Add more words/ phrases to the word webs below. (5 mins)** | | |
| - Have 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. | - Ss do the task individually.  - Ss listen to the teacher’s instructions and learn how to do the tasks.  - Ss work in pairs to compare their answers. | ***Suggested answers:***  *-**Reduce: electricity, water, paper, gas, rubbish.*  *- Reuse: plastic bags, cans, light bulbs, envelopes, bottles.*  *- Recycle: plastic boxes, plastic bags, newspapers, cans, books.* |

**e. Assessment**

- Teacher observes and gives feedback.

**3. ACTIVITY 2: GRAMMAR** (15 mins)

**a. Objectives:**

- To help Ss practice using the articles “a / an” and “the”.

- To provide Ss with practice on the first conditional.

- To provide Ss with further practice on the first conditional.

**b. Content:**

- Task 2: Write “a/ an” or “the”. (p.56)

- Task 3: Write the correct form of each verb in brackets. (p.56)

- Task 4: Combine each pair of sentences below to make a first conditional sentences. (p.56)

**c. Expected outcomes:**

- Ss can recall the uses of the article (a/a/the) and the first conditional.

**d. Organization:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 2: Write “a/ an” or “the”. (5 mins)** | | |
| - Have Ss do this exercise individually and then give the answers to T. Confirm the correct answers.  - If necessary, ask Ss to tell you about the use of the articles before doing the exercise. | - Ss do the task individually and check the answers with the whole class. | ***Answer key:***  *1. a*  *2. an*  *3. The*  *4. The*  *5. a; an* |
| **Task 3: Write the correct form of each verb in brackets. (5 mins)** | | |
| - Have Ss 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 Ss to write their answers on the board. Confirm the correct answers. | - Ss listen to the teacher’s instructions.  - Ss do the task individually and work in pairs to compare their answers. | ***Answer key:***  *1. build; will be*  *2. will save; reuse*  *3. grow; will be*  *4. don’t have; will be*  *5. are; will be* |
| **Task 4: Combine each pair of sentences below to make a first conditional sentences. (5 mins)** | | |
| - Have Ss do this exercise individually then compare their answers with a partner.  - Invite some Ss to write their answers on the board. Give feedback and confirm the correct sentences. | - Ss do this task individually and work in pairs to compare the answers. | ***Answer key:***  *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 reuse paper, you will save trees.*  *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.* |

**e. Assessment**

**-** Teacher corrects the students as a whole class and gives feedback if necessary.

**4. ACTIVITY 3: PROJECT** (18 mins)

**a. Objectives:**

- To help Ss improve their creativity and teamwork

- To improve their speaking and presentation skills

**b. Content:**

- Project:Creative ideas about reusing old things

**c. Expected outcomes:**

**-** Students can create and present their ideas and products about reusing old things.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| - 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 a ‘Show and tell’ session and vote for the best product(s). | - Ss present their products to the class.  - Other students observe and join the ‘Show and tell’ session to vote for the best product(s). | *Students’ presentations* |

**e. Assessment**

- Teacher observes and gives feedback.

**5. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarize the main points of the lesson.

**b. Homework**

- Do exercise in the workbook.

- Prepare for the next unit.

**Board Plan**

| *Date of teaching*  **Unit 11: Our greener world**  **Lesson 7: Looking back and Project**  **\*Warm-up**  Vocabulary brainstorming  **Vocabulary**  ﻿Task 1: Add more words/ phrases to the word webs.  **Grammar**  - Task 2: Write “a/ an” or “the”.  - Task 3: Write the correct form of the verb.  ﻿- Task 4: Combine sentences.  **Project**  Creative ideas about reusing old things  **\* Homework** |
| --- |