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| **Date of planning**: 10/4/2022  **Date of teaching:** 12/4/2022 | **Peroid 88: UNIT 11: OUR GREENER WORLD**  **Lesson 1: GETTING STARTED**  ***Let’s go green!*** |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Things that can be reduced, reused and recycled  **Pronunciation:**  - Rhythm in sentences  **Grammar**  - Articles  - First conditional | **Skills:**  - Reading about ways to go green.  - Talking about tips for going green.  - Listening about ideas for a green club.  - Writing a paragraph about ideas for a green club  **Everyday English**  Giving warnings |

**I. OBJECTIVES:**

**\* By the end of this unit, students will be able to:**

- use the words for things that can be reduced, reused and recycled;

- say sentences with correct rhythm;

- use the articles correctly;

- use the first conditional to talk about possibilities;

- give warnings;

- read for general and specific information about ways to go green at school;

- talk about tips for going green;

- listen for details about ideas for a green club;

- write a paragraph about ideas for a green club.

**1. Knowledge:**

- To introduce topic of the lesson *Our greener world* . To teach listening and reading about the ways to do more to protect nature and the environment ‘go green’.

+ Vocabulary: use the words for things that can be reduced, reused and recycled;

- say sentences with correct rhythm;

- give warnings;

+ Grammar: - use the articles correctly;

- use the first conditional to talk about possibilities;

**2. Competence:** Students will be able to pratice reading and listening the conversation between Mi and Nick talked about ways to ***go green.***

**3. Quality/ behavior :** The awareness of protecting the environment “go green” (to do more to protect nature and the environment). Having serious attitude to go green ; Having serious attitude to working in groups, individual work, cooperative learning and working.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Work Arrangements: T\_Ss , group works; individual ……

**III. PROCEDURE:**

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| **I. WARM UP & INTRODUCTION (5’)** | |
| **Aims:To create an active atmosphere in the class before the lesson;**  **To lead into the new unit.**  **\* Content:** Review the previous lesson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Revision. Do the net work/ brainstorming**  - Teacher **(T)** asks Ss some questions about the previous lessons,  - Review the previous unit before Ss open their books. Write *Our houses in the future* on the board and have Ss say all of the words that are related to this topic.  - Write *Our Greener World* on the board. Ask Ss 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 Ss. Tell Ss that go green means: to do more to protect nature and the environment. Have Ss open their books and start the lesson. | **+ Greeting**  **- T\_ Ss**  **+ Revision**  smart TV  wireless TV    - **(Ss)** listen and learn how to do it .  - Answer the teacher’s questions.  - Open their book and write . |
| **2. PRESENTATION (12’)** | |
| ACTIVITY 1:  **Aims: - To create an active atmosphere in the class before the lesson;**  **- To lead into the new unit.**  **\* Content:** Listen and read conversation to get used to the vocabulary; new grammar points.  **\* Outcome:** Reading practice. Ss learn some new words; become familiar with thenew language items.  **\* Organisation :** Teacher’s instructions… | |
| **1. Listen and read. T\_ Ss**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Teacher may introduce the vocabulary by:   * providing explanations of the words; * showing picture illustrating the word.   + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  \* Ask Ss to look at the picture on page 48 - 49 and answer the questions below:  **1.** Who are they?  **2**. Where are they?  **3**. What might they be talking about?  - 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.  - some pairs of Ss to read the conversation aloud.  - 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.*  - Get some pairs to read the conversation in front of the class.  - Comment on Ss'answers. | **1. Listen and read.**  **\* Vocabulary**  **- go green** means: to do more to protect nature and the environment.  **- reusable** (adj) có thể dùng lại  **- go green** (v) sống xanh (thân thiện với môi trường)  **- recycle** (v) tái chế  **- help** (v) giúp đỡ  **- environment** (n) môi trường ….    - Complete the tasks |
| **3. PRACTICE (18’)** | |
| ACTIVITY 2:  **Aim: To help Ss understand the text in depth.**  **\* Content:** Read again the conversation . Complete the sentences . Use no more than 3 words  **\* Outcome:** Ss understand more information in the conversation. Do the filling.  **\* Organisation :** Teacher’s instructions… | |
| **2. Read the converstion again. Complete the following sentences. Use no more than three words in each blank.**  - 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 it as a class.  - Write the correct answers on the board.  - Check the answers as a class. | **2. Read the converstion again. Complete the following sentences. Use no more than three words in each blank.**  **- T\_ Ss**  - Follow the teacher’s instructions  - Give the answers and check.  **\* Key:**  **1**. a picnic **2**. plastic one **3**. the check-out  **4**. a reusable **5**. she's cycling |
| ACTIVITY 3:  **Aims: To help Ss understand the text in depth;**  **- To draw Ss' attention to the first conditional.**  **\* Content:** Based on the ideas in the conversation . Pay attention to the first conditional. Matching.  **\* Outcome:** Do the matching to pay attention to the first conditional.  **\* Organisation :** Teacher’s instructions… | |
| **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.**  - First, ask Ss to read column **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.**  - Write the correct answers on the board.  - T gives correct answer. | **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.**  **- T\_ Ss**  - Learn how to do it  - Share the answers  - Copy them  **Key :** **1**. b **2**. c **3**. a |
| ACTIVITY 4:  **Aim: To develop Ss' knowledge of the vocabulary for how to help the environment.**  **\* Content:** Do the matching. Learn the vocabulary for how to help the environment.  **\* Outcome:** Ss have knowledge of the vocabulary for how to help the environment. Matching.  **\* Organisation :** Teacher’s instructions… | |
| **4. Match the pictures with the ways to help the environment.**  - 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.  - Check the answers as a class. | **4. Match the pictures with the ways to help the environment.**  **- T\_ Ss**  **- Ss do the tasks**  - Ss do themselves. Give the answers    **Key :** **1**. c **2**. a **3.** b **4**. e **5**. d |
| **4. PRODUCTION (8’)** | |
| ACTIVITY 5:  **Aim: To provide Ss with an opportunity to communicate with each other, using the vocabulary they have learnt.**  **\* Content:** Play GAME find someone who…. Ask and answer .  **\* Outcome:** Ss can ask and answer the questions . Take note . Report infront of the class.  **\* Organisation :** Teacher’s instructions… | |
| **5. GAME. Find some one who… . Work in groups. ask and answer to find some one who does the things in 4.**  - Ask Ss to work in groups. Give each group a handout with the following 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.  - Invite Ss to share their findings to the class. | **5. GAME. Find some one who… . Work in groups. ask and answer to find some one who does the things in 4.**  **- Work in groups**   |  |  | | --- | --- | | **Find someone who ...** | **Names** | | uses reusable bags |  | | cycles |  | | walks to school |  | | picks up rubbish |  | | plants trees |  |   **-** Do the tasks |
| **5 . WRAP-UP & HOME WORK (2’)**  \*Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say some words they remember from the lesson.  **\*HOME WORK**  - Read again the conversation on page 48  - Do more exercises in workbook.  - Prepare new lessons | |

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