Period 87 UNIT 11 OUR GREENER WORLD

Lesson 1 – Getting started

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

* use the lexical items related to the topic *Our Greener world.*
* guess the meaning of new words based on clues including pictures and surrounding words.

**\* Vocabulary**: reusable, plastic

**\* Grammar**:

**2. Competences:** Listening, speaking and reading

**3. Educational aim:**

**II. TEACHING AIDS:**

- Grade 6 textbook

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up**  **Aims:** To introduce the topic of the unit. | |
| *1. Who are they?*  *2. Where are they?*  *3. What might they be talking about?* | T asks students to look at the picture on Page 48 and answer the questions below: |
| **Activity 2 - Presentation**  **Aims:** To introduce the new words. | |
| **\* Vocabulary:**  1. reusable (a): có thể tái sử dụng  2. plastic (n): (chất liệu) nhựa  \*plastic bag: túi ni lông | - Teacher introduces the vocabulary: |
| **Activity 3 - Practice**  **Aims:** To practice the targeted language and the background knowledge of going green.  To help students deeply understand the text.  To draw students’ attention to the first conditional. | |
| **Task 1.** | * T plays the recording twice for students to listen and read along. Have students underline the words that are related to the topic of the unit while they are listening and reading. * T invites some pairs of students to read the conversation aloud.   T asks students what exactly Mi and Nick talked about. Now confirm the correct answer. (They talked about ways to go green.)   * Have students say the words in the text that they think are related to the topic *Our greener world*. |
| ***Task 2***  ***Answer key:***  1. a picnic  2. plastic one  3. the check-out  4. a reusable  5. she’s cycling | * Ask students to work independently to fill each blank with the word(s) from the conversation. Ask them how to do this exercise. Teacher 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 students to share answers before discussing as a class. Write the correct answers on the board. |
| ***Task 3***  ***Answer key:***  1. b 2. c 3. a  **Model sentences: First conditional sentence** | * T asks students to read column A and B to make sure they understand. Ask students to give their answers without reading the conversation again. Then ask them to read the conversation and check their answers. Confirm the correct answers.   **Model sentences: First conditional sentence**  Tell students that sentences 2 and 3 are the first conditional sentences but they will learn about this grammar point in A closer look 2. |
| ***Task 4***  ***Answer key:***  1. c 2. a 3. b  4. e 5. d | * Have students 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 students to match the pictures with ways to help the environment. Have some students share their answers. * Confirm the correct answers. * Ask students to add any other ways to save the environment they know. |
| **Activity 4 Homework** | |
| Practice reading the dialogue.  Prepare A closer look 1 | T reminds Ss to do homework. |

Period 88 UNIT 11 OUR GREENER WORLD

Lesson 2 – A closer look 1

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

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

- say sentences with the correct rhythm.

**\* Vocabulary**: reduce, reuse, recycle, rubbish

**\* Grammar**:

**2. Competences:** Listening, speaking and reading

**3. Educational aim:**

**II. TEACHING AIDS:**

- Grade 6 textbook

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up**  **Aims:** To introduce the topic of the lesson | |
|  |  |
| **Activity 2 – Presentation**  **Aims:** To teach students words for things that can be reduced, reused and recycled.  To teach Ss to say sentences with the correct rhythm. | |
| **VOCABULARY**  **-** reduce (v):  - reuse (v):  - recycle (v):  - rubbish (n): | - T teaches new words. |
| **PRONUNCIATION - Rhythm in sentences** | * T tells students that in English, the stressed and unstressed syllables combine to make rhythm in a sentence. Students have learnt about stress in two-syllable words, so Teacher can remind them of the rule to put stress in two- syllable words (put stress on the first syllable in nouns and adjectives). * In the sentences in this activity the bold parts are the stressed syllables. The aim of this pronunciation part is only to raise students’ awareness of rhythm. It is not necessary to teach them in detail. * T plays the recording for students to listen to the sentences. Have them pay attention to the bold parts. Play the recording of each sentence again for students to repeat in chorus. Have students work in pairs to practise reading the sentences. Call on some students to read the sentences aloud. Comment on students’ pronunciation. |
| **Activity 3 – Practice**  **Aim:** To revise/ teach the words for things that can be reduced, reused and recycled.  To give students further practice with rhythm in sentences. | |
| **Task 1:** **Match the words below with the pictures. Then listen, check and repeat the words.**   * Reduce: use less of something * Reuse: use something again * Recycle: create new products from used materials | * Teacher asks students to match the places with the pictures. * Students do the task. * Teacher asks students to swap their books and mark in pairs * Teacher asks them to repeat the words/ phrases chorally and individually. |
| **Task 2: Write a word/ phrase under the pictures.**  ***Answer key:***  1. rubbish  2. plastic bag  3. glass  4. plastic bottle  5. noise  6. paper  7. water  8. clothes | * T has students work individually to do this activity. * T gets feedback. |
| **Task 3: Pair work – Put the words into 2 groups; some words can belong to more than one group**  ***Answer key:***   |  |  |  | | --- | --- | --- | | **Reduce** | **Reuse** | **Recycle** | | rubbish, plastic bag, noise, plastic bottle, paper, water | plastic bag, glass, plastic bottle, can, paper, bulb, water, clothes | rubbish, plastic bag, glass, plastic bottle, can, paper, bulb |   \*Reduce: electricity, gas,…  \*Reuse: envelope, carton box, old textbook,…  \*Recycle: newspaper, textbook, plastic container,… | * Teacher asks students to work individually, students put the words from 2 in appropriate groups. * T gets feedback. * Teacher elicits some more words for each group from the students. Here are some suggested words: |
| **Task 4: Listen and repeat these sentences.**  **Task 5: Listen to the conversation. Pay attention to the bold syllables and practice with your partner.** | -T plays recording, Ss listen and repeat.  - T gets feedback. |
| **Activity 4 – Homework** | |
| *Learn vocabulary*  *Prepare A closer look 2* | T reminds Ss to do homework. |

Period 89 UNIT 11 OUR GREENER WORLD

Lesson 3 – A closer look 2

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to understand and use the article and the first conditional sentence to make correct sentences, and use them in dialogues.

**\* Vocabulary**:

**\* Grammar**:

**2. Competences:** Listening, speaking and reading

**3. Educational aim:**

**II. TEACHING AIDS:**

- Grade 6 textbook

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up**  **Aims:** To introduce the topic of the lesson | |
|  | * Teacher asks students how they understand the word ARTICLES. |
| **Activity 2 – Presentation**  **Aims:** To present the articles (definite and indefinite)  To present the conditional type 1 | |
| **1. The articles:**  *This is a book.*  *The book on the table is my favourite.*  There are two kinds of articles in English.   1. 1. Indefinite article: *a / an*   a + consonant sound  E.g. a bag  an + vowel sound (a, e, i, o, u)  E.g. an apple  1.2. Definite article: *the*  the /ðə/ + consonant sound  E.g. the bag  the /ði/ + vowel sound (a, e, i, o, u)  E.g. the apple | * T writes two sentences with articles on the board. * T underlines “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.   - T uses the information in this table to explain to students. |
| **2. First conditional:**  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 1: If you *use* less paper, you *will save* a lot of trees.  E.g 2: If we *are* friendlier to the environment, we *won’t have to* suffer from pollution. | * T tells students that they are going to learn the first conditional. Ask students to have a closer look at the **Grammar** box. * T explains 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. * T gives some more examples with the first conditional. |
| **Activity 3 – Practice**  **Aim:** To give practice with *a* and *an*. (Exercise 1)  To give further practice with *a* / *an* and *the*. (Exercise 2)  To give practice with the first conditional.  To give further practice with the first conditional. | |
| **Task 1: Write “a” or “an”.**  ***Answer key:***  1. an  2. a  3. a  4. an  5. a  6. an  7. an  8. a | * Have students do the exercise individually and then compare their answers. Invite some students to read their answers aloud. Check their answers in front of the class. * Ask students to do the exercise individually and then compare their answers with a classmate. Check the answers as a class. Confirm the correct answers. |
| **Task 2: Write “a”, “an” or “the”.**  ***Answer key:***  1. a  2. The; the  3. A; an  4. an  5. the; the | * Have students read the sentences and fill each blank with a suitable article. Check and confirm the correct answers. |
| **Task 3: Write the correct form of each verb in brackets.**  ***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 | * Have students do this exercise quickly then give the answers to teacher. Write their answers on the board and confirm the correct answers. |
| **Task 4: Combine each pair of sentences below to make a first conditional sentence.**  ***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. | * If necessary, teacher can combine the first pair of sentences as an example. Have students do this exercise in pairs. Ask some students to write their sentences on the board. Ask for feedback from other students. Confirm the correct answers. |
| **Homework** | |
| To prepare for the next lesson Communication. | T asks Ss to prepare Communication. |

Period 90 UNIT 11 OUR GREENER WORLD

Lesson 4 – Communication

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

* learn how to give warnings;

- practise using some grammar points and vocabulary related to the topic.

**\* Vocabulary**:

(to) do a survey: /ˈsɜːveɪ/ , (to) wrap: /ræp/ , (to) be in need: /niːd/ , breeze (n): /bri:z/

**\* Grammar**:

**2. Competences:** Listening, speaking and reading

**3. Educational aim:**

**II. TEACHING AIDS:**

- Grade 6 textbook

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up**  **Aims:** To introduce the topic of the lesson | |
| ***\* Revision: Conditional type 1*** | * Teacher shows the picture of the things which are recycled, reduced, reused and ask students to make a sentence using the 1st conditional sentence. * Students give their answers. * Teacher checks the answer.   - Teacher leads students into the lesson by telling about what they are going to learn: “We are going to learn how to give warnings and practice it”. |
| **Activity 2 – Presentation**  **Aims:** To teach students words for things that can be reduced, reused and recycled.  To teach Ss to say sentences with the correct rhythm. | |
| **1. Listen and read a dialogue. (Ex. 1,  p. 53)**  **\* Vocabulary**:  (to) do a survey: /ˈsɜːveɪ/ :  (to) wrap: /ræp/ :  (to) be in need: /niːd/:  breeze (n): /bri:z/ :  **\* Structure:**   * Imperative sentences   **🡪 Don’t do that.**   * First conditional   **🡪 If you give them too much food, they will die.** | **-** T presents new words.  **\* Giving warnings:**   * 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   - Teacher has students practise the dialogue in pairs. Call some pairs to practise the dialogue in front of the class. |
| **Activity 3 – Pratice**  **Aims:** To help students practise giving warnings. | |
| **2. Make similar dialogues (Ex. 2,  p. 53)**  ***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. | * Teacher asks students to use the picture in “Revision” to make a similar dialogue, using the languages for giving warnings. * Teacher asks students to work in pairs. * Teacher moves around to observe and provides help. * Teacher calls some pairs to practise in front of the class, then comments on their performance. |
| **\* A survey on ways to go green** | |
| **Choose the best answer. (Ex. 3, p. 53)**  + *What is the name of the club?*  *+ What is the name of the survey?*  *+ How many questions are there in this survey?*  *+ How do you understand the word “ green” here?* | **\* Set the scence:**   * Teacher shows 6 questions of the survey and asks students some questions: * T has students read the questions quickly and make sure that they know what to do. * Students answer the questions individually, then turn to page 57 to check their answers and count the points. * T asks some students to speak out their 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! |
| **Homework** | |
| To prepare for the next lesson Skills 1. | T asks Ss to prepare for Skills 1. |

Period 91 UNIT 11 OUR GREENER WORLD

Lesson 5 Skills 1

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

* read for specific information tips to become a green person;

- talk about how to become ‘greener’.

**\* Vocabulary**: - charity (n) /ˈtʃær.ɪ.ti/ ; - recycling (n) /ˌriːˈsaɪ.kl̩ng/; - creative (a) /kriˈeɪ.tɪv/ ; - swap (v) /swɑːp/ ; - reusable (a) /riˈjuː.zə.bl̩/

**\* Grammar**:

**2. Competences:** Listening, speaking and reading

**3. Educational aim:**

**II. TEACHING AIDS:**

- Grade 6 textbook

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up**  **Aims:** To introduce the topic of the lesson | |
| **\**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. |
|  | * 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”.* * 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. * If teacher uses slides, show the text with the highlighted words/ phrases to prepare for the next activity. |
| **Activity 2 – Pre – reading**  **Aims:** To develop the skill of guessing the meaning of words/ phrases in context. | |
| **(Ex. 2, p. 54)**  ***Answer key:***  1. e 2. d 3. a 4. b 5. c  **Vocabulary**  - charity (n) /ˈtʃær.ɪ.ti/  - recycling (n) /ˌriːˈsaɪ.kl̩ng/  - creative (a) /kriˈeɪ.tɪv/  - swap (v) /swɑːp/  - reusable (a) /riˈjuː.zə.bl̩/ | **Matching**  **-** 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. |
| **Activity 3 While – reading**  **Aim:** To help students develop their reading skill for specific information (scanning). | |
| ***Answer the questions.* (Ex. 3, p. 54)**  ***Answer key:***  1. Ways to become greener at school.  2. Recycing bins.  3. Borrow books from the library.  4. Reusable water bottles.  5. Exchange old uniforms with friends or give them to charity. | * Teacher lets students look at Ex. 2 on p. 54: “To get to know more about how to become a green person, I would like you to work in groups of 4 to answer the questions in exercise 3.” * Teacher tells them how to do this kind of exercise:   + Reading the questions.  + Underlining the key words.  + Locating the key words in the text.  + Reading that part and answering the questions.   * Have students read the interview again to answer the questions. * Students can underline parts of the text that helped them with the answers. * Set a strict time limit to ensure students read quickly for information. * Have students compare their answers before giving the answers to teacher. * Ask them to give evidence when giving the answers. |
| **Activity 4 - Pre-Speaking**  **Aim**: To give students a chance to discuss their opinions about green tips. | |
| ***(Ex. 4, p. 54)*** | ***Order the tips.***   * Have students work in groups to discuss and put the tips in order 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 give out their reasons.   - Elicit some other tips from students and quickly write them on the board. Students give comments on the tips. |
| **Activity 5 While – speaking**  **Aim:** To give students a chance to share tips about making school greener | |
|  | * Teacher asks Ss to talk about tips to make their school greener. * Ss work in pairs, using the information in Task 4. * Teacher gets feedback. |
| ***Homework*** | |
| To prepare for the next lesson Skills 2. | T asks Ss to prepare for Skills 2. |

Period 92 UNIT 11 OUR GREENER WORLD

Lesson 6 Skills 2

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

* listen to get specific information about way to make the school a ‘green’ place;

- write a paragraph about ways to make the school a ‘green’ place.

**\* Vocabulary**:

**\* Grammar**:

**2. Competences:** Listening, speaking and reading

**3. Educational aim:**

**II. TEACHING AIDS:**

- Grade 6 textbook

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up**  **Aims:** To introduce the topic of the lesson | |
| **\* Game: Brainstorming “What are the necessary qualities of the club president?”** | * Teacher divides the class into 2 teams.   - The team which has more correct answer will be the winner.   * 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?* |
| **Activity 2 – Pre listening**  **Aims:** To develop the skill of listening for specific information. | |
| \* ***Fill in the blanks. (Ex. 1, p. 55)***  *Mi:* I’m Mi from class (1)………. If I become the president of the Club, I’ll first talk to my friends about putting a (2) ………………. bin in every classroom. We can reuse the things we have in these bins. Secondly, I’ll organize some (3)………… fairs. Students can exchange their used books at these fairs.  *Nam:* I’m Nam from class (4)…………... If I become the president of the Club, I’ll encourage students to go to school by (5)…………. It’ll be fun and help the environment. Next, I’ll organize some (6) ……………… fairs. This is where students can exchange used uniforms with other students. | * Have students read the rubric of the first activity.   - Have students guess the word/ number to fill each blank and write their guesses on the board. |
| **Activity 3 While- listening**  **Aim:** To help students develop their skill of listening for specific information. | |
| ***Answer key:***  1. 6A  2. recycling  3. book  4. 6E  5. bus  6. uniform | ***1. Fill in the blanks. (Ex. 1, p. 55)***   * Play the recording and ask students to listen to fill the blanks and check their guesses. * Students work in pairs to compare their answers before teacher plays the recording the second time for pairs to check their answers. * Ask for students’ answers. * Confirm the correct answers and write them on the board next to their guesses. |
| **Activity 4 Pre-writing**  **Aim:** To help students generate ideas for their writing. | |
|  | ***Study skill – Writing***   * Teacher says:   *“First, I would like you to read the study skills box. It is the use of connectors to show sequence.”*  **1. Interview a classmate and take notes. (Ex. 3, p. 55)**     * Have students work in pairs and interview each other to find out the two things they will do if they become the club president. * Ask students to take notes of each other’s ideas. * Ask students to expand their ideas by explaining the idea and/ or giving examples.   If time allows, have some students present their friend’s ideas or write the ideas on the board. |
| **Activity 5 – While writing**  **Aim:** To help students practise writing a paragraph about their classmates’ ideas for the 3Rs club. | |
| **Suggested writing:**  *My classmate is Nam. If he becomes the president of the 3Rs Club, he will do two things.*  *Firstly, he will encourage students to go to school by bus. It’ll be fun and help the environment. Next, he will organize some uniform fairs. This is where students can exchange used uniforms with other students.* | **2. Write it up. (Ex. 4, p. 55)**   * Have students write individually based on the ideas they have had in 3. * If time allows, ask one student to write on the board. * Other students and teacher comment on the paragraph on the board. |
| **Homework** | |
| To prepare for the next lesson - Looking back and project | T asks Ss to prepare Looking back and project. |

Period 93 UNIT 11 OUR GREENER WORLD

Lesson 7 Looking back and project

**I. OBJECTIVES:**

* **1. Knowledge:** By the end of the lesson, students will be able to review the vocabulary and grammar of Unit 11;

**\* Vocabulary**:

**\* Grammar**:

**2. Competences:** Listening, speaking and reading

**3. Educational aim:**

**II. TEACHING AIDS:**

- Grade 6 textbook

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up**  **Aims:** To help students revise the vocabulary items they have learnt in the unit. | |
| **\* Brainstorming: (Ex 1, p. 54)**  ***Suggested answers:*** | * Teacher divides the class into 3 big groups. * Each group will be assigned a name. * Teacher asks students to brainstorm all words related to recycle, reuse and reduce. * The group having the most suitable and correct answers is the winner. |
| **Activity 2 – Practice (LOOKING BACK)**  **Aim:** To give practice in using the articles *a/ an* and *the*. (Exercise 2)  To provide further practice on the first conditional. (Exercise 3) | |
| **Task 1: Complete the sentences using a/an and the. (Ex. 2, p. 56)**  ***Suggested answers:***  1. a  2. an  3. The  4. a; The  5. a; an | * Have students do this exercise individually and then give the answers to teacher. * Confirm the correct answers. * If necessary, ask students to tell about the use of the articles before doing the exercise. |
| **Task 2: Give the correct form of verbs in brackets. (Ex. 3, p. 56)**  ***Answer key:***  1. build; will be  2. will save; reuse  3. grow; will be  4. don’t have; will be  5. are; will be | * Have students 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 students to write their answers on the board. * Confirm the correct answers. |
| **Task 3: Combine sentences using a first conditional sentence. (Ex. 4, p. 56)**  ***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 take a shower, you will save water.  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. | * Have students do this exercise individually then compare their answers with a partner. * Invite some students to write their answers on the board. * Give feedback and confirm the correct sentences. |
| **Homework** | |
| Prepare for the next lesson 1: Unit 12 – Getting started. | T asks Ss to prepare Unit 12 Getting started |