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| **Date of planning**: 6/4/2024  **Date of teaching:** 12/4/2024  **WEEK 29:**  **Peroid 87.** | **UNIT 11: OUR GREENER WORLD**  **Lesson 1: GETTING STARTED**  ***Let’s go green!*** |

**I. OBJECTIVES:**

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

**1. Knowledge**

- An overview about the topic *Our greener world*

- Vocabulary on how to help the environment

**2. Core competence**

- Develop communication skills and creativity

- 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. TEACHING AIDS:**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 11- Getting started)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**III. PROCEDURE:**

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| **\*Warm-up (5’)**  \* **Aim:** To set the context for the listening and reading text.  To introduce the topic of the unit.  \* **Content:** Discuss some ways to protect nature and the environment.  **\* Products:** Ss says some things they do everyday which is good for the environment.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **\* Warm up**: **T – SS** ( Individual work)  **- T - Ss**  - T writes "Our greener world" on the board.  Ask students what 'green' means to them.  -T Writes their answers on the board. Explain that "green” has a lot of meanings  - T writes "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.  - Tell Ss say some things you do everyday which is good for the environment.    - Let students open their books and start the lesson. | | | **\* Chitchatting:**  Do you like to live in a green world? Why or why not?  **- Grean :**  relating to the protection of the environment.  **- "Let's go green!":**  to do more to protect nature and the environment.  + SOME THINGS YOU DO EVERYDAY WHICH IS GOOD FOR THE ENVIRONMENT - Plant trees. - Go to school / work by bikes or by public transport to reduce air pollution. - Reuse and recycle things - Don’t liter. - Use renewable energy such as solar, wind, biogas and biomass instead of coal, oil and natural gas. |
| **\* Presentation (5’)**  **Pre-teach Vocab**  **\* Aim:** To introduce new vocabulary  \* **Content:** learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **- T - Ss.**  **\* Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Follow the seven steps of teaching vacab.  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < Rub out and remmember>** | | **\* Vocabulary**  - reusable [riːˈjuːzəb(ə)l] (a): có thể tái sử dụng  - plastic [ˈplastɪk] (n): (chất liệu) nhựa  - plastic bag: túi ni long  - environment [ɪnˈvaɪ .rən .mənt] (n) : môi trường  - check- out (n) : quày thu ngân  **- pick up** /pɪk ʌp / : (v): nhặt (rác), đón | |
| **\* Practice: (20’)** | | | |
| **Task 1** | | | |
| **\* Aims:** To practice the targeted language and the background knowledge of going green.  \* **Content**: Listen and read the conversation  **\* Products:** Students read and understand the meaning of the conversation  Students know how to role play  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1: T-Ss, Ss-Ss**  - Ask students to look at the picture on Page 48 and answer the questions below:  - 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. | **Task 1. Listen and read**   1. *Who are they?* 2. *What are they looking at?* 3. *What are they talking about?*   ***\* Suggested answers:***   1. *They are Nick and Mi.* 2. *They are at the supermarket*   *3. They are talking about ways to go green.*  *( to protect the environment)*  **\* Role play.** | | |
| **\* Task 2**  **\* Aims:** - To help students deeply understand the text.  \* **Content:** Complete the following sentences with the words from the dialogue.  **\* Products:** Student write correct words on the group board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T-Ss, Ss-Ss**   * Teacher tells students to read the text again in order to find the words to complete the sentences independently. * Teacher allows students to share their answers before discussing as a class. * Teacher nominates students to give answers and corrects them if necessary. * T can have Ss complete the sentences by playing a game. | **Task 2: Read the conversation again. Complete the following sentences. Use no more than three words in each blank.**  ***\* Answer key:***  1. on a picnic  2. reusable; natural  3. the check-out  4. a reusable  5. cycling | | |
| **Task 3:**  **\* Aims: -** To help Ss understand the text in depth;  - Todraw Ss' attention to the first conditional.  **\* Content:** Match the first half of the sentence in column A with its second half in column B.  **\* Products:** Ss give correct answers .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T-Ss, Ss-Ss**  -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 CLOSERLOOK 2.** | **Task3: Based on the ideas in the conversation, match the first half of the sentence in column A**  **with its second half in column B.**  **\* *Answer key:***  1. b 2. c 3. a | | |
| **\* Task 4**  **\* Aims:** To develop Ss' knowledge of the vocabulary for how to help the environment.  \* **Content:** Match the pictures with the ways to help the environment.  **\* Products:** Practise in pairs and give correct answers.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 4 :T-Ss, Ss-Ss***   * 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. | **Task 4: Match the pictures with the ways to help the environment.**  ***\* Answer key:***  1. c 2. a 3. b  4. e 5. d | | |
| \* **Production:(5’)**  **\* Aims:** To provide students with an opportunity to communicate with each other, using the vocabulary they have learnt.  \* **Content:** *Game: Find someone who…*  **\* Products:** Ss ask and answer in groups and then report the results.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Ask students 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. | **Task 5: Game: Find someone who…**   |  |  | | --- | --- | | **Find someone who…** | **Names** | | uses reusable bags |  | | cycles |  | | walks to school |  | | picks up rubbish |  | | plants trees |  |   ***Ex:***  ***A:*** Do you plant trees?  ***B:*** No , I don 't.  ***A:*** Do you pick up rubbish?  *B:Ye s,* I do. | | |
| **\* Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**. Summarize the main content what students have learnt in the lesson.  **\* Products:** Some Ss say aloud in front of the class.  **\* Organization of implementation**: | | | |
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| - Teacher asks students to talk about what they have learnt in the lesson.  - Ss work indepently | - Some new words  - Read and understand content of the conversation | | |
| **\* Homework (2’)**  \* **Aim:** To revise the lesson and prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson ( A closer look 1)  **\* Products:** Students’ textbook and workbook.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words.  - Read the dialogue again.  - Prepare lesson 2 ( A closer look 1)*.* | | |

**\*- Evaluation:** ……………………………………………………………………………………………………………………………………………………………………………………………………………

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| **Date of planning**: 12/4/2024  **Date of teaching:** 16/04/2024  **WEEK: 30**  **Peroid : 88** | **UNIT 11: OUR GREENER WORLD**  **Lesson 2: A CLOSER LOOK 1** |

**I. OBJECTIVE:**

**By the end of this lesson, students will be able to gain the following things:**

**1. Knowledge:**

- Teaching some new words about things that can be reduced, reused and recycled.

- Saying sentences with correct rhythm; Learning how to make Rhythm.

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

- say sentences with correct rhythm; give warnings;

+ Grammar: Review

**2. Competence:** Students will be able to

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be responsible and be aware of how to help protect the environment

- Develop self-study skills

**II. TEACHING AIDS:**

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

- Pictures and a video clip

- hoclieu.vn

**III. PROCEDURE:**

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| **ACTIVITY 1. WARM UP & INTRODUCTION (5’)** | |
| **a.Aims: Vocabulary**  **- To revise/ teach some new words.**  **b. 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. **Guessing game .**  **c. Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **d. Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Playing game:**  **\* Guessing game**  - Revising phrases relating to localtions of houses, Eg. In the sea, in the city; in the counryside…  - Teacher **(T)** asks guides, gives instructions how to play guessing game.  - Ask Ss to open their book and introduce what they are going to study…. | . |
| **ACTIVITY 2. PRESENTATION (10’)** | |
| **a. Aim: To teach the terms reduce, reuse, and recycle.**  **b. Content:** To introduce some new words and the terms reduce, reuse, and recycle.  **c. Outcome:** Ss learn how to use the terms reduce, reuse, and recycle. Know more some words.  **d. Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **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.**  **\*) 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  - 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 *recycling* and *reusing* from Ss.  - Explain the difference between these two terms again if necessary:  + ***Recycling*** 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.  + ***Reusing*** 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.  - Check the answers as a class.  **- T \_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks | **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.**  **\* Vocabulary**  **- reduce** (v) giảm  **- reuse** (v) dùng lại  **- recycle** (v) tái chế tái sử dụng  **- rubbish**(n) rác thải  **- wrap** (v) gói, bọc **…**    **- 3Rs**  **Key :** |
| **ACTIVITY 3. PRACTICE (20’)** | |
| **a.Aim: To revise / teach the words for things that can be reduced, reused and recycled.**  **b. Content:** Teach the words for things that can be reduced, reused and recycled. Write the word.  **c. Outcome:** Ss can learn some words . Understanding more the things that can be reduced, reused and recycled.  **d. Organisation :** Teacher’s instructions… | |
| **Teacher’s Student’s activities** | **Content** |
| **2. Write the word/ phrase in the box under each picture.**  - 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  - Call on some Ss to write their sentences on the board. Correct if necessary. | **2. Write the word/ phrase in the box under each picture.**  **\* Key*:***  **1**. rubbish **2**. plastic bag **3**.glass  **4**. plastic bottle **5**. noise **6**. paper  **7**. water **8**. clothes |
| **a.Aim: To help Ss categorize things that can be reduced, reused and recycled.**  **b. Content:** Pair work . Put the words into groups.  **c. Outcome:** Ss can categorize things that can be reduced, reused and recycled. **3Rs**  **d. Organisation :** Teacher’s instructions… | |
| **3. Work in pairs. Put the words from 2 into groups. Some words can belong to more than one group.**  - 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. Discuss the answers with the class.  - Elicit 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  - Ask Ss add more words.  - T and other Ss give comments. | **3. Work in pairs. Put the words from 2 into groups. Some words can belong to more than one group.**   |  |  |  | | --- | --- | --- | | **Reduce** | **Reuse** | **Recycle** | | rubbish, plastic bag, noise, plastic bottle, paper, water | plastic bag, glass, plastic bottle, paper, water, clothes | rubbish, plastic bag, glass, plastic bottle, paper | |
| **II. PRONUNCIATION**  **Rhythm in sentences**  **a.Aim: To get Ss familiar with rhythm in sentences.**  **b. Content:** In sentence, the stressed and unstressed syllables combine to make rhythm  **c. Outcome:** Learn how to make rhythm in sentences .  **d. Organisation :** Teacher’s instructions… | |
| **Teacher’s Student’s activities** | **Content** |
| **4. Listen to these sentences, then repeat. Pay attention to the bold syllables.**  - 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 practise reading the sentences.  - Call on some Ss to read the sentences aloud.  - Comment on Ss'pronunciation.  - Check their pronunciation If necessary.  - Call on some Ss to read the words aloud. | **4. Listen to these sentences, then repeat. Pay attention to the bold syllables.**    **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 p**la**nting **trees** in the **gar**den.  **4**. Is it **bet**ter to **use pa**per **bags**?  **5**. We are **hap**py to **walk** to **school** |
| **ACTIVITY 4. FURTHER PRACTICE (8’)** | |
| **a.Aim: To give Ss further practice with rhythm in sentences.**  **b. Content:** Practice the conversation with rhythm . **Bold syllables**  **c. Outcome:** Ss parctice the conversation with rhythm with a classmate.  **d. Organisation :** Teacher’s instructions… | |
| **5. Listen to conversation. Pat attention to the bold syllables. Then practise conversation with a classmate.**  - 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 practise reading the conversation.  - Call on some Ss to read the conversation aloud.  - Comment on Ss' pronunciation.  - If there is time, have Ss make more sentences with two-syllable nouns they know. Then ask them to say their sentences in front of the class.  - Comment on their pronunciation .  \*Moral lesson:We have sorted out items which we can consider the way we use for saving the environment. But in which exact way we should use them so that we can get the most benefits by putting these things in the correct column of reduce, reuse and recycle.  \* Tích hơp:GDCD | **5. Listen to conversation. Pat attention to the bold syllables. Then practise conversation with a classmate.**  **Audio script:**  ***Vy:* What** are you **do**ing?  ***Mi:*** I'm **wri**ting an **ar**ticle about **go**ing **green.**  ***Vy***: **Great!** I'm **writ**ing a **poem** about the **3Rs.**  ***Mi:*** **Let** me **read** it.  ***Vy***: I'm still **wri**ting. **Wait** for a **mi**nute. |
| **\* HOME WORK 2’**  - remember some adjectives describing the city.  - Do more exercises in workbook.  - Prepare new lesson. | |

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| **Date of planning**: 12/04/2024  **Date of teaching:** 17/4/2024  **WEEK 30**  **Peroid 89:** | **UNIT 11: OUR GREENER WORLD**  **Lesson 3: A CLOSER LOOK \_2** |

**I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things:**

**1. Knowledge:**

- To teach a grammar point : articles a, an or the and the first conditional sentence. To practice doing exercises using articles a, an, the in contexts.

+ Vocabulary: use the words for things that the items related to the topic "Our greener world".

+ Grammar: Conditional sentence type 1 and article.

- use the first conditional to talk about possibilities;

**2. Competence:** Students will be able to learn how to use articles a, an or the and the first conditional sentenceto talk about possibilities; To practice doing exercises using articles a, an, the in contexts.

**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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| **ACTIVITY 1. WARM UP & INTRODUCTION (5’)** | |
| ***Aims:*** review old lesson  ***Contents:***  - vocabulary about green world  - games on the board  ***Products:***  Check the old lesson | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Revision**  **Back to the board**  - Divide the class into two teams.  - Have one student from each team to go to the board and stand back to the board.  - Write some words on the board  - The two teams explain in English  - The students on the board try to say out the words | **+ Greeting**  - Earth  - fresh water  - rubbish  - air  - plant  - forest  - flood  - pollution |
| **ACTIVITY 2. PRESENTATION/ NEW LESSON (12’)** | |
| **a. Aims:** Students can know about articles  **b. Content:** Introduce the use Article a, an, the .  **c. Outcome:** Ss learn how to use Article a, an, the. **Remember.** .  **d. Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| Teacher introduces the use of articles: *a, an, the*  Students pay attention and note down | **I. Articles**  There are two kinds of articles in English.   1. **Indefinite article: *a / an***   a + consonant sound  E.g. a bag  an + vowel sound (a, e, i, o, u)  E.g. an apple  We use a/an with singular countable nouns when we are talking about them in general  Ex: an ant is a tiny animal  We use a/an after the verbs *to be* and *to have*  Ex: I am a student.  I have an eraser.  **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  We use *the* with singular or plural nouns when we already know them or when the are mentioned for the second time  Ex: The bike in front of her house is nice.  We use *the* with nouns which are unique  Ex: The air is dirty |
| **ACTIVITY 3. PRACTICE (18’)** | |
| **a.Aim: To give practice with a and an. And to give further practice with a / an and the.**  **b. Content:** Further practice with a / an and the. Complete the sentences using a/ an or the.  **c. Outcome:** Ss can Complete the sentences using a/ an or the correctly.  **d. Organisation :** Teacher’s instructions… | |
| **Teacher’s Student’s activities** | **Content** |
| - Have Ss do the exercise individually and then compare their answers.  - Invite some Ss to read their answers aloud.  - Check their answers in front of the class.  - Now draw Ss' attention to the Grammar box.  - Have Ss read the again if necessary information.  - Explain the information necessary.  - Go around and offer help, If necessary.  - Check their answers. T explains if necessary.  **2. Write a/ an or the**  - Have Ss read the sentences and fill each blank with a suitable article.  - Check and confirm the correct answers.  - Checks Ss' answers as a class.  - Listen carefully and learn how to do.  - Give the answers | **Task 1. Write a or an**  ***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**  **\* Key**:  **1.** a **2**. The; the **3**. A; an **4**. an **5**. the; the |
| **PRESENTATION 2 (7’)**  **a.Aim:** Students can have knowledge of the first conditional  **b. Content:** To teach the form and use of the first conditional.  **c. Outcome:** Ss learn how to form and use the first conditional.  **d. Organisation :** Teacher’s instructions… | |
| **3. Write the correct form of each verb in bracket.**  - Have Ss do this exercise quickly then give the answers to T. Write their answers on the board and confirm the correct answers.  **-** Go around and offer help, if necessary.  - Check the answers as a class.  - Comment on their performance. | **3. Write the correct form of each verb in bracket.**    **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. |
| **a.Aim: To give further practice with the first conditional.**  **b. Content:** Further practice.Complete the sentences using the first conditional.  **c. Outcome:** Ss can Complete the sentences using the first conditional correctly.  **d. Organisation :** Teacher’s instructions… | |
| **Teacher’s Student’s activities** | **Content** |
| **4. Combine each pair of sentences below to make a first conditional sentence.**  - 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.  - Invite one or two Ss to say out their answers in front of the class.  - Check the answers as a class. | **4. Combine each pair of sentences below to make a first conditional sentence.**  **Key:**  **1**. If the air isn't fresh, people will cough.  **2.** If the water is dirty, a lot of fish will die.  **3**. Ifwe 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 |
| **ACTIVITY 4. FURTHER PRACTICE ( 8’)** | |
| **a.Aim: To give fun practice with the first conditional.**  **b. Content:** Do the GAME; Fun matching.  **c. Outcome:** Ss understand more the form and use the first conditional.  **d. Organisation :** Teacher’s instructions… | |
| **5. GAME. Fun matching.**  - 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.  - T goes round and corrects mistakes or gives help when necessary.  - Call on some Ss to share their ideas in front ofthe class. T and other Ss give comments.  \*\*Moral lesson: There are several environmental problems that human has to face, we must protect the environment by not littering the rubbish, ….  \* Tích hơp:GDCD | **5. GAME. Fun matching.**    **-** Listen to the instructions carefully then do the tasks. |
| **\* HOME WORK 2’**  - Remember the use of possessive adj and possessive pronouns.  - Do more exercises in workbook.  - Prepare new lesson. | |

**\*- Evaluation:** ……………………………………………………………………………………………………………………………………………………………………………………………………………..

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| **Date of planning**: 12/4/2024.  **Date of teaching:** 19/4/2024  **WEEK 30:**  **Peroid : 90** | **UNIT 11: OUR GREENER WORLD**  **Lesson 4 : COMMUNICATION** |

**I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things :**

**1. Knowledge:** - To use everyday English phrases and expressions to develop their language skills. Learning the ways to go green. Giving warnings: *Don’t do that; If you give them too much food, they will die.*

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

use the words for things that the items related to the topic "Our greener world".

+ Grammar: Giving warnings: *Don’t do that; If you give them too much food, they will die.*

**2. Competence:** Students will be able to learn the ways to go green. Giving warnings:

**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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| **1.Warm-up (5’)**  **\* Aim**: To review conditional type 1  To lead in the new lesson  \* **Content:** Game: Fun matching ( Write 5 conditional type 1)  **\* Products:** Ss from 2 teams read the first conditional aloud.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| \* **Warm up**  **- T – Ss**   * Divide the class into groups (A and B) and give each student a strip of paper. * Tell students from group A to write an *if-clause*. Students from group B write a *main clause*. * After 5 minutes have students try to make a sentence by matching the clause on their strip of paper with a clause from the other group. * Ask students 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.   **- Lead in:**   * Teacher sets the scene.   Teacher leads students into the lesson by telling about what they are going to learn: “We are going to learn how to make and accept appointments | **\* GAME: Fun matching**  *Are thereany*  *funny 5e ntence5?*    *Do they match?*  *Are there any funny sentences?* | |
| **\* Presentation ( 5’)**  **\* EVERYDAY ENGLISH** | | |
| **Task 1: (5’)**  **\* Aim:** To introduce two ways to give warnings.  \* **Content**: Listen and read the short conversation, paying attention to the highlighted sentences.  **\* Products:** Understand and know how to give warnings.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 1:T –Ss**   * 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. | **Task 1: 1. Listen and read a dialogue.**  **\* Giving warnings:**  **+Structure:**   * Imperative sentences   *+ Don’t do that.*  + Don’t read in the dark.   * First conditional   *+ If you give them too much food, they will die.* | |
| **\* Practice (20’)** | | |
| **Task 2**:  **\* Aims:** To help students practise giving warnings.  \* **Content:** Make a short conversation, following the example in Task 1.  **\* Products:** Some pairs to make a conversation in front of the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Task 2:T –Ss : Ss- Ss**   * 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 provide help. * Teacher calls some pairs to practise in front of the class, then comment on their performance. | | **Task 2: Work in pairs. Make a short conversation, following the example in Task 1.  - Example:**  **A**: You are giving too much water to the flowers. Don’t water them too much!  **B:** Why?  **A:** If you give them too much water, they will die.  **B:** I see. Thank you. |
| **\* A survey on ways to go green**  **Pre-teach: Vocabulary**  **\* Aim:** To enrich students’ vocabulary to talk about the environment.  \* **Content:** Some new words related the environment.  **\* Products:** Read and understand the meaning of words .  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Task 3: T - Ss,**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Follow the seven steps of teaching vacab.  - Students repeat in chorus and individually  - Ss copy all the words | | **\* New words:**  - (to) do a survey: /ˈsɜːveɪ/ : làm một cuộc khảo sát  - (to) wrap: /ræp/ : gói, bọc  - (to) be in need: /niːd/ : đang cần  - breeze (n): /bri:z/ : cơn gió nhẹ  - throw away /θrəʊ/ /əˈweɪ/ : Ném đi, vứt đi |
| **Task 3:**  **\* Aims:** To give students a chance to know if they have a green way of living.  \* **Content: The 3Rs Club survey - How Green Are You?**  **\* Product:** Answer the questions individually and then count the points.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Task 3: T – Ss.**  **\* Set the scence:**   * Teacher shows 6 questions of the survey and asks students some questions: * Have 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.   - Ask some students to speak out their points. | | **Task 3:**  **The 3Rs Club survey - How Green Are You?**  + *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?*  ***\* 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!** |
| **\* Production**  **Task 4**  **\* Aims:** To give students an opportunity to ask and answer about a green way of living.  \* **Content:**  **Interview a classmate.(**Ask and answer about a green way of living)  **\* Products:** Role –play in front of the class.  **\* Organization of implementation:** | | |
|  | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Task 4: T - Ss, Ss – Ss**   * Have students work in pairs: one student is the interviewer, and the other is the interviewee. * Ask them to do the interview in about 7 minutes and to note down their friend’s answers. * The interviewer then shares their answers with their friend and find out how many different answers they have. * Call on some students to report the results of their interview to the class.   Teacher models with a student. | | **Task 4: Interview a classmate. (Ex. 4, p. 53)**    **Example:**  A: What’s your answer to Question 1?  B: It’s C. What’s your answer?  A: My answer is A. What’s your answer to Question 2?  B: It’s C. What’s your answer?  A: Oh, me too. What’s your answer to Question 3?  B: It’s B. What’s your answer?  A: Well, I choose A. |
| **\* Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson.  **\* Products:** Ss say aloud what they have just learnt .  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| Teacher asks students to talk about what they have learnt in the lesson. | | * learn how to give warnings;   - practise some new words related to the topic.  -A survey on ways to go green |
| **\* Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson. And prepare for the next lesson: Skills 1.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | | **Content** |
| - T reminds Ss to do homework and prepare the new lesson. | | - Learn by heart new words  - Review some exercises.  - To prepare for the next lesson: Unit 11 /Skills 1. |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

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**Date of planning**: 15/4/2024.

**Date of teaching: 23/4/2024**

**WEEK 31 Peroid 91 : UNIT 11: OUR GREENER WORLD**

**Lesson 5 : SKILLS 1.**

**I. OBJECTIVES:** By the end of the lesson, students can:

- Read the 3Rs Club poster about tips to become “green” and do exercises.

- Talk about tips to protect the environment and the creative ways to reuse some old things.

**1. Knowledge:**

a. Vocabulary: The items related to the topic "Our greener world".

b. Grammar: Conditional sentence type 1.

**2. Competences:**  groupwork, independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Qualities:** Students will be more responsible for and more aware of protecting the environment

**II. TEACHING AIDS**

**1. Materials:** Textbooks, plan

**2. Equipment:** computer accessed to the Internet, smart TV

**III. PROCEDURE**

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| --- | --- | --- |
| **\* Warm-up (5’)**  **\* Aim**: TO revise some words related to the topic. To introduce the topic of reading.  \* **Content: Game : Pelmanism** (Matching words with their meaning)  **\* Products:** Students play in groups and choose the pair of number correctly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| - **T- Ss, Ss - Ss**   * Teacher divides the class into 2 teams. * Teacher put 12 sets of numbers, one includes word and the meaning of words. * Members from two teams choose the pair of number . * The group with the most correct word will be the winner   ***-*** Teacher leads in the new lesson .   * Teacher says: *We are going to read an interview about ways to go green at school”.* | | **Game: \* PELMANISM**  *\* Matching words with their meaning*   |  |  |  | | --- | --- | --- | | *reduce* | *reuse* | *protect* | | *Làm giảm* | *Sử dụng lại* | *Bảo vệ* |  |  |  |  | | --- | --- | --- | | *recycle* | *rubbish* | *evironment* | | *Tái chế* | *Rác thải* | *Môi trường* | |
| **\* Presentation (7’)**  **Pre- teach vocab**  **\* Aim:** To develop the skill of guessing the meaning of words/ phrases in context.  \* **Content:** Learn some vocab related the topic.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **T –Ss :**  **- Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, explaination…..)  - Repeat in chorus and individually  - Copy all the words  \* **Checking vocab:** | | \* **Vocabulary**  - instead of (prep) /ɪnˈsted əv/:  - charity (n) /ˈtʃær.ɪ.ti/  - recycling bins (n) /ˌriːˈsaɪ.kl̩ng/  - creative (a) /kriˈeɪ.tɪv/  - exchange (v) /ɪksˈtʃeɪndʒ/= swap (v) /swɑːp/  - reusable (a) /riˈjuː.zə.bl̩/  **\*Checking vocab:**Say the word by EL |
| **\* Pre -reading (5’)**  **Task 1:** | | |
| **\* Aims:** To develop the skill of locating specific words in the text.  \* **Content:** Read the interview. Find these words or phrases and underline them.  **\* Products:** Ss read the interview and highlight the words/ phrases they have found correctly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 1:T –Ss, Ss- Ss**   * 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 | **Task 1: Read the interview. Find these words or phrases and underline them.  *Reporter:*** Can you share with us some tips to make your school greener?  ***Nam:*** Sure. Firstly, we put recycling bins in every classroom.  ***Reporter:*** What about old books and uniforms?  ***Nam:*** We exchange them with our friends or give them to charity. We don’t throw them away.  ***Reporter:*** Anything else?  ***Nam:*** We borrow books from the school library instead of buying new ones.  ***Reporter:*** Great! You can save much paper.  ***Nam:*** And there’s another tip. We bring reusable water bottles to school. ***Reporter:*** I see lots of trees in your school. Is planting trees a good tip?  ***Nam:*** Yeah. It makes our school greener.  ***Reporter:*** Thanks for sharing. Do you want to add anything?  ***Nam:*** Finally, we usually find creative ways to reuse old items before throwing them away. | |
| **\* While-Reading (5’)**  **Task 2**  **\* Aims:** To help Ss develop the skill of guessing the meaning of words/ phrases in context.  \* **Content: Match the words/ phrase with their meanings.**  **\* Products:** Students **match the words/ phrase with their meanings exactly.**  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - **T –Ss, Ss- Ss**  Tell Ss how to do the activity. Remind themto lookagain at the words/phrases thathave been highlighted in **1** and read the surro unding sentences carefully to get the meaning of each word/ phrase, and then match the word/ phrase with the given meaning. Have Ss do this exercise individually and then compare their answers with a classmate. Ask for Ss' answers. Confirm the correct answers. Ask Ss to give some examples with the words/ phrases. | **Task 2. Match the words/ phrase with their meanings**  **\* Answer key:**  **1. e**  **2. d**  **3. a**  **4 . b**  **5. c** | |
| **Task 3:**  **\* Aims:** To develop reading skill for general and specific information.  \* **Content:** Read the text and answer the questions.  **\* Products:** Students play game by answering the questions correctly.  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 3: T - Ss, Ss – Ss**  - T has Ss anser the questions by playing game : *Lucky number.* Class is divided into 2 groups.   * Teacher prepares 8 numbers which includes 6 questions about their school, and 2 lucky numbers. * Each team takes turns and chooses a number and answers the question behind the number. If the team answers the question correctly, they will get 1 point. If the team chooses the lucky number, they get 1 point without answering the question and may choose another number. | **Task 3: Read the text and answer the following questions. (p. 54)**  *\* Answer key:*   1. Ways to become greener at school 2. Recycing bins 3. Exchange old uniforms with friends or give them to charity 4. Borrow books fro m the library   **5.** Reusable water bottles  6. Students’ answers ( some ways to make your school greener) | |
| **\* Post reading + Pre –speaking( 5’)**  **Task 4**  **\* Aims:** To give Ss a chance to discuss their opinions about green tips.  \* **Content**: Discuss to put the tips in order from the easiest to the most difficult.  **\* Products:** Discuss in groups and order the tips from the easiest to the most difficult  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 4: T - Ss, Ss – Ss**  - 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 gro u ps can justify it.  - Elicit some other tips from Ss and quickly write them on the board. Ss comment on the tips. | **Task 4:** Discuss to put the tips in order from the easiest to the most difficult.  **\* Suggested answers.**  1.d  2.f  3.b  4.c  5.a  6.e | |
| **\* While –Speaking (5’)**  **Task 5:**  **\* Aims:** To give students a chance to share ways to reuse things.  \* **Content**: Find creative ways to reuse old items  **\* Products:** Students’ idea in groups and share with the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **T - Ss, Ss – Ss**  - Have Ss work in groups and find creative ways to reuse the items indicated in the book.  -This activity can be organised as a competitive game.  -Give the groups 8 min utes 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. | **Task 5: Tip f tells you to find creative ways to reuse old items. Can you think of any ways to reuse. a**. *We can use used gift wrap to cover books, notebooks, cut them into beautiful shapes to decorate houses.*  ***b****. We can use used water bottles to plant trees, keep pens, make toys.*  ***c.*** *We can use used books to wrap things, give them to the school library or the local library.* | |
| **\* Post-Speaking (3’)**  **\* Aims:** To help students improve next time.  \* **Content:** Present some ways to go green.  **\* Products:** Some students share their preparation with the whole class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **T - Ss, Ss – Ss**  - Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation.  - Teacher gives feedback and comments. | **\* Students’ presentation** | |
| **\* Consolidation (2’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Ss summarise what they have learnt with the two skills.  **\* Products:** Students say what they have learnt with the two skills in font of the class.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - Some ways to go green, tips for going green). | |
| **\* Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson.  \* **Content:** Review the lesson and prepare for the next lesson .  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | |
| - Teacher asks students to prepare the new lesson | - Do Ex inWB  - Prepare: Skills 2 | |

**week:32 *Preparing date***: 20/4/2024

**Period:92 *Teaching date: 26/4/2024***

**I. OBJECTIVES:**

By the end of the lesson, students will be able to:

**1. Knowledge:**

- 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.

**a. Vocab:** lexical items related to the lesson.

b. **Grammar:** Article and conditional type 1

2**. Competence:** 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.

**3. Quality/behavior:** To teach SS to be responsible for protecting environment**;** Have a good attitude to protect the environment.

**III. TEACHING AIDS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 11, skills 2)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

III. PROCEDURES : (STAGES)

|  |  |  |
| --- | --- | --- |
| **1.Warm –up (5’)**  **\* Aim**: To prepare for the new lesson; To introduce the new lesson.  \* **Content:**  **\* Products**:  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| \* **Warm up**  **- T - Ss**  - Teacher divides the class into 2 teams.  - The team which has more correct answer will be the winner.   * **🡪 Lead in:** 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.* | | **\* Game : Brainstorming “What are the necessary qualities of the club president?”**  https://www.tienganh123.com/file/phothong/lop6/bai11/vocab2/img/president.jpg  *active, creative, friendly, confident, good knowledge, responsible, patient, disciplined, funny, ….*  *+ What are they going to do for the club?* |
| **\* Pre-Listening (5’)** | | |
| **Task 1: (5’)**  **\* Aim:** To develop the skill of listening for specific information.  **\* Content:** Listen and Fill each blank with a word or a number.  **\* Products: Ss** write the correct answers on the board.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - 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 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. | **Task 1: Listen to two students talking about what they will do if they become the presidents of the 3Rs club. Fill each blank with a word or a number. \* Answer keys:**  (1) 6A  (2) recycling  (3) book  (4) 6E  (5) bus  (6) uniform | |
| **\* While -listening ( 10’)** | | |
| **Task 2**  **\* Aims:** To help students develop listening skill for specific information (T / F).  \* **Content:** Listen and tick True or False**.**  **\* Products:** Listen, understand and write the correct answers on the board.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher plays the recording once or twice. * Teacher asks students to listen and tick the answers. * Teacher asks students to compare their answers with the prediction made previously. * Teacher calls on some students to read aloud their answers and correct the false one(s). * Teacher checks students’ answers as a class. | **Task 2: Listen again and tick True or False.**  ***\* True – False prediction:***  ***+ Answer key:***  1. F (reuse things)  2. T  3. F (it helps the environment)  4. T | |
| **\* Post-Listening(5’)**  **\* Aims:** To develop student’s speaking skill, using the available information and their background knowledge.  \* **Content:** Students describe what they have listened briefly  **\* Products:** Students summarize the listening briefly  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| ***T-Ss, Ss-Ss***  - Invite one or two students to briefly describe what they have listened.  - T gives feedback. | ***\* Retelling***  ***+Example:***  *Mi is from class 6A. If she becomes the president of the Club, she'll first talk to her friends about putting a recycling bin in every classroom. They can reuse the things they have in these bins. Secondly, She'll organise some book fairs. Students can exchange their used books at these fairs.* | |
| **\* Pre -writing (5’)**  **Task 3:**  **\* Aims:** To help students generate ideas for their writing; to help Ss know writing skill.  \* **Content:**  Ask him / her what two things he / she will do if he / she becomes the president of the 3Rs Club  **\* Products:** Students write ideas ; give explanations and examples to support their ideas.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| ***T - Ss, Ss-Ss***  - In this writing part,Ss are asked to write about a classmate's ideas if he / she becomes the president of the club.  - Ask Ss to read the **Study skill - Writing!** box.  - T may explain the use of connectors to show sequence by referring to the listening part. Also tell them that when they write ; they should give explanations and examples to support their ideas.  - Have them look at the example in the **Study skill - Writing!** box. | **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.**  ***\* Suggested answers:***  Name: Vy  Idea 1: encourage students to go to school by bike or bus .  Idea 2: find creative ways to reuse old items instead of throwing them away (idea).  🡪Firstly I will encourage students to go to school by bike or bus (idea). It will be very friendly to the environment (explanation). 🡪 Next, I will find creative ways to reuse old items instead of throwing them away (idea). For example, I will use wine bottles to make lights or flower vases (example). | |
| **\* While-Writing (5’)**  **\* Aims:**To help Ss practise writing a paragraph about their classmates' idea s for the 3Rs Club.  \* **Content:** Write a paragraph about their classmates' idea s for the 3Rs Club.  **\* Products:** Students’ perfect writing on the posters ( notebooks)  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| ***- T-Ss, Ss-Ss***  - Have Ss write individually based on the ideas they have had in **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. | **Task 4:** **Write a paragraph about your classmate’s ideas in 5. Write about 50 words.**  **My classmate is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If \_\_\_\_\_\_\_ becomes the president of the 3Rs Club, \_\_\_\_\_\_ will do two things. Firstly, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  ***\* Model writing:***  *My classmate is Vy If she becomes the president of 3Rs Club. She will do two things. Firstly, she will encourage students to go to school by bike or bus. It will be very friendly to the environment. Secondly,*  *she will organise recycling clubs and call students to join. In this club, they will make beautiful and helpful things from old things or recycled things. I think she will be a good club president.* | |
| **\* Post-Writing (5’)**  \* **Aim:** To peer check, cross check and final check students’ writing.  \* **Content:** Cross check students’ writing.  **\* Products:** Students’ writing and cross check. (*individual work*)  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| ***- T-Ss, Ss-Ss***  - Teacher asks students to exchange their textbooks to check their friends’ writing.  - Teacher then gives feedback as a class discussion. | **Task 5: Students’ writing and cross check.** | |
| **\* Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson.  **\* Products:** A student says what she/ he has learnt in the lesson.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - listening for specific information about two students talk about what they will do if they become the president of the 3 Rs Club.  - writing a paragraph about their classmates' idea s for the 3Rs Club. | |
| **\* Homework (2’)**  **\* Aim:** To revise knowledge that students have gained in this lesson.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | |
| * Teacher asks students to rewrite their writing in their books.   - Teacher asks students to prepare the new lesson. | * Rewrite the writing in the notebook.   - Prepare “ Looking back and project” | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….

Preparing date: 20/4/2024

Teaching date: 26/4/2024

Week :31 UNIT 11: OUR GREENER WORLD

Period : 93 Lesson 7: Looking back and project

**I. OBJECTIVES:**

By the end of the lesson, students will be able to:

- review language use and skills student have learned in Unit 11;

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

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** Words to talk about environmental problems.

**\* Grammar:** Article and conditional type 1

**2. Competence:** Use vocab, grammar and skills have learned in Unit 11 to practice fluently;

Make a project ” Creative ideas about reusing olpd things”

**3. Quality/behavior:** To teach SS to be responsible for protecting environment**;** Have a good attitude to protect the environment.

**III. MATERIALS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 11 - Looking back and project)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

IV. PROCEDURES : (STAGES)

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| --- | --- | --- | --- |
| **\* Warm -up (5’)**  **\* VOCABULARY(Task 1)**  **\* Aim**: To revise the vocabulary related to the topic and lead in the next part of the lesson.  \* **Content:** Game : Brainstorming  **\* Products:** Students workgroup and write the correct answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Team work)**  **T –Ss ; Ss – Ss**  - 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. | | | **\* Game : Brainstorming:** |
| **\* GRAMMAR (10’)**  **Task 2**  **\* Aim:** -To give practice in using the articles *a/ an* and *the*.  \* **Content:** Complete the sentences using a/an and the.  **\* Products: Ss** complete the sentences using a/an and the exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **\*Task 2:**  **T –Ss :**  - 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: Write a/an and the (Ex. 2, p. 56)**  \* ***Answer key:***  1. a  2. an  3. The  4. a; The  5. a; an | | |
| **Task 3** | | | |
| **\* Aims:** To provide further practice on the first conditional.  \* **Content:** Give the correct form of verbs in brackets.  Combine sentences using a first conditional sentence.  **\* Products:** Ss write the answers on the board exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| \* **Task 3:**  **T –Ss**   * 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 4:**  **T - Ss**  - 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. | | **Task 3 : 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  **Task 4: 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. | |
| **\* Production(3’):**  **\* Aims:** To give Ss further practice on using the first conditional.  \* **Content:** Complete the following sentences using the first conditional  **\* Products:** Students play in groups and complete the sentences exactly.  **\* Organization of implementation:** | | | |
|  | |  | |
| **- T - Ss, Ss – Ss**  Game: Lucky number.   * Teacher divides the class into 2 teams. * Each team chooses the number they like, then tries to answer the question correctly. * The team which chooses a lucky number will get two points without answering any questions. * The team which has more points will be the winner.   - T comments and give marks. | | **\* Complete the following sentences using the first conditional and the following verbs:**  *not get, have, become, continue, throw, put, decrease, turn off.*  1. If all people  ………. the garbage on the roads or rather wherever they find, the Earth will be flooded in the garbage.  **2.**The pollution………  if we find ways to reuse old items.  **3.**If Trung brings his lunch to his picnic, he…...…the food in a reusable box.  **4.**If I leave a room, I….…the lights and the fans.  **5.**You ……………a high mark in the exam tomorrow if you don't do all of your homework.  **6.** If Hue …………old books and clothes, she will swap them with me.  There will be more floods if deforestation………to happen. | |
| **\* Project (5’)**  **\* Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.  \* **Content:**  PROJECT: Creative ideas about reusing old things.  \* **Products:** Students’ perfect project.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **T - Ss, Ss – Ss**  - Ask students to look at the pictures and discuss the two questions in pairs.  - Elicit the answers from students.  -Now ask students to work in pairs or groups to do the project.  - Students follow the instructions in the book.  - T can ask SS to do the project at home and present their products to the class in the next lesson. | | **\* PROJECT:**  **IDEAS ABOUT REUSING OLD THINGS**    *1. In the first picture, I can see a beautiful bookcase with many pens inside.*  *2. In the second picture, I can see small trees inside coconut shells.*  *3. In the third picture, I can see beautiful flower vases made from tins.* | |
| **\* Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson.  **\* Products:** A student says the lesson’s content aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * Teacher asks students to talk about what they have learnt in the lesson. | | - revise vocabulary and grammar in unit 5  - make Project: “Creative ideas about reusing old things.” | |
| **\* Homework (2’)**  **Aim:** To revise the knowledge that students have gained in Unit 12 and To prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| * Teacher asks students to revise old lesson and to do exercise in workbook.   - Teacher asks students to complete the project and prepare the new lesson. | | - Complete the project  - Prepare for the next lesson: Unit 12 ( Getting started) | |

**\*- Evaluation:** ………………………………………………………………………………………………………………………………………………………………………………………………………….