

UBND HUYỆN THANH TRÌ

**TRƯ­ỜNG THCS THANH LIỆT**

bs00554_

**GIÁO ÁN ANH 6**

**Tiết 87: UNIT 11 – LESSON 1**

**GETTING STARTED**

**Họ và tên GV**: **Nguyễn Bích Ngọc**

**Tổ**: Năng khiếu

**NĂM HỌC 2023 – 2024**

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| **WEEK: 30**  **Period 87** | **UNIT 11: OUR GREENER WORLD**  **Lesson 1: GETTING STARTED**  ***Let’s go green!*** |

**I. OBJECTIVES:**

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

- An overview about the topic *Our greener world*

- use the lexical items related to the topic

- learn some ways to help the environment

**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***:* the items related to television.

1. reusable [riːˈjuːzəb(ə)l] (adj): có thể tái sử dụng
2. plastic [ˈplastɪk] (n/adj): (chất liệu) nhựa
3. Check-out (n) : quầy thanh toán

+ 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. ANTICIPATED PROBLEM AND SOLUTION**

- Anticipated problem: Ss may get confused when doing exercise 5

- solution: T can explain in Vietnamese to help SS understand clearly if they don’t.

**IV. 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. Brainstorming**  - Teacher **(T)** asks Ss some questions about the previous lessons,  - Review the previous unit before Ss open their books.  - T shows topic *“appliances in the house”* on the board and have Ss compete in 4 teams to write as many words that are related to this topic as possible then T checks and gives feedbacks.  - 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  + Brainstorming  smart TV  fridge    - **(Ss)** listen and learn how to do it  - compete in 4 teams  - 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  **\* Outcome:** Reading practice. Ss learn some new words; become familiar with thenew language items.  **\* Organisation :** Teacher’s instructions… | |
| **1. Listen and read. T\_ Ss**  **\*) Elicit the scene**  \* 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?  **\*Checking predictions**  Have Ss listen, follow the text in the book and check their predictions  **\* Pre-teach vocabulary**  Have Ss read the conversation quickly and underline the words that are new for them and ask T => T explains the meaning of the words for them if necessary  + follow the steps of teaching vocabulary  - Call on some pairs of Ss to read the conversation aloud.  - T checks and corrects Ss’pronunciation (if necessary) | **1. Listen and read.**  A child and child carrying a bag of groceries  Description automatically generated  **\* Vocabulary**  **- re’usable** (adj) có thể tái sử dụng  **- ‘plastic** (n/adj): nhựa/ chất liệu nhựa  **- check-out (**n**):** quầy thanh toán  - 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 (3minutes)  - 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.  - After 3 minutes, ask 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.  **\* 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 spend 1 minutes to think and give their answers without reading the conversation again. Then ask them to read the conversation and check their answers.  - Call some Ss to write their 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 of 4 or 6.  - Model the way to ask questions and answers with an able student (e.g. A, do you use plant trees?, 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.  - T moves around to observes and offers 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 & HOMEWORK (2’)**  \*Ask one or two Ss to tell the class what they have learnt.  - Lexical items related to the topic  - some ways to help the environment.  **\*HOMEWORK**  - practice the conversation on page 48  - Prepare new lessons: unit 11- Lesson 2: A close look 1 | |