

Year 6		Theme: Going Green			
	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure Vocabulary Language Function
READING	RV 6.5 (using strategies, finding information)	ongoing questions and participation	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Explain term 'Sustainability'.</li> <li>- Pre-teach vocabulary in the PPP.</li> <li>- Learners view the PPP about sustainability. Ongoing discussion is encouraged.</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>- Ask: <i>What is the text about?</i></li> <li>- Learners read Text 1.</li> <li>- Elicit answers.</li> <li>- Ask: <i>What event is Harry talking about? What are the children going to do at Greenview Park? Who might be joining them? Are the children excited? How do you know?</i></li> <li>- Elicit answers.</li> <li>- Read text.</li> <li>- Learners take roles and act out the dialogue.</li> <li>- Share Text 2.</li> </ul>	handout with Text 1 and Text 2	modal verbs (can, shall, will, must, should, have to)
	RV 6.9 (reading for different purposes)	worksheet	<ul style="list-style-type: none"> <li>- Ask: <i>What is the text about?</i></li> <li>- Learners read Text 2.</li> <li>- Elicit answers.</li> <li>- Ask: <i>What is the club called? Where and when do they meet? What has the club done so far? What is the club going to do? What is the club's motto? How is Text 2 different from Text 1? How is Text 2 similar to Text 1?</i></li> <li>- Elicit answers.</li> <li>- Read text.</li> <li>- Learners read text aloud.</li> </ul> <p><b>Post-Task:</b> Learners answer questions on the worksheet.</p>	worksheets	sustainability, generations, thrive, resources, climate change, renewable resources, non-renewable resources, lifestyle, hydropower, bioenergy  to inform, to invite, to persuade, to make suggestions

<b>LISTENING</b>	LV 6.1 (comprehension, inferences, justification)	ongoing questions and participation	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Introduce Amy and Ella, the young founders of ‘Kids Against Plastic’ and explore their website: <a href="https://www.kidsagainstplastic.co.uk/">https://www.kidsagainstplastic.co.uk/</a></li> <li>Ongoing discussion is encouraged.</li> <li>- Pre-teach vocabulary.</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>- Say: <i>Listen and view the text. Tell me what it is about.</i></li> <li>- Learners listen and view the text. Elicit answers.</li> <li>- Share a set of questions and have learners read them. <i>How much single-use plastic is thrown away? How much plastic enters our oceans? List the four big plastic polluters. How much single-use plastic pieces have Ella and Amy collected? How do they feel when they see images of dead animals? Why do Ella and Amy want to pick 100,000 single-use plastic pieces? Which supermarket will not use plastic in its products?</i></li> <li>- Learners listen and view the text again. Elicit answers.</li> <li>- Learners read the questions.</li> <li>- Learners listen and view the text and start answering the questions.</li> <li>- Learners listen and view the text and questions and continue answering the questions.</li> <li>- Final revision.</li> </ul> <p><b>Post-Task:</b></p> <ul style="list-style-type: none"> <li>- Learners finish viewing the video clip, ‘Kids Against Plastic’. Write ‘Be Plastic Clever’ on the whiteboard.</li> <li>- Ask: <i>How can we become plastic clever?</i> Ongoing discussion is encouraged.</li> </ul>	video clip ‘Kids Against Plastic’ (00:00 – 03:13)	modal verbs (can, have to, don’t have to)
	LV 6.2 (main idea/specific information)	worksheet	worksheet	worksheet	site <a href="https://www.kidsagainstplastic.co.uk/">https://www.kidsagainstplastic.co.uk/</a>

<b>LITERATURE</b>	LIT 6.6 (verbal response)	ongoing questions and participation	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Write 'RAINFOREST' on the whiteboard.</li> <li>- Ask learners to share their thoughts and knowledge on the topic.</li> <li>- Learners view the PPP with information on the rainforest. Ongoing discussion is encouraged.</li> <li>- Pre-teach vocabulary.</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>- Ask: <i>Based on the title and picture, what do you think the text is about?</i> Elicit answers.</li> <li>- Ask: <i>After reading the text, tell me what it is about?</i></li> <li>- Learners read text and answer the gist question.</li> <li>- Share a set of questions and have learners read them. <i>List two things Mr Rubbish recycled to build his house. How did Judy learn about Mr Rubbish? List four things that come from the rainforest. What action did Judy want her family to take to save the rainforest? Why did her parents put the chocolate dessert and the toilet plunger back in their places? Why did Judy decide to write down everything they threw away? What would Judy's mother reduce so as to please her daughter?</i></li> <li>- Learners read text and look for answers to the above questions.</li> <li>- Elicit and discuss answers.</li> </ul> <p>Explain what 'empathy' and 'perspective' mean. Ask: <i>How is Judy feeling at the beginning and end of the story? Why is she feeling like that? Find the 'simile' which describes her feelings at the end of the story. How are the other characters feeling?</i></p> <ul style="list-style-type: none"> <li>- Read aloud the text.</li> <li>- Learners read text aloud.</li> <li>- In pairs, learners work out Worksheet 1 and 2. Pairs share their answers.</li> </ul>	PPT – The Rainforest	modal verbs (can, must, have to)
	LIT 6.10 (verbal response)	worksheet	<p><b>Post-Task:</b></p> <p>Learners work out a worksheet.</p>	handout 'A Mr Rubbish Mood'	rainforest, mood, gremlin, plunger, gooey, ground-up, compost, trudged, grinding
				worksheets 1 – 4	to narrate, to persuade, to inform

<b>SPEAKING</b> (preparation)	SR 6.15 (speech/ presentation)	ongoing questions and participation	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Link with Listening Lesson.</li> <li>- Ask learners: <i>What did we listen to and view during the Listening lesson? What did we learn?</i></li> <li>- Elicit answers.</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>- Learners view the video clip, 'Kids against Plastic'.</li> <li>- Ask: <i>What was the topic of Amy and Ella's speech? When did they mention the topic? What was the purpose of their speech? (teach, persuade, raise awareness ...) Who was their audience? How did Ella and Amy address the audience? How did Ella and Amy conclude their speech? Did Ella and Amy use any aids? Do you think their speech was successful? Why?</i></li> <li>- Elicit answers.</li> <li>- Explain that learners are to deliver a speech on one of two topics:</li> <li>- 'Being Plastic Clever' or 'The Three Rs'. (Link with Listening and Literature lessons.)</li> <li>- Elicit from learners the success criteria for planning and delivering a speech.</li> <li>- Share the success criteria for delivering a good speech. Discuss them.</li> <li>- Share with learners the word mat with useful sentence starters to use during the speech.</li> </ul> <p><b>Post-Task:</b></p> <p>Learners start filling in their speech plan map. Learners will finish the speech preparation at home. Speech will be delivered in the next Speaking lesson.</p>	video clip 'Kids Against Plastic'	modal verbs (can, have to, don't have to)
	SR6.16 (fluency/accuracy, sentence structure, sound patterns)	speech preparation	success criteria for giving a speech	as in previous lessons, sentence starters	speech plan map
				sentence starters	

WRITING	WR 6.6 (complex sentences)	email	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Refer to the Reading, Listening and Literature lessons.</li> <li>- Explain that learners will imagine that they have joined David’s Environmental Club (Reading lesson – Text 2). They have to write an email to a friend to tell him/her about the club and invite him/her to become a member.</li> </ul>	<p>email title: <i>Imagine you have joined David’s Environmental Club. Write an email to your friend to:</i></p> <p><i>a. tell him/her about the club</i> <i>b. suggest ways how your friend can help the environment</i> <i>c. invite him/her to join this club.</i></p>	<p style="text-align: center;">modal verbs (can, shall, will, must, should, have to)</p> <p style="text-align: center;">as in previous lessons</p> <p style="text-align: center;">to inform, to invite, to persuade, to make suggestions</p>	
	WR 6.10 (organisation)		<p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>- Explain ‘Pre-Writing’ stage. Share title (GAP).</li> <li>- Elicit from learners the genre, audience and purpose and discuss together each component in detail.</li> <li>- Explain ‘Drafting’ stage. Share and explain writing frame. Use David’s email as a writing model. Learners start organising ideas.</li> <li>- Explain ‘Revision’ stage. Learners check that writing is relevant, ideas are organised properly, etc.</li> <li>- Explain ‘Editing’ stage. Learners check grammar, punctuation and spelling.</li> <li>- Elicit success criteria for email writing.</li> </ul>			
	WR 6.11D (email)					
	WR 6.13 (sentence structure)		<p><b>Post-Task:</b> Learners write the email and share it with their classmates.</p>			<p>email writing frame (Writing Resource Pack)</p>
	WR 6.14 (vocabulary)					
	WR 6.15 (spelling)					<p>email success criteria (Writing Resource Pack)</p>

Further links:

Flashcards – Environment <https://learnenglishkids.britishcouncil.org/print-and-make/flashcards/environment-flashcards>

Game – Clean and Green <https://learnenglishkids.britishcouncil.org/fun-and-games/games/clean-and-green>

Game – Environment <https://learnenglishkids.britishcouncil.org/grammar-and-vocabulary/word-games/environment>

Poem – My Frog Recycles all his Trash <https://poetry4kids.com/?s=reduce>

Reading Text – The Three Rs <https://learnenglishkids.britishcouncil.org/read-and-write/reading-practice/level-2-reading/the-three-rs>

Song – It’s Up to Me and You <https://learnenglishkids.britishcouncil.org/listen-and-watch/songs/its-up-to-me-and-you>

Video – Change the World in 5 Minutes <https://learnenglishkids.britishcouncil.org/listen-and-watch/video-zone/change-the-world-in-five-minutes>

Video – Plastic Ocean Campaigner <https://learnenglishkids.britishcouncil.org/listen-and-watch/video-zone/plastic-ocean-campaigner>

Worksheet – Helping the Environment <https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/worksheets-helping-the-environment.pdf>