Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

 **UNIT 6: COMMUNITY SERVICES**

**Lesson 2 - Part 3 (Page 51) – Pronunciation and Speaking**

**I. OBJECTIVES**

By the end of the lesson, student will be able to…

**1. Knowledge**

- pronounce the /l/ sound correctly

- learn and use words about the topic protecting/ saving the environment

- know and use positive and negative imperatives in communication

 **2. Ability**

- improve pronunciation, speaking skill

- develop the ability to communicate and cooperate with their partners, to self - study

**3. Quality**

**-** students have awareness of protecting/ saving the environment

**II. TEACHING EQUIPMENT AND LEARNING MATERIALS.**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/ TV, speakers, DCR & DHA on EDUHOME, handouts…

**III. PROCEDURES**

**A. Warm up (5’)**

**a) Objective:** To review and set the scene for the new lesson.

**b) Content:** Using imperatives to talk about how to save the environment.

**c) Product:** Ss can apply the target language learnt in the previous lessons in communication.

**d) Competence**: Collaboration, communication, creativity.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Have Ss work in groups of 4 to write down what they can do to save the environment, using imperatives- Ask volunteers from 3 groups to write their answers on the board- Check the answers with the class- Give further explanation if necessary  | - Work in groups of 4, write as many imperative sentences about how to save the environment as possible - Write the answer on the board- Check the answer altogether**Suggested answer keys**1. Use the bicycle
2. Don’t use the car
3. Plant more trees
4. Walk to school
5. Reuse used plastic bags
6. Don’t litter
7. ……………….
 |

**B. New lesson (35’)**

* **Activity 1: Pronunciation**

**a) Objective:** To practice pronouncing the /l/ sound correctly.

**b) Content:** Listening and repeating; Listening to the words and focusing on the underlined letters; Reading the words with the correct sound...

**c) Products:** Students know how to pronounce the /l/ sound and use it in communication.

**d) Competence**: Collaboration, communication, observation.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
|  **PRONUNCIATION** **a. Focus on the /l/ sound**.  - Demonstrate/ explain how to pronounce the /l/ sound correctly **b. Listen to the words and focus on the underlined letters.** - Play the audio (CD 2- Track 8) and draw attention to the focused sound***c. Listen and repeat***.- Play the audio again  **d. Read the words with the correct sound to a**  **partner.**  **l**anguage **l**ittle fami**l**y c**l**ass s**l**ow | - Listen to the teacher- Listen and pay attention to the underlined letters Ex.: recyc**l**e, bott**l**e - Listen and repeat with a focus on the sound. - Practice saying the words using the sound correctly. |

* **Activities 2: Practice**

**a) Objective:** Ss will be able to know how use imperative sentences.

**b) Content:** Taking turns saying imperative sentences.

**c) Products:** Students can use imperative sentences to give instructions, orders, or advice in communication.

**d) Competence**: Collaboration, communication, observation

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Have Ss look at the instruction, the pictures - Check if Ss have any difficulties with any vocabulary given in the task- Demonstrate the activity using the example - Ask Ss to practice taking turns saying imperative sentences- Check answer altogether- Have some Ss say the sentences in front of the class -Gives feedback and correct.   | - Look at the pictures- Go through all the vocabularies with the T- Work in pairs and take turns saying the imperatives- Check answers- Saying the sentences in front of the class. ***\* Answer keys.*** 2. Recycle plastic bags and jars.3. Don't throw away glass jars.4. Reuse the plastic bags. 5. Reuse plastic bottles in your garden. 6. Don't throw away old clothes.7. Recycle old newspapers.8. Pick up plastic bottles. |

* **Activity 3: Speaking *- Let's Protect the Earth!***

**a) Objective:** To talk about how to protect the Earth.

**b) Content:** Discussing and choosing six tips to protect the environment.

**c) Products:** Ss can use the target language to talk about ways to protect the environment.

**d) Competence**: Collaboration, communication, negotiation, creativity.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
|  **a. You want to write an article about how to protect the earth. Work in pairs. Discuss and choose six tips to add to your notes.****-** Set the situation of the speaking task and give examples- Have Ss discuss in pairs and choose six tips...- Give feedback and correct the answers **b. Share your ideas with another pair. Now, discuss and choose three things you can do in your home.** - Have Ss join another pair to share their ideas and then agree on 3 things that all can do at home - Have a representative in some groups to share their ideas to the class. - Give feedback and correct.  |  -Listen to the T- Think of six tips to protect the environment individually - Work in pairs to discuss and choose 6 tips- Join another pair and share thee 6 tips chosen- Negotiate 3 things for all to do at home to protect the earth- Present your 3 tips to the class/ Listen to their peers |

1. **Consolidation (2’)**

Summarize the main points of the lesson (Pronunciation of /l/, imperatives)

**Activity 5. Homework Guidance (3’)**

**Guide Ss to do the tasks assigned.**

- T guides Ss to have a look back on the lesson at home, do exercises in workbook and get ready for the next lesson.

**D. Homework**

- Learn new word by heart.

- Talk about how to protect the environment in your home or school.

- Do homework: Grammar, writing in workbook (page 35)

- Prepare the new lesson: Unit 6 - Social Studies - New words, listening (page 52)