Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 6: COMMUNITY SERVICES**

**Lesson 3 - Part 1 (Page 52) – New words and Listening**

**I. OBJECTIVES**

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

**1. Knowledge**

- talk about environmental charities

- ask for repetition

**2. Ability**

- improve their language skills

- develop the ability to communicate and cooperate with their partners, to self - study, to solve problems in conversation situations

**3. Quality**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities, especially with the topic “Community services” conducted by the teacher

- have awareness of taking part in environmental charities

**II. TEACHING AIDS AND LEARNING MATERIALS.**

Lesson plan, PPT slides, Student’s book, workbook, notebook, personal computer (if any), projector/ TV, speakers, DCR & DHA on Eduhome, CD player....

**III. PROCEDURES**

**A. Warm up (5’)**

**a) Objective:** To review the previous lessons andto introduce new lesson.

**b) Content:** an open discussion

**c) Product:**

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Have Ss work in groups of 4 to ask and answer these questions  1. Name some public services near your house. Are they good?  2. What do you do with your family to save the environment?  3. What do you do with your friends to protect the earth?  4. What do you think about recycling things?  5. Do you give money to help poor people?  - Walk around the classroom to give support if necessary  - Have some Ss to give their answer to the whole class | - Work in groups and take turns discussing the questions given   * Present/ Observe |

**B. New lesson (35’)**

* **Activities 1: Introduce new language**

**a) Objective:** Ss can identify, understand the situation and language materials (new vocabulary items).

**b) Content:**

**-** Circling the correct definitions of the underlined words.

- Discussing and answering the questions.

**c) Products:** Ss know how to discuss and answer about environmental charities

**d) Competence**: Collaboration, communication, critical thinking

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| ***a*. Circle the correct definitions of the underlined words. Listen and repeat.**  - Have Ss work in pairs, read each question, focus the underlined word, then read each option given and work out the answer by guessing the meaning/ synonyms  - Check the answer with the class  - Have Ss listen and repeat, then practice saying them  **b. Discuss and answer the questions**.  - Give examples and let Ss discuss and answer the questions  - Walk around and give support if necessary | - Work in pairs  - Read all the questions  - Discuss which option to choose for each question  - Check answers  - Listen, repeat and practice saying the new words  \* **Answer keys**: 1. a 2. a 3. b 4. b 5. a  - Work in pairs taking turns asking and answering the questions given  \* **Answer keys**: varied answers |

* **Activity 2: Listening**

**a) Objective:** To listen and understand about a charity.

**b) Content:** listening and choosing correct answer, listening and filling in the blanks

**c) Products:** Ss can improve their listening comprehension skills (for main ideas and for specific information).

**d) Competence**: Collaboration, communication, analytical and synthesizing skills.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| **a.Listen to two people talking about a charity. Does the charity work in one country or many countries?**  **\* Pre listening:**  -Set the context of the listening task and ask Ss to guess and to lead in the task.  Possible questions:   1. What are we going to listen? 2. How many speakers are there? 3. What’s the name of the charity? 4. Where is it? Do you think it works in 1 country or in many? 5. What did they want to protect? 6. What problems did they have to solve?   **\*While listening**  - Play the audio once (CD 2 – Track 10) and ask Ss to listen to find out whether this charity works in 1 country or many  - Have Ss give the answers and feedback  **b.** **Now, listen and fill in the blanks**.  \***Pre listening**  - Ask Ss to read the sentences carefully and try to guess what kind of answers each is (a name? a number? a noun? a verb?)  \* **While listening**  - Play the audio again (CD 2- Track 10)  - Have Ss cross check the answers with a partner  - Give feedback and correct if necessary  \* **Post listening**:  - Have Ss answer these possible questions  1. Do you know any similar charity? Where is it? When did it started?  2. Do you want to help Trash Free Seas charity? Why?/ Why not?  - Go around and help if necessary | - Do as guided  - Listen and find the answer  - Check the answer  \* Answerkeys*:* ***many countries*** (in 2018, over a million people in many countries took part in a huge beach cleanup)  - Do as guided  - Listen carefully and fill in the blanks.  - Share the answers with their partners.  - Give their answers.  \* **Answer keys**: 1. 1986 2. wildlife  3. ten 4. donate  - Work in pairs/ groups  - Take turns asking and answering the given questions  - Present their ideas to the class |

* **Activity 3: Conversation Skill and Useful Language**

**a) Objective:** To be able ask for repetition.

**b) Content:** Listening and repeating/ Asking and answering

**c) Products:** Ss can ask someone to repeat something.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| *\* Conversation Skill:*  - Explain the conversation skill: Asking for repetition  - Play the audio (CD 2- Track 11)  - Practice asking for repetition with a S  - Have Ss practice asking for repetition  **\*** *Useful language*  **Listen and repeat.**  - Ask Ss to look at the useful language box.  - Play the audio (CD 2 – Track 12). Have Ss listen to useful language  - Have Ss practice asking and answering the useful language in the box  - Have Ss replace the words in blue with similar words they know  - Give feedback/ support if any | - Listen and copy down in their notebook.  \*Note:  Asking for repetition  To ask someone to repeat something:  + Sorry, could you repeat that?  + Sorry, could you say that again?  - Listen and repeat.  - Do as guided/ Observe  - Work in pairs  - Listen and repeat.  - Practice the useful language   * Practice further |

1. **Consolidation (2’)**

* New vocabulary
* Conversation skill (Asking for repetition)
* Useful language (Asking about a charity)

**Activity 5: Homework guidance (3’)**

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

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

1. **Homework**

- Learn new words by heart.

- Do exercises: New words a, b in workbook (pages 36)

-Prepare for new lesson: Period 62 - Unit 6: Social Studies - Community Services: Reading - speaking (page 53)

- Think of what you have done to save the world.