Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 6: COMMUNITY SERVICES**

**Lesson 2 - Part 1 (Page 49) – New words and reading**

**I. OBJECTIVES**

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

**1. Knowledge**

- learn and share tips on how save the environment

- use positive and negative imperatives

**2. Ability**

- improve speaking and reading skills

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

**3. Quality**

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

**-** 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:** Ss will be able to talk about how they keep the environment clean.

**b) Content:**  Talking about how to keep the environment clean.

**c) Product:** Students understand and have general ideas about the topic “saving the environment”

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Ask Ss some questions about how to keep the environment clean. / The ways they have done to protect the environment  - Have Ss work in pairs  - Elicit answers from Ss | -Work in pairs  - Give answers  **Answer Keys**  Answers are varied |

**B. New lesson (35 ’)**

* **Activity 1: New words**

**a) Objective:** To use some words about the environment.

**b) Content:** Filling in the blanks. Listening and repeating.

Matching the underlined words to the definition. Listening and repeating.

Saying what things you reuse.

**c) Products:** Students know how to use things we reuse to protect the environment.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **a. Fill in the blanks. Listen and repeat**.  - Have Ss look at the vocabulary, the pictures and guess which word to go with which picture  - Have Ss work in pairs and cross check the answers  - Check the answers with the whole class  - Have Ss listen to the new words and repeat  - Have Ss practice saying new words with a partner  - Give feedback    **b. Match the underlined words to the**  **definitions.** **Listen and repeat**.  - Ask Ss to do read all the sentences and do the matching individually  - Have Ss work in pairs to cross check the answers  - Give answers to the whole class  - Have Ss listen and repeat  - Give feedback and correct  **c. Say what things you reuse**. *(Production)*  - Give example: I reuse plastic bottles.  - Ask Ss to say what thing they reuse in pairs.  - Have some Ss share what the reuse in front of the class. | - Look at the picture and guess  - Work with a partner to check the answer  - Check answers with T  - Listen and repeat  - Practice saying the new word with a partner  \* **Answer keys**  1. trash 2. plastic bottles  3. can 4. glass jar 5. plastic bag  - Do the task individually  - Check their answers with their partners  - Check answers: 1. c 2. d 3. b 4. a  - Listen and repeat the underlined words.  - Say what things to reuse in pairs.  - Listen, observe/ present |

* **Activity 2: Reading**

**a) Objective:** Ss will be able to read and understand Sally blogs about saving environment.

**b) Content:** Reading her tips and writing "True" and "False"

**c) Products:** Students know and have general ideas/ tips to save the environment, read for details.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **Reading**: **Sally blogs about saving environment. Read her tips and write "True" and "False".**   - Have Ss read the instruction, underline the key words telling them what they are going to do.  - Ask Ss to read all the statements given and underline the key words.  - Ask Ss to scan the text to find either key words which are in the statements or their synonyms/ antonyms…and decide if each statement if True or False  - Have Ss work in pairs to cross check the answers.  - Check the answers with the whole class.  - If there is time, have Ss correct the false statement(s).  - Encourages Ss to give their own tips on how to save the environment. | * Explore the task given, read and underline key words   -Read the text individually  - Check their answers "T" or "F" with their partners.  \* **Answers keys**  1. True 2. True  3. False 4. True  - Correct all the false statements   * Share tips on how to save the environment |

1. **Consolidation (2’)**

* **Activity 3. 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**

- Practice speaking: Ss saying their own tips about how to save the environment.

- Do exercises: New words a, b/ pages 34 (workbook)

Listening: Listen and tick/ page 35 (workbook)

- Prepare for the new lesson: Unit 6: Grammar (page 50)