Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 6: COMMUNITY SERVICES**

**Lesson 2 - Part 2 (Page 50) - Grammar**

**I. OBJECTIVES**

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

**1. Knowledge**

- use positive and negative imperatives to give instructions, orders, or advice

**2. Ability**

- improve knowledge, speaking and writing 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. Activity 1: Warm up (5’)**

**a) Objective:** To review the previous lesson (how to save the environment) and lead in the new lesson.

**b) Content:** Sharing/ collecting ideas about how to save the environment

**c) Product:** Students can use what they have learnt in the previous lesson in communication.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| \* Option 1:  - Have Ss talk about tips to save the environment in groups.  - Have Ss share their answers with the class.  \* Option 2:  - Have Ss watch a short video about tips to save the environments.  <https://www.youtube.com/watch?v=X2YgM1Zw4_E> (Min. 1:00 to Min 2:37)  - Request them to take notes the 10 tips while watching.  - Have S write them on the board  - Lead in the lesson about imperatives | * Share the tips on how to save the environment in groups. * Share ideas with the class. * Watch the video * Record the tips presenting in the video * Write them on the board   **Answer keys**   1. Save energy 2. Use reusable items 3. Separate and recycle 4. Don’t waste water 5. The toilet is not a rubbish bin = Don’t put the rubbish in the toilet 6. Have a shower instead of a bath 7. Turn off the water tap while brushing your teeth 8. Reuse paper 9. Pick up your litter 10. Respect and look after the nature |

**B. New lesson (35’)**

* **Activity 1: Introduce new language**

**a) Objective:** To use positive and negative imperatives to give instructions, orders, or advice.

**b) Content:** Listening and repeating.

Filling in the blanks with positive and negative imperatives.

Rewriting the sentences as negative or positive imperatives.

Saying the sentences with a partner.

**c) Products:** Students can use imperative to giveinstructions, orders, advice.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **a. Listen and repeat**.  ( **\* Presentation**:   * Have Ss look at the picture and listen to the conversation (CD 2- Track 07) * Have Ss study the form (positive and negative), the usage and examples of imperatives * Give Ss more examples     **b. Fill in the blanks with positive or negative**  **imperative statements**.  \* *Practice:*  - Have Ss fill in the blanks with positive or negative imperatives  - Have Ss cross check the answers with a partner and then the whole class  - - Give feedback and correct if necessary.    **c. Rewrite the sentences as negative or**  **positive imperative statements**.  - Have Ss read the instruction and the example  - Give Ss time to rewrite the sentences  - Have Ss work in pairs to check answers  - Check answers altogether  - Give further explanation if necessary  - Give feedback and correct the answers.  **d. Practice saying the sentences with a partner.**  - Ask Ss to practice saying the sentences with a partner  - Give feedback  - For fasters Ss, ask them to make some positive and negative sentences using their own ideas, then stand up and share theirs with the class | - Listen to the grammar explanation and copy the form, usage and examples to the notebook  \* We use imperatives to give instructions, orders, commands, requests, warnings, suggestions, ...  - Positive imperatives:  Ex1. **Recycle** bottles and cans.  Ex2: **Reuses** glass bottles and jars.  - Negative imperatives  Ex1: **Don't use** plastic bags.  Ex2**: Don't throw** away old glass.  - Listen and repeat  - Read the sentences and fill in individually.  - Check their answers with their partners.  - Check answers as a whole class.  \* **Answer keys**.  2. Reuse 3. Recycle 4. Pick up  5. Reuse 6. Don't throw away  - Do the task individually.  - Check their answers with their partners.  - Check answers as a whole class.  - Write the sentences on the board.  - Work in pairs  - Share their ideas with the class |

1. **Consolidation** (2’)

Summarize the positive and negative imperatives

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: Using positive and negative imperatives to give instructions, orders, or advice about how to save the environment.

- Do exercises: Grammar a, b/ page 36 (workbook)

Writing: What can we do to save the environment? Give 5 ideas. / Page 36 (workbook)

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