Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 6: COMMUNITY SERVICES**

**Lesson 1 - Part 3 (Page 48) – Pronunciation, Practice and Speaking**

**I. OBJECTIVES**

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

**1. Knowledge**

- pronounce the /st/ sound correctly

- talk about public services in their town

**2. Ability**

- improve their language skills especially productive ones

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

**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 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 check up and lead in the new lesson.

**b) Content:** Role-play, chatting

**c) Product:** Students can review the contents of the previous lessons

**d) Competence**: Communication, collaboration, presentation, creativity

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| -Have Ss talk about community services near where they live. - Go around the class and give support if any. | - Students practice asking and answering the questions using the language learnt earlier in the unit.Example:Is there a supermarket...near your house? |

**B. New lesson (35’)**

* **Activity 1: Pronunciation**

**a) Objective:** To pronounce the /st/ sound correctly.

**b) Content:** Listening and repeating, listening and focusing on the underlined letters.

**c) Products:** Students know how to pronounce the /st/ sound correctly and confidently.

**d) Competence**: Communication, collaboration

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| \* **Presentation**:**a. Focus the /st/ sound.**- Briefly explain the pronunciation **b.** **Listen to the words and focus on the underlined letters.**- Play the audio and draw attention to the pronunciation of the sound of the underlined letter (CD2 -04)**\* Practice****c.** **Listen and repeat.**- Play the audio again and ask Ss to listen and repeat the words given.- Correct the mistake if necessary. **d**. **Read the words with the correct sound to a partner**.- Have students work in pairs taking turn saying the words. - Walk around and correct the mispronunciation if any. | - Listen carefully how to focus on the /st/ sound. - Listen and notice the underlined letters individually. station, post office-Listen and repeat in chorus and individually. - Practice saying the words given with a partner.  |

* **Activity 2: Practice**

**a) Objective:** To have students recycle the language learnt earlier to make a conversation about community services.

**b) Content:** Practicing the conversation. Swapping roles and repeating, practicing with their own ideas.

**c) Products:** Students can make plans for a trip.

**d) Competence**: Communication, collaboration, creativity, public speaking, observation

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| **\* Practice:****a. Practice the conversation. Swap roles and repeat.**- Set the context for the speaking task.- Demonstrate the activity by practicing the role - play with a student.- Have student practice the conversation. - Ask students swap the role and repeat. - Have students demonstrate the conversation **(Teacher should ask some weaker pairs to practice)****\* Production** (for better students)**b. Practice. with your own ideas.** (For better students)- Have students practice the conversation with their own ideas. Swap roles.- Give support if any. | - Practice the role - play with teacher.- Work in pairs to practice the conversation. (Closed pairs)- Swap the role and repeat using the prompts/ cues on the right. (Closed pairs)- Demonstrate the activity in pairs in front of the class. - Work in pairs - Demonstrate the activity in pairs in front of the class. - Observe what they peers are doing (for those who do not deliver the conversation in front of the class) |

* **Activity 3: Speaking – Is there a Library near Here?.**

**a) Objective:** Toask and answer about community services in a new town.

**b) Content:** Working in pairs/ Role-play activities

**c) Products:** Ss can use the language learnt in the lesson in communication.

**d) Competence**: Communication, collaboration, presentation,

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| 1. **You’re visiting a new town. Work in pairs. Student A, stay on this page and answer Student B’s questions about Maple Falls. Students B, go to page 122 (File 5)**

**-** Set Ss ready for the activity by checking if they really know what they are going to do. **-** Have Ss review the target language learnt earlier so that weaker Ss can catch up with the other Ss.**-** Remind Ss that they should pay attention to their pronunciation and the conversation skills. - Demonstrate a role play activity with a faster S using the cues given in the book. - Have Ss practice speaking the conversations in pairs.- Go around the class and give support if any.- Have some pairs demonstrate the role- play in front of the class. **b**. **Student A, look at the map of Fair View and ask about these places: post office, library and train station. Add them to the map.**- Have Ss get ready for the task.- Have Ss practice the conversation. - Have some pairs role-play the conversation in front of the class. - Go around and give support if any. - Give feedback. | - Explore the task - Recall the target language with the class.* Listen to the teacher
* Observe

- Work in pairs.- Demonstrate/ Observe- Explore the task- Work in pairs- Demonstrate/ Observe |

1. **Consolidation (2’)**

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

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

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

**D. Homework**

- Practice stressing for most gerunds correctly.

- Make arrangements for a class trip.

- Prepare for the next lesson: Unit 8 - Lesson 2: New words and reading - page 65.

(The meaning of new words)