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)