Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 6: COMMUNITY SERVICES**

**Review**

**I. OBJECTIVES**

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

**1. Knowledge**

- review words related to environmental charity, grammar: A/ an/ the; prepositions of place Pronunciation: /st /; /l/

**2. Ability**

- improve their skills: Reading- Speaking - Writing

- develop the ability to communicate and cooperate with their partners 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”

**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, handouts…

**III. PROCEDURES**

**A. Warm up (5’)**

**a) Objective:** To help students relax and feel motivated, review the vocabulary learnt previously

**b) Content:** Game

**c) Product:** Ss can recall the vocabulary learnt in the unit

**d) Competence**: Collaboration, communication

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Have Ss work in group of 4 to write down as many vocabulary items in the unit as possible in 1 minute (books closed)  - Have them open their books and check if what have written is correct  - Ask them to share how many correct vocabulary items they (each group) have written, the group with the largest number of correct items is the winner | -Work in groups, write   * Check * Tell the class the number of correct items |

**B. New lesson (35’)**

* **Activities 1: Listening (7’)**

**a) Objective:** Tolisten and understandfive short conversations and choose the correct answers.

**b) Content:** Listening and choosing the correct answer

**c) Products**: Studentscanlisten for details

**d) Competence**: communication, collaboration, analytical and synthesizing skills

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Listening: You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B or C)**  -Explain the listening task, have Ss read through each question and its options, underline the key words  - Play the audio twice  - Have Ss work in pairs to cross check the answers  - Give feedback.  - Play the audio again if necessary | - Listen and read the sentences carefully.  - Listen five short conversations and choose the correct answer individually.  - Check their answers with their partners.  - Check answers as a whole class to choose the best headline.  - Listen each short conversation again to check their answers.  Answer: 1. B 2. C 3. A 4. C 5. C |

**Activity 3: Reading (8’)**

**a) Objective:** To read and understand the paragraph about saving the environment.

**b) Content:** Reading a paragraph ans choosing the correct answer.

**c) Products:** Student can read for details

**d) Competence**: communication, collaboration, analytical and synthesizing skills

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| ***Read the paragraph. Choose the best word (A, B or C) for each place.***  - Explain the task, give some time for Ss to read through all the options in each question.  - Ask Ss to read the paragraph and choose...  - Have Ss cross check the answer with a partner  - Check the answers with the whole class  - Give further explanation if necessary | - Listen carefully, read the options  - Read and choose the correct word individually.  - Check their answers with their partners.  - Give the answers  ***Answer keys***  1. A 2. B 3. C 4. A 5. B |

**Activity 4: Use of language (Vocabulary, grammar, pronunciation) (20’)**

**a) Objective:** Ss will be able to:

- match vocabulary items with their descriptions.

- review the uses of definite and indefinite articles and use the prepositions of place.

- pronounce the /st/, /l/ sounds correctly.

**b) Content:**

**-** Matching the words with the descriptions.

- Circling the correct words.

- Circling the words which has the underlined part pronounced differently from the others.

**c) Products:** Students can review, remembervocabulary, grammar, pronunciation in unit 6.

**d**) **Competence**: analytical skills, communication, collaboration

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| ***Vocabulary***  \* **Match the words with the descriptions**  - Explain the task, give Ss time to read the words and the definition  - Have Ss do the matching  - Check the answers  ***Grammar***  **Circle the correct words**.  - Review language focus  - Ask Ss to circle the correct words.  - Give feedback  ***Pronunciation***  **Circle the words which has the underlined part pronounced differently from the others**  - Review the /st/, /l/ sounds  - Ask Ss to read and circle.  - Give feedback  - Ask Ss to practice saying all the words | - Study the task  - Read and match individually.  - Give their answers.  \* Answer:  1. c 2.g 3.f 4.a  5. h 6.b 7.d 8. e  - Work individually.  - Give their answers  \* Answer:  1. a 2. does 3. Recycle 4. can 5. the 6. Don't 7. between 8. do  - Work individually.  - Give their answers  - In pairs, take turns saying the words  \* Answer:  1. D 2. B 3. B  4. D 5. B 6. C |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the unit

**E. HOMEWORK IDEAS (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.