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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK:** | **UNIT 3: COMMUNITY SERVICE**  **Period ... : Lesson 6: SKILLS\_2**  ***Listening and Writing*** |

**I. OBJECTIVES:\*By the end of this lesson, Ss will be able to gain the following things:**

**1. Knowledge:**

- Listen for specific information about some community activities and their benefits;

- Write an email about community activities one did last summer.

**+ Vocabulary**: Use the lexical items related to community activities.

*-* Pronouncing the sounds /t/, /d/, and /id/ .

**+ Grammar:** - Past simple tense.

**2. Competence:** Students will be able to practice listening for specific information about some community activities and their benefits; Practicing writing an email about community activities one did last summer.

- Develop communication skills and creativity.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities

**3. Qualities :** - Raise students’ awareness of the need to keep their neighbourhood green.

- Have the good attitude to working in groups, individual work, pair work, cooperative learning.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....

- Students : Text books, studying equipment….

- Computer connected to the Internet.

- Sach mem.vn

**III. PROCEDURE:**

**Notes: In each activity, each step will be represented as following:**

*\* Deliver the task.*

*\* Implement the task.*

*\* Discuss.*

*\* Give comments or feedback.*

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| **1. WARM UP & INTRODUCTION ( 5’)** | |
| **Aim: To activate Ss’ knowledge of the topic of the listening text.**  **\* Content:** Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson .  **\* Outcome:** Having a chance to speak English and focus on the new lesson.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Do the revision/ Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Teacher reminds student of the homework of the previous lesson: Plan some school activities for next summer holiday.  - Students raise hands to talk about their plans.  - Teacher asks the whole class to discuss and give feedback on their friends’ plans.  - Teacher chooses some useful and feasible and leads in the topic of the lesson: school activities in summer.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting**  **+ Revision/ Chatting**  **- T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Open their book and write the tittle of the lesson . |
| **2. PRESENTATION/ NEW LESSON (10’)** | |
| ACTIVITY 1: **Pre-listening**  **Aims:**  **- To help Ss brainstorm key words / phrases for listening;**  **- To help Ss practise describing pictures, using vocabulary related to community activities.**  **\* Content:** Discussing. Look at the pictures and talk.  **\* Outcome:** Ss can describe the pictures to brainstorm key words / phrases .  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. What community activities are the children doing in the pictures?**  - Ask Ss to work in pairs to describe the pictures or discuss what the children are doing in the pictures.  - Elicit as many learnt vocabulary as possible.  - Ask one or two Ss to re-describe the pictures to the class.  - Tell Ss that they are going to listen to a talk between Tom and Kate about the community activities they did last summer.  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary.  - Take note all the new words | **1. What community activities are the children doing in the pictures?**  **- Pair work.**  + Look and describe the pictures    **\* Suggested answers:**  **a.** reading books to the elderly  **b.** picking up litter  **c.** planting trees  **\* Vocabulary:**  **-The elderly** (n) người già, lớn tuổi, cao tuổi  **- pick up** (v) nhặt (rác)  **- tutor** (v) phụ đạo, dạy học  **- collect** (v) thu thập, sưu tầm.  **- grow up** (v) lớn lên. |
| **3. While-listening/ (10’-12’)** | |
| ACTIVITY 2 :  **Aim:** **To improve Ss' skill of listening for details.**  **\* Content:** Listen and circle the correct answers.  **\* Outcome:** Knowing some information about some community activities and their benefits;  **\* Organisation :** | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Listen to Tom and Linda talking about their community activities last summer. Circle the correct answers.**  - Ask Ss to work individually to read through Questions 1 to 4 and underline the key words.  - For example, in Q1, Ss may underline the words: ***Linda, friends, taught;***  Q2: Ss may underline ***Linda, friends, elderly;***  Q3: ***Tom, friends, picked up;***  Q4: ***Tom, friends.***  - Play the recording once for Ss to listen and circle the answers.  - Ask Ss to work in pairs and compare the answers with each other.  - Play the recording a second time for pairs to check their answers.  - Ask for Ss' answers and play the recording again for them to better understand the conversation.  - Check and confirm the correct answers. | **2. Listen to Tom and Linda talking about their community activities last summer. Circle the correct answers.**  - Listen to the teacher’s instructions carefully and learn how to do it.  - Give the answers.  **\* Key:**  **1. C 2. B 3. C 4. A** |
| ACTIVITY 3 :  **Aim: To improve Ss' listening comprehension and note - taking skills.**  **\* Content:** Listen again to a talk. Do the filling  **\* Outcome:** Ss complete the sentences correctly.  **\* Organisation :** | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Listen again and fill in each blank with no more than TWO words.**  - Ask Ss to work in pairs to read the table and to predict the words / phrases they will need to fill in each blank.  - Tell them to think about the part of speech of the words / phrases they will need to use for each blank (e.g. adjective, verb or noun). Remind them of the possible plural and singular forms of nouns.  - Play the recording once. Give them enough time to fill in the blanks. Remind Ss that they should write no more than TWO words for each blank.  - Play the recording again and check their answers as a class.  **\*Post-listening**  **Students tell about Linda and her friends; Tom and his friends.**  - T gives instructions and encourage Ss to tell about Linda, using information in Audio Script.  \* Invite one or two Ssto talk about Linda or Tom  - T may give some clues  - Call on some Ss to talk freely.  - Correct pronunciations, grammar, vocab, intonation.  - Lead to the writing part. | **3. Listen again and fill in each blank with no more than TWO words.**  - Listen carefully to the instructions  **- T\_ Ss**  \* Ss learn how to do the tasks  **Key:**  **1. fun 2. good time 3. Skills**  **\* Audio script:**  **+ Audio script - Tracks 18+19:**  - Listen to the teacher’s instructions carefully and tell about Mi  **- Free talk**  **1.** *Linda and her friends did a lot of community activities last year.*  First, They tutored 3rd grade children and helped old people. They taught English and Maths. They had a lot of fun.  They also helped the elderly. They cooked for them and did some cleaning, too.  **2.** *Tom and his friends :**They did a lot of community activities last year, too.* They picked up paper and bottles in a nearby park. They also planted some trees. They watered them very often the first few weeks and enjoyed watching them grow. It was a really good time. They worked and played together, and they learnt some skills, too. |
| ACTIVITY 4: **Writing**  **Aims:**  **- To provide Ss with a sample of an email; Improve Ss' reading skills;**  **- To prepare Ss for the writing activity.**  **\* Content:** Read Tom’s email . A sample ò an email.  **\* Outcome:** getting some ideas for the writing.  **\* Organisation :** | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Read Tom’s email to Nam about his school activities last summer.**  - Ask Ss to work individually to read the email.  - Ask Ss questions that elicit the format of an email: *Who is writing to whom? What is the subject of the email? How did Tom start his email? How did Tom end his email? What is the purpose of the first / second / third paragraph of the email?*  - Ask Ss to underline the main activities that Tom and his friends did. Then ask them to underline the words / phrases that show their feelings, and words / phrases that show the benefits of their activities. | **4. Read Tom’s email to Nam about his school activities last summer.**  **- T\_ Ss**  - Ss **work individually.** |
| **4. PRODUCTION/ APPLICATION (10’)** | |
| **ACTIVITY 5:**  **Aim: To improve Ss' writing skills.**  **\* Content:** Write an email about the school activities last summer  **\* Outcome:** Ss can write an email about the school activities last summer  **\* Organisation :** | |
| **5. You are Nam. Now write an email of about 70 words to Tom about your school activities last summer. Start your email as shown below**  - Ask Ss to work in pairs to list the activities they did and how they feel about doing them.  - T can ask them to list the benefits that they got from their community activities last summer.  - Ask Ss to work individually to write.  - Asks one student to write his / her email on the board. Other Ss and T comment on the email on the board.  - If time allows, T can also ask Ss to work in pairs or groups to write on an A1 / AO size piece of paper, then T organises a gallery walk. Ss walk round and offer feedback on peers' writing  **\* Post writing**  - Ask one or two Ss to write their email on the board. Other Ss and T comment on the email.  - T collects some to correct at home.  - Ask Ss to revise the email at home based on the comments given and submit them at the next lesson. | **5. You are Nam. Now write an email of about 70 words to Tom about your school activities last summer. Start your email as shown below**  **- T\_ Ss**  - Ss **work individually.**  - Write **email.**   |  | | --- | | **To:** tom@webmail.com  **Subject: School activities last summer.**  *Dear Tom,*  *Things are good. We also did some interesting activities last summer*. \_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  See you soon  **Nam** |   \* ***Suggested writing:***  ***Dear Nam,***  ***How are things?*** *Did your school have any community activities last summer?*  *We did some very interesting activities. We collected rubbish in a nearby park. We also planted trees. Then we watered them every day, and it was enjoyable to watch them grow up.*  *We also had a lot of fun and learnt some skills.*  *Please write to me and tell me about your school activities.*  **Best,**  **Tom** |
| **5. WRAP-UP & HOME WORK (2’)**  - Have Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK.**  - Rewrite the email on your notebook.  - Do more exercises in workbook.  - Prepare for the next lesson: Lesson 7: LOOKING BACK & PROJECT  **=============================** | |