**UNIT 3: COMMUNITY SERVICE**

**Lesson 1: Getting started – Sounds like great work!**

I. OBJECTIVES

By the end of this lesson, Ss will be able to gain:

**1. Knowledge**

- An overview about the topic “Community service”

- lexical items related to community activities

**2. Core competence**

- Develop communication skills and enhance awareness of preserving the culture

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

- Raise students’ awareness of the need to keep their neighbourhood green

**II. MATERIALS**

- Grade 7 textbook, Unit 3, Getting started

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**Language analysis**

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| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. community activity (n.phr.) | /kəˈmjuːnɪti ækˈtɪvɪti/ | doing things because we want to give back to our communities or help others | hoạt động cộng đồng |
| 2. donate (v) | /dəʊˈneɪt/ | giving money or goods to help a person or organization | quyên góp, ủng hộ |
| 3. nursing home (n.phr.) | /ˈnɜːsɪŋ həʊm/ | a place where very old people who are ill live and receive medical treatment and care | viện dưỡng lão |
| 4. homeless (adj) | /ˈhəʊmləs/ | without a home | vô gia cư |

**Assumptions**

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| **Anticipated difficulties** | **Solutions** |
| 1. Students may lack of knowledge about community service or community activities. | * Prepare some photos / posters of films and provide suggestions on vocabularies and structures to describe community service or community activities.. |
| 2. Students may have underdeveloped listening, reading and co-operating skills. | * Play the recording, the replay depends on student’s need. * Encourage students to work in pairs, in groups so that they can help each other. * Provide feedback and help if necessary. |

Board Plan

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| *Date of teaching*  Unit 3: COMMUNITY SERVICE  **Lesson 1: Getting started – Sounds like great work!**  **\*Warm-up**  Describe the picture: 🡪 Community service 🡪 Community activities  **I. Vocabulary**  1. community activity (n.phr.)  2. donate (v)  3. nursing home (n.phr.)  4. homeless (adj)  **II. Practice**  Task 1: Listen and read. Giaoandethitienganh.info  Task 2: Read the conversation again and tick the appropriate box.  Task 3: Complete the phrases under the pictures with the verbs below.  Task 4: Complete the sentences with the correct words or phrases below.  Task 5: Vocabulary Ping-pong game.  **\* Homework** |

**III. PROCEDURES**

***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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| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| WARM-UP | To introduce the topic of the unit. | ***Picture describing***  \* Teacher shows the picture and asks students questions:  *- What can you infer from this picture?*  Community &amp; Preventive Dentistry - JCD Dental College  \*\* Students raise hands to answer the questions.  \*\*\* Teacher and students discuss the questions.  \*\*\*\* Teacher accepts all students’ questions and explains the term *“Community service”* (work that people do without payment to help other people). | T-Ss  Ss  T-Ss  T-Ss | 3 mins |
| LEAD-IN | To lead in the topic of the lesson. | \* Teacher draws students’ attention to the picture in the textbook and asks them some questions about it:  *- What are they doing?*  \*\* Students raise hands to answer the questions.  \*\*\* Teacher and students discuss the questions.  \*\*\*\* Teacher confirms the answers and indicates that they are doing “**community activities**”. | T-Ss  T-Ss  T-Ss | 2 mins |
| PRESENTATION  (VOCAB PRE-TEACH) | - To provide students with vocabulary.  - To help students well-prepared for the listening and reading tasks. | **VOCABULARY:**  \* Teacher introduces the vocabulary.  \*\* Teacher introduces the vocabulary by:   * providing the pictures * eliciting the definition of the words   1. community activity (n.phr.)  2. donate (v)  3. nursing home (n.phr.)  4. homeless (adj)  \*\*\* Teacher do the “Rub out and remember” checking technique.  \*\*\*\* Teacher checks students’ pronunciation and gives feedback. Teacher reveals that these four words will appear in the reading text and asks students to open their textbook to discover further. | T-Ss  T-Ss  T-Ss | 10 mins |
| PRACTICE | To have students get to know the topic. | **TASK 1: LISTEN AND READ.** *(Ex 1, p. 28)*  \* Teacher can play the recording more than once.  \*\* Students listen and read.  \*\*\* Teacher can invite some pairs of students to read aloud.  \*\*\*\* Teacher check students’ pronunciation ad give feedback. | T-Ss  Ss  Pair work  T-Ss | 15 mins |
| To help students read for specific information about Minh and Tom’s community activities. | **TASK 2: READ THE CONVERSATION AGAIN AND TICK THE APPROPRIATE BOX.** *(Ex. 2, p. 29)*  \* Teacher tells students to read the conversation again and work in pairs to find the answers.  \*\* Students can underline the words and phrases about community activities then work together for one or two minutes to check the words / phrases they have underlined.  \*\*\* Teacher allows students to share their answers before discussing as a class and encourages them to pronounce the words / phrases correctly.  \*\*\*\* Teacher checks the answers as a class and gives feedback.  ***Answer key:*** | T-Ss  Pair work  Ss-Ss  T-Ss |
| - To help students use phrases related to community activities.  - To help students further understand the text. | **TASK 3: COMPLETE THE PHRASES UNDER THE PICTURES WITH THE VERBS BELOW.** *(Ex 3, p. 29)*  \* Teacher asks students to work individually to complete the phrases under the pictures with the given verbs.  \*\* Students work individually to complete the task.  \*\*\* Teacher allows students to share answers before discussing as a class.  \*\*\*\* Teacher asks students to say the phrases aloud and makes sure they pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding.  ***Answer key:***  *1. pick up*  *2. help*  *3. recycle*  *4. donate*  *5. clean* | T-Ss  Ss  Ss-Ss  T-Ss |
| To help students use the vocabulary related to community activities in the right contexts. | **TASK 4: COMPLETE THE SENTENCES WITH THE CORRECT WORDS OR PHRASES BELOW.** *(Ex 4, p. 29)*  \* Teacher asks students to work independently to complete each sentence with a word or phrase from the box.  \*\* Students fill in the blanks with the most suitable words / phrases.  \*\*\* Teacher allows students to share answers before discussing as a class.  \*\*\*\* Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.  ***Answer key:***  *1. homeless children*  *2. litter*  *3. old people*  *4. taught*  *5. planted* | T-Ss  Ss  T-Ss  T-Ss |
| PRODUCTION | - To help students review and reuse the learnt vocabulary.  - To create a fun atmosphere in the class. | **TASK 5: VOCABULARY PING-PONG GAME.** *(Ex 5, p. 29)*  \* Teacher instructs students to play the *Vocabulary Ping-Pong* game:  - Ask Ss to think of the topic Community Service.  - One student from team A shouts out a word or phrase related to the topic. Then one student from team B makes a sentence with that word or phrase. Then switch roles.  - The team that cannot give a phrase or make a correct sentence loses and the other team gets a point.  \*\* Students play the game.  \*\*\* Teacher can go around to help weaker students.  \*\*\*\* Teacher stops the game when time is up. The team that makes the most correct sentences wins.  ***Example***:  *Team A: Litter*  *Team B: We often pick up litter in the park. Trees.*  *Team A: We plan trees in our school every year. Book.*  … | T-Ss  Teamwork  T-Ss  T-Ss | 10 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | - Teacher refers to the unit title again then together with students, orally list the community activities students do at school.  - Teacher asks students to say several words or phrases about community activities that they remember from the lesson. | T-Ss | 2 mins |
| HOMEWORK | To prepare vocabulary for the next lessons. | - Think about community activities that students can do (at least 3 activities).  - Project preparation  + Teacher informs student of the final project of the Unit’s project.  + Explain the requirements of the project: Think about some environmental problems in your neighbourhood and the solutions to those problems. Students will present their ideas in Lesson 7 – Looking back and Project.  + Teacher explains to students how they can get the information.  + Put students into groups and ask them to discuss to assign tasks for each member. Help them set a deadline for each task.  (Teacher should check the progress of students’ preparation after each lesson.) | T-Ss | 3 mins |

**UNIT 3: COMMUNITY SERVICE**

**Lesson 2: A closer look 1**

I. OBJECTIVES

By the end of this lesson, students will be able to gain:

**1. Knowledge:**

- Vocabulary: Use words related to community activities.

- Pronunciation: Correctly pronounce the sounds: /t/, /d/, /ɪd/ in isolation and in context

**2. Core competenc**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

- Raise students’ awareness of the need to keep their neighbourhood green.

**II. MATERIALS**

- Grade 7 textbook, Unit 3, A closer look 1

- Computer connected to the Internet

- Projector/ TV/ Pictures and cards

- sachmem.vn

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. exchange (v) | /ɪksˈʧeɪnʤ/ | the act of giving something to someone and them giving you something else | trao đổi |
| 2. pick up (phr. v.) | /pɪk ʌp/ | to take hold of something and lift it up | nhặt lên |
| 3. tutor (v) | /ˈtjuːtə/ | to teach a child outside of school, especially in order to give the child extra help with a subject he or she finds difficult | dạy kèm |

**Assumptions**

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| **Anticipated difficulties** | **Solutions** |
| 1. Students may lack knowledge about community activities. | * Prepare some photos / posters of community activities. |
| 2. Students may not have sufficient listening, speaking and co-operating skills. | * Play the recording, the replay depends on student’s need. * Encourage students to work in pairs, in groups so that they can help each other. * Provide feedback and help if necessary. |

Board Plan

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| *Date of teaching*  Unit 3: COMMUNITY SERVICE  **Lesson 2: A closer look 1**  \*Warm-up  Matching game   |  |  |  | | --- | --- | --- | | recycle | help | plant |  |  |  |  |  | | --- | --- | --- | --- | | trees | vegetables | small children | old people | | books | bottles | litter | homeless children |   I. Vocabulary  1. exchange (v)  2. pick up (phr. v.)  3. tutor (v)  Task 1: Match a verb in A with a word or phrase in B.  Task 2: Complete each of the sentences with a suitable word or phrase from the box.  Task 3: Use the phrases from the box to write full sentences under the correct picture.  **II. Pronunciation**  Task 4: Listen and repeat. Pay attention to the sounds /t/, /d/ and /ɪd/.  Task 5: Listen to the sentences and pay attention to the underlined parts. Tick the appropriate sounds. Practise the sentences.   |  |  |  | | --- | --- | --- | | **/t/** | **/d/** | **/ɪd/** | | picked, booked, helped | tutored, watered, exchanged | donated, planted |   **\*Game: Broken telephone**  **\*Homework:** |

**III. PROCEDURES**

***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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| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| WARM-UP | To recall students’ vocabulary on community activities. | **MATCHING GAME:**  \* Teacher has students play in two groups and explains the game rules.  \*\* Each group will have a list of verbs and nouns. Students match the verbs they have with the correct nouns.  \*\*\* Teacher and students discuss the answers. The group with the most correct answers wins.  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Set of word cards:***   |  |  |  | | --- | --- | --- | | recycle | help | plant |  |  |  |  |  | | --- | --- | --- | --- | | trees | vegetables | small children | old people | | books | bottles | cans | homeless children | | T-Ss  Group work  T-Ss  T-Ss | 7 mins |
| VOCABULARY | To introduce the new words. | **VOCABULARY:**  \* Teacher introduces the vocabulary.  \*\* Teacher introduces the vocabulary by:   * providing the pictures * providing the definition of the words.   1. exchange (v)  2. pick up (phr. v)  3. tutor (v)  \*\*\* Teacher asks students to repeat.  \*\*\* Teacher rubs out and checks | T-Ss  T-Ss  T-Ss  T-Ss |  |
| To introduce some verbs and verb phrases that are often used to describe community activities. | **TASK 1: MATCH A VERB IN A WITH A WORD OR PHRASE IN B.** *(Ex 1, p. 30)*  \* Teacher has read aloud the verbs in A and words / phrases in B.  \*\* Students work in pairs to match the verbs in A with words / phrases in B.  \*\*\* Teacher asks them to share their answers in pairs before checking the answers as a class.  \*\*\*\* Teacher invites students to take turns to read out their answers and corrects their pronunciation if needed.  ***Answer key:***  1. e  2. a  3. d  4. c  5. b | T-Ss  Pair work  Pair work  T-Ss | 8 mins |
| To allow students to use the learnt words / phrases in contexts. | **TASK 2:** **COMPLETE EACH OF THE SENTENCES WITH A SUITABLE WORD OR PHRASE FROM THE BOX.** *(Ex 2, p. 30)*  \* Teacher asks students to work individually to complete each of the sentences with a suitable word / phrase from the box. All of these words / phrases have been learnt in.  \*\* Students do the task individually.  \*\*\* Teacher allows students to swap their textbooks to peer check first.  \*\*\*\* Teacher confirms the answers and gives feedback, if necessary.  ***Answer key:***  *1. litter*  *2. used paper for notebooks*  *3. water*  *4. donate*  *5. tutor* | T-Ss  Ss  Pair work  T-Ss |  |
| To have students practise producing full sentences using the learnt words / phrases. | **TASK 3: USE THE PHRASES FROM THE BOX TO WRITE FULL SENTENCES UNDER THE CORRECT PICTURE.** *(Ex 3, p. 30)*  \* Teacher asks students to work individually to write full sentences, using the given phrases.  \*\* Students read aloud the six phrases and match with the appropriate pictures.  \*\*\* Teacher asks students to work in pairs to swap their answers and peer check.  \*\*\*\* Teacher checks their answers as a class.  ***Answer key:***  *1. She’s reading books to the elderly.*  *2. They’re giving gifts to old people.*  *3. They’re exchanging used paper for notebooks.*  *4. They’re donating clothes to poor children.*  *5. She’s planting trees in the park.* | T-Ss  Ss  Pair work  T-Ss | 8 mins |
| PRONUNCIATION | - To help students identify how to pronounce the sounds /t/, /d/ and /ɪd/.  - To help students practise pronouncing the sounds in words. | **TASK 4: LISTEN AND REPEAT. PAY ATTENTION TO THE SOUNDS /t/, /d/ AND /ɪd/. (Ex 4, p. 30)**  \* Teacher has students listen to the recording once first.  \*\* Students listen to the recordings and read out the words.  \*\*\* Teacher plays the recording for them to listen and repeat each word as a class, then as individuals.  \*\*\*\* Teacher check students’ pronunciation if needed. | T-Ss  Ss  T-Ss  T-Ss |  |
| To help students practise pronouncing the sounds /t/, /d/ and /ɪd/ in sentences. | **TASK 5: LISTEN TO THE SENTENCES AND PAY ATTENTION TO THE UNDERLINED PARTS. TICK THE APPROPRIATE SOUNDS. PRACTISE THE SENTENCES (Ex 5, p. 31).**  \* Teacher has some students read the sentences first and asks them to pay attention to the underlined parts.  \*\* Teacher plays the recording for Ss to listen then have them tick the appropriate sounds.  \*\*\*Teacher invites some Ss to share their answers. Confirm the correct ones.  \*\*\*\* Teacher plays the recording again and ask students to repeat each sentence after the recording. Teacher confirms the answers.  ***Answer key:*** | T-Ss  Ss  T-Ss  T-Ss |  |
| PRODUCTION | To test students' quick reaction to the targeted sounds. | **GAME: BROKEN TELEPHONE**  \* Teacher explains the rules:  *Teacher divides the class into 2 teams and asks them to stand in 2 lines. The first student from each line will be told some words with the* /t/, /d/ and /ɪd/ *sounds. Team members have to whisper one by one till the last. The last student from each line runs to the board and write down the words in the correct columns. The faster one with correct answers will be the winner.*  \*\* Students play the game.  \*\*\* Teacher helps students in the game.  \*\*\*\* Teacher gives feedback.  ***Suggested key:***   |  |  |  | | --- | --- | --- | | **/t/** | **/d/** | **/ɪd/** | | picked, booked, helped | tutored, watered, exchanged | donated, planted | | T-Ss  Group work  T-Ss  T-Ss | 7 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | - Teacher asks students to summarise what they have learnt in the lesson.  - Teacher asks them to list some phrases about community activities they learnt in the lesson.  - Teacher asks them to list some verbs in the past simple, paying attention to their pronunciation. | T-Ss | 2 mins |
| HOMEWORK | To review the vocabulary in this lesson. | What can you do to make your neighborhood to be a greener place? Write at least 3 activities. | T-Ss | 1 min |

**UNIT 3: COMMUNITY SERVICE**

**Lesson 3: A closer look 2**

I. OBJECTIVES

By the end of this lesson, Ss will be able to gain:

**1. Knowledge:**

- Understand the use of the past simple tense

- Practice using the past simple to talk about past activities

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

- Raise students’ awareness of the need to keep their neighbourhood green.

**II. MATERIALS**

- Grade 7 textbook, Unit 3, A closer look 2

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**Language analysis**

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| --- | --- |
| **Form** | **Explanation** |
| **Positive:**  **S** + **V-ed** (played) |  |
| **Negative:**  **S** + **did not / didn’t V** (did not / didn’t play) |
| **Questions and short answers:**  **Did** + **S** + **V** (play)?   * Yes, S + did. * No, S + didn’t. |

**Assumptions**

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| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| 1. Students may find confused when to use the the past simple | * Give short and clear explanations with legible examples for each case. |
| 2. Students may have underdeveloped speaking and  co-operating skills. | * Give clear instructions, give examples before letting students work in groups. * Provide feedback and help if necessary. |

Board Plan

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| *Date of teaching*  Unit 3: COMMUNITY SERVICE  **Lesson 3: A closer look 2**  **\*Warm-up**  Chatting   * *What did you do last weekend?* * *What did you watch yesterday?* * *Who did you meet two days ago?*   **I. Grammar focus**  The past simple   |  |  | | --- | --- | | **Positive** | **S** + **V-ed** (played) | | **Negative** | **S** + **did not / didn’t V** (did not / didn’t play) | | **Questions and short answers** | **Did** + **S** + **V** (play)?   * Yes, S + did. * No, S + didn’t. |   **II. Practice**  Task 1: Circle the correct answer A, B, or C to complete each sentence.  Task 2: Complete the sentences with the past simple form of the given verbs.  Task 3: Complete the sentences with the correct forms of the verbs from the box.  Task 4: Write complete sentences from the prompts.  **III. Production**  Task 5: The Red Cross in 2016 and 2018.  **\*Homework** |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| WARM-UP | To activate students’ prior knowledge related to the targeted grammar: the past simple. | **CHATTING**  \* Teacher asks students some questions:  *What did you do last weekend?*  *What did you watch yesterday?*  *Who did you meet two days ago?*  \*\* Students answer the questions, using the past simple.  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher corrects students answers if needed and confirms the use of the past simple (to talk about completed actions in the past). | T-Ss  Ss  T-Ss  T-Ss | 5 mins |
| PRESENTATION | To review students’ knowledge of the past simple tense. | \* Teacher asks students to study the Grammar box.  - Teacher draws students’ attention to the meaning and use of the past simple.  \*\* Teacher then asks some more able students to give some more examples.    \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms the answers and gives feedback. | T-Ss  T-Ss  T-Ss  T-Ss | 10 mins |
| PRACTICE | To review students’ knowledge of the past simple tense. | **TASK 1: CIRCLE THE CORRECT ANSWER A, B, OR C TO COMPLETE EACH SENTENCE.** *(Ex 1, p. 31)*  \* Teacher has students work individually.  \*\* Students work individually to to complete the sentences with the past simple form of the given verbs.  \*\*\* Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Answer key:***  *1. B*  *2. C*  *3. B*  *4. A*  *5. C* | T-Ss  Ss  Pair work  T-Ss | 15 mins |
| To raise students’ awareness of the past simple tense and past forms of some verbs. | **TASK 2: COMPLETE THE SENTENCES WITH THE PAST SIMPLE FORM OF THE GIVEN VERBS.** *(Ex 2, p. 31)*  \* Teacher has students work individually.  \*\* Students work individually to complete the sentences.  \*\*\* Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Answer key***:  *1. took*  *2. Did … join*  *3. helped*  *4. sent*  *5. volunteered* | T-Ss  Ss  Pair work  T-Ss |  |
| To help students distinguish between the present simple, present continuous and past simple in specific contexts. | **TASK 3: COMPLETE THE SENTENCES WITH THE CORRECT FORMS OF THE VERBS FROM THE BOX.** *(Ex 3, p. 31)*  \* Teacher asks the whole class to read aloud the verbs in the box then has students work individually to complete the sentences with the correct forms of the verbs from the box.  \*\* Students work individually to complete the task.  \*\*\* Teacher then has them work in pairs, comparing their sentences. Teacher can go around to help students.  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Answer key***:  1. cook  2. Did … plant  3. are picking up  4. recycled  5. read | T-Ss  Ss  Pair work  T-Ss |  |
| To help students write full sentences using the correct forms of the verbs. | **TASK 4: WRITE COMPLETE SENTENCES FROM THE PROMPTS.** *(Ex 4, p. 32)*  \* Teacher has students work independently.  \*\* Teacher asks students to do the exercise individually.  \*\*\* Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Answer key***:  *1. Last year, our club donated books to children in rural areas.*  *2. Children sent thank-you cards to us a week ago.*  *3. I taught two children in grade 2 last summer.*  *4. Last spring, we helped the elderly in a nursing home.*  *5. We helped people in flooded areas last year.* | T-Ss  Ss  Pair work  T-Ss |  |
| PRODUCTION | - To enable students to ask and answer questions related to past activities.  - To help students be aware of some community activities that students in other countries do. | **TASK 5: THE RED CROSS IN 2016 AND 2020** *(Ex 5, p. 32)*  **Work in groups. Tom is from the Red Cross. Look at the fact sheet and ask Tom about his projects in 2016 and 2020.**  \* Teacher introduces the Red Cross projects and activities in 2016 and 2020 and has students work in pairs for 5 minutes to practise asking and answering questions based on the fact sheet.  \*\* Students use the past simple when they ask and answer questions about the past activities.  \*\*\* Teacher invites some pairs to make short conversations as an example.  \*\*\*\* Teacher corrects any grammar and pronunciation mistakes if necessary.    ***Example***:  *Tom: I’m from the Red Cross. I worked on the Help Lonely People project in 2016.*  *Lan: What did you do?*  *Tom: We helped 200 lonely people…* | T-Ss  Pair work  Ss-Ss  Pair work  T-Ss | 10  mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | - Teacher asks students to summarise what they have learnt in the lesson.  - Teacher has them say out loud the past forms of the verbs they have learnt. | T-Ss | 3 mins |
| HOMEWORK | Reactivate the knowledge that students have gained. | Teachers asks students to do exercises in their Workbook. | T-Ss | 2 min |

**UNIT 3: COMMUNITY SERVICE**

**Lesson 4: Communication**

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

- know how to give compliments

- discuss and present the benefits of community activities

**1. Knowledge:**

- Vocabulary: vocabulary on community activities.

- Grammar: structures to give compliments.

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

- Raise students’ awareness of the need to keep their neighbourhood green

**II. MATERIALS**

- Grade 7 textbook, Unit 3, A closer look 2

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**Language analysis**

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| **Form** | **Meaning** |
| Giving compliments | Sounds like great work!  Wonderful! |

**Assumptions**

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| **Anticipated difficulties** | **Solutions** |
| 1. Students may be lack of knowledge about community activities | * Prepare some photos and suggestions on vocabularies and structures to describe community activities. |
| 2. Students may not have sufficent listening, speaking and  co-operating skills. | * Encourage students to work in pairs, in groups so that they can help each other. * Provide feedback and help if necessary. |

Board Plan

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| *Date of teaching*  Unit 3: COMMUNITY SERVICE  **Lesson 4: Communication**  \*Warm-up  ***Alphabet game***  *Example:*  A: He **asked** me my name.  B: I **bought** a hat.  C: I **came** here last month  **I. Everyday English**  Task 1: Listen and read the dialogue between Lan and Mark. Pay attention to the highlighted parts.  ***2 ways to give compliments:***   * *Sounds like great work!* * *Wonderful!*   Task 2: Work in pairs. Make similar conversations.  **II. Changing our neighbourhood**  Task 3: Read the poster about the volunteer activities. Write the project number (1-3) next to its benefits (A-E).  Task 4: Ask and answer which activities in Task 3 you want to join. Give reasons.  Task 5: Discuss which activity each member of your group chooses and the benefit(s) of the activity. Present your group’s answer to the class.  **\* Homework:** |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| WARM-UP | To review students’ knowledge of the past simple tense. | **ALPHABET GAME**  \* Teacher divides the class into 4 groups. Students take turns to use the past simple in a sentence. The first letter of the verbs must follow the sequence of the alphabet.  \*\* Students work in groups to play the game. If a student from a group can’t think of one verb, he/she is out of the game. The next student from other groups continues with the next letter.  \*\*\* Teacher goes around to help weaker students.  \*\*\*\* Teacher gives compliments to the group which has the most correct answers.  ***Example:***  A: He **asked** me my name.  B: I **bought** a hat.  C: I **came** here last month. | T-Ss  Group work  T-Ss  T-Ss | 5 mins |
| LEAD-IN | To introduce ways to give compliments. | \* Teacher asks students to look at the conversation in GETTING STARTED and check if they find any phrases or clauses that Minh and Tom use to compliment the other for doing something good deeds.  \*\* When students have found the clause “Sounds like great work!”, teacher tells them that they can use this to make compliments. Teacher asks students to think about more ways to give compliments.  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms the answers. | T-Ss  T-Ss  T-Ss  T-Ss | 4 mins |
| EVERYDAY ENGLISH | To introduce two ways to give compliments. | **TASK 1: LISTEN AND READ THE DIALOGUE BETWEEN LAN AND MARK. PAY ATTENTION TO THE HIGHLIGHTED PARTS.** *(Ex 1, p. 32)*  \* Teacher plays the recording for Ss to listen and read the dialogue between Lan and Mark.  \*\* Students pay attention to the highlighted parts.  \*\*\* Teacher emphasizes the use of the compliments.  \*\*\*\* Teacher confirms the answers and gives feedback.  ***2 ways to give compliments:***   * Sounds like great work! * Wonderful! | T-Ss  Ss  T-Ss  T-Ss | 17 mins |
| To help students practise giving compliments. | **TASK 2: WORK IN PAIRS. MAKE SIMILAR CONVERSATIONS.** *(Ex 2, p. 32)*  \* Teacher has students work in pairs to make similar dialogues.  \*\* Students work in pairs to make similar dialogues, using the contexts given and the sample compliments.  \*\*\* Teacher asks some pairs to practice the dialogue so that the whole class can give comments.  \*\*\*\* Teacher gives feedback as a class. | T-Ss  Pair work  Pair work  T-Ss |
| CHANGING OUR NEIGHBOURHOOD | - To help students learn more about some benefits of community activities.  - To help students practise reading for specific ideas. | **TASK 3: READ THE POSTER ABOUT THE VOLUNTEER ACTIVITIES FOR TEENAGERS AT *LENDING HAND*. WRITE THE PROJECT NUMBER (1-3) NEXT TO ITS BENEFITS (A-E).** *(Ex 3, p. 33)*  \* Teacher has students work in pairs to read the poster and asks them questions like:   * *How many projects does Lending Hand offer?* * *What activities can you do / join in Projects 1, 2 and 3?*   \*\* Students work in pairs to write the number of the projects (1 - 3) next to the benefits (A - E).  \*\*\* Teacher asks some pairs to to read out their answers.  \*\*\*\* Teacher gives feedback and correction (if needed).  ***Answer key***:  1. B, E  2. C, D  3. A | T-Ss  Pair work  Pair work  T-Ss | 18 mins |
| - To help students practise asking and answering questions about which activities they want to join and why.  - To help students practisce giving reasons. | **TASK 4: ASK AND ANSWER WHICH ACTIVITIES IN TASK 3 YOU WANT TO JOIN. GIVE REASONS.** *(Ex 4, p. 33)*  \* Teacher asks students to work in pairs to ask and answer questions about which activities they want to join and why.  \*\* Students work in pairs to do the task. They can use the example in the Student’s book. They should clarify any other benefits they can think of.  \*\*\* Teacher invites some pairs to role-play, asking and answering questions in front of the class.  \*\*\*\* Teacher corrects any grammar or pronunciation mistakes if necessary.  ***Example:***  *Minh: Which activity do you want to join?*  *Lan: I want to join some clean-up activities.*  *Minh: Why do you want to join these activities?*  *Lan: Because they make the neighbourhood cleaner.* | T-Ss  Pair work  Pair work  T-Ss |
| - To help students practise asking and answering questions about which activities they choose to join  and the benefits of those activities.  - To help students practise giving reasons.  - To help students practise reporting. | **TASK 5: WORK IN GROUPS. DISCUSS WHICH ACTIVITY EACH MEMBER OF YOUR GROUP CHOOSES AND THE BENEFIT(S) OF THE ACTIVITY. PRESENT YOUR GROUP’S ANSWER TO THE CLASS.** *(Ex 5, p. 33)*  \* Teacher lets students work in groups discuss which activity each member of their group chooses and the benefits of each activity.  \*\* Students can give more than one benefit to any activity or any benefits they can think of in addition to those they find in the Student’s book.  \*\*\* Teacher invites group representatives to report their group’s answers.  \*\*\*\* Teacher gives feedback on their reports.  ***Example:***  *Mai wants to donate food to street children because this helps feed them. Lan wants to join clean-up activities because these activities make our neighbourhood cleaner…* | T-Ss  Group work  Ss  T-Ss |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 1 mins |
| HOMEWORK | To review what students have learnt in this lesson. | Think about some environmental problems in your neighbourhood and the activities you want to do to solve those problems. | T-Ss | 1 min |

**UNIT 3: COMMUNITY SERVICE**

**Lesson 5: Skills 1**

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

**1. Knowledge:**

- Develop reading skill for specific information about community activities at a school

- Develop speaking skill: Talking about the reasons why students join different community activities

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Develop presentation skill

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

- Raise students’ awareness of the need to keep their neighbourhood green.

**II. MATERIALS**

- Grade 7 textbook, Unit 3, Skills 1

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. monthly (adj/adv) | /ˈmʌnθli/ | happening or produced once a month | hằng tháng |
| 2. proud (adj) | /praʊd/ | feeling pleasure and satisfaction because you or people connected with you have done or got something good | hài lòng, tự hào |

**Assumptions**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| 1. Students may lack knowledge about some lexical items. | * Provide students with the meaning and pronunciation of words. |
| 2. Students may not have sufficient reading, speaking and co-operating skills. | * Let students read the text again (if needed). * Create a comfortable and encouraging environment for students to speak. * Encourage students to work in pairs, in groups so that they can help each other. * Provide feedback and help if necessary. |
| 3. Some students may excessively talk in the class. | * Define expectation in explicit detail. * Have excessive talking students practise. * Continue to define expectations in small chunks (before every activity). |

Board Plan

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| *Date of teaching*  Unit 3: COMMUNITY SERVICE  **Lesson 5: Skills 1**  **\* Warm-up**  ***Game: Who is faster?***  1. collecting rubbish  2. donating clothes  3. planting trees  4. helping old people  5. tutoring homeless children  6. cleaning the street  **I. Reading**  \* Vocabulary:  1. monthly (adj/adv)  2. proud (adj)  Task 1: Circle the activities you would like to do at your school.  Task 2: Read the passage and match the highlighted words with their meanings.  Task 3: Read the passage again and tick True or False.  **II. Speaking**  Task 4: Read about these students. Write the names of the projects you think they should join in the Projects column.  Task 5: Discuss which project in Task 4 you would like to join, and why. Report your group’s answers to the class.  **\*Homework** |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| WARM-UP | - To remind students of some community activities.  - To enhance students’ skills of cooperating with team mates. | **GAME: WHO IS FASTER?**  \* Teacher divides the class into 2 teams.  - Each team will have to run in a relay to the board to match the correct description with each picture.  - The team with more correct answers will be the winner.  \*\* Students play the game in team mode.  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms the answers and gives feedback.   |  |  | | --- | --- | | 50 Community Service Ideas | Holiday Community Service Project Ideas for Kids with ADHD | | ***1. collecting rubbish*** | ***2. donating clothes*** | | Differences Between Community Service and Volunteer Work | To help more street children to help themselves - GlobalGiving | | ***3. planting trees*** | ***4. tutoring homeless children*** | | The elderly can apply for council-owned accommodation - Germiston City News | Challenge No. 004: Clean the Streets - Connect | Love Your Hood | | ***5. helping old people*** | ***6. cleaning the street*** | | T-Ss  Teamwork  T-Ss  T-Ss | 5 mins |
| PRE-READING | To provide students with some lexical items before reading the text. | **Vocabulary**  \* Teacher introduces the vocabulary.  \*\* Teacher asks students to get the meaning in context and try to make up sentences with of the following words:  1. monthly (adv)  2. proud (adj)  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms student’s answers and checks their pronunciation and gives feedback. | T-Ss  T-Ss  T-Ss  T-Ss | 2 mins |
| PRE-READING | - To remind students of some community activities;  - To help Ss brainstorm some more community activities. | **TASK 1: CIRCLE THE ACTIVITIES YOU WOULD LIKE TO DO AT YOUR SCHOOL.** *(Ex 1, p. 34)*  \* Teacher has the class read out loud the three activities.  \*\* Students work in pairs to circle the activities they would like to do at their school.  \*\*\* Students can name some more activities they would like to do at their school if the class is more fluent.  \*\*\*\* Teacher accepts all students’ answers. | T-Ss  Pair work  Ss  T-Ss | 2 mins |
| WHILE-READING | - To improve students’ knowledge of vocabulary related to community activities.  - To improve students’ skill of reading for details. | **TASK 2: READ THE PASSAGE AND MATCH THE HIGHLIGHTED WORDS WITH THEIR MEANINGS.** *(Ex 2, p. 34)*  \* Teacher asks students to work individually to read the passage and find the highlighted words.  \*\* Students read the text and do the task.  \*\*\* Teacher allows students to share their answers before discussing as a class and encourages them to give evidence.  \*\*\*\* Teacher calls some students to give the answer, explain which sentence give them the information.  ***Answer key:***  *1. donate*  *2. exchange*  *3. monthly*  *4. proud*  *5. tutor* | T-Ss  Ss  Pair work  T-Ss | 10 mins |
| To develop reading skill for specific information. | **TASK 3: READ THE PASSAGE AGAIN AND TICK T (TRUE) OR F (FALSE).** *(Ex 3, p. 34)*  \* Teacher asks some students to read out loud the sentences in the table.  \*\* Students work individually for some minutes and tick T (True) or F (False).  \*\*\* Teacher allows students to share their answers before discussing as a class and encourages them to give evidence.  \*\*\*\* Teacher calls a student to write his/her answer on the board, then check sentence by sentence with class.  ***Answer key***:  1. T  2. F  3. T  4. F  5. T | T-Ss  Ss  Pair work  T-Ss |  |
| PRE-SPEAKING | - To enable students to review and reuse the name of some community activities;  - To give students an opportunity to practise explaining their reasons | **TASK 4: READ ABOUT THESE STUDENTS. WRITE THE NAMES OF THE PROJECTS YOU THINK THEY SHOULD JOIN IN THE PROJECTS COLUMN.** *(Ex 4, p. 34)*  \* Teacher asks students work in pairs to read the sentences in the table. Ask some Ss to stand up to answer the  questions: What did you learn about Nick / Ann / Minh / Mark / Tom?  \*\* Students work in pairs to to discuss and decide which student should join which project in the reading.  \*\*\* Students should give some reasons for their choice.  \*\*\*\* Teacher confirms the answers and gives feedback if necessary.  ***Answer key***:  1. C  2. A  3. B  4. D  5. E | T-Ss  Pair work  T-Ss  Ss-Ss | 5 mins |
| WHILE-SPEAKING | To give Ss an opportunity to practise explaining reasons. | **TASK 5: WORK IN GROUPS. DISCUSS WHICH PROJECT IN TASK 4 YOU WOULD LIKE TO JOIN, AND WHY. REPORT YOUR GROUP’S ANSWERS TO THE CLASS.** *(Ex 5, p. 34)*  \* Teacher has students work in groups to discuss which project each of them would like to join.  \*\* Students work in groups to discuss which project that each of them would like to join and give reasons.  \*\*\* Teacher goes around to help students.  \*\*\*\* After finishing, teacher can call some groups to give presentations in front of the class.  ***Example***:  *Lan will join the Tutoring project because she is good at maths and English. She also loves children.* | T-Ss  Groupwork  T-Ss  Ss | 10 mins |
| POST-READING AND SPEAKING | - To help students improve next time.  - To help some students enhance presentation skill. | \* Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation.  \*\* Students give comments for their friends and vote for the most interesting and informative presentation.  \*\*\* Teacher and students discuss the presentations.  \*\*\*\* Teacher gives feedback and comments. | T-Ss  Ss-Ss  T-Ss  T-Ss | 3 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 min |
| HOMEWORK | Prepare for the next lesson. | Plan some school activities for next summer holiday. | T-Ss | 2 min |

**UNIT 3: COMMUNITY SERVICE**

**Lesson 6: Skills 2**

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

**1. Knowledge:**

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

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

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

- Raise students’ awareness of the need to keep their neighbourhood green.

**II. MATERIALS**

- Grade 7 textbook, Unit 3, Skills 1

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**Assumptions**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| 1. Students may lack knowledge about how to brainstorm keywords / phrases for listening. | * Prepare some suggestions on vocabularies and listening techniques to instruct students. |
| 2. Students may have underdeveloped listening, speaking and co-operating skills. | * Play the recording, the replay depends on students’ need. * Encourage students to work in pairs, in groups so that they can help each other. * Provide feedback and help if necessary. |

Board Plan

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| *Date of teaching*  Unit 3: COMMUNITY SERVICE  **Lesson 6: Skills 2**  \*Warm-up  Chatting & Homework checking  **I. Listening**  Task 1: What community activities are the children doing in the pictures?  Task 2: Listen and circle the correct answers.  Task 3: Listen again and fill in each blank with no more than two words.  **II. Writing**  Task 4: Read Tom’s email to Nam about his school activities last summer.  Task 5: Write an email of about 70 words to Tom about your school activities last summer.  **III. Class galary**  **\*Homework** |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| WARM-UP | To lead in the topic of the lesson: school community activities in summer. | **CHATTING & HOMEWORK CHECKING**  \* 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. | T-Ss  Ss  Ss-Ss  T-Ss | 5 mins |
| PRE-LISTENING | - To help Ss brainstorm key words/ phrases for listening;  - To help Ss practise describing pictures, using vocabulary related to community activities. | **TASK 1: WHAT COMMUNITY ACTIVITIES ARE THE CHILDREN DOING IN THE PICTURES?** *(Ex 1, p. 35)*  \* Teacher asks students to work in pairs to describe the pictures or discuss what the teenagers are doing in the pictures.  \*\* Students discuss with a partner.  \*\*\* Teacher elicits as many learnt vocabularies as possible and asks one or two students to re-describe the pictures to the class.  \*\*\*\* Teacher gives feedback and tell students that they are going to listen to a talk between Tom and Kate about the community activities they did last summer.  ***Suggested answer***:  *a. reading books to the elderly*  *b. picking up litter*  *c. planting trees* | T-Ss  Pair work  T-Ss  T-Ss | 2 mins |
| WHILE-LISTENING | To draw students’ attention to listening skills: predicting, identifying keywords, and listening for specific details. | **TASK 2: LISTEN TO TOM AND LINDA TALKING ABOUT THEIR COMMUNITY ACTIVITIES LAST SUMMER. CIRCLE THE CORRECT ANSWERS.** *(Ex 2, p. 35)*  \* Teacher asks students to work individually to read through Questions 1 to 4 and underline the key words.  *Keywords in the questions:*  - Question 1: Linda, friends, taught  - Question 2: Linda, friends, elderly  - Question 3: Tom, friends, picked up  - Question 4: Tom, friends  Teacher plays the recording.  \*\* Teacher plays the recording once for students to listen and circle the answers.  \*\*\* Teacher allows student to peer check first, then plays the recording a second time for pairs to check their answers again.  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Answer key***:  1. C  2. B  3. C  4. A  ***Audio script:***  *Tom: So, what did your club do last year?*  *Linda: We tutored 3rd grade children and helped old people.*  *Tom: Fantastic! What did you tutor?*  *Linda: We taught English and maths.*  *Tom: Awesome! Was it difficult?*  *Linda: Yes. But we had a lot of fun.*  *Tom: I see! How did you help the elderly?*  *Linda: We cooked for them and did some cleaning, too.*  *Tom: Great! I’m sure they benefited from it.*  *Linda: Thanks! It made us feel useful. How about you?*  *Tom: We picked up paper and bottles in a nearby park. We also planted some trees.*  *Linda: Fabulous! Did you water them too?*  *Tom: Sure. We watered them very often the first few weeks and enjoyed watching them grow.*  *Linda: Glad to hear it, Tom.*  *Tom: Yes. It was a really good time. We worked and played together, and we learnt some skills, too.* | T-Ss  T-Ss  Pair work  T-Ss | 10 mins |
|  | - To continue to improve students’ listening skills: predicting, identifying keywords, and listening for specific details.  - To improve students’ listening comprehension and note taking skills. | **TASK 3: LISTEN AGAIN AND FILL IN EACH BLANK WITH NO MORE THAN TWO WORDS.** *(Ex 3, p. 35)*  \* Teacher asks students to read the conversation and to focus on the key information and underline the keywords to predict the words / phrases they will need to fill in each blank.  - Teacher tells students 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).  - Teacher reminds students of the possible plural and singular forms of nouns  - Teacher remind students that they should write no more than TWO words for each blank.  \*\* Teacher plays the recording again. Ask students to listen and fill in the blanks.  \*\*\* Teacher lets students peer-check with a partner.  \*\*\*\* Teacher calls some students to give the answers to the class and correct the mistakes where necessary, encourages students to explain their answers, share some tips on finding the information.  ***Answer key***:  *1. fun*  *2. good time*  *3. skills* | T-Ss  T-Ss  Pair work  T-Ss | 10 mins |
| PRE-WRITING | - To provide students with a sample of an email.  - To improve students’ reading skills.  - To prepare students for the writing activity. | **TASK 4: READ TOM’S EMAIL TO NAM ABOUT HIS SCHOOL ACTIVITIES LAST SUMMER.** *(Ex 4, p. 35)*  \* Teacher asks students to work individually to read the email.  - Teacher asks students questions that elicit the format of an email:  *+ Who is writing to whom?*  *+ What is the subject of the third paragraph of the email?*  - Teacher asks students to underline the main activities that Tom and his friends did and ask them to underline the words / phrases that show their feelings, and words / phrases that show the benefits of their activities.  \*\* Students work individually as directed.  \*\*\* Teacher asks students to work in pairs to discuss and peer check the results.  \*\*\*\* Teacher gives feedback and confirms the structure of an email as a class. | T-Ss  Ss  Pair work  T-Ss | 5 mins |
| WHILE-WRITING | To improve students’ writing skills. | **TASK 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.** *(Ex 5, p. 35)*  \* Teacher asks students to work in pairs to list:  - the activities they did and how they feel about doing them;  - the benefits that they got from their community activities last summer.  \*\* Students work in pairs to write on an A1 / A2 size piece of paper.  \*\*\* Teacher allows students to cross check first.  \*\*\*\* Teacher goes around to help (if necessary). | T-Ss  Pair work  Ss-Ss | 10 mins |
| POST-LISTENING & WRITING | To peer check, cross check and final check students’ writing. | **TASK 6: CLASS GALLERY**  🡪 Giving peer-reflection & evaluation  \* Teacher asks students to stick their emails onto the board.  \*\* Students can go and see others’ work.  \*\*\* Students then give comments to each other.  \*\*\*\* Teacher then gives feedback as a class discussion. | T-Ss  Ss-Ss  Ss-Ss  T-Ss | 5 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. |  | 1 min |
| HOMEWORK | To allow students finalize their paragraph after being checked by friends and the teacher. | Rewrite the email on your notebook.  Prepare for the next lesson: Lesson 7: Looking back and Project. | T-Ss | 1 min |

**UNIT 3: COMMUNITY SERVCIE**

**Lesson 7: Looking back & Project**

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Review the vocabulary and grammar of Unit 3

- Apply what they have learnt (vocabulary and grammar) into practice through a project

**2. Core competence**

- Develop communication skills and creativity

- Develop presentation skill

- Develop critical thinking skill

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be more creative when doing the project

- Develop self-study skills

- Raise students’ awareness of the need to keep their neighbourhood green.

**II. MATERIALS**

- Grade 7 textbook, Unit 3, Looking back & Project

- Computer connected to the Internet

- Pictures, A0 paper

- Projector / TV

- sachmem.vn

**Assumptions**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| 1. Students may not have sufficent speaking, writing and  co-operating skills when doing the project | * Encourage students to work in pairs, in groups so that they can help each other. * Provide feedback and help if necessary. |
| 2. Some students may excessively talk in the class. | * Define expectation in explicit detail. * Have excessive talking students practise. * Continue to define expectations in small chunks (before every activity). |

Board Plan

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| *Date of teaching*  Unit 3: COMMUNITY SERVICE  **Lesson 7: Looking back & Project**  \*Warm-up  Game: Who’s faster  I. Looking back  Vocabulary  Task 1: Complete the table with the words and phrases from the box.  Task 2: Complete each sentence with one phrase from Task 1. Remember to use the correct forms of the verbs.  Grammar  Task 3: Use the correct form of the verbs from the box to complete the passage.  Task 4: Write full sentences about the activities the students did to help their community last year.  II. Project  Our green neighbourhood  \* Homework |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| WARM-UP | - To revise the vocabulary related to the topic and lead in the next part of the lesson.  - To enhance students’ skills of cooperating with teammates. | **GAME: WHO’S FASTER?**  \* Teacher shows the pictures and asks students to give descriptions to them. Teacher can divide the class into 2 teams and runs the game *Who’s faster.*  \*\* Members of each team take turns to raise hands to give description for each picture.  \*\*\* Students discuss their friends’ answers.  \*\*\*\* Teacher confirms the answers and gives feedback. The group having more correct answers is the winner.   |  |  | | --- | --- | | C:\Users\EDIBOOKS\Downloads\z3406605235119_c670a6fc31884276665192d8051fcfff.jpg | On August 21, we celebrate the elderly – The Armijo Signal | | ***1. homeless children*** | ***2. the elderly*** | | ***349 Food Pyramid Illustrations &amp;amp; Clip Art - iStock*** | ***What is litter? Litter is anything that we can&amp;#39;t find a use for and that we  throw away.*** | | ***3. food*** | ***4. litter*** | | ***UK could adopt strict Norway plastic bottle recycling system | The  Independent | The Independent*** | ***Collectibles | Antiques, Books, Magazines, and More | Ellsworth, Maine*** | | ***5. bottles*** | ***6. books*** | | T-Ss  Teamwork  Ss-Ss  T-SS | 3 mins |
| LOOKING BACK | - To help students revise the vocabulary learnt.  - To help students match the correct verbs with the appropriate nouns / noun phrases to make phrases about community activities.  - To help students use the correct phrases about community activities in the correct contexts. | **VOCABULARY**  **TASK 1: COMPLETE THE TABLE WITH THE WORDS AND PHRASES FROM THE BOX.** *(Ex 1, p. 36)*  \* Teacher encourages students to complete the task individually.  \*\* Students do the task individually.  \*\*\* Students exchange their textbooks with their partners.  \*\*\*\* Teacher gives feedback as a class discussion.  ***Answer key***:    **TASK 2: COMPLETE EACH SENTENCE WITH ONE PHRASE FROM TASK 1. REMEMBER TO USE THE CORRECT FORMS OF THE VERBS.** *(Ex 2, p. 36)*  \* Teacher asks students to complete the task individually.  \*\* Students do the task individually to put the correct phrases in the blanks.  \*\*\* Students exchange their textbooks with their partners.  \*\*\*\* Teacher gives feedback as a class discussion.  ***Answer key***:  *1. donated food*  *2. picked up bottles*  *3. helped the elderly*  *4. donated books*  *5. helped homeless children* | T-Ss  Ss  Pair work  T-Ss  T-Ss  Ss  Pair work  T-Ss | 17 mins |
| - To help students revise the past simple form of some verbs.  To help students improve their writing about community activities. | **GRAMMAR**  **TASK 3: USE THE CORRECT FORM OF THE VERBS FROM THE BOX TO COMPLETE THE PASSAGE.** *(Ex 3, p. 36)*  \* Teacher encourages students to complete the task individually.  \*\* Students complete the passage using the correct forms of the verbs in the box.  \*\*\* Students exchange their textbooks with their partners.  \*\*\*\* Teacher gives feedback as a class discussion.  ***Answer key:***  1. had  2. collected  3. sold  4. donated  5. went  **TASK 4: WRITE FULL SENTENCES ABOUT THE ACTIVITIES THE STUDENTS DID TO HELP THEIR COMMUNITY LAST YEAR.** *(Ex 4, p. 36)*  \* Teacher asks students to do individually first.  \*\* Students complete the task individually.  \*\*\* Teacher then asks them to check their answers with a partner before discussing the answers as a class.  \*\*\*\* Teacher confirms the answers and corrects students’ pronunciation if necessary.  ***Answer key***:  *1. Mi sang and danced for the elderly at a nursing home.*  *2. Mark and his friends collected books and set up a community library.*  *3. Lan and Mai grew and donated vegetables to a primary school.*  *4. Minh and his friends gave food to young patients in a hospital.*  *5. Tom made and sent postcards to the elderly at Christmas.* | T-Ss  Ss  Pair work  T-Ss  Giaoandethitienganh.info  T-Ss  Ss  Pair work  T-Ss |
| PROJECT | - To help students identify problems that their neighbourhood is facing and brainstorm possible solutions to deal with those problems.  - To raise students’ awareness of the need to keep their neighbourhood green  - To improve students’ teamwork and public speaking skills. | \* Teacher has students work in groups and gives instructions to students as follow:  - discuss some environmental problems their neighbourhood is facing and how you are going to solve the problems.  - look at the pictures as clues to brainstorm ideas.  \* Students discuss in groups then present the environmental problem to the class.  \*\*\* Students vote for the best performance.  \*\*\*\* Teacher gives feedback. | T-Ss  Group work  Ss-Ss  T-Ss | 22 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK | To prepare for the next lesson. | Prepare for the next lesson: Unit 4 – Lesson 1: Getting started. | T-Ss | 1 min |

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