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| **Date of planning**:…………..**Date of teaching:** ………..… **WEEK:**  |  **Peroid .....: UNIT 3: COMMUNITY SERVICE**  **Lesson 5 : SKILLS 1/ Reading and Speaking** |

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

**1. Knowledge:**

- To introduce topic of the lesson *Community service.*

- 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

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

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

**+ Grammar:** - Past simple

**2. Competence:** Students will be able to practice reading skill for specific information about community activities at a school. Talking about the reasons why students join different community. Develop presentation skill

- Develop communication skills and creativity.

- Be co-operative 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.

- 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.

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**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( 3’- 5’)** |
| **( Pre – reading )****Aim: - To remind students of some community activities.** **-** **To enhance students’ skills of cooperating with team mates.****\* Content:** Review the previous lesson or have 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 topic of the lesson..**\* Organisation :**Teacher’s instructions… |
| **Teacher’s activities** | **Student’s activities** |
| **+ Greeting** **+ Play Game:**  **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.\* Have Ss open their books to page 44 **(**SKILLS 1).- T leads in the lesson.\* Teach some new words in contexts if necessary.**\*) Pre- teach vocabulary:**- Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)+ Teacher may introduce the vocabulary by:* providing explanations of the words;
* showing picture illustrating the word.

+ Follow the steps to teach vocabulary- Repeat in chorus and individually+ Check vocabulary | **+ Greeting****+ Play Game:**  **GAME: WHO IS FASTER?****- T\_ Ss****1. collecting rubbish** **2. donating clothes** **3. planting trees** **4. helping old people****5. tutoring homeless children** **6. cleaning the street**- Open their book and write the tittle of the lesson .- Copy the new words.\* **Vocabulary:****1. monthly** (adj/adv) hằng tháng**2. proud** (adj) hài lòng, tự hào |
| **2. PRESENTATION/ NEW LESSON (12’)** |
| ACTIVITY 1: **Pre- reading** **Aims:****- To remind Ss of some community activities;****- To help Ss brainstorm some more community activities.****\* Content:** Cirle the activities Ss would like to do at school.**\* Outcome:** Ss learn more community activities at school.**\* Organisation :** Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Work in pairs. Circle the activities you would like to do at your school.**- Have the class read out loud the three activities in 1.- Ask Ss to work in pairs to circle the activities they would like to do at their school.- Ask them to name some more activities they would like to do at their school if the class is more fluent.- Check the answers as a class. | **1. Work in pairs. Circle the activities you would like to do at your school.****- T\_ Ss**+ Students(Ss)listen to the instructions carefully and learn how to do the tasks.**\* Take note** |
| **3. While- reading (18’)** |
| ACTIVITY 2 : **Aims:****- To improve Ss' knowledge of vocabulary related to community activities;****- To improve Ss' skill of reading for details.****\* Content:** Read the text and Match the highlighted words with their meaning .**\* Outcome:** Ss can get some specific information related to community activities;**\* Organisation :**  |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Read the passage and match the highlighted words with their meanings.**- Ask Ss to work individually to read the passage and find the highlighted words.- Have Ss match the highlighted words with their meanings in the box. Remind them to use the context to help them.- Check the answers as a class.- Confirm the correct answers as a class. | **2. Read the passage and match the highlighted words with their meanings.****- T\_ Ss**- Listen to the teacher’s instructions carefully and learn how to do.- Check the meaning of the words - **Ss work individually first.** **\* Key:** **1. donate 2. exchange 3. monthly** **4. proud 5. tutor** |
| ACTIVITY 3 : **Aim: To improve Ss' skill of reading for details.****\* Content:** Read the text again and Tick T/F**\* Outcome:** Ss can understand more about community activities.**\* Organisation :**  |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Read the passage again and tick (**✓**) T (True) or F (False).**- Have Ss look at the statements in this activity. Ask them how to do it. Give them some strategies to do the exercise.- Have Ss work individually for some minutes and tickT (True) or F (False).- Ask Ss to take turns to give the answers. Ask them to show the part in the reading where they find the answers.- Check the answers as a class.- Confirm the correct answers to the class. | **3. Read the passage again and tick (**✓**) T (True) or F (False).****- T\_ Ss**- Listen to the teacher’s instructions carefully and follow them.**\* Key:** **1.T 2. F 3.T 4. F 5.T** |
|  **4. FURTHER PRACTICE/ APPLICATION (8’)** |
| ACTIVITY 4: *(Follow up activity)*  **Speaking** **Aims:****- To enable Ss to review and reuse the name of some community activities;****- To give Ss an opportunity to practice explaining their reasons.****\* Content:** Read and write the names of the projects they should join . **\* Outcome:** Ss can review and reuse the name of some community activities .**\* Organisation :**  |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Work in pairs. Read about these students. Write the names of the projects you think they should join in the Projects column.**- Have Ss work in pairs to read the sentences in the table. Ask them to underline the key words in the sentences. Ask some Ss to stand up to answer the questions: What did you learn about Nick / Ann / Minh/Mark/Tom ?- Ask pairs to discuss and decide which student should join which project in the reading.- Ask them to give some reasons for their choice based on the information about the students.- Ask pairs to write the names of the projects in the Projects column.- T helps if necessary- Check the answers as a class. | **4. Work in pairs. Read about these students. Write the names of the projects you think they should join in the Projects column.****- T\_ Ss**- Listen to the teacher’s instructions carefully and follow them.**- Work in pairs****- Ss do the task****\* Key:** 1. **C 2. A 3. B 4. D 5. E**
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| ACTIVITY 5: **Aims: To give Ss an opportunity to practise explaining reasons.****\* Content:** Discussing andtelling about community activities using information in 4.**\* Outcome:** Ss can tell about community activities .**\* Organisation :**  |
| **5. Work in groups. Discuss which project in 4 you would like to join, and why. Report your group’s answers to the class.** - Have Ss work in groups to discuss which project in **4** each of them would like to join. - Ask them to give reasons. - Tell them that they can give reasons based on their likes, dislikes, personalities, etc. as in 4.- Invite one representative of each group to report their group's answers to the class.- Give feedback on their reports in terms of language, reasoning skills or pronunciation. | **5. Work in groups. Discuss which project in 4 you would like to join, and why. Report your group’s answers to the class.** **- T\_ Ss**- Listen to the teacher’s instructions carefully and follow them.**- Practice speaking** in front of the class.**\* Sample speaking :**  *Lan will join the Tutoring project because she is good at maths and English. She also loves children.* |
| **5. WRAP-UP & HOME WORK (2’)**\* Have Ss summarise what they have learnt in the lesson with the two skills.**\* HOME WORK.**- Practice telling about your future houses. - Do more exercises in workbook.- Prepare new lesson. **Skills 2****====================================** |