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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK:** | **UNIT 3: COMMUNITY SERVICE**  **Period 2 : Lesson 1: GETTING STARTED**  **SOUNDS LIKE GREAT WORK!** |

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

- Use the words related to community activities;

- Pronounce the sounds /t/, /d/, /id/ correctly;

- Use the past simple to talk about past activities;

- Give compliments;

- Read for specific information about community activities at a school;

- Talk about the reasons why students join different community activities;

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

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

**1. Knowledge:**

- To introduce the topic “Community service”. To practice listening and reading.

- An overview about the topic “Community service”

- Lexical items related to community activities

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

*-* ***“Community service”*** (*work that people do without payment to help other people*); *community activity ; donate; nursing home ; homeless; elderly; nursing; orphanage; proud.....*

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

**+ Grammar:** - Past simple

**2. Competence:** Students will be able to pratice listening and reading the conversation between Minh and Tom , who are talking about community activities in their school.

- Develop communication skills and enhance awareness of preserving the culture

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:** - To educate the voluntarily participation in community service or community activities. 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’)** | |
| **Aims:**  **- To create a friendly and atmosphere in the class before the lesson;**  **- To lead into the new unit**  **\* Content:** Tohave somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **+ *Picture describing***  \* Teacher shows the picture and asks students questions:  *- What can you infer from this picture?*  - 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 encourages Ss to talk in English as much as possible  - Lead to the new unit. Write the unit title *Community Service* on the board.  - Ask Ss to guess what they are going to learn about in this unit. Then write community activities and ask Ss to give any words or phrases they know related to these activities.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ *Picture describing***  **- T\_Ss.**  Community &amp; Preventive Dentistry - JCD Dental College  + Students **(Ss)** listen and learn how to do the tasks.  - Answer the teacher’s questions  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| ACTIVITY 1:  **Aims: To set the context for the introductory conversation;**  **- To introduce the topic of the unit.**  **\* Content:** Learn some new words . Read the conversation and find out new words.  **\* Outcome:**Knowing more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Organisation :** Teacher’s instructions.. | |
| **Teacher’s Student’s activities** | **Content** |
| **1. Listen and read:** *(Ex 1, p. 28)*  **Set the context:** Have Ss look at the conversation and the picture, and answer some questions, e.g. *What can you see in the pictures? Where do you think the boys and the girls are? What do you think they are doing?* Encourage Ss to answer, but do not confirm whether their answers are right.  - **Play the recording twice** for Ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.  - Refer to the questions previously asked. Confirm the correct answers:  + In picture 1: I can see a boy with a box. He is arranging books and toys (and may be clothes).  + In picture 2: I can see a girl and some small children. They are in a classroom. The girl is teaching the small children.  + In picture 3: I can see two girls and a boy. They are in the garden. They are gardening.  - To help Ss understand the main idea of the conversation, ask Ss to answer the question: *What are Tom and Minh talking about?* (*They are talking about community activities in their school.)*  **\*Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  + Teacher checks students’ pronunciation and gives feedback. Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.  - Call on some groups of Ss **to read the conversation aloud.** | **1. Listen and read**  **- T\_Ss**   |  |  | | --- | --- | |  |  |     **\* Vocabulary**  **1. community activity** (n.phr.) hoạt động cộng đồng  **2. donate** (v) quyên góp, ủng hộ  **3. nursing home** (n.phr.) viện dưỡng lão  **4. homeless** (adj) vô gia cư  **5. pick up** (v) nhặt rác  **6. teach - taught** (v) Dạy học.  - Listen carefully and read aloud. |
| **3. PRACTICE ( 15’)** | |
| ACTIVITY 2:  **Aim: To help Ss read for specific information about Minh and Tom's community activities.**  **\* Content:** Listen and read the conversation.Tick the appropriate box.  **\* Outcome:** Understanding more the conversation; vocab,; grammar points…  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **2. Read the conversation again and tick (**✓**) the appropriate box.**  - Ask Ss to underline the words and phrases about community activities in the conversation. For example, Ss can underline the phrase pick up litter.  - Then ask them to work in pairs to read the conversation.  - Have pairs tick the appropriate boxes. Ask pairs to say the answers aloud: Mirth's club picks up litter; Tom's club donates books, etc.  - Make sure they pronounce the words / phrases correctly.  - Check the answers as a class. | **2. Read the conversation again and tick (**✓**) the appropriate box.**  **- T\_Ss**  **- Work individually.**  - Give the answers  **\* Key:**   |  |  |  | | --- | --- | --- | | **Community activity** | **Minh’s club** | **Tom’s club** | | **1.** picking up litter | ✓ |  | | **2.** planting vegetables | ✓ |  | | **3.** donating books |  | ✓ | | **4.** donating vegetables | ✓ |  | | **5.** teaching English |  | ✓ | |
| ACTIVITY 3:  Aims:  **- To help Ss use phrases related to community activities;**  **- To help Ss further understand the text.**  **\* Content:** Complete the pictures with the verbs.  **\* Outcome:** SS know more the use of words and phrases in context.  **\* Organisation :** | |
| **3. Complete the phrases under the pictures with the verbs below.**  - Ask Ss to work individually to complete the phrases under the pictures with the given verbs.  - Ask Ss to say the phrases aloud. Make sure they pronounce the words and phrases correctly.  - Check the answers as a class. | **3. Complete the phrases under the pictures with the verbs below.**  **- T\_ Ss**  - Listen to the instructions clearly  - **Ss to work independently**  - Copy them  **\* Key:**  **1**. pickup **2**. help **3**. recycle  **4.** donate **5**. clean |
| ACTIVITY 4:  **Aim: To help Ss use the vocabulary related to community activities in the right contexts**  **\* Content:** Complete the sentences with correct words or phrases.  **\* Outcome:** Ss know more some words about community activities.  **\* Organisation :** | |
| **4. Complete the sentences with the correct words or phrases below.**  - Ask Ss to work independently to complete each sentence with a word or phrase from the box.  - Allow Ss to refer to the pictures and phrases in 3 or the conversation if needed.  - T may instruct them where to find the correct words / phrases, e.g. by looking for where the sentences appear in the conversation or in 3.  - Check the answers as a class.  - Ask several Ss to read aloud the full sentences. Correct Ss' pronunciation if needed. | **4. Complete the sentences with the correct words or phrases below.**  **- T\_ Ss. Work independently**  **- Ss do themselves**  **\* Key:**  **1**. homeless children **2**. Litter  **3**. old people **4**. taught  **5**. planted |
| **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| ACTIVITY 5:  **Aims:**  **- To help Ss review and reuse the learnt vocabulary;**  **- To create a fun atmosphere in the class.**  **\* Content:** Review and reuse the vocabulary.  **\* Outcome:** Ss can remember the words. Learn more new words.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **5. GAME: Vocabulary Ping-pong.**  - Ask Ss to play in teams of five or six players.  - Instruct Ss 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 related to the topic. Then one student from team B makes a sentence with that word. Then switch roles. The team that cannot give a word or make a correct sentence loses and the other team gets a point.  - Point out the example in the Student's Book:  A: Litter.  B: We often pick up litter in the park.\_Trees.  A: We plant trees in our school every year. \_Book.  ........  - Stop the game when time is up. The team that makes the most correct sentences wins. | **5. GAME: Vocabulary Ping-pong.**  - Work in groups of five or six.  + Listen to the instructions carefully and do the tasks.  **A**: Litter.  **B:** We often pick up litter in the park. \_Trees.  **A**: We plant trees in our school every year. Book.  ........... |
| **5. WRAP-UP & HOME WORK (2’)**  - Refer to the unit title again then together with Ss, orally list the community activities Ss do at  school.  - Ask Ss to say several words or phrases about community activities that they remember from the lesson.  **\* HOME WORK**  - Read again the conversation on page 28.  - Do more exercises in workbook.  - If there is a projector in the classroom, show the conversation, highlight the key words related to the topic. It would be helpful if T highlights the past simple, and the words in the conversation and tells Ss that they will learn these language points in the upcoming lessons…..  **=========================** | |