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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK:** | **Peroid .....: UNIT 3: COMMUNITY SERVICE**  **Lesson 4 : COMMUNICATION** |

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

**1. Knowledge:**

- Know how to give compliments

- Discuss and present the benefits of community activities

- To practise giving compliments.

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

*-* Vocabulary on community activities.

+ Grammar: - Past simple

- Grammar: structures to give compliments.

**2. Competence:** Students will be able to practice listening for specific information about some community activities and their benefits;

- 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.

- 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 (3’-5’)** | |
| **Everyday English Giving compliments**  **Aims: To provide Ss with the way of giving compliments**  **\* 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..  **-** Ask Ss 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 Ss have found the clause: **That's fantastic; Sounds like great work!,** tell them that they can use *these to make compliments.*  - Tell Ss that they are going to practise giving compliments. Ask Ss to look at COMMUNICATION on page 32. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Revision**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss what they did lastnight?  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Revision**  **- T\_ Ss**  - Students **(Ss)** listen and learn how to do.  + Answer the questions.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1+ 2:  **Aims:**  **- To introduce two ways to give compliments;**  **- To help Ss practise giving compliments.**  **\* Content:** To introduce the way of giving compliments. Listen and read the dialogue.  **\* Outcome:** Ss learn some new word and how to *give compliments.*  *+ Sound like great work!*  *+Wonderful!*  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Listen and read the dialogue between Lan and Mark. Pay attention to the highlighted parts.**  **1. Listen and read the dialogue**  - Play the recording for Ss to listen and read the dialogue between Lan and Mark. Ask Ss to pay attention to the highlighted parts. Emphasise the use of the compliments. Have Ss practise the dialogue.  - Ask Ss to work in pairs to make similar dialogues, using the contexts given and the sample compliments. Give feedback on their dialogues.  **2. Work in pairs. Make similar conversations.**  **1.** Mi helped lonely elderly people.  **2.** Tom and his friends cleaned and decorated parts of their neighbourhood. | **1. Listen and read the dialogue between Lan and Mark. Pay attention to the highlighted parts.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **Audio script - Track 17:**  ***Lan:*** What did you do to help your community last summer, Mark?  ***Mark:*** We planted some trees in the schoolyard and picked up a lot of rubbish along the nearby roads.  ***Lan:*** Sounds like great work! We collected books and warm clothes for our friends in the mountainous areas.  ***Mark:*** Wonderful! |
| **3. PRACTICE (18’)** | |
| ACTIVITY 3: **Changing our neighbourhood.**  **Aims:**  **- To help Ss learn more about some benefits of community activities;**  **- To help Ss practise reading for specific ideas.**  **\* Content:** Read the poster. Write project number **(1-3)** next to its benefits.  **\* Outcome:** Ss learn more about some benefits of community activities when they join the projects.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **3. Work in pairs. Read the poster about the volunteer activities for teenagers at Lending Hand. Write the project number (1 – 3) next to its benefit (A – E).**  - Have Ss work in pairs to read the poster. Ask them questions like: How many projects does Lending Hand offer? What activities can you do /join in Projects 1,2 and 3?  - Have pairs write the number of the projects (1 - 3) next to the benefits (A - E). Ask some pairs to read out their answers. Correct if necessary.  - Check the answers as a class. | **3. Work in pairs. Read the poster about the volunteer activities for teenagers at Lending Hand. Write the project number (1 – 3) next to its benefit (A – E).**  **- Work in pairs** to do this activity  - Listen carefully and learn how to do.  - Give the answers  **\* Key*:***  **1. B, E 2. C,D 3. A** |
| ACTIVITY 4:  **Aims:**  **- To help Ss practise asking and answering questions about which activities they want to join and why;**  **- To help Ss practise giving reasons.**  **\* Content:** Ask and answer questions about which activities they want to join and why;  **\* Outcome:** Ss can answer the questions correctly.  **\* Organisation :** | |
| **4. Work in pairs. Ask and answer which activities in 3 you want to join. Give reasons.**  - Have Ss work in pairs to ask and answer questions about which activities they want to join and why. Ask them to use the example in the Student's Book. Elicit any other benefits they can think of.  - Invite some pairs to role-play, asking and answering questions in front of the class.  - Correct any grammar or pronunciation mistakes if necessary. | **4. Work in pairs. Ask and answer which activities in 3 you want to join. Give reasons.**  **- T\_ Ss**  - Listen to the instructions clearly  - Learn how to do it |
| **4. FURTHER PRACTICE (8’)** | |
| ACTIVITY 5:  **Aims: To help Ss practise asking and answering questions about which activities they choose to join and the benefits of those activities;**  **- To help Ss practise giving reasons;**  **- To help Ss practise reporting.**  **\* Content:** Further practice talking about which activities they choose to join and the benefits of those activities;  **\* Outcome:**Improve speaking skills. Talking about the benefits of activities.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **5. Work in groups. Discuss which activity each member of your group chooses and the benefit(s) of the activity. Present your group’s answers to the class.**  - Have Ss work in groups to discuss which activity each member of their group chooses and the benefits of each activity.  - Tell them that they 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.  - Ask them to follow the example in the book.  - Invite group representatives to report their group's answers.  - Give feedback on their reports. | **5. Work in groups. Discuss which activity each member of your group chooses and the benefit(s) of the activity. Present your group’s answers to the class.**  **- T\_ Ss**  - Listen carefully  - Work in pairs. Check the answers  **\* 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 |
| **5. WRAP-UP & HOME WORK ( 2’)**  \* Ask Ss what they have learnt in the lesson.  **\* HOME WORK**  - Practice speaking the volunteer activities.  - Do more exercises in workbook.  - Prepare new lesson. **SKILLS\_1**  **================================** | |