|  |  |
| --- | --- |
| **Date of planning**:………….  **Date of teaching:** ………..…  **WEEK:** | **Peroid .....: UNIT 3: COMMUNITY SERVICE**  **Lesson 2 : A CLOSER LOOK - 1** |

**THIS UNIT INCLUDES:**

|  |  |
| --- | --- |
| **Vocabulary**  - Community activities  **Pronunciation:**  - Pronunciation Sounds: /t/, /d/, and /id/  **Grammar**   * Past simple | **Skills:**  - Reading about community activities at a school  - Talking about the reasons why students join different community activities  - Listening to a talk about some community activities and their benefits  - Writing an email about community activities one did last summer  **Everyday English**  - Giving compliments |

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

**1. Knowledge:**

- To introduce topic of the lesson *Community serv ice.* To teach some new words .

- Vocabulary: Use words related to community activities.

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

**+ 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 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 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.*

|  |  |
| --- | --- |
| **1. WARM UP & INTRODUCTION (5’)** | |
| **Vocabulary**  **Aim: To introduce some verbs and verb phrases that are often used to describe community activities.**  **\* Content:** Review the previous lesson. **Guessing game**  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Playing game: 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.  - Show the winners.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Playing game : Matching game**  **- T\_ Ss**  - Students **(Ss)** listen and learn how to do.  ***Set of word cards:***   |  |  |  | | --- | --- | --- | | **recycle** | **help** | **plant** |  |  |  |  |  | | --- | --- | --- | --- | | trees | vegetables | small children | old people | | books | bottles | litter | homeless children |   - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1:  **Aim: To introduce some verbs and verb phrases that are often used to describe community activities.**  **\* Content:** Teach some new words . Match a verb in **A** with a word or phrase in **B**  **\* Outcome:** Ss know more new words. Learn how to use them . Do the Matching correctly.  **\* Organisation :** | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Match a verb in A with a word or phrase in B.**  **\*) 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  - Have Ss read aloud the verbs in A and words / phrases in B.  - Ask Ss to work in pairs to match the verbs in A with words / phrases in B. The only new word is tutor, and it can also be inferred when all other options have been matched.  - Tell Ss that to tutor means to teach.  - Invite Ss to take turns to read out their answers. Correct their pronunciation if needed.  - Check the answers as a class.  - T can also ask Ss to add more words / phrases to the verbs to make up other activities they can do. This way, T can broaden Ss' vocabulary if they are ready. | **1. Match a verb in A with a word or phrase in B.**  **- T\_ Ss**  **\* Vocabulary:**  **1.** exchange (v) trao đổi  **2.** pick up (phr. v.) nhặt lên  **3**. tutor (v) dạy kèm  .......  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Key:**  **1. e 2. a 3. d 4. c 5. b** |
| **3. PRACTICE (15’)** | |
| ACTIVITY 2:  **Aim: To allow Ss to use the learnt words / phrases in contexts**  **\* Content:** Complete the sentences with a suitable word or phrase.  **\* Outcome:** Ss can complete the sentences correctly. Learn how to use the words.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **2. Complete each of the sentences with a suitable word or phrase from the box.**  - Ask Ss 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 1.  - Check the answers as a class.  - Have some Ss read aloud the complete sentences.  - Correct Ss' pronunciation if necessary. | **2. Complete each of the sentences with a suitable word or phrase from the box.**  - Listen carefully and learn how to do.  - Give the answer  **\* Key*:***  **1. litter 2. used paper for notebooks**  **3. water 4. donate 5. tutor** |
| ACTIVITY 3:  **Aim: To have Ss practise producing full sentences using the learnt phrases.**  **\* Content:** Write full sentences under the correct pictures  **\* Outcome:** Ss can write full sentences under the correct pictures correctly:  **\* Organisation :** | |
| **3. Use the phrases from the box to write full sentences under the correct pictures.**  - Ask the whole class to read aloud the six phrases. Correct their pronunciation if necessary.  - Ask Ss to work in pairs to describe the pictures, using the given phrases. Ask some Ss to re-describe the pictures to the class.  - Then ask them to work individually to write full sentences, using the given phrases. Then they share their answers with a partner.  - Check the answers as a class.  - T can also ask some Ss to write answers on the board, then check their answers as a class.  - T and other Ss give comments.  **\* Key:**  **1**. She's reading books to the elderly.  **2**. They're giving gifts to old people.  **3**. He's exchanging used paper for notebooks.  **4**, They're donating clothes to poor children.  **5.** She's planting trees in the park. | **3. Use the phrases from the box to write full sentences under the correct pictures.**  - Ss to **work individually.**        **\* Key** |
| **II. PRONUNCIATION: (10’)**  **Sounds /t/, /d/, and /id/**  ACTIVITY 4  **Aims:**  **- To help Ss identify how to pronounce the sounds /t/, /d/, and /id/;**  **- To help Ss practise pronouncing the sounds in words.**  **\* Content:** Listen and repeat the word to pay attention to the sounds: **/t/, /d/, and /id/.**  **\* Outcome:** Ss can learn how to pronounce the sounds: **/t/, /d/, and /id/.**  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **4. Listen and repeat. Pay attention to the sounds /t/, /d/, and /id/.**  - Have Ss listen to the recording once first. Then ask Ss to read out the words.  - Play the recording for them to listen again and repeat each word as a class, then as individuals.  - Play the recording as many times as possible.  - Call on some Ss to say the words In front ofthe class.  - Check their pronunciation If necessary.  - Call on some Ss to read the words aloud. | **4. Listen and repeat. Pay attention to the sounds /t/, /d/, and /id/.**  - Listen carefully  - Listen and repeat  **\* Audio script- track:**   |  |  |  | | --- | --- | --- | | **/t/** | **/d/** | **/id/** | | cooked  passed  helped | watered  cleaned  voluteered | collected  donated  provided | |
| **4. FURTHER PRACTICE (8’)** | |
| ACTIVITY 5:  **Aim: To help Ss practise pronouncing the sounds /t/, /id/, and /id/ in sentences.**  **\* Content:** Listen and pay attention to the underlined parts  **\* Outcome:** Ss will be able to pronounce the sounds correctly.  **\* Organisation :** | |
| **5. Listen to the sentences and pay attention to the underlined parts. Tick (**✓**) the appropriate sounds. Practise the sentences.**  - Have some Ss read the sentences first. Ask them to pay attention to the underlined parts.  - Play the recording for Ss to listen then have them tick the appropriate sounds.  - Invite some Ss to share their answers. Confirm the correct ones.  - Play the recording again and ask Ss to repeat each sentence after the recording.  - Correct Ss if necessary.  - Call some Ss to read the sentences individually.  - Comment on their pronunciation . | **5. Listen to the sentences and pay attention to the underlined parts.Tick (**✓**) the appropriate sounds. Practise the sentences.**  **- T\_ Ss**  **- S do the tasks**  **\* Audio script**  **\* Key + Audio script-Track 16:** |
| **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson.  - Ask them to list some phrases about community activities they learnt in the lesson.  - Ask them to list some verbs in the past simple, paying attention to their pronunciation.  **\* HOME WORK**  - remember some verbs in the past simple  - Do more exercises in workbook.  - Prepare new lesson. A CLOSER LOOK\_2  **=======================================** | |