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

**THIS UNIT INCLUDES:**

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| **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.*

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| **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:***

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| --- | --- | --- |
| **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:**

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| --- | --- | --- |
| **/t/** | **/d/** | **/id/** |
| cookedpassedhelped | wateredcleanedvoluteered | collecteddonatedprovided |

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| **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**=======================================** |