*Planning date: October 13th, 2024*

**PERIOD 19: UNIT 3: COMMUNITY SERVICE**

**Lesson 4: Communication**

A. AIMS

By the end of this lesson, Ss will be able to:

- know how to give compliments

- discuss and present the benefits of community activities

**1. Knowledge:**

- Vocabulary: vocabulary on community activities.

- Grammar: structures to give compliments.

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

- Raise students’ awareness of the need to keep their neighbourhood green

**B. MATERIALS**

- Grade 7 textbook

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**C. PROCEDURES**

**I. Warm-up: ALPHABET GAME**

\* Teacher divides the class into 4 groups. Students take turns to use the past simple in a sentence. The first letter of the verbs must follow the sequence of the alphabet.

\*\* Students work in groups to play the game. If a student from a group can’t think of one verb, he/she is out of the game. The next student from other groups continues with the next letter.

\*\*\* Teacher goes around to help weaker students.

\*\*\*\* Teacher gives compliments to the group which has the most correct answers.

***Example:***

A: He **asked** me my name.

B: I **bought** a hat.

C: I **came** here last month.

**II. Pre - Speaking:**

**1. Lead in:**

\* Teacher asks students 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 students have found the clause “Sounds like great work!”, teacher tells them that they can use this to make compliments. Teacher asks students to think about more ways to give compliments.

\*\*\* Teacher and students discuss the answers.

\*\*\*\* Teacher confirms the answers.

**2. Listening: (Task 1, P.32)**

**- LISTEN AND READ THE DIALOGUE BETWEEN LAN AND MARK. PAY ATTENTION TO THE HIGHLIGHTED PARTS.** *(Ex 1, p. 32)*

\* Teacher plays the recording for Ss to listen and read the dialogue between Lan and Mark.

\*\* Students pay attention to the highlighted parts.

\*\*\* Teacher emphasizes the use of the compliments.

\*\*\*\* Teacher confirms the answers and gives feedback.

***2 ways to give compliments:***

* Sounds like great work!

-Wonderful!

**III. While - Speaking: (Task 2+3, P.32,33)**

**WORK IN PAIRS. MAKE SIMILAR CONVERSATIONS.**

**1.** Mi helped lonely elderly people.

**2.** Tom and his friends cleaned and decorated parts of their neighbourhood.



\* Teacher has students work in pairs to make similar dialogues.

\*\* Students work in pairs to make similar dialogues, using the contexts given and the sample compliments.

\*\*\* Teacher asks some pairs to practice the dialogue so that the whole class can give comments.

\*\*\*\* Teacher gives feedback as a class.

**TASK 3: READ THE POSTER ABOUT THE VOLUNTEER ACTIVITIES FOR TEENAGERS AT *LENDING HAND*. WRITE THE PROJECT NUMBER (1-3) NEXT TO ITS BENEFITS (A-E).** *(Ex 3, p. 33)*

\* Teacher has students work in pairs to read the poster and asks them questions like:

* *How many projects does Lending Hand offer?*
* *What activities can you do / join in Projects 1, 2 and 3?*

\*\* Students work in pairs to write the number of the projects (1 - 3) next to the benefits (A - E).

\*\*\* Teacher asks some pairs to to read out their answers.

\*\*\*\* Teacher gives feedback and correction (if needed).

***Answer key***:

1. B, E

2. C, D

3. A

**TASK 4: ASK AND ANSWER WHICH ACTIVITIES IN TASK 3 YOU WANT TO JOIN. GIVE REASONS.** *(Ex 4, p. 33)*

\* Teacher asks students to work in pairs to ask and answer questions about which activities they want to join and why.

\*\* Students work in pairs to do the task. They can use the example in the Student’s book. They should clarify any other benefits they can think of.

\*\*\* Teacher invites some pairs to role-play, asking and answering questions in front of the class.

\*\*\*\* Teacher corrects any grammar or pronunciation mistakes if necessary.

***Example:***

*Minh: Which activity do you want to join?*

*Lan: I want to join some clean-up activities.*

*Minh: Why do you want to join these activities?*

*Lan: Because they make the neighbourhood cleaner.*

**IV. Post - Speaking:**

\* Teacher lets students work in groups discuss which activity each member of their group chooses and the benefits of each activity.

\*\* Students 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.

\*\*\* Teacher invites group representatives to report their group’s answers.

\*\*\*\* Teacher gives feedback on their reports.

***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…*

**V. Wrap-up & Homework:**

-Teacher asks students to talk about what they have learnt in the lesson.

-Think about some environmental problems in your neighbourhood and the activities you want to do to solve those problems.

- Prepare Lesson 5 (Skills 1)

*Planning date: October 14th, 2024*

**PERIOD 20: UNIT 3: COMMUNITY SERVICE**

**Lesson 5: Skills 1**

1. AIMS

By the end of this lesson, Ss will be able to:

**1. Knowledge:**

- 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

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Develop presentation skill

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

- Raise students’ awareness of the need to keep their neighbourhood green.

**B. MATERIALS**

- Grade 7 textbook, Unit 3, Skills 1

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**C. PROCEDURES**

**\* Warm –up: 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.

| 50 Community Service Ideas | Holiday Community Service Project Ideas for Kids with ADHD |
| --- | --- |
| ***1. collecting rubbish*** | ***2. donating clothes*** |
| Differences Between Community Service and Volunteer Work | To help more street children to help themselves - GlobalGiving |
| ***3. planting trees*** | ***4. tutoring homeless children*** |

| The elderly can apply for council-owned accommodation - Germiston City News | Challenge No. 004: Clean the Streets - Connect | Love Your Hood |
| --- | --- |
| ***5. helping old people*** | ***6. cleaning the street*** |

1. **PRE-READING**

**1. Circle the activities you would like to do at your school. (Task 1)**

- Teacher has the class read out loud the three activities.

- Students work in pairs to circle the activities they would like to do at their school.

- Students can name some more activities they would like to do at their school if the class is more fluent.

- Teacher accepts all students’ answers.

**II. WHILE-READING**

1. **Read the passage and match the highted words with their meanings. (Task 2)**

| 1. **give 2. give and receive**   **3. every month 4. pleased 5. teach** |
| --- |

- Teacher asks students to work individually to read the passage and find the highlighted words.

- Students read the text and do the task.

- Teacher allows students to share their answers before discussing as a class and encourages them to give evidence.

- Teacher calls some students to give the answer, explain which sentence give them the information.

***Answer key:***

*1. donate 2. exchange 3. Monthly 4. proud 5. Tutor*

**2. Read the passage again and tick T(True) or F (False) . (Task 3)**

- Teacher asks some students to read out loud the sentences in the table.

- Students work individually for some minutes and tick T (True) or F (False).

- Teacher allows students to share their answers before discussing as a class and encourages them to give evidence.

- Teacher calls a student to write his/her answer on the board, then check sentence by sentence with class.

***Answer key***:

1. T 2. F 3. T 4. F 5. T

**III. POST-READING : SPEAKING**

1. **Work in pairs.Read about these students…….(Task 4)**

- Teacher asks students work in pairs to read the sentences in the table. Ask some Ss to stand up to answer the

\* questions: What did you learn about Nick / Ann / Minh / Mark / Tom?

- Students work in pairs to to discuss and decide which student should join which project in the reading.

- Students should give some reasons for their choice.

- Teacher confirms the answers and gives feedback if necessary.

***Answer key***:

1. C 2. A 3. B 4. D 5. E

**2. Work in pairs. Discuss which project in 4 you would like to join and why….(Task 5)**

- Teacher has students work in groups to discuss which project each of them would like to join.

- Students work in groups to discuss which project that each of them would like to join and give reasons.

- Teacher goes around to help students.

- After finishing, teacher can call some groups to give presentations in front of the class.

***Example***:

*Hoa will join the Tutoring project because she is good at maths and English. She also loves children.*

**IV. WRAP-UP**

Teacher asks students to talk about what they have learnt in the lesson

**V. HOMEWORK**

- Plan some school activities for next summer holiday.

- Prepare for “ Skills 2)

*Planning date: October 14th, 2024*

**PERIOD 21: UNIT 3: COMMUNITY SERVICE**

**Lesson 6: Skills 2**

A. AIMS

By the end of this lesson, Ss will be able to:

**1. Knowledge:**

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

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

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

- Raise students’ awareness of the need to keep their neighbourhood green.

**B. MATERIALS**

- Grade 7 textbook, Unit 3, Skills 1

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**C. PROCEDURE**

**I- Warm up**

| **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 reminds student of the homework of the previous lesson: Plan some school activities for next summer holiday.  -Students raise hands to talk about their plans.  -Teacher asks the whole class to discuss and give feedback on their friends’ plans.  \*\*\*\* Teacher chooses some useful and feasible and leads in the topic of the lesson: school activities in summer.   | 50 Community Service Ideas | Holiday Community Service Project Ideas for Kids with ADHD | | --- | --- | | ***1. collecting rubbish*** | ***2. donating clothes*** | | Differences Between Community Service and Volunteer Work | To help more street children to help themselves - GlobalGiving | | ***3. planting trees*** | ***4. tutoring homeless children*** | | The elderly can apply for council-owned accommodation - Germiston City News | Challenge No. 004: Clean the Streets - Connect | Love Your Hood | | ***5. helping old people*** | ***6. cleaning the street*** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

**II- Listening :**

**1. Pre- listening:TASK 1:** *(Ex 1, p. 35)*

\* Teacher asks students to work in pairs to describe the pictures or discuss what the teenagers are doing in the pictures.

a.    b.  c. 

\*\* Students discuss with a partner.

\*\*\* Teacher elicits as many learnt vocabularies as possible and asks one or two students to re-describe the pictures to the class.

\*\*\*\* Teacher gives feedback and tell students that they are going to listen to a talk between Tom and Kate about the community activities they did last summer.

***Suggested answer***:

*a. reading books to the elderly*

*b. picking up litter*

*c. planting trees*

**2. While- Listening:TASK 2:** *(Ex 2, p. 35)*

\* Teacher asks students to work individually to read through Questions 1 to 4 and underline the key words.

*Keywords in the questions:*

- Question 1: Linda, friends, taught

- Question 2: Linda, friends, elderly

- Question 3: Tom, friends, picked up

- Question 4: Tom, friends

Teacher plays the recording.

\*\* Teacher plays the recording once for students to listen and circle the answers.

\*\*\* Teacher allows student to peer check first, then plays the recording a second time for pairs to check their answers again.

\*\*\*\* Teacher confirms the answers and gives feedback.

***Answer key***:

1. C

2. B

3. C

4. A

***Audio script:***

*Tom: So, what did your club do last year?*

*Linda: We tutored 3rd grade children and helped old people.*

*Tom: Fantastic! What did you tutor?*

*Linda: We taught English and maths.*

*Tom: Awesome! Was it difficult?*

*Linda: Yes. But we had a lot of fun.*

*Tom: I see! How did you help the elderly?*

*Linda: We cooked for them and did some cleaning, too.*

*Tom: Great! I’m sure they benefited from it.*

*Linda: Thanks! It made us feel useful. How about you?*

*Tom: We picked up paper and bottles in a nearby park. We also planted some trees.*

*Linda: Fabulous! Did you water them too?*

*Tom: Sure. We watered them very often the first few weeks and enjoyed watching them grow.*

*Linda: Glad to hear it, Tom.*

*Tom: Yes. It was a really good time. We worked and played together, and we learnt some skills, too.*

**III- Writing:**

**Pre- writing: TASK 4:** *(Ex 4, p. 35)*

\* Teacher asks students to work individually to read the email.

- Teacher asks students questions that elicit the format of an email:

*+ Who is writing to whom?*

*+ What is the subject of the third paragraph of the email?*

- Teacher asks students to underline the main activities that Tom and his friends did and ask them to underline the words / phrases that show their feelings, and words / phrases that show the benefits of their activities.

\*\* Students work individually as directed.

\*\*\* Teacher asks students to work in pairs to discuss and peer check the results.

\*\*\*\* Teacher gives feedback and confirms the structure of an email as a class.

**While- writing: TASK 5:** *(Ex 5, p. 35)*

\* Teacher asks students to work in pairs to list:

- the activities they did and how they feel about doing them;

- the benefits that they got from their community activities last summer.

\*\* Students work in pairs to write on an A1 / A2 size piece of paper.

\*\*\* Teacher allows students to cross check first.

\*\*\*\* Teacher goes around to help (if necessary

**Post-listening & writing: CLASS GALLERY**

🡪 Giving peer-reflection & evaluation

\* Teacher asks students to stick their emails onto the board.

\*\* Students can go and see others’ work.

\*\*\* Students then give comments to each other.

\*\*\*\* Teacher then gives feedback as a class discussion.

**IV-Wrap-up &homework:**

-Teacher asks students to talk about what they have learnt in the lesson.

**-** Rewrite the email on your notebook.

- Prepare for the next lesson: Lesson 7: Looking back and Project