Date of preparation: 12/10/2024

Date of teaching: 19/10/2024-7DCBA

Day bu: 7AC-20/10/2024

**Week 7**

**Peroid 19**

**UNIT 3:**

**UNIT 3: COMMUNITY SERVICE**

**Lesson 4: Communication**

**I. Objectives:**

***1. Cognition:***

By the end of this lesson, Ss will be able to know how to give compliments, discuss and present the benefits of community activities.

***2. Skills*:**

- Main skill: develop communication skills and creativity.

- Sub-skills:

+ Be collaborative and supportive in pair work and teamwork

+ Actively join in class activities

***3. Attribues***:

- Develop self-study skills

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

**II. language focus**

***1. Key terms/vocabulary:*** vocabulary on community activities: *community (n),**donate (v)****,*** *nursing home (n)****,*** *homeless (adj).*

***2. Key grammatical structures:*** structures to give compliments.

**III. INSTRUCTIONAL RESOURCES:**

- Grade 7 textbook, Unit 3, Communication

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**IV. ASSESSMENT EVIDENCE**

***1. Performace tasks***:

Task 1: Listen and read the dialogue between Lan and Mark. Pay attention to the highlighted parts.

Task 2: Work in pairs. Make similar conversations.

Task 3: Read the poster about the volunteer activities. Write the project number (1-3) next to its benefits (A-E).

Task 4: Ask and answer which activities in Task 3 you want to join. Give reasons.

Task 5: Discuss which activity each member of your group chooses and the benefit(s) of the activity. Present your group’s answer to the class.

***2. Performance products:*** Students' talk / answers / presentation…

***3. Assessment tools:*** observing, self-reflection, checklists, ….

**V. learning Procedures:**

|  |  |  |
| --- | --- | --- |
| **STAGES/**  **TIMING/FOCUS** | **TEACHER’S AND**  **STUDENTS’ ACTIVITIES** | **CONTENT** |
| **Warm- up (5’)**  To review students’ knowledge of the past simple tense. | \* 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.  \*\* Teacher goes around to help weaker students.  \*\*\* Teacher gives compliments to the group which has the most correct answers.  \* 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. | **ALPHABET GAME**  ***Example:***  A: He **asked** me my name.  B: I **bought** a hat.  C: I **came** here last month. |
| **Lead- in (2’)**  To introduce ways to give compliments. | \* 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.  \*\* 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.  Student read the clause  Ss give some ideas | “Sounds like great work!” |
| **Presentation new lesson**  **Everyday English (15’)**  To teach new words. | Teaching Vocabulary  - Explanation  - Situation  - Picture  - Example  Give the stress  Ss copy down | **Unit 3: COMMUNITY SERVICE**  **Lesson 4: Communication**  **\* Vocabulary:**  *- community (n):cộng đồng*  *- donate (v)****:*** *cho, tặng*  ***-*** *nursing home (n)****:*** *viện dưỡng lão.*  ***-*** *homeless (adj): vô gia cư* |
| To introduce two ways to give compliments. | \* Teacher plays the recording.  \*\* Teacher emphasizes the use of the compliments.  \*\*\* Teacher confirms the answers and gives feedback.  \* Ss to listen and read the dialogue between Lan and Mark.  \*\* Students pay attention to the highlighted parts. | **Task 1:** LISTEN AND READ THE DIALOGUE BETWEEN LAN AND MARK. PAY ATTENTION TO THE HIGHLIGHTED PARTS.  *(Ex 1, p. 32)*  ***2 ways to give compliments:***   * Sounds like great work!   Wonderful! |
| To help students practise giving compliments. | \* Teacher has students work in pairs to make similar dialogues.  \*\* Teacher asks some pairs to practice the dialogue so that the whole class can give comments.  \*\*\* Teacher gives feedback as a class.  \* Students work in pairs to make similar dialogues, using the contexts given and the sample compliments. | **Task 2:** WORK IN PAIRS. MAKE SIMILAR CONVERSATIONS.  *(Ex 2, p. 32)* |
| **Changing our neighbourhood (18’)**  - To help students learn more about some benefits of community activities.  - To help students practise reading for specific ideas. | \* Teacher has students work in pairs to read the poster and asks them questions like:  \*\*Teacher asks some pairs to to read out their answers.  \*\*\*Teacher gives feedback and correction (if needed).  \* Students work in pairs to write the number of the projects (1 - 3) next to the benefits (A - E). | **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)*   * *How many projects does Lending Hand offer?* * *What activities can you do / join in Projects 1, 2 and 3?*   ***Answer key***:  1. B, E  2. C, D  3. A |
| - To help students practise asking and answering questions about which activities they want to join and why.  - To help students practisce giving reasons. | \* Teacher asks students to work in pairs to ask and answer questions about which activities they want to join and why.  \*\*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.  \* 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. | **Task 4:** ASK AND ANSWER WHICH ACTIVITIES IN TASK 3 YOU WANT TO JOIN. GIVE REASONS.  *(Ex 4, p. 33)*  *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.* |
| - To help students practise asking and answering questions about which activities they choose to join  and the benefits of those activities.  - To help students practise giving reasons.  - To help students practise reporting. | \* Teacher lets students work in groups discuss which activity each member of their group chooses and the benefits of each activity.  \*\* Teacher invites group representatives to report their group’s answers.  \*\*\*Teacher gives feedback on their reports.  \* 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. | **TASK 5:** WORK IN GROUPS. DISCUSS WHICH ACTIVITY EACH MEMBER OF YOUR GROUP CHOOSES AND THE BENEFIT(S) OF THE ACTIVITY. PRESENT YOUR GROUP’S ANSWER TO THE CLASS. *(Ex 5, p. 33)*  *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…* |
| **WRAP-UP (2’)**  To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson.  Ss remind the content of the lesson they’ve learnt. |  |
| **HOMEWORK(3’)**  To review what students have learnt in this lesson. | T. gives Ss the assignment  Ss copy down and do at home | *Think about some environmental problems in your neighbourhood and the activities you want to do to solve those problems.*  Unit3: Lesson 5: Skills 1(P.34)  Vocabulary: *monthly (adj/adv), proud (adj), tutor(v), exchange (v).*  - Do the tasks in textbook(P.34) |

**VI. Teacher’s reflexion**:

……….......................................................................................................................................................................……….......................................................................................................................................................................

……….......................................................................................................................................................................