Date of preparation: 18/10/2024

Date of teaching: 22/10/2024-7A

23/10 -7C; 25/10 -7DB

**Week 8**

**Peroid 21**

**UNIT 3:**

**UNIT 3: COMMUNITY SERVICE**

**Lesson 5: SKILLS 2**

**I. Objectives:**

***1. Cognition:*** By the end of this lesson, Ss will be able to:

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

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

***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:*** *community activity(n), plant (v), skill (n), elderly(adj)*

***2. Key grammatical structures:*** Using the simple present and the simple future Tense.

**III. INSTRUCTIONAL RESOURCES:**

- Grade 7 textbook, Unit 3, Skills 2

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**IV. ASSESSMENT EVIDENCE**

***1. Performace tasks***: Matching, MC Qs, Gap-filling…

**Listening**

Task 1: What community activities are the children doing in the pictures?

Task 2: Listen and circle the correct answers.

Task 3: Listen again and fill in each blank with no more than two words.

**Writing**

Task 4: Read Tom’s email to Nam about his school activities last summer.

Task 5: Write an email of about 70 words to Tom about your school activities last summer.

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

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

**V. learning Procedures:**

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| **STAGES/**  **TIMING/FOCUS** | **TEACHER’S AND**  **STUDENTS’ ACTIVITIES** | **CONTENT** |
| **WARM-UP (5’)**  To lead in the topic of the lesson: school community activities in summer. | \* Teacher reminds student of the homework of the previous lesson: Plan some school activities for next summer holiday.  \*\* 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.  \* Students raise hands to talk about their plans. | **CHATTING & HOMEWORK CHECKING** |
| **PRE-LISTENING**  **(5’)**  - To help Ss brainstorm key words/ phrases for listening;  - To help Ss practise describing pictures, using vocabulary related to community activities. | \*Pre-teach Vocabulary  -Translation  - Picture  - Explanation  - Example  Give the stress  \*\*Teacher asks students to work in pairs to describe the pictures or discuss what the teenagers are doing in the pictures.  \*\*\* 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.  \* Ss copy down  \*\* Students discuss with a partner. | **Unit 3: COMMUNITY SERVICE**  **Lesson 6: Skills 2 (P.35)**  **\*** Vocabulary:  *- community activity(n):hoạt động cộng đồng*  *- plant (v):trồng cây*  *- skill (n):kĩ năng*  *- elderly(adj):lớn tuổi, cao tuổi*  **TASK 1:**  WHAT COMMUNITY ACTIVITIES ARE THE CHILDREN DOING IN THE PICTURES?*(Ex 1, p. 35)*  ***Suggested answer***:  *a. reading books to the elderly*  *b. picking up litter*  *c. planting trees* |
| **WHILE-LISTENING** **(12’)**  To draw students’ attention to listening skills: predicting, identifying keywords, and listening for specific details. | \* Teacher asks students to work individually to read through Questions 1 to 4 and underline the key words.  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.  \* Individually.  \* Pair work | **TASK 2:** LISTEN TO TOM AND LINDA TALKING ABOUT THEIR COMMUNITY ACTIVITIES LAST SUMMER. CIRCLE THE CORRECT ANSWERS.*(Ex 2, p. 35)*  *Keywords in the questions:*  - Question 1: Linda, friends, taught  - Question 2: Linda, friends, elderly  - Question 3: Tom, friends, picked up  - Question 4: Tom, friends  ***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.* |
| - To continue to improve students’ listening skills: predicting, identifying keywords, and listening for specific details.  - To improve students’ listening comprehension and note taking skills. | \* Teacher asks students to read the conversation and to focus on the key information and underline the keywords to predict the words / phrases they will need to fill in each blank.  - Teacher tells students to think about the part of speech of the words / phrases they will need to use for each blank (e.g. adjective, verb or noun).  - Teacher reminds students of the possible plural and singular forms of nouns  - Teacher remind students that they should write no more than TWO words for each blank.  \*\* Teacher plays the recording again. Ask students to listen and fill in the blanks.  \*\*\* Teacher lets students peer-check with a partner.  \*\*\*\* Teacher calls some students to give the answers to the class and correct the mistakes where necessary, encourages students to explain their answers, share some tips on finding the information.  Individually  \*Pair work | **TASK 3:** LISTEN AGAIN AND FILL IN EACH BLANK WITH NO MORE THAN TWO WORDS. *(Ex 3, p. 35)*  ***Answer key***:  *1. fun*  *2. good time*  *3. skills* |
| **PRE-WRITING (5’)**  - To provide students with a sample of an email.  - To improve students’ reading skills.  - To prepare students for the writing activity. | \* 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.  \*\* 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.  \* Students work individually as directed. | **TASK 4:** READ TOM’S EMAIL TO NAM ABOUT HIS SCHOOL ACTIVITIES LAST SUMMER.*(Ex 4, p. 35)* |
| **WHILE-WRITING(10’)**  To improve students’ writing skills. | \* 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.  \*\* Teacher allows students to cross check first.  \*\*\* Teacher goes around to help (if necessary).  \* Students work in pairs to write on an A1 / A2 size piece of paper. | **TASK 5:** YOU ARE NAM. NOW WRITE AN EMAIL OF ABOUT 70 WORDS TO TOM ABOUT YOUR SCHOOL ACTIVITIES LAST SUMMER. START YOUR EMAIL AS SHOWN BELOW. *(Ex 5, p. 35)* |
| **POST-LISTENING & WRITING(5’)**  To peer check, cross check and final check students’ writing. | \* Teacher asks students to stick their emails onto the board.  \*\* Teacher then gives feedback as a class discussion.  \* Students can go and see others’ work.  \*\* Students then give comments to each other | **TASK 6:** CLASS GALLERY  🡪 Giving peer-reflection & evaluation |
| **WRAP-UP(1’)**  To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. |  |
| **HOMEWORK(2’)** To allow students finalize their paragraph after being checked by friends and the teacher. |  | Rewrite the email on your notebook.  Prepare for the next lesson:  Unit 3: Lesson 7: Looking back and Project.(P.36-37)  \*Review the words related to community activities  \* The past simple  \* Compliments  \* Do the tasks (P.36-37) |

**VI. Teacher’s reflexion**:

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