**Week: 6**

**Period: 16**

**Date of teaching: 8/10/2024**

**UNIT3: COMMUNITY SERVICE- Lesson 1: - Getting started – Sounds like great work!**

**Timing: 1 period (45 minutes)**

**I. Objectives**

**1.Knowledge:** By the end of this unit students can:

- have an overview about the topic ‘Community Service’

- Use the lexical items related to the topic

- List some vocabulary and grammar items

**2. Competence**

- Students can talk about their some community activities and their benefit and list what grammar items will be learnt in the unit

**3. Attitude**

- Students can develop self- study skills and raise students’s awareness of the need to keep their neighbor green

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

**II. Teaching aids (& materials)**

Student book TA 7, CD disk, cassettes

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims atintroducing the topic of the unit and activating students background knowledge about the topic. |
| **Input** | “**Memorising game”** |
| **Procedure** | – Now. Let’s play the game ‘Memorising’.  – Look at the pictures in 30 seconds, trying to remember its content.  – My first question is: What can you see in the picture 1?  – Now, the second question is: What is the girl doing?  – Here is the 3rd question: where is the girl?  – My 4th question is: Where is she doing ?  – And the last chance for you, now try your best. Can you tell me what are Minh and Tom talking about?  - You know we all like the community activities because they are useful activities to help other people in our local area. Let’s study our new lesson  Introduce the title of the lesson “ Community Service ” Unit 3: Community Service  Lesson 1- Getting Started- Sounds like great work! |
| **Outcome** | **Expected answers:**   1. I can see a boy with a box. He is arranging books and toys. (and may clothes) 2. She is teaching some small children in the classroom. 3. The girl is in the garden. 4. She is gardening.   5. They are talking about some community activities in their school club. |

**Activity 2: Teaching new words (10 minutes)**

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| --- | --- |
| **Goal** | The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks. |
| **Input** | Some new vocabularies  1. community acivity (n.phr): hoạt động cộng đồng  2. donate (v): quyên góp, tặng = give  3. meet up (v.phr) : gặp  4. pick up litter (v.phr): nhặc rác  5. plant (v): trồng  6. fantastic (adj) : tuyệt  7. nursing home (n): viện dưỡng lão  8. homeless (adj): vô gia cư  9. volunteer (n/v) : sự tình nguyện / tình nguyện  10. come back (v): trở về = return |
| **Procedure** | – follow steps of teaching new vocabulary.  - use “WHAT AND WHERE”to check vocabulary. |
| **Outcome** | 1. Ss have certain vocabulary for the listening and reading tasks.  2. nine new words. |

**Activity 3: Eliciting the conversation, vocabulary, sounds, and grammar points. (10 minutes)**

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| --- | --- |
| **Goal** | The activity aims at setting the context for the introductory conversation and introducing the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt. |
| **Input** | **Task 1. Listen and Read ( Ex 1, p 28 )** |
| **Procedure** | Conversation between Minh and Tom (page 28)  - Teacher can play the recording more than once.  -Students listen and read.  -Teacher can invite some pairs of students to read aloud.  - Teacher check students’ pronunciation ad give feedback.  **Task 2. Read the conversation again and tick the appropriate box (**Ex.2, p29)    - Teacher tells students to read the conversation again and work in pairs to find the answers.  - Students can underline the words and phrases about community activities then work together. for one or two minutes to check the words / phrases they have underlined.  - Teacher allows students to share their answers before discussing as a class and encourages them to pronounce the words / phrases correctly.  - Teacher checks the answers as a class and gives feedback. |
| **Outcome** | 1. Ss understand the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.  2.Expected answer**:**  1. Minh’s club, 2. Minh’s club, 3. Tom’s club, 4. Minh’s club, 5. Tom’s club |

**Activity 4 : Reading the dialogue(5 minutes)**

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| --- | --- |
| **Goal** | The activity aims athelping Ss understand the conversation.. |
| **Input** | Task **3. Complete the phrases under the pictures with the verbs below.** (Ex3, p.29) |
| **Procedure** | -Teacher asks students to work individually to complete the phrases under the pictures with the given verbs.  - Students work individually to complete the task.  -Teacher allows students to share answers before discussing as a class.  -Teacher asks students to say the phrases aloud and makes sure they pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding. |
| **Outcome** | 1. Ss understand the conversation  2. Key: 1. pick up , 2. Help, 3. Recycle, 4. Donate, 5. clean |

**Activity 5 : Revising vocabulary ( 5 minutes)**

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| --- | --- |
| **Goal** | The activity aims at introducing some vocabulary items related to community activities in the right contexts. |
| **Input** | **Task 4. Complete the sentences with the correct words or phrases below.**   |  | | --- | | **old people homeless children planted litter taught** |   1. We collected clothes and gave them to \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  2. Those students picked up all the \_\_\_\_\_\_\_\_\_\_\_on the street.  3. We helped \_\_\_\_\_\_\_\_\_\_\_\_in the nursing home last Sunday.  4. The club members\_\_\_\_\_\_\_\_\_\_\_\_\_maths to primary students during school holidays.  5. We \_\_\_\_\_\_\_\_\_\_\_\_a lot of trees in the park last summer. |
| **Procedure** | **-** Teacher asks students to work independently to complete each sentence with a word or phrase from the box.  -Students fill in the blanks with the most suitable words / phrases.  - Teacher allows students to share answers before discussing as a class.  -Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.  - Have some Ss practise saying the words and phrases again. |
| **Outcome** | 1. Ss master some vocabulary items related to community activities  2. – Key 1. homeless children, 2. litter, 3. old people, 4. taught, 5. planted |

**Activity 6 : Reviewing Vocabulary( 5 minutes)**

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| --- | --- |
| **Goal** | The activity aims at helping Ss practise using the vocabulary items related to community activities. |
| **Input** | **Task 5. Vocabulary Ping-Pong game.** (Ex 5, p. 29 )  **Work in two teams. Team A provide a cure word. Team B makes up a sentence with it. Then switch roles.**  **Example**  **Team A**: Litter  **Team B:** We often pick up litter in the park. Trees  **Team A:** We plant trees in our school every year. Book |
| **Procedure** | - Teacher instructs students to play the *Vocabulary Ping-Pong* game:  - Ask Ss to think of the topic Community Service.  - One student from team A shouts out a word or phrase related to the topic. Then one student from team B makes a sentence with that word or phrase. Then switch roles.  - The team that cannot give a phrase or make a correct sentence loses and the other team gets a point.  - Students play the game.  -Teacher can go around to help weaker students.  -Teacher stops the game when time is up. The team that makes the most correct sentences wins. |
| **Outcome** | 1. Ss use vocabulary items related to community activities in speaking.  2. Expected answer:  ***Example***:  *Team A: Litter*  *Team B: We often pick up litter in the park. Trees.*  *Team A: We plan trees in our school every year. Book.*  … |

**Wrap-up: ( 5 minutes)**

- Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to say aloud some words they remember from the lesson.

- If there is a projector in the classroom, then T should show the conversation and highlight the key words related to the topic. It would be helpful if T also highlights in the conversation the past simple tense and the words with the sounds /t/ , /d/ and /id/ , and tells Ss that they will learn these language points in the upcoming lessons.

**Week: 6**

**Period: 17**

**Date of teaching: 8/10/2024**

**UNIT3: COMMUNITY SERVICE- Lesson 2: -A CLOSER LOOK 1 + LANGUAGE FOCUS 1,2**

**Timing: 1 period (45 minutes)**

**I. Objectives**

**1.Knowledge:** By the end of this unit students can:

**a.** Skills:

- *Main skill*

Speaking: pronounce the sounds /t/ , /d/ and / id / correctly in sentences

*- Sub- skill*:

Listening: listen for the sounds /t/ , /d/ and / id/

**b.** Language:

Vocabulary: Use words related to community activities.

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

**2. Competence**

Students can pronounce the sounds /t/, /d / and /id /correctly in sentences and tell everyone about their classmate’s community activities

**3. Attitude**

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

**II. Teaching aids (& materials)**

Student book TA 7, p.p.t file, pictures of community service

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**

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| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit  -Introducing the new words |
| **Input** | **1.Matching game**:   |  |  |  | | --- | --- | --- | | recycle | help | plant |  |  |  |  |  | | --- | --- | --- | --- | | trees | vegetables | small children | old people | | books | bottles | litter | homeless children | |
| **Procedure** | – follow steps of teaching new vocabulary  - use “RUB OUT” to check vocabulary |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  - recycle: books, litter  - help : small children, old people, homeless children  - plant: trees, vegetables  3. Ss have certain vocabulary for the listening and reading tasks.  4. four new words |

**Activity 2: Teaching vocabulary (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks. |
| **Input** | 1. exchange (v): trao đổi  2. pick up (v): nhặt, hái  3. tutor (v/ n); dạy kèm / gia sư  4. rural (adj ): thuộc nông thôn ≠ urban (adj): thuộc thành phố  5. water (v / n)  : tưới / nước  6. plant (v/n) : trồng / cây trồng |
| **Procedure** | – follow steps of teaching new vocabulary  - use “WHAT AND WHERE” to check vocabulary |
| **Outcome** | 1. Ss have certain vocabulary for the listening and reading tasks.  2. six new words |

**Activity 3 : Presenting some verbs and verb phrase thatare often used to describe community activities (5 minutes)**

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| --- | --- |
| **Goal** | The activity aims at presenting some action verbs that go with nouns to describe community activities |
| **Input** | **Task 1. Match a verb in A with a word or phrase in B.** |
| **Procedure** | **-** Have Ss read the action verbs and match them with the suitable words. Remind them that a verb can go with more than one word.  - Have Ss work in pairs to compare their answers before they give T the answers.  - Check and confirm the correct answers. Then have Ss add more words that can go with these action verbs.  - Have Ss read the Remember! box. Ask them to make some examples with the verbs of liking and disliking |
| **Outcome** | 1. Ss know how to use some action verbs that go with nouns to describe hobbies  2.Expected answer:  **1 –e , 2 – a , 3 - d , 4 – c , 5 – b** |

**Activity 4 : Practising more on vocabulary ( 5 minutes)**

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| **Goal** | The activity aims at helping student use the words/ phrases in specific contexts |
| **Input** | **Task 2. Complete each of the sentences with a suitable words and phrase from the box**.   |  | | --- | | tutor litter water donate used paper for notebooks |   1. We pick up \_\_\_\_\_\_\_\_\_\_at the local park every Sunday.  2. Children in our village exchange \_\_\_\_\_\_\_\_\_\_\_every school year.  3. Tom and his friends\_\_\_\_\_\_\_\_\_\_the plants in their neighbourhood every weekend.  4. We\_\_\_\_\_\_\_\_\_\_old textbooks to children in rural areas.  5. Minh and his friends often\_\_\_\_\_\_\_\_\_\_small children in their village.     - When we spend a long time in the sun without a hat or suncream. |
| **Procedure** | - Teacher asks students to read the words and phrases provided aloud and give them their meaning if necessary.  - Teacher asks Ss to work individually.  - Then, teacher calls some students to check and asks them to explain their answers.  - Teacher checks students ‘answers as a class. |
| **Outcome** | 1. Ss know more about healthy living  2. Key  1. litter 2. used paper for notebooks 3. water 4. donate 5. tutor |

**Activity 5 : Practising and writing full sentnces with the correct pictures ( 5 minutes)**

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| **Goal** | The activity aims at helping students practise producing full sentences using the learnt words / phrases. |
| **Input** | **Task 3: Use the phrases from the box to write full sentences under the correct pictures.**  -watering vegetables in the school garden  -giving gifts to old people  -exchanging used paper to notebooks  -planting trees in the park  -reading books to the elderly  -donating clothes to poor children |
| **Procedure** | - Teacher asks students to read aloud the six phrases and correct their pronunciation.  - Teacher asks student to work in pair to describe the pictures.  -Then asks students to work individually to write full sentences, using the given phrases. Then they share the answers with a partner.  -Students read aloud the six phrases and match with the appropriate pictures.  -Teacher checks their answers as a class.  - Teacher asks students to write the answers on the board , then check their answer. |
| **Outcome** | 1. Ss know more about some daily activities in their local area.  2. Key  ***Answer key:***  1. She’s reading books to the elderly.  2. They’re giving gifts to old people.  3. They’re exchanging used paper for notebooks.  4. They’re donating clothes to poor children.  5. She’s planting trees in the park. |

**Activity 5 : Pronouncing the sounds ( 5 minutes)**

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| **Goal** | The activity aims at helping Ss identify how to pronounce the sounds /t/ , /d/ and /Id/ practise pronouncing these sounds in words. |
| **Input** | Task 4: Listen and Repeat. Pay attention to the sound /t/. /d /, and /Id / |
| **Procedure** | -Teacher has students listen to the recording once first.  - Students listen to the recordings and read out the words.  -Teacher plays the recording for them to listen and repeat each word as a class, then as individuals.  Teacher check students’ pronunciation if needed. |
| **Outcome** | 1. Ss can identify how to pronounce the sounds /t/ , /d:/, and /Id /  2**.** Expected answer: |

**Activity 6 : Interviewing ( 10 minutes)**

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| --- | --- |
| **Goal** | The activity aims at helping Ss pronounce the sounds /t/ , /d/, and /id / correctly in sentences. |
| **Input** |  |
| **Procedure** | - Teacher has students read the sentences and tell them to pay attention to the underlined words with sounds /t/ , /d /, and /Id /.  - Ss read and underline the words  - Teacher plays the recording for students to listen and repeat each sentence.  - Teacher corrects their pronunciation if necessary.  - Teacher calls on some students to read the sentences individually. |
| **Outcome** | 1. Ss pronounce the sounds /t/ , /d /, and /Id/ correctly in sentences.  2. Expected answer: |

**Wrap-up: ( 5 minutes)**

- Ask Ss to summarise what they have learnt in the lesson.

- Ask ss to do Language focus 1 and 2 at home

- Find 5 more words with the sound /t/ and 5 more words with the sound /d/, and /Id/. Write them down and practice pronouncing the words.

- Ask ss to do Language focus 1 and 2 at home.

- Prepare A Closer Look 2 on pae 31 -33.

**Vocabulary**

**Language Focus 1. Complete the table with the words and phrase from the box**

|  |
| --- |
| Homeless children             food                      litter             the elderly             bottles books |

|  |  |  |
| --- | --- | --- |
| **help** | **Pick up** | **donate** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Language Focus 2. Complete each sentence with one phrase from 1. Remember to use the correct forms of the verbs.**

1. The club \_\_\_\_\_\_\_\_to some poor farmers last week.

2. Yesterday, we \_\_\_\_\_\_\_\_around our area and recycled them.

3. We \_\_\_\_\_\_\_\_\_\_\_do the cleaning last summer.

4. Last month, our club \_\_\_\_\_\_\_\_\_to the community library.

5. In our recent project, we \_\_\_\_\_\_\_\_\_\_\_\_learn to read and write.

**Week: 6**

**Period: 18**

**Date of teaching: 11/10/2024**

**UNIT 3: COMMUNITY SERVICE - Lesson 3: A CLOSER LOOK 2 + LANGUAGE FOCUS 3,4**

**Timing: 1 period (45 minutes)**

**I. Objectives**

**1. Knowledge:** By the end of this unit students can be able to use the simple sentences correctly

**2. Competence**

Students can use the past simple sentences to talk about past their community activities.

**3. Attitude**

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

**II. Teaching aids (& materials)**

Student book TA 7, ppt file, pictures of community service

**III. Procedure**

**Activity 1: Setting the scene (10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | **Chatting :**  1. What did you do last weekend?  2. What did you watch yesterday?  3. Who did you meet two days ago?  4. Where did you go last Sunday?  5. Did you play football with your friends yesterday? |
| **Procedure** | - Students answer the questions, using the past simple.  - Teacher and students discuss the answers.  -Teacher corrects students answers if needed and confirms the use of the past simple (to talk about completed actions in the past).  - Teacher checks and corrects Ss’ answer.  - Revise the form of the past simple because Ss learnt this grammar point in Grade 6.  - Ask if Ss still remember the form of the past simple tense.  - Teacher says: “This lesson today is going to tell you about “Past simple sentences”.  - Invite some Ss to describe the form. Write their answers on the board. Confirm the correct answer.  FORM: (+) S + V2/ Ved + O.  (-) S + did not / didn’t + V-inf + O.  (?) Did + S + V-inf + O    \* Teacher asks students to study the Grammar box.  - Teacher draws students’ attention to the meaning and use of the past simple. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  1. I visited my grandparents in the countryside last weekend. 2. I watched Tom and Jerry cartoon yesterday.  3. I met my old friends two days ago.  4. I went shopping with my mother last Sunday.  5. Yes, I did. |

**Activity 2 : Identifying and remembering the uses of the past simple (5 minutes)**

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| **Goal** | The activity aims at helping ss identify and remember the uses of the past simple. |
| **Input** |  |
| **Procedure** | Ask Ss to do the exercise individually and then check their answers in pairs.  - Invite some Ss to share their answers. Confirm the correct answers |
| **Outcome** | 1. Ss identify and remember the uses of the present simple.  2. Expected answer: 1 – B 2 – A 3 – B 4 – A 5 – C |

**Activity 3 : Practising the correct form of the present simple (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss practise the correct form of the past simple tense |
| **Input** |  |
| **Procedure** | Have Ss do this exercise individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Ask Ss to explain the use of the tense in each sentence.  - Confirm the correct answers. |
| **Outcome** | 1. Ss can use the correct form of the past simple.  2. Key: 1. took 2. joined 3. helped 4. sent 5. volunteered |

**Activity 4 : Practising more with the present simple ( 5 minutes)**

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| --- | --- |
| **Goal** | The activity aims at giving further practice and distinguishing between the tenses |
| **Input** |  |
| **Procedure** | - Have Ss do this exercise in pairs and then compare the answers with another pair.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Ask Ss to explain the use of the tense in each sentence. Confirm the correct answers. |
| **Outcome** | 1. Ss master the ways how to use the present simple correctly  2. - Key : 1. cook 2. planted 3. are picking up  4. recycled 5. read |

**Activity 5 : Practising more with the past simple ( 10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss do further practice with the past simple. |
| **Input** |  |
| **Procedure** | - Have Ss work in groups to write the sentences. Give each group a large-size sheet of paper to write.  - Have groups crosscheck.  - Stick some sheets on the board. Comment and confirm the correct answers. |
| **Outcome** | 1. Ss master the ways how to use the past simple correctly  2**.** Expected answer:  1. last year, our club donated books to children in rural areas.  2. Children sent thank-you cards to us a week ago.  3. I taught two children in grade 2 last summer.  4. Last spring, we helped the elderly in a nursing home.  5. We helped peoplein flooded areas last year. |

**Activity 6 : Making sentences with the present simple ( 5 minutes)**

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| --- | --- |
| **Goal** | The activity aims at helping Ss be aware of some community activities that students in other countries do. |
| **Input** | **THE RED CROSS IN 2016 AND 2018**  **Work in groups. Tom is from the Red Cross. Look at the fact sheet and ask Tom about his projects in 2016 and 2018** |
| **Procedure** | -Teacher introduces the Red Cross projects and activities in 2016 and 2020 and has students work in pairs for 5 minutes to practise asking and answering questions based on the fact sheet.  - Students use the past simple when they ask and answer questions about the past activities.  -Teacher invites some pairs to make short conversations as an example.  - Teacher corrects any grammar and pronunciation mistakes if necessary. |
| **Outcome** | 1. Ss master the ways how to make sentences with the present simple correctly  2. Expected answer:  ***Example***:  *Tom: I’m from the Red Cross. I worked on the Help Lonely People project in 2016.*  *Lan: What did you do?*  *Tom: We helped 200 lonely people…* |

**Wrap-up: ( 5 minutes)**

- Ask Ss to summarize what they have learnt in the lesson.

- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the

objectives they can do.

- Ask ss to do Language focus 3 and 4 at home

- Prepare Communication on page 32.

**Grammar:**



**DUYỆT CỦA TỔ TRƯỞNG NGƯỜI SOẠN**

  Phạm Thị Tuyết Hoa Đỗ Thị Thu Hằng