**Week: 7**

**Period: 19**

**Date of teaching: 15/10/2024**

**UNIT3: Lesson 4:COMMUNICATION**

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

**I. Objectives**

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

**a.** Skills:

- *Main skill*

Speaking: tell everyone about their community activities

*- Sub- skill*:

Listening: listen for specific information about community activities

**b.** Language:

Vocabulary: use some vocabulary about community activities

Grammar: use the past simple tense to talk about the benefits of community activities

**2. Competence**

Students can tell everyone about their classmate’s community activities and outline some vocabulary and grammar items related to the topic

**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 (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | **CHATTING** |
| **Procedure** | - Show some pictures of the hobbies that Ss learnt in the previous lessons. Ask some Ss to make sentences about themselves, using the verbs of liking / disliking.  - Introduce the objectives of the lesson: learning how to talk about benefit their community activities |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  Ex: I think we can help the poor.  I think we can save the world.  I think we can donate books and clothes to homeless people.. |

**Activity 2 : Introducing ways of talking about ways to compliments (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at introducing ways to compliments |
| **Input** | **1. Listen and read the dialogue between Lan and Mark. Pay attention to the highlighted parts.**  **Lan:** What did you do to help your community last summer, Mark?  **Mark:** We planted some trees in the school yard and picked up a lot of rubbish along the nearby roads.  **Lan**: Sound like great work! We collected books and warm clothes for our friends in the mountainous areas.  **Mark** : Wonderful! |
| **Procedure** | - 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! |
| **Outcome** | 1. Ss identify and remember the uses of the present simple to talk about likes and dislikes in English  2. Expected answer**:**  ***2 ways to give compliments:***   * Sounds like great work!   Wonderful! |

**Activity 3 : Practising talking about compliments (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss practise giving compliments |
| **Input** |  |
| **Procedure** | - 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. |
| **Outcome** | 1. Ss can talk about likes and dislikes.  2. Key: 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…….. |

**Activity 4 : Practicing reading for specific ideas ( 10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping students learn more about some benefits of community |
| **Input** |  |
| **Procedure** | - 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). |
| **Outcome** | 1. Ss master the ways to talk about their hobbies  2. - Key 1 - B, E 2 – C , D 3 - A |

**Activity 4 : Practicing more on giving reasons (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping students practise asking and answering questions about which activities they want to join and why. |
| **Input** |  |
| **Procedure** | - 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. |
| **Outcome** | 1. Ss master the ways to talk about their hobbies  2. – Key:  ***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. |

**Activity 5 : Practising giving reasons and reporting about ( 10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss ask and answer questions about which activities they choose to join and the benefits of those activities. |
| **Input** |  |
| **Procedure** | -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. |
| **Outcome** | 1. Ss master the ways to talk about their hobbies  2**.** Expected answer: Example  Mai wants to donate food to street children because this helps feed them. Lan wants to join to clean-up activities because these activities make our neighbourhood cleaner …… |

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

- Ask Ss to summarise 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.

- Prepare Skills 1 on page 34.

**Week: 7**

**Period: 20**

**Date of teaching: 15/10/2024**

**UNIT 3: COMMUNITY SERVICE - Lesson 5: SKILLS 1**

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

1. **Objectives**

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

**a.** Skills:

- *Main skills*

Reading:scan for specific information about community activities at a school

-Sub skills:

Speaking: Talking about the reasons why students join different community activities

**b.** Language:

Vocabulary: Vocabulary: use some vocabulary about community activities

Grammar: past simple sentences to talk about community activities

**2. Competence**

Students can tell everyone about the reasons why students join different 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 activities

**III. Procedure**

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

|  |  |
| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | **CHATTING:**  “***Game: Who is faster?***  1. collecting rubbish  2. donating clothes  3. planting trees  4. helping old people  5. tutoring homeless children  6. cleaning the street |
| **Procedure** | -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. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers: ***1. collecting rubbish* 2. donating clothes**  **3. planting trees 4. helping old people**  **5. tutoring homeless children 6. cleaning the street** |

**Activity 2: Teaching new words (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at providing students with vocabulary and helping students well-prepared for the reading and speaking tasks. |
| **Input** | 1. monthly (adv)  2. proud (adj)  3. donate (v)  4. exchange (v)  5.tutor (v) |
| **Procedure** | – follow steps of teaching new vocabulary  - use “RUB OUT AND REMEMBER”to check vocabulary |
| **Outcome** | 1. Ss have certain vocabulary for the reading and speaking.  2. five new words |

**Activity 2 : CIRCLE THE ACTIVITIES YOU WOULD LIKE TO DO AT YOUR SCHOOL.** *(Ex 1, p. 34)* **(5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at activating Ss' knowledge of the topic of the reading text. |
| **Input** |  |
| **Procedure** | - 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. |
| **Outcome** | Expected answer**:**  A C |

**Activity 3 : READ THE PASSAGE AND MATCH THE HIGHLIGHTED WORDS WITH THEIR MEANINGS.** *(Ex 2, p. 34)* **(5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss develop the skill of guessing the meaning of new words in context. |
| **Input** |  |
| **Procedure** | - Students work individually to read the passage and find the highlighted words.  - Students read the text and do the task.  - 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. |
| **Outcome** | **1.** Ss can guess the vocabulary in context.  **2. Key:** ***Answer key:*** *1. donate 2. exchange 3. monthly*  *4. proud 5. tutor* |

**Activity 4 : READ THE PASSAGE AGAIN AND TICK T (TRUE) OR F (FALSE).** *(Ex 3, p. 34)*

**(5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss develop the skill of reading for specific information (scanning). |
| **Input** |  |
| **Procedure** | - 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. |
| **Outcome** | 1. Ss master the ways to read for specific information  2.-Key: 1. T 2. F 3. T 4. F 5. T |

**Activity 5: SPEAKING : READ ABOUT THESE STUDENTS. WRITE THE NAMES OF THE PROJECTS YOU THINK THEY SHOULD JOIN IN THE PROJECTS COLUMN.** *(Ex 4, p. 34)* **( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | - To enable students to review and reuse the name of some community activities;  - To give students an opportunity to practise explaining their reasons |
| **Input** |  |
| **Procedure** | - 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. |
| **Outcome** | ***Answer key***:  1. C 2. A 3. B 4. D 5. E |

**Activity 6 : WORK IN GROUPS. DISCUSS WHICH PROJECT IN TASK 4 YOU WOULD LIKE TO JOIN, AND WHY. REPORT YOUR GROUP’S ANSWERS TO THE CLASS.** *(Ex 5, p. 34)*

**( 10 minutes)**

|  |  |
| --- | --- |
| **Goal** | To give Ss an opportunity to practise explaining reasons. |
| **Input** | **5. Work in groups. Discuss which project in 4 you would like to join, and why. Report your group’s answer to the class.**  **Example:**Lan will you join the Tutoring project because she is good at maths and English. She also loves children. |
| **Procedure** | - 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. |
| **Outcome** | **Expected answer:**  Minh will join the Visit-to-Read project because she wants to help elderly people less lonely.    Nam will join the Paper-Plant-Exchange because he likes collecting used paper.    Linh will join the Postcard-to-Help project because she likes making postcards.  Michael will join the Garden-to-Give project because he loves plants and wants to protect the environment. |

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

- Ask Ss to summarise 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.

- Prepare Skills 2 On page 35

**Week: 7**

**Period: 21**

**Date of teaching: 18/10/2024**

**UNIT 3: COMMUNITY SERVICE - Lesson 6: SKILLS 2**

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

**I. Objectives**

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

**a.** Skills:

- *Main skills*

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

Writing: write an email about community activities one did last summer.

**b.** Language:

Vocabulary: use some vocabulary about community service.

Grammar: use the past simple tense to write write an email about community activities.

**2. Competence**

Students can write an email about 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 activities.

**III. Procedure**

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

|  |  |
| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | **CHATTING :** school activities in summer  + What does this word mean?  + Can you name some “school activities in summer?” |
| **Procedure** | - 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. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  *reading books to the elderly; picking up litter; planting trees,…* |

**Activity 2: WHAT COMMUNITY ACTIVITIES ARE THE CHILDREN DOING IN THE PICTURES?** *(Ex 1, p. 35)* **(5 minutes)**

|  |  |
| --- | --- |
| **Goal** | - To help Ss brainstorm key words/ phrases for listening;  - To help Ss practise describing pictures, using vocabulary related to community activities. |
| **Input** |  |
| **Procedure** | - Teacher asks students to work in pairs to describe the pictures or discuss what the teenagers are doing in the pictures.  - 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. |
| **Outcome** | ***Suggested answer***:  *a. reading books to the elderly*  *b. picking up litter*  *c. planting trees* |

**Activity 3 : LISTEN TO TOM AND LINDA TALKING ABOUT THEIR COMMUNITY ACTIVITIES LAST SUMMER. CIRCLE THE CORRECT ANSWERS.** *(Ex 2, p. 35)* **(10 minutes)**

|  |  |
| --- | --- |
| **Goal** | To draw students’ attention to listening skills: predicting, identifying keywords, and listening for specific details. |
| **Input** |  |
| **Procedure** | - 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. |
| **Outcome** | ***Answer key***:  1. C 2. B 3. C 4. A |

**Activity 4 : LISTEN AGAIN AND FILL IN EACH BLANK WITH NO MORE THAN TWO WORDS.** *(Ex 3, p. 35)*  **(5 minutes)**

|  |  |
| --- | --- |
| **Goal** | - To continue to improve students’ listening skills: predicting, identifying keywords, and listening for specific details.  - To improve students’ listening comprehension and note taking skills. |
| **Input** |  |
| **Procedure** | - Students 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.  - Students 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.  - 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. |
| **Outcome** | ***Answer key***:  *1. fun*  *2. good time*  *3. skills* |

**Activity 5 : READ TOM’S EMAIL TO NAM ABOUT HIS SCHOOL ACTIVITIES LAST SUMMER.** *(Ex 4, p. 35)* **(5 minutes)**

|  |  |
| --- | --- |
| **Goal** | - To provide students with a sample of an email.  - To improve students’ reading skills.  - To prepare students for the writing activity. |
| **Input** |  |
| **Procedure** | - Students 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.  - Students work in pairs to discuss and peer check the results.  - Teacher gives feedback and confirms the structure of an email as a class. |
| **Outcome** | Ss can confirm the structure of an email to prepare for the writing activity. |

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

|  |  |
| --- | --- |
| **Goal** | To improve students’ writing skills. |
| **Input** |  |
| **Procedure** | - 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). |
| **Outcome** | 1. Ss can write an email about community activities one did last summer.  2**. Expected answer:**  **To:** [tom@webmail.com](mailto:Tom@webmail.com)  **Subject:** School activities last summer  Dear Tom,  Things are good. We also did some interesting activities last summer.  Latest here on Sunday, I and my brother donated books and clothes for a charity organization. In here, I met the orphan’s children. I played with them. Then I gave candies to them. They were all very happy and so did I.  Please write back to me.  See you soon,  Nam |

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

- Ask Ss to summarise 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.

- Prepare Project.

**DUYỆT CỦA TỔ TRƯỞNG NGƯỜI SOẠN**

 

Phạm Thị Tuyết Hoa Đỗ Thị Thu Hằng