**Week: 8**

**Period: 22**

**Date of teaching: 22/10/2024**

**UNIT 3: COMMUNITY SERVICE- Lesson 7: PROJECT**

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

**I. Objectives**

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

**a.** Skills:

Speaking**:** talk about building healthy habits

Write: write a paragraph about community activities.

**b.** Language:

Vocabulary: use some vocabulary about community activities.

Grammar: use the past simple sentences to make sentences about community activities.

**2. Competence**

Students can write a paragraph about community activities and present it in front of the class

**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 hobbies

**III. Procedure**

**Project presentation (40 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at presenting a project COMMUNITY PROJECT |
| **Input**  **Procedures** | In groups, make a poster about problems and solutions that the students in your school often do and give some tips to change that bad habits  - discuss some environmental problems their neighbourhood is facing and how you are going to solve the problems.  1. Think about some environmental problems in your neighbourhood. 2. Discuss and find the answers to the questions.   - What problems can you find?  - What do you want to do to solve the problems?  - - How are you going to do them? 3. Present your poster to the class.            - Ask Ss to read the instructions. Make sure they understand what to do. Ask Ss to work in groups to do the project. Ss may draw their own pictures to decorate their poster or find suitable photos for it.  - Remember to have the ‘show and tell’ session and vote for the best poster.  - If time is limited, assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to present their poster to the class. |
| **Outcome** | Now there are many problems of environmental pollution such as water pollution, air pollution, soil pollution, noise pollution and deforestation but I think the most serious problem in my neighbourhood is rubbish. We should reduce the rubbish in the activities daily. Firstly, I can reuse bottles of milk, juice,….Secondly, I want to collect people and recycle them to make useful things. Thirdly, I want to join some book festivals and exchange books, newspapers with others. Finally, I should use reusable things such as paper bags, reusable bags. So I don’t need to use plastic bags. We can protect the environment with some little actions. I think everyone can do it to have a better life. | |

**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 complete the self-assessment table.

- Identify any difficulties, weak areas, and provide further practice.



**Week: 8**

**Period: 23**

**Date of teaching: 22/10/2024**

**REVIEW 1 .1– Lesson 1: LANGUAGE (Unit 1-2-3)**

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

**I. Objectives**

1. **Knowledge:**

By the end of this review, students will able to

* Revise the words related to hobbies and verbs of liking and disliking; healthy activities and health problems; and words related to community activities;
* Pronounce the sounds /ə/, /ɜ:/, /f/, /v/, /t/, /d/, /ɪd/ correctly in isolation and in context;
* Revise the present simple tense, past simple to talk about past activities;
* Revise how to ask for and give health tips; how to give compliments.

**Competence**

* Develop communication skills and cultural awareness
* Be collaborative and supportive in pair work and teamwork
* Actively join in class activities

**3. Attitude**

* Develop self-study skills
* Raise students’ awareness of the need to keep their neighbourhood green.

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

- Grade 7 textbook, Review 1 - Language

- Projector/ TV/ pictures and cards

**III. Procedure**

**Activity 1: Warm-up (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | To review the topic of the lesson |
| **Input** | **GAME: FINDING KEYWORDS**   |  |  |  | | --- | --- | --- | |  |  |  | | **Set 1: ……** | | |     **Set 2 : ……..**  **ITS (bad habits, good habits, healthy habits)**   |  |  | | --- | --- | |  |  | |  |  | | **Set 3: ………….** | | |
| **Outcome** | **Answer key:**  Set 1 : HOBBIES  Set 2 : HABITS  Set 3: COMMUNITY SERVICE |
| **Procedure** | - Teacher shows 3 sets of pictures (taken from Project lessons of Unit 1-2-3) and asks students to find a keyword for each set of pictures.  - Students raise hands to answer.  - Teacher and students discuss the answers.  - Teacher checks the answers as a class. |

* **Pronunciation:**

**Activity 2: Choose the word with the different underlined sound (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | To help students review the pronunciation of the sounds learnt in Units 1 - 3. |
| **Input** | 1.A.proverb B.together C.exercise  2.A.learn B.earn C.hear  3.A.collected B.cleaned C.decided  4.A.listened B.helped C.watched  5.A.laugh B.ghost C.rough |
| **Outcome** | **Expected answers:**  1. A      2. C     3. B      4. A         5. B |
| **Procedure** | -Teacher writes the sounds /ə/ and /ɜː/; /t/, /d/ and /ɪd/; /f/ and /v/ on the board.  - Teacher writes one word containing the sound below each of them.  - Teacher asks students to read the words aloud.  - Students do the task by reading aloud each group and circling the odd one out.  - Teacher can invite some pairs of students to read aloud.  -Teacher check students’ pronunciation ad give feedback. |

**Activity 3: Put the phrases in the correct column (7 minutes)**

|  |  |
| --- | --- |
| **Goal** | To help students revise the phrases showing activities and identify if they benefit oneself or the community. |
| **Input** | |  |  | | --- | --- | | raising money for charity collecting stamps cleaning your room  doing judo doing volunteer work doing sport  helping street children donating clothes | | | **Activities you do for…..** | | | **Yourself** | **Your community** | |  |  | |
| **Outcome** | **Answer key:**   |  |  | | --- | --- | | **Yourself** | **Your community** | | cleaning your room  collecting stamps  doing judo  doing sport | raising money for charity  doing volunteer work  helping street children  donating clothes | |
| **Procedure** | - Teacher tells students to read the phrases carefully and make sure they remember their meanings.  - Students do this exercise individually by categorising the activities as they do them for their own sake or for the benefit of the community.  - 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. |

* **Vocabulary:**

**Activity 4: Complete sentences with the words and phrases: (8 minutes)**

|  |  |
| --- | --- |
| **Goal** | To help students revise more words from Units 1 - 3 and use them in context. |
| **Input** | 1. Eating \_\_\_\_\_\_ and exercising can help you keep fit and stay healthy.  2.The Donate a Book event helps children in \_\_\_\_\_\_.  3. My brother spends a lot of time making models. That’s his\_\_\_\_\_\_ .  4. If you have\_\_\_\_\_\_ , use lip balm.  5. There are many things you can do to help your \_\_\_\_\_\_.  6. I love \_\_\_\_\_\_ of the sunset. |
| **Outcome** | **Answer key:**  *1. coloured vegetables*  *2. mountainous areas*  *3. hobby*  *4. chapped lips*  *5. community*  *6. taking photos* |
| **Procedure** | -Teacher asks students to work individually to complete the sentences with the given words and phrases.  - Students work individually to complete the task.  - Teacher allows students to share answers before discussing as a class.  -Teacher asks students to say the sentences aloud and makes sure they pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding. |

* **Grammar:**

**Activity 5: Fill in the blanks with the correcr tense of the verbs in brackets (8 minutes)**

|  |  |
| --- | --- |
| **Goal** | To help students revise the use of the present or past simple. |
| **Input** | 1.He often (read) \_\_\_\_\_ books in dim light, so his eyes hurt.  2.\_\_\_\_\_you (do) \_\_\_\_\_the gardening at the weekend?  3.Ordinary people (need) \_\_\_\_\_ about 2,000 calories a day to stay healthy.  4.I (cannot) \_\_\_\_\_ ride a bicycle when I was 6.  5.Last summer Phong (not volunteer) \_\_\_\_\_ to teach maths to street children.  6.We (join) \_\_\_\_\_ the project Plant a Tree in 2019 to make our area green. |
| **Outcome** | **Answers:**  *1. reads*  *2. Do … do*  *3. need*  *4. could not / couldn’t*  *5. did not / didn’t volunteer*  *6. joined* |
| **Procedure** | -Teacher asks students to work independently to fill in the blanks with the correct tense of the verbs in brackets.  -Students read the sentences first and underline the clues that help them decide if the verbs are used in the present or past simple tense.  - Teacher reminds students to use the correct forms of the verbs (positive/ negative statements, or questions) as requested in each sentence then allows them to share answers before discussing as a class.  -Teacher can ask students to read aloud the full sentences and correct their pronunciation if necessary. |

**Activity 6: Turn the sentences into negative statements or questions (10 minutes)**

|  |  |
| --- | --- |
| **Goal** | To help students practise the present simple and past simple of verbs. |
| **Input** | 1.She liked exercising. (not)  → She ……..  2.My family always spends time doing housework together on Sundays. (not)  → My family ……...  3.I used a lot of suncream during my holiday. (not)  → I …………..  4.My community organised a fair to raise money for the homeless last week. (?)  → ……………?  5.Tim makes beautiful pieces of art from dry leaves and sticks. (?)  → ……………? |
| **Outcome** | **Key:**  1.→ She didn’t like exercising / did not like exercising.  2.→ My family doesn’t always spend time doing housework together on Sundays / does not always spend time doing housework together on Sundays.  3.→ I didn’t use a lot of suncream during my holiday / did not use a lot of suncream during my holiday.  4.→ Did your community organise a fair to raise money for the homeless last week?  5.→ Does Tim make beautiful pieces of art from dry leaves and sticks? |
| **Procedure** | -Teacher asks students to read the sentences first and underline the verb in each sentence, then look at each verb and note if it is used in the present simple or past simple tense.  -Students do the task individually.  -Teacher reminds students to pay attention to the request of each sentence (change it into a negative statement or a question) then allows them to share answers before discussing as a class.  -Teacher can ask students to read aloud the full sentences and correct their pronunciation if necessary. |

**Wrap-up: ( 2 minutes)**

* Asks students to talk about what they have learnt in the lesson.
* Prepare for Review 1 – Skills.

**Week: 8**

**Period: 24**

**Date of teaching: 25/10/2024**

**REVIEW 1.2 – Lesson 2: SKILLS (Unit 1-2-3)**

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

**I. Objectives**

1. **Knowledge:** By the end of this review, students will be able

* Practise reading for general and specific information about a healthy life
* Practise talking about things related to community service
* Practise listening for specific information about a hobby
* Practise writing complete sentences from the prompts provided

1. **Competence:**

* Develop communication skills and cultural awareness
* Be collaborative and supportive in pair work and teamwork
* Actively join in class activities

**3. Attitude:**

* Develop self-study skills
* Raise students’ awareness of the need to keep their neighbourhood green.

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

- Grade 7 textbook, Review 1 - Skills

- Projector/ TV/ pictures and cards

**III. Procedure:**

**Activity 1: Warm-up (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | To lead to the topic for reading |
| **Input** | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **NAME THE PICTURES: HOW TO GET A HEALTHY LIFE?**   |  |  | | --- | --- | |  |  | |  |  | | ***1*** | ***2*** | |  |  | | ***3*** | ***4*** | | |
| **Outcome** | **Answer key:**  Picture 1 : ***Have a healthy diet***  Picture 2 : ***Have a healthy exercise plan***  Picture 3 : ***Maintain your personal hygiene***  Picture 4 : ***Be happy*** |
| **Procedure** | - Teacher shows pictures and asks students to discuss the ways to get a healthy life.  - Students raise hands to answer.  - Teacher and students discuss the answers.  - Teacher checks the answers as a class. |

* **Reading:**

**Activity 2: Choose the correct answer A, B or C . (10 minutes)**

|  |  |
| --- | --- |
| **Goal** | To help students practise reading for general and specific information. |
| **Input** | 1.The phrase “the key” in the first line is closest in meaning to \_\_\_\_\_\_\_\_\_\_\_.  A.the first factor  B.the most important factor  C.the new factor  2.To show your love to other people, you \_\_\_\_\_\_\_\_\_\_\_.  A.give them money  B.take care of yourself  C.do things with them  3.The writer says “Laughter is like medicine” because \_\_\_\_\_\_\_\_\_\_\_.  A.it makes others laugh too  B.it helps you make friends  C.it helps people live longer  4.You can get knowledge and experience by \_\_\_\_\_\_\_\_\_\_\_.  A.visiting new places  B.loving other people  C.laughing more often  5.The best title for this passage is “\_\_\_\_\_\_\_\_\_\_\_”.  A.Live to be happy  B.Laughter is the power of happiness  C.Happiness is hard to find |
| **Outcome** | **Expected answers:**  1. B 2. C 3. C 4. A 5. A |
| **Procedure** | - Teacher guides students by asking them to read the questions first and decide where to look for the information to answer the questions.  -Students read the text fully and choose the correct answers.  - Teacher asks students where they find the answers.  - Teacher confirms the answers as a class. |

* **Speaking:**

**Activity 3: Interview each other about how much they know about community service, using the questions. Report their answers: (10 minutes)**

|  |  |
| --- | --- |
| **Goal** | To help students revise and talk about things related to community service and identify if they benefit oneself or the community. |
| **Input** | Questions :  1. Who can do community service?  2. Who needs community help?  3. What can you do to help them? |
| **Outcome** | ***Suggested answer:***  *1. Anybody.*  *2. Street children, old and sick people, abandoned / street animals, etc.*  *3. (It can be any tasks like) cooking / shopping for the old / the sick; collecting books / clothes for street children; opening classes to teach street children; adopting a dog / a cat; cleaning the neighbourhood / beach; painting walls at / decorating public places; reading to the people in*  *hospitals / nursing homes ...* |
| **Procedure** | - Teacher asks students to work in pairs and take notes of their answers  - Students work in pairs to exchange their ideas  -Teacher calls on some pairs to report their answers for the class. Each pair may answer just one question to allow room for more pairs.  -Teacher checks the answers and add more information if necessary. |

* **Listening:**

**Activity 4: Listen and complete each sentence with ONE word (10 minutes)**

|  |  |
| --- | --- |
| **Goal** | To help students practise listening for specific information. |
| **Input** | 1.While camping, we have a lot of time for\_\_\_\_\_\_\_\_ .  2.When camping near the beach, we can build \_\_\_\_\_\_\_\_.  3.We can have dinner by an \_\_\_\_\_\_\_\_fire.  4.At the campsite, there is no television or\_\_\_\_\_\_\_\_ .  5.Name one thing we should bring along when camping: \_\_\_\_\_\_\_\_ |
| **Outcome** | ***Answer key:***  *1. games*  *2. sandcastles*  *3. open*  *4. computer*  *5. (Any of the following): food, water, compass, sleeping bag, insect cream*  ***Audio script:***  *Camping can be lots of fun. When we go camping, there is plenty of time for games with friends. If we camp near a beach, we can build sandcastles, go swimming, or play beach volleyball. In other places, we can do other activities like playing football, cycling, bush walking, listening to music or drawing. In the evening, we can have dinner by an open fire. It’s a good time to enjoy the fresh air, tell stories and laugh with friends. While we go camping, there is no television or computer. But don’t worry. You’ll have a great time. Don’t forget to bring important things, like food and water, a sleeping bag, a compass, and some insect cream.* |
| **Procedure** | - Teacher has students read the questions first to get an overall idea of what they are going to listen to and decide what information they need to complete the sentences.  -Students work individually to complete the task.  -Teacher allows students to share answers before discussing as a class.  - Teacher asks students to say the sentences aloud and makes sure they pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding. |

* **Writing:**

**Activity 5: Write complete sentences to make a passage describing community activities (7 minutes)**

|  |  |
| --- | --- |
| **Goal** | To help students practise writing complete sentences from the prompts provided. |
| **Input** | 1.we / join / community activities / once a month.  2.last month / we / plant / trees / park.  3.we / dig / holes / put / young trees / in.  4.then / we / water / them / two or three weeks.  5.now / trees / grow / very well.  6.they / make / park / greener / air / fresher. |
| **Outcome** | **Model answers:**  ***Answer key:***  *1. We join community activities once a month.*  *2. Last month we planted (some) trees in the park.*  *3. We dug some holes to put the young trees in.*  *4. Then we watered them for two or three weeks.*  *5. Now the trees are growing very well.*  *6. They will make the park greener and the air fresher.* |
| **Procedure** | -Teacher asks students to work individually to make a passage describing community activities.  - Students read all the six sentences first to help them see the connection among them and decide which tense should be used for each sentence, and which word(s) is / are missing from the sentence.  - 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. |

**Wrap-up: (2 minutes)** to consolidate what students have learnt in the lesson.

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

- Prepare REVISION FOR THE FIRST MIDDLE TEST.

**DUYỆT CỦA TỔ TRƯỞNG NGƯỜI SOẠN**

 

Phạm Thị Tuyết Hoa Đỗ Thị Thu Hằng