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| **School: ………………………………………..** | **Date:…………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………….........** |

**UNIT 4: COMMUNITY SERVICES**

**Lesson 3.1 - Listening and Reading (Page 34)**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to:

**1.1. Language knowledge and skills**

- talk about how to protect the environment.

- review past simple.

- practice listening and understanding general and specific information about voluntary clean-up project.

- read and understand an email about cleaning up the beach.

**1.2. Competences**

- improve communication, collaboration, analytical and critical thinking skills.

**1.3. Attributes**

- be active to take part in social activities.

- help other people.

- raise awareness of protecting the environment.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student book and Teacher’s book, class CDs, Digital Book (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác), projector/interactive whiteboard / TV (if any), PowerPoint slides.

**2. Students’ aids:** Student’s book, workbook, notebook.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Let’s Talk: Look at the picture. Do you know any beaches that look like this? How does it make you feel? What can we do to stop this from happening? | **-** Ss’ answers / presentation. | - T’s feedback/Peers’ feedback. |
| - Listen to Annie talking to Robert. What do you think Annie's job is? | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Listen again and circle the correct answer. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Read Jane's email to Dan. Would Jane like to take part in future clean-ups? | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Now, read and write *True or False.* | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| -Speaking: Would you like to take part in a beach clean-up? Why (not)? | - Ss’ answers / presentation. | - T’s observation/ DCR and T’s feedback. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by giving enjoyable and short activities as well as to engage them in the follow-up steps.

**b) Content:** Introduce the situation:Dirty beaches.

**c) Expected outcomes:** Ss have general ideas about the topic “cleaning up the beaches”, which they are going to listen and read in the new lesson.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Let’s Talk!**   - Use the “**Let’s talk**!” part in the textbook– page 34 for warm-up activity.  - Ask Ss to work in pairs to look at the picture and answer the questions:  *1. Do you know any beaches that look like this?*  *2. How does it make you feel?*  *3. What can we do to stop this from happening?*  - Call Ss to share their answers with the whole class.  - Give feedback and evaluation.  - Lead to the new lesson.   * **Option 2:**   - Show a video clip about cleaning up the dirty beach.  - Have Ss watch and answer some questions:  *1. Do you know any beaches that look like this?*  *2. How does it make you feel?*  *3. What can the people in the clip do to make the beach cleaner?*  - Call Ss to give answers.  - Check and give comment.  - Lead to the new lesson.  **\*Link:** <https://www.youtube.com/watch?v=cV2gBU6hKfY> | - Work in pairs to discuss.  - Present.  - Watch the video clip, then answer T’s questions.  - Give answers.  - Listen. |

**B. New lesson (35’)**

* **Activity 1: Listening (17’)**

**a) Objective:** Students can develop their listening skill.

**b) Content:**  Listen to a conversation about clean-up activities.

**c) Expected outcomes:** Students can practice listening and understanding general + specific information about clean-up activities.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a.** **Listen to Annie talking to Robert. What do you think Annie's job is?**  - Briefly explain the meaning of the three options.  - Have Ss read the question.  - Play audio (CD1 - Track 46).  - Have Ss listen and circle the correct answer.  - Call Ss to give answer, explain  - Play the audio again and check the answer as a whole class using DCR.  **Task b. Now, listen and circle the correct answers**  - Have Ss read through the content of Task b first.  - Play the audio again (CD1 - Track 46).  - Have Ss listen and circle the correct answers.  - Have Ss check answers with their partners.  - Call Ss to give answers, explain.  - Check answers as a whole class using DCR. | - Listen and take notes.  - Read.  - Listen and circle the correct answer.  - Give answer, explain.  **Answer keys**    - Read.  - Listen and circle the correct answers.  - Exchange answers.  - Give answers.  **Answer keys** |

* **Activity 3: Reading (18’)**

**a) Objective:** Students can develop their reading skill.

**b) Content:**

- Read Jane's email to Dan. Would Jane like to take part in future clean-ups?

- Now, read and write *True or False*.

**c) Expected outcomes:** Students can read an email about cleaning up the beach for gist and detail, and they can talk about their environmental clean-up activities.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read Jane's email to Dan. Would Jane like to take part in future clean-ups?**  - Have Ss read Task a.  - Ask Ss to read the email quickly and circle the correct answer.  - Call 1 S to give answer.  - Check answers as a whole class using DCR.  **Task b. Now, read and write *True or False*.**  - Have Ss read the content in Task b and underline the key words.  - Have Ss read the email again and write True or False.  - Have Ss check their answers with a partner.  - Call Ss to give answers.  - Check answers as a whole class using DCR.  **Task c. Speaking: In pairs: Would you like to take part in a beach clean-up? Why (not)?**  - Have Ss discuss the questions in pairs.  - Call some Ss to share their answers with the whole class.  - Give feedback and evaluation.  - For class with high level students: Give Ss an extra task: ***List some activities you can do in a beach clean-up project.***  - Call Ss some Ss to share their answers with the whole class.  - Give feedback and evaluation. | - Read and guess.  - Scan the email for general idea.  - Give answer.  **Answer keys**    - Read and underline the key words.  - Read the text again for details.  - Exchange answers.  - Give answers.  **Answer keys**    - Discuss in pairs.  - Present.  - Discuss in pairs.  - Present. |

**C. Consolidation and homework assignments (5’)**

**\*Consolidation:**

**- Vocabulary:** *cleaner, volunteer, reporter, clean-up, environment, environmental, take part in, trash, pick up, organize.*

**\*Homework**

- Practice talking about your environmental clean-up.

- Do the exercises in WB: Listening and Reading (page 24).

- Do the vocabulary exercise in Tiếng Anh 7 i-Learn Smart World Notebook (page 26).

- Play consolation games in Tiếng Anh 7 i-Learn Smart World DHA App on [www.eduhome.com.vn](http://www.eduhome.com.vn)

- Prepare: Lesson 3 – Writing and Speaking (page 35 – SB).

**D. Reflection**

a. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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