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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK:** | **Peroid .....: UNIT 3: COMMUNITY SERVICE**  **Lesson 7 : LOOKING BACK & PROJECT** |

**I. OBJECTIVES:By the end of this lesson, students will be able to gain the following things :**

**1. Knowledge:**

*- To help Ss consolidate and apply what they have learnt in the unit. Ss can evaluate their performance and provide further practice. Do some practice exercises.*

*- Project helps Ss improve their abilities to work individually and in a team. It extends their imagination in field related to the unit topic if possible.*

- Review the vocabulary and grammar of Unit 3

- Apply what they have learnt (vocabulary and grammar) into practice through a project

**+ Vocabulary**: Use the lexical items related to community activities.

*-* Pronouncing the sounds /t/, /d/, and /id/ .

**+ Grammar:** - Past simple tense.

**2. Competence:** Students will be able to practice reading skill for specific information about community activities at a school. Talking about the reasons why students join different community. Develop presentation skill

- Develop communication skills and creativity.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities

**3. Qualities :** - Raise students’ awareness of the need to keep their neighbourhood green.

- Be more creative when doing the project.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....

- Students : Text books, studying equipment….

- Computer connected to the Internet.

- Sach mem.vn

**III. PROCEDURE:**

**Notes: In each activity, each step will be represented as following:**

*\* Deliver the task.*

*\* Implement the task.*

*\* Discuss.*

*\* Give comments or feedback.*

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| **1. WARM UP & INTRODUCTION(3’)** | | |
| **Aims:**  **-** *This is the review and drill section of the unit. Encourage Ss not to refer back to the unit pages.*  *Instead they can use what they have learnt during the unit to help them answer the questions.*  *- That will help you and your Ss see how far they have progressed, and which areas need further practice.*  - Encourage Ss to review and drill section of the unit 3.  **\* Content:** Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | |
| **Teacher’s & Student’s activities** | | **Content** |
| **+ Greeting**  **+ Revision.**  **GAME: WHO’S FASTER?**  \* Teacher shows the pictures and asks students to give descriptions to them. Teacher can divide the class into 2 teams and runs the game *Who’s faster.*  - Members of each team take turns to raise hands to give description for each picture.  - Students discuss their friends’ answers.  - Teacher confirms the answers and gives feedback. The group having more correct answers is the winner.  - Ask Ss to open their book and introduce what they are going to study…. | | **+ Greeting**  **- T\_ Ss**  **GAME: WHO’S FASTER?**  - Students **(Ss)** listen and learn how to do.  ***1. homeless children*** ***2. the elderly*** ***3. Food*** ***4. bottles***  ***5. litter*** ***6. books***   |  |  | | --- | --- | | C:\Users\EDIBOOKS\Downloads\z3406605235119_c670a6fc31884276665192d8051fcfff.jpg | On August 21, we celebrate the elderly – The Armijo Signal | | ***1. homeless children*** | ***2. the elderly*** | | ***349 Food Pyramid Illustrations &amp;amp; Clip Art - iStock*** | ***UK could adopt strict Norway plastic bottle recycling system | The  Independent | The Independent*** | | ***3. food*** | ***4. bottles*** |   - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON ( 25’)** | | |
| **PRACTICE EXERCISES**  ACTIVITY 1: **Vocabulary**  **Aims: - To help Ss revise the vocabulary learnt;**  **- To help Ss match the verbs with the appropriate nouns / noun phrases to make phrases about community activities.**  **\* Content:** Revision on the words . Write the words/ phrases under the correct column  **\* Outcome:** Ss remember the words/ phrases. Write the words correctly.  **\* Organisation :** Teacher’s instructions… | | |
| **Teacher’s & Student’s activities** | | **Content** |
| **1. Complete the table with the words and phrases from the box.**  - Have Ss work individually to write words / phrases in the correct columns.  - Check answers as a class. | | **1. Complete the table with the words and phrases from the box. T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Key :**   |  |  |  | | --- | --- | --- | | **help** | **pick up** | **donate** | | homeless children  the elderly | litter  bottle | food  books | |
| ACTIVITY 2:  **Aims: - To help Ss revise the vocabulary learnt in the unit;**  **\* Content:** Complete the sentences. Review the use the correct forms of the verbs.  **\* Outcome:** Ss revise the form of verbs . Remember the use and form.  **\* Organisation :** | | |
| **2. Complete each sentence with one phrase from 1. Remember to use the correct forms of the verbs.**  - To help Ss use the correct phrases about community activities in the correct context.  - Have Ss work individually to put the correct phrases in 1 into the correct blanks;  - Check answers as a class. | | **2. Complete each sentence with one phrase from 1. Remember to use the correct forms of the verbs**  **- Ss work in pairs.**    **\* Key:**  **1.** donated food **2.** picked up bottles  **3.** helped the elderly **4.** donated books  **5**. helped homeless children |
| ACTIVITY 3 : **Grammar**  **Aim: To help Ss revise the past simple form of some verbs.**  **\* Content**: Revision on the use of past simple tense  **\* Outcome:** Ss can complete the sentences using **past simple** correctly.  **\* Organisation :** | | |
| **Teacher’s & Student’s activities** | | **Content** |
| **3. Use the correct form of the verbs from the box to complete the passage.**  - Have Ss work individually to complete the passage using the correct form of the verbs in the box first. Then ask Ss to work in pairs to swap and check their answers.  - Check and confirm the correct answers. | | **3. Use the correct form of the verbs from the box to complete the passage.**  **- T\_ Ss**  - Listen to the instructions clearly  **\* Key:**  **1**. had **2**. collected **3.** sold  **4.** donated **5**. went |
| ACTIVITY 4:  **Aim: To help Ss improve their writing about community activities.**  **\* Content:** Write sentences about activities the students did to help the community last year.  **\* Outcome:** Ss improve the writing about community activities.  **\* Organisation :** Teacher’s instructions… | | |
| **4. Write full sentences about the activities the students did to help their community last year.**  - Ask Ss to work individually to write full sentences as requested in the Student's Book.  - Ask one or two students to go to the board and write their full sentences.  - Then ask the class to work in pairs. Tell them to swap their writings and check their partners' answers.  - Check the sentences that some Ss have written on the board.  - Have all Ss correct their partner's answers using the sentences on the board as a model.  - Ask some Ss to correct their answers on their notebooks. | **4. Write full sentences about the activities the students did to help their community last year.**  **- T\_ Ss**  - Do the tasks  - Give the answers  **\*Key :**  **1.** Mi sang and danced for the elderly at a nursing home.  **2**. Mark and his friends collected books and set up a community library.  **3**. Lan and Mai grew and donated vegetables to a primary school.  **4.** Minh and his friends gave food to young patients in a hospital.  **5.** Tom made and sent postcards to the elderly at Christmas. | |
| **3. PRODUCTION/ APPLICATION (12’-15’)** | | |
| **Aims:**  **- To help Ss identify problems that their neighbourhood is facing and brainstorm possible solutions to deal with those problems;**  **- To raise Ss' awareness of the need to keep their neighbourhood green;**  **- To improve Ss' teamwork and public speaking skills.**  **\* Content:** Present their presentations in front of the class.  **\* Outcome:** Present their presentation about problems that their neighbourhood is facing and find out some possible solutions to deal with those problems.  **\* Organisation :** Teacher’s instructions… | | |
| **Teacher’s & Student’s activities** | | **Content** |
| **\* PROJECT:**  - Have Ss work in groups. Discuss some environmental problems their neighbourhood is facing and how they are going to solve the problems.  - Ask them to look at the pictures as clues to brainstorm their ideas. Ss can draw pictures or take photos to illustrate the problems and solutions.  - Ask groups of Ss to pin / tape / glue the pictures / photos on a large piece of paper and present them to the class.  - If time is limited,T can assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them in detail and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to present their poster.  - Don't focus on or correct Ss language mistakes. This is an opportunity for them to experiment with the language | | **- T\_ Ss**  **\*\* Ss should prepare the project as assign groups in the previous lessons beforehand.**  - Listen to the teacher’s instructions carefully.  - Do the tasks . Prepare the at home beforehand.  - Ss should finish the project in class, assign groups in the previous lessons.  - Do the same as units |
| **4. WRAP-UP & HOME WORK(2’)**  \*Ask students to talk about what they have learnt in the lesson.  - Ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and provide further practice.  **\* HOME WORK**  - Do more exercises in workbook.  - Prepare for the next lesson: REVIEW 1 (UNIT 1-2-3)  **=======================** | | |

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