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

**UNIT 7: TRANSPORTATION**

**Lesson 3.1 - Listening and Reading (page 58)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- talk about transportation.

- practice listening and understanding a recording about two types of transportation (for general and specific information).

- read and understand an opinion paragraph about a mean of transportation (for gist and details).

**1.2. Competences**

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

**1.3. Attributes**

- be careful and safe road users.

- choose suitable means of transport for travelling.

**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 pictures. What are the two kinds of transportation? Which would you most like to try? Why? | **-** Ss’ answers / presentation. | - T’s feedback/Peers’ feedback. |
| - **Listening**: Listen to Matt’s vlog about two types of transportation. Which is better for kids? | - Ss’ answers | - T’s feedback/Peers’ feedback. |
| - Listen and tick (✓ ) the advantages for each kind of transportation. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Reading**: Look at the opinion paragraph. Who wrote the paragraph? | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Now, read and write *True or False*. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| -**Speaking**: Would the Wowscoot be convenient for where you live? 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 topic: Two kinds of transportation (monowheel and two wheels).

**c) Expected outcomes:** Ss have general ideas about the topic “transportation”, 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!**   **Look at the pictures. What are the two kinds of transportation? Which would you most like to try? Why?**  - Use the “**Let’s talk**!” part in the textbook– page 58 for warm-up activity.  - Ask Ss to work in pairs to look at the pictures and answer the questions: What are the two kinds of transportation? Which would you most like to try? Why?  - Call Ss to share their answers with the whole class.  - Give feedback and evaluation.  - Lead to the new lesson.   * **Option 2:**   - Show 2 pictures.  - Have Ss look at the 2 pictures of 2 groups of vehicles.  - Have Ss find the basic difference between 2 groups of vehicles.  - Call Ss to give answers.  - Give feedback and lead to the new lesson: There are 2 kinds of transportation mentioned in the new lesson today.  **\*Illustration**  **Picture 1:**    **Picture 2:** | - Work in pairs to discuss.  - Present.  - Look at the pictures and find the basic difference between 2 groups of vehicles.  - Give answers.  - Listen and answer.  **Suggested answers**  - Picture 1: Vehicles with only 1 wheel  - Picture 2: Vehicles with 2 wheels |

**B. New lesson (35’)**

* **Activity 1: Listening (17’)**

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

**b) Content:**

- Listen to Matt’s vlog about two types of transportation. Which is better for kids?

- Listen and tick (✓ ) the advantages for each kind of transportation.

**c) Expected outcomes:** Students can practice listening and understanding general + specific information about transportation.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a.** **Listen to Matt’s vlog about two types of transportation. Which is better for kids?**  - Have Ss read the question.  - Play audio (CD1 - Track 79).  - 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. Listen and tick (✓ ) the advantages for each kind of transportation.**  - Have Ss read through the content in Task b first, underline the key words.  - Play the audio again (CD1 - Track 79).  - Have Ss listen and tick (✓ ) the advantages for each kind of transportation.  - Have Ss check answers with their partners.  - Call Ss to give answers, explain.  - Check answers as a whole class using DCR. | - Listen and guess the answer.  - Read.  - Listen and circle the correct answer.  - Give answer, explain.  **Answer keys**    - Read, find and underline the key words.  - Listen and tick (✓ ) the advantages for each kind of transportation.  - Exchange answers.  - Give answers.  **Answer keys** |

* **Activity 3: Reading (18’)**

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

**b) Content:**

- Look at the opinion paragraph. Who wrote the paragraph?

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

- Would the Wowscoot be convenient for where you live? Why (not)?

**c) Expected outcomes:** Students can read an opinion paragraph for gist and detail, and they can give their opinion about a type of transport.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Look at the opinion paragraph. Who wrote the paragraph?**  - Have Ss read the content in Task a.  - Ask Ss to scan the paragraph to choose the correct answer.  - Have Ss underline the supporting ideas.  - Call a student 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 article again and write *True or False*.  - Have Ss check their answers with a partner.  - Call Ss to give answers.  - Check answer as a whole class using DCR.  **Task c. Speaking: In pairs: Would the Wowscoot be convenient for where you live? Why (not)?**  - Have Ss discuss the questions in pairs.  - Call some Ss to share their answers with the whole class.  - Give feedback and evaluation. | - Scan the article to choose the correct answer.  - Underline the supporting ideas.  - Give answer.  **Answer keys**    - Read and underline the key words.  - Read the article again for details.  - Exchange answers.  - Give answers.  **Answer keys**    - Discuss in pairs.  - Present. |

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

**\*Consolidation:**

**\*Homework**

- Do the exercises in WB: Listening and Reading (page 42).

- Do the vocabulary exercise in Tiếng Anh 7 i-Learn Smart World Notebook (page 46).

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

- Prepare: Unit 7 - Lesson 3 – Writing and Speaking (page 59 – 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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