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

**UNIT 7: TRANSPORTATION**

**Lesson 3.2 – Speaking and Writing (page 59)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- use some phrases to give opinion (*In my opinion, ... / I think …).*

- discuss different kinds of transportation for kids.

- write an opinion paragraph about why every kid in their town should have a type of transportation.

**1.2. Competences**

- improve communication, collaboration, writing 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, handouts.

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

**III. ASSESSMENT EVIDENCE**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - **Speaking:** Your town is going to buy one type of transportation for all the kids. In pairs: Look at the pictures. Discuss the different kinds of transportation and choose one for the kids in your town. | **-** Ss’ answers / presentation. | - T’s feedback/Peers’ feedback. |
| **-** Choose one of the products above or make up your own. Use your own ideas to fill in the table. | - Ss’ answers / presentation. | - T’s feedback/Peers’ feedback. |
| - **Writing:** Read about writing opinion paragraphs. Then, read Tony’s paragraph again and underline the reason he gives. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Write full sentences using the prompts. Then, number the sentences (1–4) to match them with the parts of an opinion paragraph. Use the skill box to help you. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Now, write an opinion paragraph about why every kid in your town should have this type of transportation. Use the Feedback form to help you. Write 60 to 80 words. | - Ss’ answers. | - T’s observation and 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 enjoyable and short activities as well as to engage them in the follow-up steps.

**b) Content:** Introduce Mean of transport / Review the old lesson.

**c) Expected outcomes:** Ss know about the topic that they are going to talk and write about in new the lesson.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Option 1: Drawing** *(for this Warm up activity, T can ask Ss to prepare at home before the lesson.)*  - Divide class into 4-5 groups.  - Have each group draw a future mean of transport, using their imagination (Ss prepare at home).  - Have Ss hang their picture on the board.  - Give feedback and evaluation.  - Have the whole class vote for the best picture.  - Lead to the new lesson: Writing an opinion paragraph about a mean of transport.   * **Option 2: Multiple choice**   - Have Ss close books.  - Give Ss some multiple-choice questions (basing on the opinion paragraph of Tony Thompson on page 58).  - Have Ss work in pairs to give answers.  - Check Ss’ answers, give feedback and evaluation.  - Lead to the new lesson.  **\*Multiple choice question:** | - Work in groups.  - Vote.  - Listen.  - Close books.  - Work in pairs.  - Listen.  **Answer keys**   1. *A* 2. *C* 3. *B* 4. *A* 5. *A* |

**B. New lesson (35’)**

* **Activity 1: Pre-Writing (Speaking) (8’)**

**a) Objective:** Ss prepare for what they are going to write about.

**b) Content:**

**-** Speaking: Your town is going to buy one type of transportation for all the kids. In pairs: Look at the pictures. Discuss the different kinds of transportation and choose one for the kids in your town.

- Choose one of the products above or make up your own. Use your own ideas to fill in the table.

**c) Expected outcomes:** Ss have more ideas and language for their writing.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. In pairs: Your town is going to buy one type of transportation for all the kids. In pairs: Look at the pictures. Discuss the different kinds of transportation and choose one for the kids in your town.**  **-** Divide the class into pairs.  - Have students look at the pictures and discuss the questions.  - Go round and support Ss if necessary.  - Have some students share their ideas with the class.  - Give feedback and evaluation.  **Task b. Choose one of the products above or make up your own. Use your own ideas to fill in the table.**  - Have students choose one of the products above or make up their own. Use their own ideas to fill in the table.  - Go round and give help if necessary.  - Have Ss exchange their answers with another pair. | - Work in pairs.  - Present.  - Discuss and fill in the table.  - Exchange. |

* **Activity 2: While - Writing (22’)**

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

**b) Content:**  - Read about writing opinion paragraphs. Then, read Tony’s paragraph again and underline the reason he gives.

- Write full sentences using the prompts. Then, number the sentences (1–4) to match them with the parts of an opinion paragraph. Use the skill box to help you.

- Now, write an opinion paragraph about why every kid in your town should have this type of transportation. Use the Feedback form to help you. Write 60 to 80 words.

**c) Expected outcomes:** Students can write an opinion paragraph, using right format and rich vocabularies.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read about writing opinion paragraphs. Then, read Tony’s paragraph again and underline the reason he gives.**  -Briefly explain the Writing skill box and have some Ss read it aloud.  - Have Ss read Tony’s paragraph again (page 58) and underline the reason he gives.  - Have Ss check their answers with a partner.  - Call Ss to give answers.  - Check answer as a whole class using DCR.  **Task b. Write full sentences using the prompts. Then, number the sentences (1–4) to match them with the parts of an opinion paragraph. Use the skill box to help you.**  - Have students read the prompts.  - Have students write full sentences using the prompts. Then, number the sentences (1–4) to match them with the parts of an opinion paragraph.  - Remind Ss to use information in the skill box.  - Have students check their answers with a partner.  - Check answer as a whole class using DCR.  **\*Let’s Write: Write an opinion paragraph about why every kid in your town should have this type of transportation. Use the Feedback form to help you. Write 60 to 80 words.**  - Draw Ss’ attention to the feedback form.  - Have Ss use their notes in speaking part and the instruction in the Writing box to write an opinion paragraph about why every kid in your town should have this type of transportation.  - Go round, observe and give help if necessary.  - Have some Ss write their paragraph on the board. | - Listen and read.  -Work in pairs.  - Exchange their answers with a partner.  - Give answers.  **Answer keys**    - Read the prompts and write full sentences. Then, number the sentences (1–4) to match them with the parts of an opinion paragraph.  - Exchange answers.  - Read answers.  **Answer keys**      - Do the writing part.  -Write. |

* **Activity 3: Post - Writing (5’)**

**a) Objective:** Help Ss realize their mistakes in writing and correct them.

**b) Content:**  Correcting Ss’ writings**.**

**c) Expected outcomes:** Students know whether their writings follow the model and use the correct structures and language, whether their writings are interesting and understandable or not.

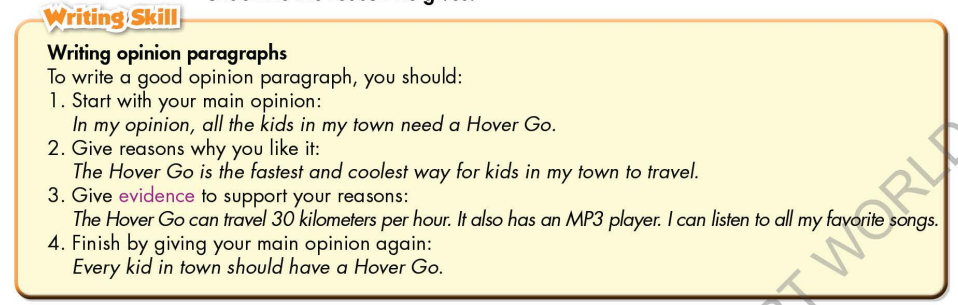
**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| - Give feedback, correct Ss’ mistakes.  - Use the feedback form to give evaluation. Focus on:  + the format, the structures  + the understandability  + the coherence and cohesion  + the punctuation and the spelling | - Look, listen and correct mistakes.  **Suggested writing** |

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

**\* Consolidation:**

**- Writing Skill**



**\* Homework**

- Remember how to write a paragraph to give opinion.

- Finish the writing part.

- Do the exercises in WB: Writing part, page 43.

- Complete grammar notes in Tiếng Anh 7 i-Learn Smart World Notebook (page 47).

- 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 – Review, pages 102, 103.

**D. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

1. What I learned from this lesson today:

…………………………………………………………………………………………

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

…………………………………………………………………………………………