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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 98** |

**UNIT 6: ALL THINGS HIGH TECH**

**Skill 6f (page 105)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- learn and use some vocabulary: *set up tents, clear trails, do the washing-up, pick up litters, repair fences and signs, do the laundry*.

- practise talking about volunteer task and chores.

- practise listening for specific information.

- write a diary entry about their experiences of a volunteering holiday to a national park.

- improve listening skills and pronunciation.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical, critical thinking skills.

**1.3. Attributes**

- become knowledgeable people.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB, projector/interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Answer the questions.  - Listen and repeat.  - Talk about volunteer tasks and chores.  - Listen and choose the correct answers.  - Write a diary entry. | **-** Ss’ answers.  - Ss’ pronunciation.  - Ss’ answers.  - Ss’ answers.  - Ss’ diary entry. | - Observation.  - Observation.  - Observation.  - Observation.  - Rubric/ poster. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to help Ss brainstorm the topic.

b. Content: Classify the activities.

c. Expected outcomes: Ss can think about the topic.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Put these activities into 2 columns: volunteer activities and chores.**  + pick up litter  + do the laundry  + plant tree  + do the washing-up  + sweep the house  - Write the activities on the board.  - Ask Ss to put them in correct columns.  - Check Ss’ answers and lead to new lesson. | - Read the activities and put them in the correct columns.  - Check answers.  ***Answer keys***  *- Volunteer activities: pick up litter, plant tree*  *- Chores: do the laundry, do the washing-up, sweep the house* |

**B. Presentation: 10 minutes**

a. Objectives: to present some vocabulary for volunteer tasks.

b. Content: Task 5.

c. Expected outcomes: Ss can remember and understand the words.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 5: Listen and repeat.**    - Play the recording with pauses for Ss to listen and repeat chorally and/or individually (using the IWB). - Check Ss’ pronunciation and intonation.  - Ask Ss to work in pairs. Each Ss mime one of the activities in Exercise 5. Ask partner. What am I doing? Their partner says what they are doing (e.g. You’re doing the laundry) | - Listen to the teacher and take notes the meanings of those words.  - Listen and repeat chorally and individually.  - Work in pairs. Take turn to mime the activities. |

**C. Practice: 15 minutes**

a. Objectives: to help Ss practise talking about volunteer tasks and chores; listen for specific information.

b. Content: task 6 and task 7.

c. Expected outcomes: Ss can talk about volunteer tasks and chores; listen to an announcement and take notes; do the task correctly.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 6**: **Which of volunteer tasks in Exercise 5 are chores? Which activities can help the environment/wildlife? Tell your partner.**  *Example:* *Setting up tents is a chore.*  - Explain the task and read out the example. - Ss complete the task in pairs. - Monitor the activity around the class. - Then elicit answers from Ss around the class. | - Listen to teacher’s explanation and read example.  - Work in pairs to do the task.  - Read out their sentences to the class,  ***Suggested answer***  *A: Clearing trails helps the environment/* *wildlife.* *B: Doing the washing-up is a chore.* *A: Picking up litter helps the environment/* *wildlife.* *B: Repairing fences and signs helps the* *environment/wildlife.* *A: Doing the laundry is a chore.* |
| **Task 7: Listen to an announcement. For questions (1-4), choose the correct answer (A, B or C).** 1. The volunteering holiday is for people \_\_\_\_ . A. 14-18 years old  B. over 15  C. over 18 2. Volunteers sleep in tents for \_\_\_\_\_\_\_\_ . A. 15 nights  B. 5 nights  C. 3 nights 3. The volunteers won’t \_\_\_\_\_\_\_\_ . A. pick up litter  B. clear trails  C. repair fences and signs 4. Volunteers don’t have to bring \_\_\_\_\_\_\_\_ . A. walking boots  B. a raincoat  C. camping equipment  - Explain the task (using the IWB) and ask Ss to read the gapped text. - Play the recording by using the IWB and ask Ss to fill in the gaps. (play the recording twice) - Check Ss’ answers. | - Read the sentences and underline the key words.  - Listen to the recording to do the task.  ***Answer Keys***  *1.A 2.B 3.B 4.C* |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the language and information to diary entry; explore which is the largest national park in the UK.

b. Content: task 8 and culture spot part.

c. Expected outcomes: Ss can write a diary entry about their experiences; get information about the largest national park in the UK.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 8: Imagine you went on a volunteering holiday to a national park. Write a diary entry about your experiences there (about 60-80 words). Include the name and the location of the park, what you saw/did and** **your feelings.**  **-** Explain the task (using the IWB).  - Elicit the structures of a diary entry.  - Give Ss time to complete the diary.  - Go around the class to help Ss.  - Ask Ss to submit the diary to teacher. | - Listen to teacher’s explanation.  - Take notes about the structures of a diary entry.  - Write a diary entry.  - Submit the diary to teacher.  ***Suggested answer***  *Dear Diary,* *Last week, I went on a volunteering holiday* *in the Lake District National Park in England.* *It was great! There were 15 of us. Everyday,* *we picked up the litter and repaired fences* *and signs. I also did the washing up. I had a* *fantastic time there, but I felt sad when we* *left the park. Volunteering makes me feel* *happy because I’m helping the environment.* *I hope I can go again next year.* |
| **Culture spot**    - Read out the box (using the IWB) and then give Ss time to research online and find the largest national park in the UK. Ask Ss to share their findings with the class. | - Read the box and find out the largest national park in the UK.  - Present the information to the class.  ***Suggested answer:***  *The largest national park in the UK is Lake* *District. It is in Cumbria in Northwest England. People go on volunteering holidays* *there.* |

**E. Consolidation and homework assignments: 5 minutes**

**-** Vocabulary: *set up tents, clear trails, do the washing-up, pick up litters, repair fences and signs, do the laundry*.

- Do the exercises in workbook on page 53.

- Do the vocabulary exercise in TA7 Right On! Notebook page 49.

- Prepare the next lesson: CLIL (page 106).

**5. Reflection**

a. What I liked most about this lesson today:

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b. 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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