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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 theclass. | - 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 182. Volunteers sleep in tents for \_\_\_\_\_\_\_\_ .A. 15 nights B. 5 nights C. 3 nights3. The volunteers won’t \_\_\_\_\_\_\_\_ .A. pick up litter B. clear trails C. repair fences and signs4. 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 thegapped 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 toresearch online and find the largest nationalpark in the UK. Ask Ss to share their findingswith 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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