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

**UNIT 6:** COMMUNITY LIFE

**Lesson 3.2 – Writing, (page 54)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- write *a letter about ways to improve community*, using pronouns to avoid repetition.

- Make progress in writing skill.

**1.2. Competences**

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

**1.3. Attributes**

- develop patriotism.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s 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.

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

**3. Assessment Evidence**

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| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Check the homework.  - Read and match the words in bold with the pronouns that reference them.  **-** Replace the underlined words with the correct pronouns.  - Practice writing a letter. | **-** Ss’ homework and their performance.  - Ss’ reaction to tasks.  - Ss’ answers.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s feedback/ DCR.  - T’s feedback/ DCR.  - T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to check Ss’ homework preparation and get them ready for the lesson.

b. Content: **Checking homework**.

c. Expected outcomes: Ss can revise their previous lesson.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Checking homework**.  - Ask Ss to present their homework on the board.  - Get some Ss to give comment.  - Check the answers and lead to new lesson. | - Present their answers on the board.  - Give comment on their friends’ work.  ***Ss’ own answers*** |

**B. Presentation: 7 minutes**

a. Objectives: to prepare Ss for the speaking and writing tasks.

b. Content: **Writing, task a.**

**Task a.** Read about using pronouns to avoid repetition, then read Lisa's letter again and match the words in bold with the pronouns that reference them.

c. Expected outcomes: Ss can know the main parts of a letter and how to avoid repetition.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Writing, task a.**  - Have Ss look at the Writing Skill box and read Lisa's letter again and match the words in bold with the pronouns that reference them.  - Give them time to work.  - Get them to share the answers with a partner.  - Move around to give help if necessary.  - Call some to write their answers on the board.  - Give feedback. | - Do as told.  - Share the answers.  - Give answers.  ***Answer Keys*** (Use the DCR) |

**C. Practice: 18 minutes**

a. Objectives: to help Ss practice speaking and writing *a letter about ways to improve community*.

b. Content: **Writing, task b and Speaking, task a, b.**

**Writing, task b:** Replace the underlined words with the correct pronouns.

**Speaking, task a:** You are working on a class project on ways to improve your city. In pairs: Discuss and add two or three more ideas in each column.

**Speaking, task b.** Join another pair. Choose one of the projects and say why you think it is best.c. Expected outcomes: Ss can complete the tasks correctly and develop their speaking and writing skills.

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Writing, task b**  - Ask Ss to have a look at the sentences before replacing the underlined words with the correct pronouns.  - Have Ss share their answers with a partner.  - Get answers from Ss.  - Give feedback if needed. | - Study the sentences.  - Replacing the underlined words with the correct pronouns.  - Share the answers with a partner  - Give the answers.  ***Answer Keys*** (Use the DCR) |
| **Speaking, task a**  - Introduce the task.  - Ask Ss to look at the projects before working in pairs.  - Have Ss add some more ideas.  - Set time for the activity  - Get around to give help.  - Give feedback. | - Study the projects.  - Work in pairs to discuss add some more ideas.  - Ask for help if any.  - Present the answers.  **Ss’ own answers** |
| **Speaking, task b**  - Introduce the task.  - Ask Ss to join another pair to choose the best project.  - Get the answer from Ss.  - Give comment. | - Do as directed.  - Present the answers.  **Ss’ own answers** |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the language and information in a real situation.

b. Content: **Let’s write**.

Now, write a letter to the Youth Lead the Change project talking about why you think your project is the best one. Use the Feedback form to help you.Write 120 to 150 words.

c. Expected outcomes: Ss can write a letter correctly and meaningfully.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Let’s write**  - Introduce the task to Ss.  - Ask Ss to write a letter individually.  - Set the time for Ss to do.  - Get around to give help and take notes of some mistakes.  - Call some to write their biography on the board and some to give comment.  - Check their answers and give comment. | - Write a letter individually.  - Present their answers.  - Give comment on their friend’s work.  ***Ss’ own answers*** |

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

**-** Rewrite your letter carefully.

- Do exercise in workbook on page 37.

- Prepare the next lesson: Unit 7, Lesson 1.1 – Vocab & Reading, (page 56).

- Practice writing in the Notebook page 37.

**5. 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:

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