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

**UNIT 6: EDUCATION**

**Lesson 3.2 – Speaking and Writing (page 51)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- use conjunctions “however”, “although” to show contrast.

- talk about positive and negative experiences of studying abroad.

- write a paragraph about studying abroad.

**1.2. Competences**

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

**1.3. Attributes**

- overcome studying pressure and negative feelings.

- be independent and know how to take care of themselves when studying away from home.

**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**

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| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - **Speaking:** You just finished a year studying abroad. In pairs: Ask and answer the questions below. | **-** Ss’ answers / presentation. | - T’s feedback/Peers’ feedback. |
| **-** Talk about two positive and two negative experiences when you studied abroad. Then, fill in the table. | - Ss’ answers / presentation. | - T’s feedback/Peers’ feedback. |
| - **Writing:** Read about using conjunctions. Then, read Anna's paragraph again and underline the ideas linked with conjunctions. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Read and circle Yes or No. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Underline and correct the mistakes. Then, rewrite the correct sentences with however and although in your notebook. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Now, write a paragraph about studying abroad. 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 “*however*” and “*Although*” / adjectives of feelings.

**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:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Option 1: Introduce “however” and “although”**  - Give 3 sets of letters.  - Have Ss use the letters given in each set to make a meaningful English word.  - Have Ss give answers. The first student to give a right answer will be given a small present.  - Give feedback and evaluation.  - Lead to the new lesson: However and although to show contrast.  **Set 1** **Set 2**    **Set 3**     * **Option 2: Adjectives of feelings / activity**   - Have Ss close books.  - Give Ss some adjectives of feelings **/** activities.  - Have Ss put them into 2 categories: negative and positive (in 2 minutes).  - Have Ss give answers.  - Check Ss’ answers, give feedback and evaluation  - Lead to the new lesson.  **\*Suggested adjectives:** bored, annoyed, delighted, happy, lonely, independent, lazy, sociable, active, fantastic, tired, pleased, homesick… | - Do the task.  - Give answers.  - Listen.  **Answer keys**  *1. HOWEVER*  *2. ALTHOUGH*  *3. CONTRAST*  - Close all books and notebooks.  - Do the task in pairs.  - Read answers.  - Listen.  **Answer keys**  - **Adjectives of positive feelings / activities**: delighted, happy, independent, sociable, active, fantastic, pleased  - **Adjectives of negative feelings / activities**: bored, annoyed, lonely, lazy, tired, homesick |

**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: You just finished a year studying abroad. In pairs: Ask and answer the questions below.

**-** Talk about two positive and two negative experiences when you studied abroad. Then, fill in the table.

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

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. In pairs: You just finished a year studying abroad. In pairs: Ask and answer the questions below.**    **-** Divide the class into pairs.  - Have students discuss in pairs using the questions.  - Go round and support Ss if necessary.  - Have some students share their ideas with the class.  - Give feedback and evaluation.  **Task b. Talk about two positive and two negative experiences when you studied abroad. Then, fill in the table.**  - Have students continue to work in pairs to talk abouttwo positive and two negative experiences when they studied abroad. Then, fill in the table.  - Go round and give help if necessary.  - Have Ss exchange their answers with another pair.  - Have some pairs read their answers.  - Give feedback and evaluation. | - Work in pairs.  - Present.  - Discuss and fill in the table.  - Exchange.  - Present. |

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

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

**b) Content:**  - Read about using conjunctions. Then, read Anna's paragraph again and underline the ideas linked with conjunctions.

- Read and circle *Yes or No*.

- Underline and correct the mistakes. Then, rewrite the correct sentences with however and although in your notebook.

- Now, write a paragraph about studying abroad. Use the Feedback form to help you. Write 60 to 80 words.

**c) Expected outcomes:** Students can write a paragraph about good and bad sides of studying abroad, using right format and rich vocabulary.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read about using conjunctions. Then, read Anna's paragraph again and underline the ideas linked with conjunctions.**  -Briefly explain the Writing skill box and have some Ss read it aloud.  - Have Ss read Anna’s paragraph again (page 50) and underline the ideas linked with conjunctions.  - Have Ss check their answers with a partner.  - Call Ss to give answers.  - Check answers as a whole class using DCR.  **Task b. Read and circle *Yes or No*.**  - Have students read the prompts.  - Have students read the questions and circle *Yes or No*.  - Have students check their answers with a partner.  - Check answer as a whole class using DCR.  **Task c. Underline and correct the mistakes. Then, rewrite the correct sentences with however and although in your notebook.**  - Have students read the sentences.  - Have students underline and correct the mistakes.  - Have students check their answers with a partner.  - Call Ss to read their answers and explain.  - Check answers as a whole class using DCR.  - Then, have Ss rewrite the correct sentences with “*however*” and “*although*” in their notebook.  **\*Let’s Write: Write a paragraph about studying abroad. 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 a paragraph about studying abroad.  - 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 circle *Yes or No*.  - Exchange answers.  - Read answers.  **Answer keys**      - Read, underline and correct the mistakes.  - Give answers.  - Rewrite the correct sentences with “*however*” and “*although*” in the notebook.  **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.

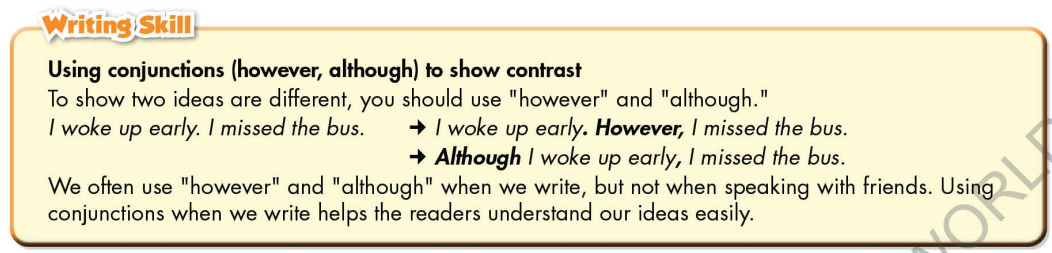
**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| - Give feedback, correct Ss’ mistakes.  - Use the feedback form to give evaluation. Focus on:  + the format, the structures, the punctuation  + the understandability  + the coherence and cohesion  + 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 about benefits and drawbacks of studying abroad.

- Finish the writing part.

- Do the exercises in WB: Writing part, page 37.

- Complete grammar notes in Tiếng Anh 7 i-Learn Smart World Notebook (pages 41).

- 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 6 – Review, pages 100, 101.

**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:

…………………………………………………………………………………………