|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week | Period | Date of preparation | Date of teaching | Class/ Number | Absent |
| 3 | 8 | 17/09/2024 |  | 7A:38 |  |
|  | 7B:38 |  |
|  | 7C:39 |  |
|  | 7D:37 |  |
|  | 7E:39 |  |

**UNIT 1: FREE TIME**

**Lesson 3.2 – Speaking and Writing (Page 11)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- use some adjectives to talk about extreme sports (*exciting, dangerous, fascinating, challenging, adventurous*).

- invite a friend to join an activity.

- write an invitation email to ask a friend to join an activity.

**1.2. Competences**

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

**1.3. Attributes**

- take up a sport and practice it regularly.

- be careful when trying extreme sports.

**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.

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

**III. 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:** Review names of some extreme sports.

**c) Expected outcomes:** Ss remember names of some extreme sports that they are going to talk about in the lesson.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Option 1: Jigsaw puzzle**  - Divide class into groups.  - Give each group a set of many pieces of paper, have them use these pieces to make a right picture about an extreme sport, then give the name of the extreme sport.  - The group which has a correct picture and give the right name of that extreme sport in the shortest time will be the winner.  - Give a small present to the winner and the runner-up.  - Ask Ss extra question: *What do you think about this extreme sport?*  - Have Ss give answers.  - Give feedback and evaluation.  - Lead to the new lesson.  (T can use same activity for the picture: windsurfing.)     * **Option 2:**   - Give Ss icons of some extreme sports.  - Have Ss give the right name of each icon.  - Call Ss to give answers.  - Give feedback.  - Lead to the new lesson. | - Take part the games in groups.  - Give answers.  - Listen.  **Answer keys**    *Name of the extreme sport:* ***mountain biking***  - Work in pairs.  - Look and give answers.  - Listen.  **Answer keys** |

**B. New lesson (35’)**

* **Activity 1: Pre-Writing (Speaking) (10’)**

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

**b) Content:**

**-** Speaking: Discuss what you think the activities in the pictures are like.

**-** Asking and answering the questions about planning for joining an extreme sport activity.

**c) Expected outcomes:** Ss can use some adjectives to talk about extreme sports and they can apply the language from speaking to their writing.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Look at the pictures in the lesson. Discuss what you think the activities are like.**  - Have Ss observe the pictures (using DCR), then work in pairs to discuss what they think the activities are like.  - Remind Ss to use more adjectives to describe (*exciting, dangerous, fascinating, challenging, adventurous, …)*  - Have some Ss share their ideas with the class.  - Give feedback and evaluation.  **Task b. Choose one of the extreme sports or choose your own activity. Then, take turns asking and answering the questions below and note your ideas.**  - Have Ss choose an extreme sport (from the pictures in the books or their own).  - Have Ss take turns asking and answering the questions, then note their ideas in the table.  - Have some pairs share their ideas with the class  - Give feedback and evaluation. | - Look and discuss.  - Give answers.  - Work in pairs: Choose an extreme sport, asking and answering the questions, then note discussed ideas in the table.  - Present. |

* **Activity 2: While - Writing (20’)**

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

**b) Content:**  - Numbering the parts of an invitation email.

- Reordering the parts of an invitation email.

- Writing an invitation email to ask a friend to join you for an activity.

**c) Expected outcomes:** Students can write an invitation email, using the Present Continuous, prepositions of place and structures of suggestion.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read about writing invitation emails. Then, read Mark’s email again and number the parts.**  - Briefly explain the Writing skill box (using DCR).  - Have Ss read the Writing skill box and Mark’s email again (page 10), then number the pars of his email.  - Have Ss check their answers with a partner.  - Call Ss to give answers.  - Check answer as a whole class.  **Task b. Reorder the parts of the email. Use the skill box to help you.**  - Use DCR to show the task.  - Have Ss read the email and reorder the parts.  - Have Ss check their answers with a partner.  - Call Ss to give answers.  - Check answer as a whole class.  **\*Let’s Write: Now, write an invitation email to ask a friend to join you for an activity. Use the feedback form to help you.**  - Draw Ss’ attention to the feedback form (using DCR).  - Have Ss use their notes in speaking part and the form of the invitation email to write an invitation email to ask a friend to join them for an activity.  - Have some Ss write their emails in front of the class. | - Listen.  -Work in pairs.  - Exchange their answers with a partner.  - Give answers.  **Answer keys**    - Read and reorder the parts.  - Exchange answers.  - Give answers.  **Answer keys**    - Look and listen.  - Do the writing part.  -Write.  **Sample answer** |

* **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 emails follow the model and uses the correct structures, whether their writings are interesting and understandable or not.

**d) Organization of the activity:**

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

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

**\* Consolidation:**

**- Adjectives to describe extreme sports**: *exciting, dangerous, fascinating, challenging, adventurous, …*

**- Format of an invitation email**:

*1. Start with a greeting*

*2. Check their availability*

*3. Write the invitation*

*4. Give more details*

*5. Ask for a reply*

*6. Sign off*

**\* Homework**

- Remember how to write an invitation letter.

- Finish the writing part.

- Do the exercises in WB: Writing (page 7).

- Complete the grammar notes in Tiếng Anh 7 i-Learn Smart World Notebook (page 9).

- 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 1 – Review (page 84).