**UNIT 2: HEALTH**

**Lesson 3.2 – Speaking and Writing (Page 19)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- study format of a request letter.

- discuss healthy food (food which help Ss to study better).

- write a request letter to ask for better food in the school cafeteria.

**1.2. Competences**

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

**1.3. Attributes**

- choose healthy food for themselves.

- lead a healthy life.

- make a polite request for better things in everyday life.

**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. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Speaking: Look at the pictures. Discuss which foods you think would help you study better. Why or why not? Can you buy any of these at your school?  **-** Complete the table about your school.  - Writing: Read about writing request letters. Then, read Tony’s letter again and fill in the labels.  - Number the sentences (1-7). Use the skill box.  - Write a letter to your school’s principal asking for better food in your cafeteria. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s observation/ DCR.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - 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:** Food names / Introduce: Request.

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

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Option 1:**  - Divide class into groups.  - Give Ss a list of food.  - Have Ss work in groups to divide foods into 4 groups: vegetables, fruit, dairy and protein.  - Ask Ss in 4 groups to give answers.  - Ask Ss extra question: *Which food is good for your brain?*  - Have Ss give answers.  - Give feedback and evaluation.  - Lead to the new lesson.  **\*Suggested food list:** *lettuce, banana, cheese, apple, broccoli, yoghurt, egg, butter, ham, carrots, watermelon, milk, potatoes, beef, cream, pork, guava…*   * **Option 2: Game: Wheel of Fortune**   - Have Ss play the game: Wheel of fortune.  - Design the game, have some voluntarily Ss spin the wheel and say a letter in English alphabet. If this letter is included in the key word, he / she will receive the thing in the wheel where the arrow stops. If he / she gets the wrong answer, T calls another one.  - Call Ss to spin and guess letters until the keyword is opened.  - The first S to give the right keyword will be the winner.  - Give feedback.  Lead to the new lesson: Introduce “REQUEST”  request letter. | - Take part the games in groups.  - Give answers.  - Listen.  **Answer keys**  - **Vegetables**: *lettuce, broccoli, carrots, potatoes*  - **Fruit**: *banana, apple, watermelon, guava*  - **Dairy**: *cheese, yoghurt, butter, milk, cream*  - **Protein:** *egg, ham, beef, pork, …*  - Take part in the game.  **Keyword: *REQUEST***  - Listen. |

**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: Look at the pictures. Discuss which foods you think would help you study better. Why or why not? Can you buy any of these at your school?

**-** Complete the table about your school.

**c) Expected outcomes:** Ss know more vocabularies about food and apply the language from speaking to their writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Look at the pictures. Discuss which foods you think would help you study better. Why or why not? Can you buy any of these at your school?**  - Use DCR to show the task.  - Have Ss observe the pictures, then work in pairs to which foods you think would help you study better, explain for their answers.  - Have some Ss share their ideas with the class.  - Give feedback and evaluation.  **Task b. Complete the table about your school**  - Use DCR to show the task.  - Have Ss complete the table about their school.  - Go round and give help if necessary.  - Have some pairs share their ideas with the class.  - Give feedback and evaluation. | - Look and discuss.  - Give answers.  - Complete the table.  - Present. |

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

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

**b) Content:**  - Read about writing request letter. Read Tony’s letter (page 18) again and fill in the labels.

- Number the sentences of a request letter.

- Write a request letter to your school’s principal asking for better food in your cafeteria.

**c) Expected outcomes:** Students can write a request letter, using vocabulary about food and polite language.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read about writing request letter. Read Tony’s letter (page 18) again and fill in the labels.**  - Briefly explain the Writing skill box (using DCR).  - Have Ss read the Writing skill box and Tony’s letter again (page 18), then fill in the labels.  - Have Ss check their answers with a partner.  - Call Ss to give answers.  - Check answer as a whole class.  **Task b. Number the sentences (1-7) of a request letter.**  - Use DCR to show the task.  - Have Ss read the sentences, then number 1-7.  - Have Ss check their answers with a partner.  - Call Ss to give answers.  - Check answer as a whole class.  **\*Let’s Write: Now, write a request letter to your school’s principal asking for better food in your cafeteria. 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 request letter to write a request letter to ask for better food in the school cafeteria.  - Have some Ss write their letter on the board. | - Listen.  -Work in pairs.  - Exchange their answers with a partner.  - Give answers.  **Answer keys**    - Read and number the sentences.  - Exchange answers.  - Give answers.  **Answer keys**    - Look and listen.  - Do the writing part.  -Write.  **Suggested writing** |

* **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 letters follow the model and use the correct structures and language, whether their writings are interesting and understandable or not.

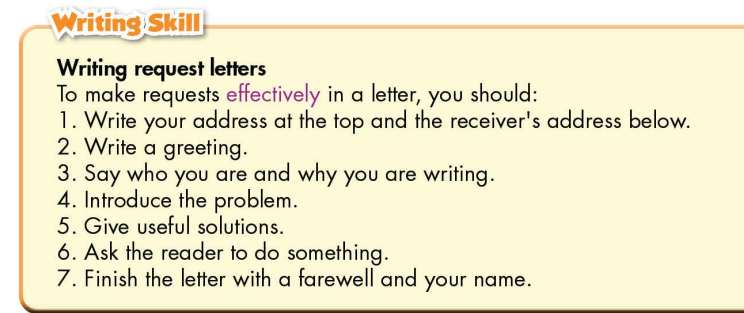
**d) Organization of the activity:**

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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 understandability.  + the coherence and cohesion. | - Look, listen and correct mistakes. |

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

**\* Consolidation:**

**- Format of a request letter**:



**\* Homework**

- Remember how to write a request letter.

- Finish the writing part.

- Do the exercises in WB: Writing (page 13).

- Complete the grammar notes in Tiếng Anh 7 i-Learn Smart World Notebook (page 15).

- 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 2 – Review.

**D. Reflection**

a. What I liked most about this lesson today:

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1. 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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