**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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