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| **Tiết thứ ....****UNIT 12:** **ENGLISH-SPEAKING COUNTRIES****Lesson 1: Getting started – A holiday in Australia.** |
| **Class** | **Date of teaching** | **Attendence** |
| 7A | ..../09/2022 |  |
| 7B | ..../09/2022 |  |
| 7C | ..../09/2022 |  |

**I. OBJECTIVES:** By the end of this unit, students will be able to gain the following things:

**1. Knowledge:**

- An overview about the topic “English-speaking countries”

- Lexical items related to people and places in English-speaking countries

**+ Pronunciation:**

**+ Vocabulary:** Use the words related to people and places in English-speaking countries.

1. island (n)

2. sunset (n)

3. landscape (n)

4. penguin (n)

**+ Grammar:**

**2. Competence:**

**a) General competencies:**

- Students will be able to know more words and phrases about means of transport.

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Sts can introduce themselves or one another fluently.

**3. Qualities:** The loveof country; The awareness about importance of speaking English; Be ready to talk about English speaking countries.

- Develop self-study skills.

**II. PREPARATIONS**

 **Teacher:** Grade 7 text book, laptop, TV, pictures and realia, Computer connected to the Internet, Sach mem.vn

 **Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE:**

**In each activity, each step will be represented as following:**

\* Task delivering

\*\* Task performance

\*\*\* Report and discussion

\*\*\*\* Judgement

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| **Activity 1. WARM UP (5’-IW, GW)****\* Aim:** **-** To activate students’ knowledge on the topic of the unit- To lead in the topic of the lesson.To set the context for the introductory conversation.**\* Content: *Flags matching*****\* Product:** Having a chance to speak English and focus on the topic of the lesson.**\* Implementation:** Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| ***Flags matching***\* Teacher divides the class into 2 big groups and asks them to match the flag illustrations with names of the countries.\*\* Students work in groups to discuss and do the matching.\*\*\* Teacher allows students to share their answers before discussing as a class and encourages them to pronounce the names of the countries correctly.\*\*\*\* Teacher asks students to explain their choice, checks the answers as a class, gives feedback then introduces the similarity of these countries 🡪 “***English-speaking countries***”.

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| \* Teacher draws students’ attention to the picture in the textbook and asks them some questions about it:

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| *- What activities are they talking about?**🡪 surfing**🡪 penguin watching**- In what English-speaking country can they do these activities?**🡪 Australia* |  |

\*\* Students raise hands to answer the questions.\*\*\* Students discuss and give comments to their friends’ answers.\*\*\*\* Teacher confirms the correct answers: *They are Phong and Mark. They are talking about Phong’s holiday in Australia. They mention Phong’s use of English in real life, his travels, and Australia’s people and landscapes.* |  |
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 | ***Flags matching***

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|  | MEI Poll: Quebecers Say Yes to Western Canada Oil | Colorful Flag of United Kingdom on the map clipart free image download |
| **The USA** | **Canada** | **The UK** |
|  | **Châu Úc Ngày Của Biên Giới Thu - Miễn Phí vector hình ảnh trên Pixabay** |
| **New Zealand** | **Australia** |

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| **Activity 2. KNOWLEDGE FORMATION (15'- PW, IW)****\* Aim:** - To provide students with vocabulary.- To help students well-prepared for the listening and reading tasks.**\* Content:** Teach some new words.**\* Product:** Ss learn how to use them.**\* Implementation:** Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **Vocabulary:**\* Teacher introduces the vocabulary.\*\* Teacher introduces the vocabulary by:* providing the pictures
* eliciting the definition of the words

\*\*\* Teacher rubs out and checks \*\*\*\* Teacher checks students’ pronunciation and gives feedback. Teacher reveals that these four words will appear in the reading text and asks students to open their textbook to discover further.

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|  | **sunset** |
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|  | **penguin** |

 | **Vocabulary:**1. island (n)2. sunset (n)3. landscape (n)4. penguin (n)14+ Island Clip Art - Preview : Cartoon Tropical | HDClipartAllPremium Vector | Cartoon illustration of ocean landscape in sunset or  sunrise with beautiful pink sky and sun reflection over the water.  beautiful nature with palm trees and beach.**Free Animated Landscape Background (Sun, Tree ,Landscape, Garden) - YouTubehình ảnh của penguin** |
| **Activity 3. PRACTICE (15’-IW, PW, GW)**\* Aim: * To have students get to know the topic.

- To help students get the main idea of the conversation.- To draw students’ attention to the key information of the text and see how much they can remember about the text.- To introduce some key words related to the topic.**\* Product:** Students’ answers.**\* Implementation:** |
| **Teacher’s Student’s activities** | **Content** |
| **Task 1: Listen and read (p. 124).**\* Teacher can play the recording more than once.\*\* Students listen and read.\*\*\* Teacher can invite some pairs of students to read aloud.\*\*\*\* Teacher check students’ pronunciation ad give feedback.**Task 2: What are Phong and Mark talking about? (p. 125).**\* Teacher asks to answer the question without reading the conversation again.\*\* Students choose the most suitable option A B or C.\*\*\* Teacher allows students to share their answers before discussing as a class and encourages them to pronounce the words / phrases correctly.\*\*\*\* Teacher asks students to explain their choice and checks the answers as a class and gives feedback.**Task 3: Read again and tick the information you can find in the conversation. (p. 125)**\* Teacher asks students to work individually to complete tick the information they can find in the conversation.\*\* Students work individually to read the sentences and do the task without referring to the text.\*\*\* Teacher allows students to share answers before discussing as a class.\*\*\*\* Teacher calls on some students to give the answers and asks them where they find the information.**Task 4: Complete the sentences with the words and phrases from the box. (p. 125)**\* Teacher asks students to read the words and phrase in the box and work on their meanings. These words have appeared somewhere in the previous units (except the word Australians).\*\* Students fill in the blanks with the most suitable words/phrases.\*\*\* Teacher allows students to share answers before discussing as a class.\*\*\*\* Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed. | **Task 1: Listen and read (p. 124).****Task 2: What are Phong and Mark talking about? (p. 125).*****Answer key:*** A**Task 3: Read again and tick the information you can find in the conversation. (p. 125)*****Answer key:***1. In Australia, Phong used English in real life.4. Australia is beautiful.5. Australians love outdoor activities.**Task 4: Complete the sentences with the words and phrases from the box. (p. 125)*****Answer key:***1. landscape 2. penguin watching 3. island4. sunset 5. Australians |
| **Activity 4. APPLICATION (7’-IW, PW, GW)****\* Aim:** - To introduce the names of five English-speaking countries and their capital cities through a game.- To create a fun atmosphere in the class.**\* Content: Matching game: What’s its capital city?****\* Product:** Students’ answer.**\* Implementation:** Teacher’s instructions |
| **Task 5: Matching game: What’s its capital city? (p. 125)**\* Teacher writes the countries and the capital cities on the board (like in the book).\*\* Students discuss in their groups and do the task.\*\*\* Teacher can go around to help weaker students. \*\*\*\* Teacher stops the game when time is up. The first group to find all the correct answers wins. | **Task 5: Matching game: What’s its capital city? (p. 125)*****Answer key:***1. Washington D.C. 2. Ottawa 3. London4. Canberra 5. Wellington |
| **\* Wrap up**- To help Ss memorise the target language and skills that they have learned.**\* Homework:** - To prepare vocabulary for the next lesson: A closer look 1. | **\* Wrap up**- Teacher refers to the unit title again then together with students, orally list the names of English-speaking countries and their capital cities in the lesson.**\* Homework:** - Find more English-speaking countries.- Exercises in the workbook |

**V. FEEDBACK:**

 With 7A ……………………………………………………………………………..…

 With 7B …………………………...……………………………………..……………

 With 7C ………………………………………………………………………….……