|  |  |  |
| --- | --- | --- |
| **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

|  |  |
| --- | --- |
| **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***”.   |  |  |  |  | | --- | --- | --- | --- | |  |  | |  | |  |  | |  | | \* Teacher draws students’ attention to the picture in the textbook and asks them some questions about it:   |  |  | | --- | --- | | *- 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.* | |  | | |  | |  | | | ***Flags matching***   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | 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** | |
| **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.   |  |  | | --- | --- | |  |  | |  | **sunset** | |  |  | |  | **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. island  4. 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. London  4. 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 ………………………………………………………………………….……