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| **Tiết thứ ....****UNIT 12:** **ENGLISH-SPEAKING COUNTRIES****Lesson 5: Skills 1** |
| **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:**

- Develop reading skill for specific information about New Zealand

- Develop speaking skill: talk about Scotland

a. Vocabulary: vocabulary on the topic “English-speaking countries”.

1. shining (adj)

2. historic (adj)

3. rich (adj)

b. Grammar:

**2. Competence:**

**a) General competencies:**

- Students will be able to know more words and phrases about English speaking countries.

- 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 introduce the topic of the lesson.**\* Content: Guessing: What country is it?****\* 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** |
| **Guessing: What country is it?**\* Teacher asks students to watch a video about the introduction of a country and ask them to guess the name of the country.\*\* Students watch the video and raise hands to answer the question.\*\*\* Teacher and students discuss the answers.\*\*\*\* Teacher confirms the answers and gives feedback.Video link: <https://www.youtube.com/watch?v=jP3x7pcKIPY> |  |
| **Activity 2. KNOWLEDGE FORMATION (15'- PW, IW)****\* Aim:** To provide students with some lexical items before reading the text.To lead in the text about New Zealand**\* Content: Vocabulary****\* Product:** Ss learn how to use them.**\* Implementation:** Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **Vocabulary**\* Teacher introduces the vocabulary.\*\* Teacher asks students to get the meaning in context and try to make up sentences with of the following words:\*\*\* Teacher and students discuss the answers.\*\*\*\* Teacher confirms student’s answers and checks their pronunciation and gives feedback. **Task 1: Work in pairs. Discuss and choose the correct answer A, B, or C. (p. 130).**\* Teacher students to work in pairs to discuss and answer the questions.\*\* Students work in pairs to complete the task.\*\*\* Students discuss the answers.\*\*\*\* Teacher asks some pairs to share their answers. (Don’t confirm the answers. Leave them till the end of the reading.) | **Vocabulary**1. shining (adj)2. historic (adj)3. rich (adj)**Task 1: Work in pairs. Discuss and choose the correct answer A, B, or C. (p. 130).*****Answer key:***1. A 2. B |
| **Activity 3. PRACTICE (15’-IW, PW, GW)**\* Aim: To help students develop their reading skill of guessing the meaning of a word by using its context.To help students develop their reading skill for specific information (scanning).To give students an opportunity to express their own feelings about what they personally like about New Zealand.To provide an opportunity for students to practise introducing a country.**\* Product:** Students’ answers.**\* Implementation:** |
| **Teacher’s Student’s activities** | **Content** |
| **Task 2: Read the passage and match the words in bold from the passage (1-4) with their meanings (a-d). (p. 130)**\* Teacher asks students to work individually to read the passage and find the highlighted words.\*\* Students read the text in detail, paying attention to the words in bold. \*\*\* Teacher asks students to read the sentences where the words appear, and before and after it.\*\*\*\* Teacher calls some students hare their answers then check the answers as a class.**Task 3: Read the passage again and choose the correct answer A, B, or C. (p. 130)**\* Teacher asks some students to do the task individually: read each question, locate where it appears in the text, read that part carefully and circle the correct answer.\*\* Students work individually to complete the task.\*\*\* Teacher allows students to share their answers before discussing as a class and encourages them to give evidence.\*\*\*\* Teacher calls a student to write his/her answer on the board, then check the answers as a class. | **Task 2: Read the passage and match the words in bold from the passage (1-4) with their meanings (a-d). (p. 130)*****Answer key:***1. c 2. d 3. a 4. b**Task 3: Read the passage again and choose the correct answer A, B, or C. (p. 130)*****Answer key***:1. C 2. B 3. B 4. A 5. C |
| **Task 4: Work in pairs. Note two things you like about New Zealand. Share them with your partner. (p. 130)**\* Teacher allows students to work individually first, referring (if necessary) to the text and list the two things they like most about New Zealand.\*\* Students work in pairs to to share their ideas with their partners, using use the suggested opening provided.\*\*\* Students should give some reasons for their choice. \*\*\*\* Teacher listens and passes positive comments.  | **Task 4: Work in pairs. Note two things you like about New Zealand. Share them with your partner. (p. 130)*****Suggestion for the opening***:*There are two things I like about New Zealand.  For such a small country, it really does pack a punch. Nearly every type of landscape is represented here, from beaches to rolling hills to volcanic deserts to mountains to temperate rainforests. You can hop in a car, drive for an hour or two, and feel like you're on a completely different planet. Other countries around the world may have diverse landscapes, but I've yet to find one that takes my breath away quite like New Zealand.*  |
| **Activity 4. APPLICATION (7’-IW, PW, GW)****\* Aim:** To help students improve next time.To help some students enhance presentation skill**\* Content:** **\* Product:** Students’ answer.**\* Implementation:** Teacher’s instructions |
| \* Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation.\*\* Students give comments for their friends and vote for the most interesting and informative presentation.\*\*\* Teacher and students discuss the presentations.\*\*\*\* Teacher gives feed-back and comments. |  |
| **\* Wrap up**- To help Ss memorise the target language and skills that they have learned.**\* Homework:** - Reactivate the knowledge that students have gained.- To prepare vocabulary for the next lesson: Skills 2. | **\* Wrap up**- Teacher asks students to summarise what they have learnt in the lesson.- Teacher has them say out loud the articles.**\* Homework:** - Prepare some photos of your favourite English-speaking country. - Exercises in the workbook |

**V. FEEDBACK:**

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

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

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