**UNIT 12: ENGLISH-SPEAKING COUNTRIES**

**Lesson 1: Getting started – A holiday in Australia**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about the topic “English-speaking countries”

- Use lexical items related to people and places in English-speaking countries

**2. Core competence**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

- Raise students’ awareness of the need to learn English

**II. MATERIALS**

- Grade 7 textbook, Unit 12, Getting started

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- hoclieu.vn

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. island (n) | /ˈaɪlənd/ | a piece of land completely surrounded by water | hòn đảo |
| 2. sunset (n) | /ˈsʌnset/ | the time in the evening when you last see the sun in the sky | hoàng hôn |
| 3. landscape (n) | /ˈlændskeɪp/ | a large area of land, especially in relation to its appearance | phong cảnh |
| 4. penguin (n) | /ˈpeŋɡwɪn/ | a black and white bird that cannot fly but uses its small wings to help it swim | chim cánh cụt |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about facts and cultures of English-speaking countries. | - Provide suggestions on vocabularies and structures to describe people and places in English-speaking countries. |
| 2. Students may not have sufficient listening, speaking and co-operating skills. | - Play the recording, the replay depends on the student's need.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

**Board Plan**

| *Date of teaching*  **UNIT 12: ENGLISH-SPEAKING COUNTRIES**  **Lesson 1: Getting started – A holiday in Australia**  **\*Warm-up**  Flags matching  **\* Vocabulary**  - island (n)  - sunset (n)  - landscape (n)  - penguin (n)  Task 1: Listen and read.  Task 2: What are Phong and Mark talking about?  Task 3: Read again and tick the information you can find in the conversation.  Task 4: Complete the sentences with the words and phrases from the box.  Task 5: Matching game: What’s its capital city?  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To introduce the topic of the unit | **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***”.   |  | 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** | | | T-Ss  Group work  Ss-Ss  T-Ss | 3 mins |
| LEAD-IN | - To lead in the topic of the lesson  - To set the context for the introductory conversation | \* 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.* | T-Ss  Ss  Ss-Ss  T-Ss | 2 mins |
| PRESENTATION | - To provide students with vocabulary  - To help students well-prepared for the listening and reading tasks | **VOCABULARY**  \* Teacher introduces the vocabulary.  \*\* Teacher introduces the vocabulary by:  - providing the pictures;  - eliciting the definition of the words.  \*\*\* Teacher use the checking method “rub out and check”.  \*\*\*\* 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.   | 14+ Island Clip Art - Preview : Cartoon Tropical | HDClipartAll | Premium 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. | | --- | --- | | **island** | **sunset** | | **Free Animated Landscape Background (Sun, Tree ,Landscape, Garden) - YouTube** | **hình ảnh của penguin** | | **landscape** | **penguin** | | T-Ss  T-Ss  T-Ss  T-Ss | 15 mins |
| To have students get to know the topic | **TASK 1: LISTEN AND READ.** *(Ex 1, p. 124)*  \* Teacher can play the recording more than once.  \*\* Students listen and read individually.  \*\*\* Teacher can invite some pairs of students to read aloud.  \*\*\*\* Teacher check students’ pronunciation and give feedback. | T-Ss  Ss  T-Ss  T-Ss |
| PRACTICE | To help students get the main idea of the conversation | **TASK 2: WHAT ARE PHONG AND MARK TALKING ABOUT?** *(Ex 2, 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.  ***Answer key:*** A | T-Ss  Ss  Ss-Ss  T-Ss | 15 mins |
| To draw students’ attention to the key information of the text and see how much they can remember about the text | **TASK 3: READ AGAIN AND TICK THE INFORMATION YOU CAN FIND IN THE CONVERSATION.** *(Ex 3, 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 their answers before discussing as a class.  \*\*\*\* Teacher calls on some students to give the answers and asks them where they find the information.  ***Answer key:***  1. In Australia, Phong used English in real life.  4. Australia is beautiful.  5. Australians love outdoor activities. | T-Ss  Ss  Ss-Ss  T-Ss |
| To introduce some key words related to the topic | **TASK 4: COMPLETE THE SENTENCES WITH THE WORDS AND PHRASES FROM THE BOX.** *(Ex 4, p. 125)*  \* Teacher asks students to read the words and phrases 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.  ***Answer key:***  1. landscape  2. penguin watching  3. island  4. sunset  5. Australians | T-Ss  Ss  T-Ss  T-Ss |
| PRODUCTION | - To introduce the names of five English-speaking countries and their capital cities through a game  - To create a fun atmosphere in the class. | **TASK 5: GAME: WHAT’S ITS CAPITAL CITY?** *(Ex 5, p. 125)*  **DISCUSSION: WHAT DO YOU KNOW ABOUT THE COUNTRIES?**  \* 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.  \*\*\* Teacher asks the Ss to work in pairs, choose a country and share with their partners what they know about that country.  ***Answer key:***  1. Washington D.C.  2. Ottawa  3. London  4. Canberra  5. Wellington | T-Ss  Group work  T-Ss  T-Ss | 5 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson | 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. | T-Ss | 3 mins |
| HOMEWORK | To prepare vocabulary for the next lesson: A closer look 1 | - Search for more English-speaking countries.  - Prepare for the next lesson.  - Project preparation:  + Teacher informs student of the final project of the Unit’s project  + Explain the requirements of the project: Choose a place in an English-speaking country, find information about it and then design a poster. Students will show their work and present in Lesson 7 – Looking back and Project.  + Teacher explains to students how they can get the information.  + Put students into groups and ask them to discuss how to assign tasks for each member. Help them set a deadline for each task.  (Teacher should check the progress of students’ preparation after each lesson.) | T-Ss | 2 mins |

**UNIT 12: ENGLISH-SPEAKING COUNTRIES**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

By the end of this lesson, students will be able to gain:

**1. Knowledge:**

- Vocabulary: use words related to people and places in the English-speaking countries

- Pronunciation: ask questions with the correct rising and falling intonation

**2. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

- Show the respect toward other countries and cultures

**II. MATERIALS**

- Grade 7 textbook, Unit 12, A closer look 1

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- hoclieu.vn

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. native (adj) | /ˈneɪtɪv/ | something is native to a place = a place is the home of something | bản ngữ, nguyên quán |
| 2. amazing (adj) | /əˈmeɪzɪŋ/ | = wonderful, beautiful | tuyệt vời |
| 3. unique (adj) | /juˈniːk/ | = rare, not many | độc nhất |
| 4. local (adj) | /ˈləʊkəl/ | = belonging to a place | thuộc về địa phương |
| 5. ancient (adj) | /ˈeɪnʃənt/ | = very, very old | cổ, xưa |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about facts and cultures of English-speaking countries. | - Provide suggestions on vocabularies and structures to describe people and places in English-speaking countries. |
| 2. Students may not have sufficient listening, speaking and co-operating skills. | - Play the recording, the replay depends on the student's need.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

**Board Plan**

| *Date of teaching*  **UNIT 12: ENGLISH-SPEAKING COUNTRIES**  **Lesson 2: A closer look 1**  **\*Warm-up**  *Homework checking: How many English-speaking countries can you find?*  **I. Vocabulary**  1. native (adj)  2. amazing (adj)  3. unique (adj)  4. local (adj)  5. ancient (adj)  Task 1: Write the words or phrases under the correct pictures.  Task 2: Use the words in the box to complete the sentences.  Task 3: Work in pairs. Discuss and write the word or phrase in the box next to its explanation.  **II. Pronunciation**  ***\* Rising and falling intonation for questions***  Task 4: Listen and repeat, paying attention to the intonation of the following questions.  Task 5: Circle the correct intonation. Then listen and repeat.  Game: Up or Down?  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To recall students’ vocabulary on community activities | **HOMEWORK CHECKING**  \* Teacher divides the class into groups of four and asks them to share their homework.  \*\* Students work in groups to:  - discuss and share names of English-speaking countries.  - list all the names of English-speaking countries in a piece of paper.  \*\*\* Teacher asks the groups to swap their pieces of paper and do cross checking. The group with the most correct names of English-speaking countries will be the winner.  \*\*\*\* Teacher confirms the answers and give compliments to the winner.  English Speaking Flag: Now With Even MORE Countries! (OC) - Imgur | T-Ss  Group work  Group work  T-Ss | 7 mins |
| VOCABULARY | To introduce the new words | \* Teacher introduces the vocabulary.  \*\* Teacher introduces the vocabulary by:  - providing the pictures  - providing the definition of the words.  1. native (adj)  2. amazing (adj)  3. unique (adj)  4. local (adj)  5. ancient (adj)  \*\*\* Teacher asks students to repeat.  \*\*\* Teacher uses the checking method “rub out and check”. | T-Ss  T-Ss  T-Ss  T-Ss | 5 mins |
| To introduce some key words (nouns) related to people and places through pictures | **TASK 1: WRITE THE WORDS OR PHRASES UNDER THE CORRECT PICTURES.**  *(Ex 1, p. 126)*  \* Teacher has students read aloud the words in the box and asks them to write the words with the pictures illustrating them within 3 - 4 minutes.  \*\* Students read the words and phrases in the box and match them with the pictures.  \*\*\* Teacher asks them to share their answers in pairs before checking the answers as a class.  \*\*\*\* Teacher invites students to take turns to read out their answers and corrects their pronunciation if needed.  ***Answer key:***  1. kangaroo  2. island country  3. tattoo  4. Scottish kilt  5. castle  6. coastline | T-Ss  Ss  Ss-Ss  T-Ss | 20 mins |
| To introduce some key words (adjectives) to describe people and places in context | **TASK 2:** **USE THE WORDS IN THE BOX TO COMPLETE THE SENTENCES.** *(Ex 2, p. 126)*  \* Teacher asks to read the words in the box first, explains their meanings if needed, then allows students 5 minutes to do the task.  \*\* Students do the task individually.  \*\*\* Teacher allows students to swap their textbooks to peer check first.  \*\*\*\* Teacher confirms the answers and gives feedback, if necessary.  Ask Ss to read the words in the box first. Explain their meanings if needed.  ***Answer key:***  1. amazing  2. ancient  3. unique  4. local  5. native | T-Ss  Ss  Ss-Ss  T-Ss |
| To introduce some more nouns and phrases through explanations | **TASK 3: WORK IN PAIRS. DISCUSS AND WRITE THE WORD OR PHRASE IN THE BOX NEXT TO ITS EXPLANATION.** *(Ex 3, p. 126)*  \* Teacher asks students to work in pairs to read the words and phrase first and see if they know any of them.  \*\* Students have 4 - 5 minutes to discuss and complete the task.  \*\*\* Teacher asks students to work in pairs to swap their answers and peer check.  \*\*\*\* Teacher checks their answers as a class.  ***Answer key:***  1. tower  2. symbol  3. capital  4. boat ride | T-Ss  Pair work  T-Ss  T-Ss |
| PRONUNCIATION | To help students recognise and practise the rising and falling intonation with questions | **TASK 4: LISTEN AND REPEAT, PAYING ATTENTION TO THE INTONATION OF THE FOLLOWING QUESTIONS.** *(Ex 4, p. 126)*  \* Teacher writes two short questions on the board: a *yes / no* question and a *wh-*question. Have some Ss say aloud the questions first, then ask other students to pay attention to the intonation at the end of the questions.  *- Can you speak English?*  *- What is the capital of Scotland?*  \*\* Students look at the questions with the rising and falling already marked, listen and repeat as a class, a group, and finally as individuals.  \*\*\* Teacher plays the recording for Ss to listen once, then listen and repeat as a class, a group, and finally as individuals. Teacher can play the recording as many times as necessary.  \*\*\*\* Teacher elicits the pattern from students: use rising intonation for *yes / no* questions and falling intonation for *wh-*questions. | T-Ss  Ss  T-Ss  T-Ss |
| To provide students with more practice in the intonations of questions | **TASK 5: CIRCLE THE CORRECT INTONATION. THEN LISTEN AND REPEAT.** *(Ex 5, p. 126)*  \* Teacher has students circle the correct intonation individually, based on what they have learnt in Task 4.  \*\* Teacher plays the recording for students to listen and repeat each question and check their answers.  \*\*\* Teacher corrects them if needed and calls on some students to read the questions aloud.  \*\*\*\* Teacher plays the recording again and asks students to repeat each question after the recording. Teacher confirms the answers.  **Answer key:** | T-Ss  T-Ss  T-Ss  T -Ss |
| PRODUCTION | To test students' quick reaction to the targeted intonation | **GAME: UP OR DOWN?**  \* Teacher explains the rules:  + Teacher divides the class into 2 teams.  + Students will listen to questions which are made up from the words in the lesson.  + Students will have to stand up if it is a yes / no question and sit down if it is a wh-question.  + The team will receive minus points equivalent to the number of students who pose incorrect actions (stand up or sit down).  + The team with less minus points will be the winner.  \*\* Students play the game.  \*\*\* Teacher helps students in the game.  \*\*\*\* Teacher gives feedback. | T-Ss  Ss-Ss  T-Ss  T-Ss | 7 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson | Teacher asks students to summarise what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK | To review the vocabulary and prepare for the incoming lesson | Choose a favourite English-speaking country. Find the information about its location and attractions. | T-Ss | 1 min |

**UNIT 12: ENGLISH-SPEAKING COUNTRIES**

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

By the end of this lesson, students will be able to gain:

**1. Knowledge:**

- Understand the use of articles

- Practise using articles correctly

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

- Raise students’ awareness of the need to learn languages

**II. MATERIALS**

- Grade 12 textbook, Unit 3, A closer look 2

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

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**Language analysis**

| **Form: We use “the” ……** | **Examples** |
| --- | --- |
| with superlatives | *The largest city in Australia is Sydney.* |
| with the names of some places | *My son is studying in the USA.* |
| if one of the words in the place name is a common noun (island, bridge, river, tower, ...). | *The Tower Bridge in London is over one hundred years old.* |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may find confused when to use the articles | - Give short and clear explanations with legible examples for each case. |
| 2. Students may have underdeveloped speaking and co-operating skills. | - Give clear instructions, give examples before letting students work in groups.  - Provide feedback and help if necessary. |

**Board Plan**

| *Date of teaching*  **UNIT 12: ENGLISH-SPEAKING COUNTRIES**  **Lesson 3: A closer look 2**  **\* Warm-up**  Picture describing  **I. Grammar focus**  **II. Practice**  Task 1: Complete the sentences with *a / an* or *the*  Task 2: Put in *the* where necessary.  Task 3: Put in *a / an* or *the*.  Task 4: Complete the sentences with *a / an* or *the*.  Task 5: Game – Faster detective.  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - To activate students’ prior knowledge related to the targeted grammar: the past simple | **PICTURE DESCRIBING**  \* Teacher asks students to describe the picture.  How Brexit Is Affecting Arts and Design Programs | Architectural Digest  \*\* Students look at the picture and describe it.  \*\*\* Teacher and students discuss some sentences used to describe the picture:  *- I see a clock. The clock is The Big Ben Clock Tower.*  *- I see two buses. The buses are double-decker ones.*  \*\*\*\* Teacher corrects students' answers if needed and confirms the use of articles *a / an* or *the*. | T-Ss  Ss  T-Ss  T-Ss | 5 mins |
| PRESENTATION | To teach students the use of articles *a/an* or *the* | \* Teacher lets students watch the following video and asks them to summarise the use of articles *a/an* or *the*:  Video link: <https://www.youtube.com/watch?v=drTyYqbz6Xk>  \*\* Teacher then asks students to study the grammar box and give some more examples.  \*\*\* Teacher and students discuss the examples.  \*\*\*\* Teacher confirms the answers and gives feedback. | T-Ss  T-Ss  T-Ss  T-Ss | 10 mins |
| PRACTICE | To help students revise the uses of articles they have learnt in Grade 6 | **TASK 1: COMPLETE THE SENTENCES WITH *A / AN* OR *THE*.** *(Ex 1, p. 127)*  \* Teacher has students work individually.  \*\* Students work individually to complete sentences with the articles.  \*\*\* Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Answer key:***  1. the  2. an  3. a  4. a  5. the | T-Ss  Ss  Pair work  T-Ss | 25 mins |
| To help students practise the uses of *the* as presented in the Remember! box | **TASK 2: PUT IN *THE* WHERE NECESSARY.** *(Ex 2, p. 127)*  \* Teacher has students work individually.  \*\* Students work individually to complete the sentences.  \*\*\* Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Answer key***:  1. The – x  2. x – the  3. the – the  4. x – the  5. the – the | T-Ss  Ss  Pair work  T-Ss |
| To teach students the use of articles with nationalities | **TASK 3: PUT IN *A / AN* OR *THE*.** *(Ex 3, p. 127)*  \* Teacher allows students some time to read the table first, then do the exercise.  \*\* Students work in pairs to complete the task.  \*\*\* Teacher then has students compare their sentences. Teacher can go around to help students.  \*\*\*\* Teacher confirms the answers and gives feedback. *(Note: the English, the Japanese, the French, but Australians, Canadians, Russians.)*  ***Answer key***:  1. a  2. an  3. an  4. the  5. a | T-Ss  Pair work  T-Ss  T-Ss |
| To give students further practice in articles | **TASK 4: COMPLETE THE SENTENCES WITH *A / AN*, OR *THE.*** *(Ex 4, p. 128)*  \* Teacher has students do this exercise individually.  \*\* Students complete the exercise individually.  \*\*\* Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Answer key***:  1. an  2. The  3. a  4. the  5. an  6. The | T-Ss  Ss  Pair work  T-Ss |
| To provide students with more advanced practice in articles | **TASK 5: GAME – FASTER DETECTIVE.** *(Ex 5, p. 128)* **(Tick if the underlined articles are correct. If they aren’t, write the correct ones in the space provided.)**  \* Teacher introduces the rules of the game:  - The class will be divided into 2 teams.  - Each team will have to detect errors in some sentences (if any) then make corrections as fast as possible.  - The team with more correct answers will be the winner.  \*\* Students play the games.  \*\*\* Teacher lets the 2 teams discuss and give comments to their answers.  \*\*\*\* Teacher confirms the correct answers and gives compliments to the winner.  ***Answer key***:  1. an  2. the  3. an  4. Correct  5. Correct | T-Ss  Group work  Ss-Ss  T-Ss |
| WRAP-UP | To consolidate what students have learnt in the lesson | - Teacher asks students to summarise what they have learnt in the lesson.  - Teacher has them say out loud the past forms of the verbs they. | T-Ss | 3 mins |
| HOMEWORK | Reactivate the knowledge that students have gained | Teacher asks students to do exercises in their Workbook. | T-Ss | 2 min |

**UNIT 12: ENGLISH-SPEAKING COUNTRIES**

**Lesson 4: Communication**

**I. OBJECTIVES**

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

**1. Knowledge:**

- Gain vocabulary on the topic *English-speaking countries*

- Use the structures to express amazement

- Get interesting facts about English-speaking countries

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

- Raise students’ awareness of the need to learn languages

**II. MATERIALS**

- Grade 7 textbook, Unit 12, Communication

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- hoclieu.vn

**Language analysis**

| **Form** | **Meaning** |
| --- | --- |
| Expressing amazement | Wow ... I didn’t know that!  Amazing! |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about facts and cultures of English-speaking countries. | - Provide suggestions on vocabularies and structures to describe people and places in English-speaking countries. |
| 2. Students may not have sufficient listening, speaking and co-operating skills. | - Play the recording, the replay depends on the student's need.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

**Board Plan**

| *Date of teaching*  **UNIT 12: ENGLISH-SPEAKING COUNTRIES**  **Lesson 4: Communication**  **\*Warm-up**  Guessing the remaining of the picture  **I. Everyday English**  2 ways to express amazement:  *- Wow ... I didn’t know that!*  *- Amazing!*  Task 1: Listen and read the conversations, paying attention to the highlighted parts.  Task 2: Work in pairs. Make similar dialogues.  **II. Interesting facts about English-speaking countries**  Task 3: Discuss and write the name of the country next to the fact.  Task 4: Read some facts about English-speaking countries and tick the column true for you.  Task 5: Share with your group some interesting facts you know about English-speaking countries.  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To introduce the topic of the lesson. | **GUESSING THE REMAINING OF THE PICTURE**  \* Teacher asks students to guess the remaining of the picture:  *- Who is wearing these skirts?*  *- Do you know the name of this kind of skirt?*  Exclusive Tartan Kilts – GNKilts  \*\* Students answer the questions.  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms the answers, reveals the remaining of the picture and provide more information on the Scottish kilts.  Exclusive Tartan Kilts – GNKilts | T-Ss  Ss  T-Ss  T-Ss | 5 mins |
| EVERYDAY ENGLISH | To introduce two ways to express amazement | ***2 ways to express amazement:***  *- Wow ... I didn’t know that!*  *- Amazing!* |  | 10 mins |
| **TASK 1: LISTEN AND READ THE CONVERSATIONS, PAYING ATTENTION TO THE HIGHLIGHTED PARTS.** *(Ex 1, p. 128)*  \* Teacher plays the recording for students to listen and read the conversations and asks students to pay attention to the highlighted parts.  \*\* Students pay attention to the highlighted parts.  \*\*\* Teacher elicits expressions of amazement.  \*\*\*\* Teacher confirms the answers and gives feedback. | T-Ss  Ss  T-Ss  T-Ss |
| To provide Ss some practice in expressing amazement | **TASK 2: WORK IN PAIRS. MAKE SIMILAR DIALOGUES WITH THE FOLLOWING SITUATIONS, USING EXPRESSIONS OF AMAZEMENT.** *(Ex 2, p. 128)*  \* Teacher has students work in pairs to make similar dialogues.  \*\* Students work in pairs to make similar dialogues, using the contexts given:  *- New Zealand has the cleanest and safest air on the planet.*  *- There are no snakes in New Zealand.*  *- More than half of all the lakes in the world are in Canada.*  \*\*\* Teacher asks some pairs to practise the dialogue so that the whole class can give comments.  \*\*\*\* Teacher gives feedback as a class. | T-Ss  Pair work  T-Ss  T-Ss | 22 mins |
| INTERESTING FACTS ABOUT ENGLISH-SPEAKING COUNTRIES | To help students learn some facts about English-speaking countries through a quiz | **TASK 3: WORK IN GROUPS. DISCUSS AND WRITE THE NAME OF THE COUNTRY NEXT TO THE FACT.** *(Ex 3, p. 129)*  \* Teacher has students work in groups to read the facts, discuss, and do the matching.  \*\* Students work in groups to complete the task.  \*\*\* Teacher has the groups cross check and discuss.  \*\*\*\* Teacher gives feedback and correction (if needed).  ***Answer key***:  1. Australia  2. the USA  3. Canada  4. the UK  5. New Zealand | T-Ss  Pair work  T-Ss  T-Ss |
| To provide students with more facts about English-speaking countries and encourage interaction through responding | **TASK 4: WORK IN PAIRS. READ SOME FACTS ABOUT ENGLISH-SPEAKING COUNTRIES AND TICK THE COLUMN TRUE FOR YOU. THEN ROLE PLAY BY ONE PERSON SAYING ONE STATEMENT ALOUD AND THE OTHER RESPONDING TO IT.** *(Ex 4, p. 129)*  \* Teacher asks students to read the instructions, then the example to know what they have to do.  \*\* Students work in pairs, read the facts and tick the column true for them, then take turns with one saying a fact aloud and the other responding with his / her answer.  \*\*\* Teacher calls on 2 - 3 pairs to role-play in front of the class.  \*\*\*\* Teacher corrects any grammar or pronunciation mistakes if necessary.  ***Example:***  *A: New York is the biggest city but not the capital of the USA.*  *B: I know this.*  *A: The state of Alaska in the USA has over 2,600 islands.*  *B: This is new to me.* | T-Ss  Pair work  T-Ss  T-Ss |
| To encourage students to share what they know about English-speaking countries with the class | **TASK 5: WORK IN GROUPS. SHARE WITH YOUR GROUP SOME INTERESTING FACTS YOU KNOW ABOUT ENGLISH-SPEAKING COUNTRIES. THE GROUP TAKES NOTES AND PRESENTS ITS FINDINGS TO THE CLASS.** *(Ex 5, p. 129)*  \* Teacher asks students to work in groups and allows them time to think about a fact they know and how to say it.  \*\* Students share the facts in the group. The group leader takes notes of the facts. Some Ss may repeat facts which have previously appeared in the unit. This is also a revision activity.  \*\*\* Teacher calls on group representatives to share the facts with the class.  \*\*\*\* Teacher gives feedback on their reports. | T-Ss  Group work  Ss-Ss  T-Ss | 7  mins |
| WRAP-UP | To consolidate what students have learnt in the lesson | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 1 mins |
| HOMEWORK | - To review what students have learnt in this lesson  - To prepare for the Project lesson | Prepare some photos of your favourite English-speaking country. | T-Ss | 1 min |

**UNIT 12: ENGLISH-SPEAKING COUNTRIES**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

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

**1. Knowledge:**

- Develop reading skill for specific information about New Zealand

- Develop speaking skill: talk about Scotland

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Develop presentation skill

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

- Raise students’ awareness of the need to learn languages

**II. MATERIALS**

- Grade 7 textbook, Unit 12, Skills 1

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- hoclieu.vn

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. shining (adj) | /ˈʃaɪnɪŋ/ | sending out or reflecting light | lấp lánh, tỏa sáng |
| 2. historic (adj) | /hɪˈstɒrɪk/ | important or likely to be important in history | có tính chất lịch sử, nổi tiếng trong lịch sử |
| 3. rich (adj) | /rɪtʃ/ | having or containing a large amount of something desirable or valuable | có nhiều |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about some lexical items. | - Provide students with the meaning and pronunciation of words. |
| 2. Students may not have sufficient reading, speaking and  co-operating skills. | - Let students read the text again (if needed).  - Create a comfortable and encouraging environment for students to speak.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students may excessively talk in the class. | - Define expectation in explicit detail.  - Encourage students’ practice.  - Continue to define expectations in small chunks (before every activity). |

**Board Plan**

| *Date of teaching*  **UNIT 12: ENGLISH-SPEAKING COUNTRIES**  **Lesson 5: Skills 1**  **\* Warm-up**  Guessing: What country is it?  **I. Reading**  \* Vocabulary:  1. shining (adj)  2. historic (adj)  3. rich (adj)  Task 1: Discuss and choose the correct answer.  Task 2: Read the passage and match the words with their meanings.  Task 3: Read the passage again and choose the correct answer.  **II. Speaking**  Task 4: Note two things you like about New Zealand. Share them with your partner.  Task 5: Prepare a short introduction of Scotland and present it to the class.  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To introduce the topic and to lead in the lesson | **GUESSING: WHAT COUNTRY IS IT?**  \* Teacher asks students to watch a video introducing 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> | T-Ss  Ss  T-Ss  T-Ss | 5 mins |
| PRE-READING | To provide students with some lexical items before reading the text | **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:  1. shining (adj)  2. historic (adj)  3. rich (adj)  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms the student's answers and checks their pronunciation and gives feedback. | T-Ss  T-Ss  T-Ss  T-Ss | 3 mins |
| To lead in the text about New Zealand | **TASK 1: WORK IN PAIRS. DISCUSS AND CHOOSE THE CORRECT ANSWER A, B, OR C.** *(Ex 1, p. 130)*  \* Teacher asks 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.)  ***Answer key:***  1. A  2. B | T-Ss  Pair work  Ss-Ss  T-Ss | 2 mins |
| WHILE-READING | To help students develop their reading skill of guessing the meaning of a word by using its context | **TASK 2: READ THE PASSAGE AND MATCH THE WORDS IN BOLD FROM THE PASSAGE (1-4) WITH THEIR MEANINGS (A-D).** *(Ex 2, 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 to share their answers then checks the answers as a class.  ***Answer key:***  1. c  2. d  3. a  4. b | T-Ss  Ss  T-Ss  T-Ss | 12 mins |
| To help students develop their reading skill for specific information (scanning) | **TASK 3: READ THE PASSAGE AGAIN AND CHOOSE THE CORRECT ANSWER A, B, OR C.** *(Ex 3, 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 checks the answers as a class.  ***Answer key***:  1. C  2. B  3. B  4. A  5. C | T-Ss  Ss  Ss-Ss  T-Ss |
| PRE-SPEAKING | To give students an opportunity to express their own feelings about what they personally like about New Zealand | **TASK 4: WORK IN PAIRS. NOTE TWO THINGS YOU LIKE ABOUT NEW ZEALAND. SHARE THEM WITH YOUR PARTNER.** *(Ex 4, p. 130)*  \* Teacher allows students to work individually first, referring (if necessary) to the text and listing the two things they like most about New Zealand.  \*\* Students work in pairs to share their ideas with their partners, using the suggested opening provided.  \*\*\* Students should give some reasons for their choices.  \*\*\*\* Teacher listens and passes positive comments. | T-Ss  Pair work  Ss  T-Ss | 5 mins |
| WHILE-SPEAKING | To provide an opportunity for students to practise introducing a country | **TASK 5: WORK IN GROUPS. PREPARE A SHORT INTRODUCTION OF SCOTLAND AND PRESENT IT TO THE CLASS.** *(Ex 5, p. 130)*  \* Teacher asks students to read the facts about Scotland first. Teacher explains that the introduction consists of four parts (as shown in the box).  \*\* Students work in groups, refer to the reading to see how the ideas are used to discuss, then form complete sentences from the information given.  \*\*\* Teacher goes around to help students.  \*\*\*\* Teacher calls on some groups to share their answers with the class. | T-Ss  Group work  T-Ss  T-Ss | 10 mins |
| POST-SPEAKING | - To help students improve next time  - To help some students enhance presentation skill | **PEER-REFLECTION & EVALUATION**  \* 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 feedback and comments. | T-Ss  Ss-Ss  T-Ss  T-Ss | 3 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 min |
| HOMEWORK | Prepare for the Project lesson | Prepare short phrases/ sentences to describe the photos of your favourite English-speaking country. | T-Ss | 2 min |

**UNIT 12: ENGLISH-SPEAKING COUNTRIES**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

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

**1. Knowledge:**

- Listen for specific information about a tour of a city;

- Write a diary entry about a tour of a city.

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

- Raise students’ awareness of the need to learn languages

**II. MATERIALS**

- Grade 7 textbook, Unit 12, Skills 2

- Computer connected to the Internet

- Projector/ TV/ pictures and cards

- hoclieu.vn

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may may lack knowledge about how to brainstorm keywords/phrases for listening. | - Prepare some suggestions on vocabulary and listening techniques to instruct students. |
| 2. Students may have underdeveloped listening, speaking and co-operating skills. | - Play the recording, the replay depends on Ss’ need.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

**Board Plan**

| *Date of teaching*  **Unit 12: ENGLISH-SPEAKING COUNTRIES**  **Lesson 6: Skills 2**  **\*Warm-up**  Guessing game: What city is it?  **I. Listening**  Task 1: Match the phrases to the pictures.  Task 2: Listen and fill in the times.  Task 3: Listen again and complete each sentence with ONE word.  **II. Writing**  Task 4: Work in pairs. Fill in the table with information about the London tour.  Task 5: Imagine that you took the tour of London. Write a diary entry of about 70 words about your tour.  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To lead in the topic of the lesson | **GUESSING GAME: WHAT CITY IS IT?**  \* Teacher divides the class into 2 teams. Each team will guess the name of the city based on pictures given gradually by the teacher.  \*\* Students play the guessing game.  \*\*\* The team with the correct answer will be the winner.  \*\*\*\* Teacher introduces the topic of the listening task: *A tour around London.*   | Set of cultural symbols of united kingdom. red phone booth, guardsman, traditional tea, big ben, transport. travel to london Premium Vector | Set of cultural symbols of united kingdom. red phone booth, guardsman, traditional tea, big ben, transport. travel to london Premium Vector | Set of cultural symbols of united kingdom. red phone booth, guardsman, traditional tea, big ben, transport. travel to london Premium Vector | | --- | --- | --- | | Set of cultural symbols of united kingdom. red phone booth, guardsman, traditional tea, big ben, transport. travel to london Premium Vector | Set of cultural symbols of united kingdom. red phone booth, guardsman, traditional tea, big ben, transport. travel to london Premium Vector | Set of cultural symbols of united kingdom. red phone booth, guardsman, traditional tea, big ben, transport. travel to london Premium Vector | | T-Ss  Ss-Ss  T-Ss  T-Ss | 5 mins |
| PRE-LISTENING | To prepare students for the listening by introducing two key phrases visually | **TASK 1: WORK IN GROUPS. MATCH THE PHRASES TO THE PICTURES.** *(Ex 1, p. 131)*  \* Teacher asks students to work in groups to read the phrases and match them to the pictures.  \*\* Students discuss with partners.  \*\*\* Teacher elicits as many learnt vocabularies as possible and asks one or two students to describe the pictures for the class.  \*\*\*\* Teacher gives feedback and introduces the topic of the listening task: *A tour around London.*  ***Answer key***:  1. Changing of the Guard  2. Buckingham Palace | T-Ss  Ss-Ss  T-Ss  T-Ss | 2 mins |
| WHILE-LISTENING | To help students develop their skill of listening for specific information, in this case: times | **TASK 2: A TOUR GUIDE IS TALKING ABOUT THE SCHEDULE FOR A DAY TRIP IN LONDON. LISTEN AND FILL IN THE TIMES.** *(Ex 2, p. 131)*  \* Teacher helps students revise the use of time in the listening and note taking skills by saying 3 - 4 different times for students to write down.  \*\* Teacher has students read the text quickly. This helps students get some ideas of what they are going to listen to as well as determine the information they need for answering the questions. Then teacher plays the recording.  \*\*\* Teacher has students exchange answers in pairs, invites some pairs to read their answers and confirm the correct ones  \*\*\*\* Teacher confirms the answers and gives feedback.  ***Answer key***:  1. 11:30 a.m.  2. 1:00 p.m.  3. 3:15 p.m.  4. 5:00 p.m. | T-Ss  T-Ss  Pair work  T-Ss | 10 mins |
| To help students further develop their listening skill for specific information | **TASK 3: LISTEN AGAIN AND COMPLETE EACH SENTENCE WITH ONE WORD.** *(Ex 3, p. 131)*  \* Teacher has students read the questions and determine what information they need for answering the questions, and reminds them that the questions ask for one-word answers.  \*\* Teacher plays the recording again for students to listen and complete the sentences.  \*\*\* Teacher has students exchange answers in pairs, invites some pairs to say their answers and confirm the correct ones.  \*\*\*\* Teacher plays the recording again if needed, stopping at each place where the answers appear.  ***Answer key***:  1. Queen  2. garden  3. Clock  4. photos  5. attractions | T-Ss  T-Ss  Pair work  T-Ss |
| PRE-WRITING | To help students summarise the content of the listening in notes | **TASK 4: WORK IN PAIRS. FILL IN THE TABLE WITH INFORMATION ABOUT THE LONDON TOUR.** (Ex 4, p. 131)  \* Teacher asks students to work in pairs, lets them read the table and decide what information they need to complete the table.  \*\* Students do the task within 4-5 minutes.  \*\*\* Teacher invites some pairs to share their answers with the class.  \*\*\*\* Teacher gives feedback and provides suggested answers.  ***Suggested answers:*** | T-Ss  Pair work  Ss-Ss  T-Ss | 5 mins |
| WHILE-WRITING | To teach students how to write a diary entry about a tour they have taken | **TASK 5: IMAGINE THAT YOU TOOK THE TOUR OF LONDON. WRITE A DIARY ENTRY OF ABOUT 70 WORDS ABOUT YOUR TOUR, BASED ON THE TABLE IN 4 OR USE YOUR IMAGINATION.** *(Ex 5, p. 131)*  \* Teacher explains to students what a diary entry is: It is a description of what you do during a tour and how you feel about it.  \*\* Students refer to the table in 4 for information. They can write about everything or just choose the activities they like most.  \*\*\* Teacher allows students to peer check first.  \*\*\*\* Teacher goes around to help (if necessary).  ***Suggested answers:***  *The tour of London began at 9:30 a.m. First, we went to Buckingham Palace. We visited the Queen’s Garden and saw her collection of artworks. At 11:30 a.m., we watched the Changing of the Guard. We then went to Big Ben. We took a lot of photos there. At 3:15 p.m., we took a boat ride on the River Thames. We saw many historic attractions along the river. I enjoyed the tour very much.* | T-Ss  Ss  Ss-Ss  T-Ss | 10 mins |
| POST-WRITING | To peer check, cross check and final check students’ writing | **PEER-REFLECTION & EVALUATION**  \* Teacher asks students to work in groups of four and swap the entries to their group members.  \*\* Students can comment on others' work.  \*\*\* Students then give comments to each other.  \*\*\*\* Teacher then gives feedback as a class discussion. | T-Ss  Ss-Ss  Ss-Ss  T-Ss | 5 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson | Teacher asks students to talk about what they have learnt in the lesson. |  | 1 min |
| HOMEWORK | To allow students finalise their paragraph after being checked by friends and the teacher | - Rewrite the diary on your notebook.  - Prepare for the next lesson (Unit 12 - Lesson 7: Looking back and Project) | T-Ss | 1 min |

**UNIT 12: ENGLISH-SPEAKING COUNTRIES**

**Lesson 7: Looking back & Project**

**I. OBJECTIVES**

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

**1. Knowledge**

- Review the vocabulary and grammar of Unit 12

- Apply what they have learnt (vocabulary and grammar) into practice through a project

**2. Core competence**

- Develop communication skills and creativity

- Develop presentation skill

- Develop critical thinking skill

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be more creative when doing the project

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 12, Looking back & Project

- Computer connected to the Internet

- Projector/ TV/ Pictures/ A0 paper

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**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may not have sufficient speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 2. Some students may excessively talk in the class. | - Define expectation in explicit detail.  - Encourage excessive talking students’ practice  - Continue to define expectations in small chunks (before every activity). |

**Board Plan**

| *Date of teaching*  **UNIT 12: ENGLISH-SPEAKING COUNTRIES**  **Lesson 7: Looking back & Project**  **\* Warm-up**  *Video watching:*  How many English-speaking countries are there? What are they?  **I. Looking back**  **\* Vocabulary:**  Task 1: Write the correct words or phrases to complete the sentences.  Task 2: Choose the best answer A, B, or C to complete each sentence.  **\* Grammar:**  Task 3: Complete the sentences with *a / an* or *the*.  Task 4: Underline and correct the article mistakes in the sentences below**.**  II. Project  Design a poster introducing a place in an English-speaking country  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To revise the vocabulary related to the topic and lead in the next part of the lesson | **VIDEO WATCHING**  **How many English-speaking countries are there? What are they?**  \* Teacher lets students watch a video and ask them the questions:  *- How many English-speaking countries are there in the video?*  *- What are they?*  \*\* Students watch the video, note down the names and the number of English-speaking countries.  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms the answers as a class.  Video link: <https://ejoy-english.com/go/intl/vi/video/6-english-speaking-countries/60729>  ***Answer key***:  *1. There are 6 English-speaking countries in the video.*  *2. They are:*  *- The Philippines*  *- Australia*  *- Republic of Ireland*  *- Canada*  *- The USA*  *- The UK* | T-Ss  Ss  T-Ss  T-Ss | 3 mins |
| VOCABULARY | To help students revise the vocabulary (nouns showing things and places) they have learnt in the unit | **TASK 1: LOOK AT THE PICTURES AND WRITE THE CORRECT WORDS OR PHRASES TO COMPLETE THE SENTENCES.** *(Ex 1, p. 132)*  \* Teacher asks students to work in pairs, has students read the sentences and see if they can find the equivalent words illustrated by the pictures.  \*\* Students do the task in pairs.  \*\*\* Students exchange their answers with their partners.  \*\*\*\* Teacher gives feedback as a class discussion.  ***Answer key***:  1. island  2. castle  3. boat ride  4. tattoos  5. coastline | T-Ss  Pair work  Ss-Ss  T-Ss | 17 mins |
| To help students revise more key vocabulary they have learnt in the unit | **TASK 2: CHOOSE THE BEST ANSWER A, B, OR C TO COMPLETE EACH SENTENCE.** *(Ex 2, p. 132)*  \* Teacher asks students to complete the task individually.  \*\* Students do the task individually to complete the sentences.  \*\*\* Students exchange their textbooks with their partners.  \*\*\*\* Teacher gives feedback as a class discussion.  ***Answer key***:  1. A  2. B  3. B  4. C  5. A | T-Ss  Ss  Ss-Ss  T-Ss |
| GRAMMAR | To help students revise the use of articles | **TASK 3: COMPLETE THE SENTENCES WITH *A / AN* OR *THE*.** *(Ex 3, p. 132)*  \* Teacher encourages students to complete the task individually.  \*\* Students complete the passage.  \*\*\* Students exchange their textbooks with their partners.  \*\*\*\* Teacher gives feedback as a class discussion.  ***Answer key:***  1. the – the  2. A – a  3. the – the  4. a – the  5. An – an | T-Ss  Ss  Ss-Ss  T-Ss |
| To help students recognise mistakes in the use of the articles and correct them | **TASK 4: UNDERLINE AND CORRECT THE ARTICLE MISTAKES IN THE SENTENCES BELOW.** *(Ex 4, p. 132)*  \* Teacher asks students to do this exercise in pairs.  \*\* Students read each sentence carefully and discuss to find out which article is incorrect, then correct it.  \*\*\* Teacher then asks them to check their answers with a partner before discussing the answers as a class.  \*\*\*\* Teacher confirms the answers and explains if necessary.  ***Answer key***:  1. Ottawa is a capital of Canada. → the  2. He’s the Englishman. He lives in Oxford. → an  3. When people travel, they use an map to find their ways round. → a  4. Can you see a Big Ben from where you are standing? → ﻿Ø (no / zero article)  5. Canadians love ice hockey, the winter sport. → a | T-Ss  Pair work  T-Ss  T-Ss |
| PROJECT | To guide students how to find information for a poster introducing a place in an English-speaking country | **TASK 5: POSTER PRESENTATION**  \* Teacher has students work in groups as divided in Lesson 1 and gives instructions to students as follow:  1. Review all information about the English-speaking country they have prepared at home.  2. Discuss and finalise in groups about that country  3. Tell the class.  \*\* Ss work in groups to do the task.  \*\*\* Teacher calls some groups to present.  \*\*\*\* Teacher listens and confirms. Ask students to complete the self-assessment. Identify any difficulties, weak areas, and provide further practice. | T-Ss  Group work  Ss-Ss  T-Ss | 22 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK | To prepare for the next lesson | Prepare for the Final test. | T-Ss | 1 min |