LESSON PLAN ENGLISH 7( GLOBAL SUCCESS)

Date of planning: 29 - 04 -2024

Date of teaching **: 07-05-2024**

Period: 94 **UNIT 12:** **ENGLISH-SPEAKING COUNTRIES**

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

**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. Competences:**

**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. TEACHING AIDS**

**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:**

|  |  |
| --- | --- |
| **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. | |
| **Teacher’s & Student’s activities** | **Contents** |
| ***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. PRESENTATION (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 7A1 ……………………………………………………………………………..…

With 7A2…………………………...……………………………………..……………

Date of planning: 26 - 04 -2024

Date of teaching **: 08 -05-2024**

**Period 95: UNIT 12: ENGLISH-SPEAKING COUNTRIES**

**Lesson 2: A closer look 1**

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

**1. Knowledge:**

- Pronunciation: Ask questions with the correct rising and falling intonation.

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

1. native (adj)

2. amazing (adj)

3. unique (adj)

4. local (adj)

5. ancient (adj)

**+ 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

|  |  |
| --- | --- |
| **Activity 1. WARM UP (5’-IW, GW)**  **\* Aim:**  To recall students’ vocabulary on community activities.  **\* Content: *Homework checking:***  **\* 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** |
| ***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 |  |
| **Activity 2. KNOWLEDGE FORMATION (15'- PW, IW)**  **\* Aim:**  To introduce the new words.  **\* Content:** Teach some new words, some action verbs go with nouns.  **\* Product:** Ss learn how to use them.  **\* Implementation:** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **Vocabulary pre-teach:**  \* Teacher introduces the vocabulary.  \*\* Teacher introduces the vocabulary by:   * providing the pictures * providing the definition of the words.   \*\*\* Teacher asks students to repeat.  \*\*\* Teacher rubs out and checks | **Vocabulary pre-teach:**  1. native (adj)  2. amazing (adj)  3. unique (adj)  4. local (adj)  5. ancient (adj) |
| **Activity 3. PRACTICE (15’-IW, PW, GW)**  \* Aim:  To introduce some key words (nouns) related to people and places through pictures.  To introduce some key words (adjectives) to describe people and places in context.  To introduce some more nouns and phrases through explanations.  To help students recognise and practise the rising and falling intonation with questions.  To provide students with more practice in the intonations of questions.  **\* Product:** Students’ answers.  **\* Implementation:** | |
| **Teacher’s Student’s activities** | **Content** |
| **Task 1: Write the words or phrases under the correct pictures. (p. 126)**  \* Teacher has students read aloud the words in the box and and asks them to match 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.  **Task 2:** **Use the words in the box to complete the sentences. (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.  **Task 3: Work in pairs. Discuss and write the word or phrase in the box next to its explanation. (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. | **Task 1: Write the words or phrases under the correct pictures. (p. 126)**  ***Answer key:***  1. kangaroo  2. island country  3. tattoo  4. Scottish kilt  5. castle  6. coastline  **Task 2:** **Use the words in the box to complete the sentences. (p. 126)**  ***Answer key:***  1. amazing  2. ancient  3. unique  4. local  5. native  **Task 3: Work in pairs. Discuss and write the word or phrase in the box next to its explanation. (p. 126)**  ***Answer key:***  1. tower  2. symbol  3. capital  4. boat ride |
| **Pronunciation: Rising and falling intonation for questions**  **Task 4: Listen and repeat, paying attention to the intonation of the following questions. (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.  **Task 5: Circle the correct intonation. Then listen and repeat. (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 ask students to repeat each question after the recording. Teacher confirms the answers. | **Pronunciation: Rising and falling intonation for questions**  **Task 4: Listen and repeat, paying attention to the intonation of the following questions. (p. 126)**   * *Can you speak English?* * *What is the capital of Scotland?*   **Audio script**    **Task 5: Circle the correct intonation. Then listen and repeat. (p. 126)**  **Audio script** |
| **Activity 4. APPLICATION (7’-IW, PW, GW)**  **\* Aim:**  To test students' quick reaction to the targeted intonation.  **\* Content: Game: Up or Down?**  **\* Product:** Students’ answer.  **\* Implementation:** Teacher’s instructions | |
| **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. | **Game: Up or Down?** |
| **\* Wrap up**  - To help Ss memorise the target language and skills that they have learned. | **\* 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:**

- To review the vocabulary in this lesson and prepare for the incoming Project lesson.

- To prepare vocabulary for the next lesson: A closer look 1.

V. FEEDBACK: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of planning: 2 - 05 -2024

Date of teaching **: 09 -05-2024 (Dạy bù)**

Period: 96 **UNIT 12: ENGLISH-SPEAKING COUNTRIES**

**Lesson 3: A closer look 2**

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

**1. Knowledge:**

- Understand the use of use articles

- Practice using articles correctly

+ Pronunciation: Ask questions with the correct rising and falling intonation.

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

**+ Grammar:** Articles: a/an/the

**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

|  |  |
| --- | --- |
| **Activity 1. WARM UP (5’-IW, GW)**  **\* Aim:**  - To activate students’ prior knowledge related to the targeted grammar: the past simple.  **\* Content: Picture describing**  **\* 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** |
| **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:  \*\*\*\* Teacher corrects students answers if needed and confirms the use of articles “a/an” or “the” | **Picture describing**  How Brexit Is Affecting Arts and Design Programs | Architectural Digest   * *I see a clock. The clock is The Big Ben Clock Tower.* * *I see two buses. The buses are double-decker ones.* |
| **Activity 2. KNOWLEDGE FORMATION (15'- PW, IW)**  **\* Aim:**  To teach students the use of articles “a/an” or “the”  **\* Content:** Articles “a/an” or “the”  **\* Product:** Ss learn how to use them.  **\* Implementation:** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **\* Articles: a/an/the**  \* Teacher lets students watch the following video and asks them to summarise the use of articles “a/an” or “the”:  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. | **\* Articles: a/an/the** |
| **Activity 3. PRACTICE (15’-IW, PW, GW)**  \* Aim:  To help students revise the uses of articles they have learnt in Grade 6.  To help students practise the uses of the as presented in the Remember! box.  To teach students the use of articles with nationalities.  To give students further practice in articles.  **\* Product:** Students’ answers.  **\* Implementation:** | |
| **Teacher’s Student’s activities** | **Content** |
| **Task 1: Complete the sentences with “a / an” or “the” (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.  **Task 2: Put in "the" where necessary. (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.  **Task 3: Put in “a / an” or “the”. (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.)*  **Task 4: Complete the sentences with “a / an”, or “the” (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. | **Task 1: Complete the sentences with “a / an” or “the” (p. 127)**  ***Answer key:***  1. the  2. an  3. a  4. a  5. the  **Task 2: Put in "the" where necessary. (p. 127)**  ***Answer key***:  1. The – x  2. x – the  3. the – the  4. the (SGV sai key)  5. the – the  **Task 3: Put in “a / an” or “the”. (p. 127)**  ***Answer key***:  1. a  2. an  3. an  4. the  5. a  **Task 4: Complete the sentences with “a / an”, or “the” (p. 128)**  ***Answer key***: (SGV sai key)  1. an  2. The  3. the  4. the  5. an  6. the |
|  |  |
| **Activity 4. APPLICATION (7’-IW, PW, GW)**  **\* Aim:**  To provide students with more advanced practice in articles.  **\* Content: Game – Faster detective.**  **\* Product:** Students’ answer.  **\* Implementation:** Teacher’s instructions | |
| **Task 5: Game – Faster detective.**  \* 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 correction 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 corrects answers and gives compliments to the winner. | **Task 5: Game – Faster detective.**  ***Answer key***:  *1. “What do you call a person from England?” – “The Englishman.”*  *🡪 Correct*   1. *Edinburgh is a capital city of Scotland.*   *🡪 the*  *3. Queenstown is a amazingly beautiful town.*  *🡪 an*  *4. Are ancient castles an attraction of Scotland?*  *5. Where can you see a red telephone box?* |
| **\* 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: Communication. | **\* Wrap up**  - Teacher asks students to summarise what they have learnt in the lesson.  - Teacher has them say out loud the articles.  **\* Homework:**  To review the vocabulary in this lesson and prepare for the incoming Project lesson.  - Exercises in the workbook |

**V. FEEDBACK:**

With 7A1 ……………………………………………………………………………..…

With 7A2 ……………………………………………………………………………..…

Date of planning: 2 - 05 -2024

Date of teaching : 11 -05-2024

Period 97 Unit 12: ENGLISH-SPEAKING COUNTRIES

**Lesson 4: Communication.**

I. Objectives

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

- express amazement

- know interesting facts about English-speaking countries

**1. Knowledge:**

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

b. Grammar: structures to express amazement.

**2. competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. qualities**

- Develop self-study skills

- Raise students’ awareness of the need to learn languages.

**II. TEACHING AIDS:**

**1. Teacher:** Text books, pictures, planning, …

computer accessed to the Internet, projector, loudspeaker

**2. Students:** Text books, notebooks, posters, ….

**III. PROCEDURES:**

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| --- |
| **1. WARM UP (5’)** |
| **\* Aims:** introduce the lesson.  **\* Content:** Review the previous lesson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Products:** Having a chance to speak English and focus on the topic of the lesson.. |

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| **Teacher’s and Student’s activities** | **Content** |
| **- Guessing the remaining of the picture**  \* Teacher asks students to guess the remaining of the picture:   * *Who are wearing these skirts?* * *Do you know the name of this kind of skirt?*   \*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** |

**I. EVERYDAY ENGLISH- GIVING WARNINGS**

**1. PRESENTATION (5’)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **\*Aims:** To introduce two ways to expressamazement.  **\* Content:** Read the conversation and pay attention to the highlighted sentences.  Giving warnings: - *wow!... I didn’t know that*  *- Amazing!*  **\* Products:**Ss learn how to give expressamazement | | | | | |
| **Teacher’s and Student’s activities** | **Content** | | | | |
| **Task 1. Listen and read the conversations, paying attention to the highlighted parts. (p. 128)**  \* Teacher plays the recording for students to listen and read the conversations and asksstudents to pay attention to the highlighted parts.  \* Students pay attentionto the highlighted parts.  \*Teacher elicits the expressions of amazement.  \* Teacher confirms the answers and gives feedback | **Task 1. Listen and read the conversations, paying attention to the highlighted parts. (p. 128)**  ***2 ways to expressamazement:***   * *Wow ... I didn’t know that!* * *Amazing!* | | | | |
| **2. PRACTICE (20’)** | | | | | |
| **\* Aims:**. To introduce to students two ways to express amazement and to provide them some practice.  To help studentslearn some facts about English-speaking countries through a quiz  To provide studentswith more facts about English-speaking countries and encourage interaction through responding.  **\* Content:** Practise the ways to express amazement  **\* Products:**Make similar dialogues. | | | | | |
| **Task 2. Work in pairs. Make similar dialogues with the following situations, using expressions of amazement. (p. 128)**  \* Teacher has students work in pairs to make similar dialogues.  \*\* Students work in pairs to make similar dialogues, using the contexts given:  \* Teacher asks some pairs to practice the dialogue so that the whole class can give comments.  \* Teacher gives feedback as a class.  **Task 3: Work in groups. Discuss and write the name of the country next to the fact. (p. 129)**  \* Teacher hasstudents work in groups to read the facts, discuss, and do the matching.  \*\* Students work in groupsto complete the task.  \* Teacher has the groups cross check and discuss.  \* Teacher gives feedback and correction (if needed)  **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. (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 turnswith 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 anygrammar or pronunciation mistakes if necessary. | | **Task 2. Work in pairs. Make similar dialogues with the following situations, using expressions of amazement. (p. 128)**   * *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.*   T-Ss  Group work  Ss-Ss  T-Ss  ***Answer key***:  1. Australia  2. The USA  3. Canada  4. The UK  5. New Zealand  T-Ss  Pair work  Ss-Ss  T-Ss  ***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.* | |
| **3. PRODUCTION (8’)** | | | | |
| **\* Aim:** To encourage students to share what they know about English-speaking countries with the class  **\* Content:** use the way to express amazement  **\* Products:**Fully practice of Task below. | | | | |
| **Teacher’s and Ss’ activities** | | | **Content** | |
| **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.(p. 129)**  \* Teacher asks students 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 repeatfacts 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. | | |  | |
| **Homework (3’)** | | | | |
| **Teacher’s and Ss’ activities** | | | **Content** | |
| - T reminds Ss to do homework and prepare the new lesson. | | | - Learn by heart all the new words and structures. - Rewrite the sentences into notebooks.  - Do exercises in workbook.  - Prepare Lesson 5 (skill1)*..* | |

Date of planning: 2 - 05 -2024

Date of teaching **: 11 -05-2024**

**Period 98 Unit 12: ENGLISH - SPEAKING COUNTRIES**

**Lesson 5:  Skill 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. Teaching aids**

- Grade 7 textbook, Unit 12, Skills 1

- Computer connected to the internet

- Projector/ TV/ pictures and cards

- sachmem.vn

**III. Procedures**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.Warm-up (5’)**  **\* Aim**: - activate students’ knowledge on the topic of the unit.  - set the context for the reading and speaking.  \* **Content:** Game: **Guessing: What country is it?**  **\* Products:** guess the name of the country correctly. | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| - 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. | | | - the name of the country.  Video link: <https://www.youtube.com/watch?v=jP3x7pcKIPY>  ở giây 0:05-0:06 |
| **2. Presentation (35’)** | | | | |
| **Reading ( 17’)**  **\* Aim:** Enrich students’ vocabulary about specific information about New Zealand, help students develop their reading skill of guessing the meaning of a word by using its context.  \* **Content:** Vocabulary about specific information about New Zealand.  **\* Products:** Read and understand the meaning of words, develop their reading skill for specific information (scanning). | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| * **Pre-Reading (7’)**   **Pre teach 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  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher confirms student’s answers and checks their pronunciation and gives feedback.  - Repeat in chorus and individually.  - Copy all the words  **\* Checking vocab: < Matching>**  T leads in the text about New Zealand  \* 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**  - shining (adj)  - historic (adj)  - 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 | | |
|  | | | | |
| **\* While-Reading (10’)**  \* 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.  \* 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 | | |
| **Speaking (18’)**  **\* Aim:** give students an opportunity to express their own feelings about what they personally like about New Zealand.  \* **Content:** practise introducing a country  **\* Products:** improve next time, enhance presentation skill. | | | | |
| **Pre-Speaking: (5’)**  \* 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. They are ...* | | | |
| **While-Speaking (10’)**  \* 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. | **Task 5: Work in groups. Prepare a short introduction of Scotland and present it to the class. (p. 130)**  ***https://lh5.googleusercontent.com/uqSFvtG2x03apZ5zvqONh19qHyJ3H1pyvU_UVhZbHUJrs55jZnBGIKyI9fyQ2BnY1AIiOX14TuPeEECQZaCupgV81RJ5VxEFR1lz2eSYOxuuHDdb1_ZkykhgNNeL443cA6y-93I0eRr1AcIviD4hFg*** | | | |
| **\* Post-Reading and Speaking (3’)**  \* 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. |  | | | |
| **4. Homework (2’)** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - T reminds Ss to Prepare for the Project lesson. | - Learn by heart all the new words. - Prepare short phrases/sentences to describe the photos of your favourite English-speaking country.- Prepare Lesson 6 (Skill 2)*.* | | | |

Date of planning: 8 - 05 -2024

Date of teaching **: -05-2024**

**Period 99 UNIT 12. ENGLISH – SPEAKING COUNTRIES**

**Lesson 6. Skill 2**

**I. OBJECTIVES:**

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

**1. Knowledge:**

+ Listen for specific information about a tour of city

+ Write a diary entry about the tour of city.

**2.Competences:** Linguistic‌ ‌competence,‌ ‌cooperative‌ ‌learning‌ ‌and‌ ‌communicative‌ ‌competence.‌ ‌

**3. Qualities:** ‌Students‌ ‌love‌ ‌traveling around the world.

**II. TEACHING AIDS**

**1. Teacher:** Text books, pictures, planning, …

- Grade 7 textbook, Unit 12, Skill 2

- Smart TV/Pictures, sets of word cards

- Sachmem.Vn

**2. Students:** Text books, notebooks, posters, ….

**III. PROCEDURES:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.Warm-up (5’)**  **\* Aim**: - activate students’ knowledge on the topic of the unit.  - introduce the topic of listening  - set the context for the listening part.  \* **Content:** Guessing game: which city is it?  **\* Products:** Ss guess the name of city through pictures/ guessing | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **Wram up (5’)** (group work)  - Have Ss watch the pictures/ see the information or pictures  - Ask Ss to do in group to guess the name of city  - Check →Today we are going to learn and find out some information about the London tour. | | | **Pictures:** Telephone, Flat, Big Ben, tea, Buckingham Palace,…  **→ London (England)** |
| **2. Listening (17’)**  **\* Aim:** Develop the skill of listening for specific information.  \* **Content:** Times of a tour around London.  **\* Products:** Select correct times for each activity and find out the correct detailed information. | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 1: (5’) T-Ss, Ss - Ss**  **2.1. Pre-listening**  - Ask Ss to look at two pictures  - Ask Ss to predict which content/ meaning of pictures  - Lead in the task 1  - Look at the picture on page 131 in 10 seconds  - Call who is faster , he/ she will go to the board to match the correct pictures  - Check the answer key  - Ask Ss what they did in a tour and lead in task 2.  **2.2 While – listening**  **Task 2 (6’):T-Ss, Ss-Ss**  - Ask Ss to guess the time of each activity.  - Help Ss revise the use of time in the listening and note talking skills by saying 3-4 different times for Ss to write down.  - Have Ss read the questions quickly and underline key words  - Play the recording twice for Ss to do  - Have Ss exchange answers in pairs. Invite some pairs to read their answers and confirm the predictation  - Play the recording again if necessary, stopping at the place where each answer appears.  - Guide Ss focus on the keyword in each sentence to listen and choose the correct answer.  ***Task 3 (6’):T-Ss, Ss-Ss***  - Have Ss read the questions and determine what information they need for answering the questions. Remind them that the questions ask for one – word answers.  - Play the recording twice for Ss to listen and complete the sentences.  - Have Ss exchange answers in pairs. Invite some pairs to say their answers and confirm the correct ones.  - Play the recording again if needed, stopping at each place where the answers appear.  **2.3 Post – listening**  - Have Ss copy down the key word in task 1 and task 2  - Ask Ss to do individually  - Check and lead in writing task | ***Task 1. Work in groups. Match the phrases to the pictures.***  - Which name of two pictures?  ***\* Suggested answers***  1. Changing of the Guard  2. Buckingham Palace  ***\* Notes***  - went to buckingham  - watched the changing of guard ….  - ate lunch  - rode the boat  - came to the hotel  **Task 2. A tour guide is talking about the schedule for a day trip in London. Listen nd fill in the times.**  ***\* Suggested answers***  1. 9.30 a.m  2. 12 a.m  3. 4 p.m  4. 10 p.m  **\* Keys:**  1. *11.30 a.m*  2. *1 p.m*  3. *1.5 p.m*  4. *5 p.m*  **Task 3. Listen again and complete each sentence with One word.**  ***Keys:***  1. Queen  2. garden  3. Clock  4. photos  5. attractions  ***Keys:***  **-** historic, boat, buckingham, watch,….  **-** *11.30 a.m, 1 p.m* *, 1.5 p.m,* 4. *5 p.m* | | | |
| **3. Writing (18’)** | | | | |
| **\* Aims:**  summarize and write a diary entry about a tour.  \* **Content**: know how to writea diary entry of 70 words about a tour.  **\* Products:** Students’ perfect writing on the notebook | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 4: (9’) T-Ss *Ss-Ss (work- group)***  **3.1 Pre – writing**  - Base on task 2 and task 3 and note the main information above  **-** Ask Ss to work in pairs. Let them rea the table and decide what information they need to complete the table.  - Explain that all the question frames in 2 and 3 help them complete the table. Have them make up information for the blanks they can not fill in. Support Ss to do the task 4 clearly and easily.  **3.2 While – writing**  - Allow Ss 6 - 8 minutes to do the task  - Ask each group to do timeframe.  - Invite some groups to share their answers with the class. | **Task 4. Work in pairs. Fill in the table with information about the Lodon tour.**  ? What items are there in the picture on page 131?  They are boats, Big Ben, the river Thames,….  **Such as:**  Group 1.11:30 a.m  Group 2. 1 p.m  …….   |  |  |  | | --- | --- | --- | | **Time** | **Place** | **Activity** | | 9:300 a.m | Buckingham palace | - visitng the Queen’s garden  - visiting the Queen’ collection of artworks. | | 11:30 a.m | Buckingham palace | - watching the changing of the Guard. | | 1 p.m | Around Big Ben | - having lunch  - touring the place | | 3:15 p.m | The River Thames | - take a boat ride | | 5:00 p.m |  | - returning to the hotel | | | | |
| **Task 5: (9’) T - Ss, Ss – Ss**  **-** Explain to Ss what a diary entry is: It is a decription of what you do during a tour and how you feel about it.  - Tell Ss that they can refer to the table in 4 for information. They can write about every thing or just choose the activities they like most.  - Allow Ss 8-9 minutes to write the entry. Go around and offer help if needed.  - Call on some Ss to read about their entries. Pass comment as a class. | **Task 5. Imagine that youtook 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.**  You can start with:  The tour of London began at 9:30 a.m. First, I 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. Then we 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. | | | |
| **4. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the lesson’s content.  **\* Products:** A student says what she/ he has just learnt in the lesson | | | | |
| **Teacher’s and Ss’ activities** | | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson. | | In this lesson, we have learnt to:  - listen for specific information about a tour of a city.  - write a diary entry about a tour of a city. | | |
| **5. Homework (2’)** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - T reminds Ss to do homework and prepare the new lesson: Looking back & Project | - Rewrite Rewrite the paragraph in the notebooks.  - Prepare Lesson 7 (Looking back & Project)*..* | | | |

Date of planning: 10 - 05 -2024

Date of teaching **: -05-2024**

**Period 100**

**UNIT 12: ENGLISH-SPEAKING COUNTRIES**

**Lesson 7: Looking back + Project**

**I. OBJECTIVES:**

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

- Recall the vocabulary and grammar they have learnt in the Unit 12.

- Do and give a presentation about the project: A poster introducing a place in an English-speaking country.

**1. Knowledge:**

**\* Vocab:** Lexical items related to people and places in English-speaking countries.

**\* Grammar:** Revise the use of articles

**2. Competences:**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities:**

- Develop self-study skills

- Raise students’ awareness of the need to learn English.

**II. TEACHING AIDS:**

**1. Teacher:**

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

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**III. PROCEDURES:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1. Warm-up (5’)**  **\* Aim**: -To revise the vocabulary related to the topic and lead in the next part of the lesson.  \* **Content:** Video watching:(English-speaking countries)  *How many English-speaking countries are there? What are they?*  **\* Products:** Ss answer the questions exactly. | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| - 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 |
| **2. Vocabulary (10’)**  **\* Aim:** To help students revise the vocabulary they have learnt in the unit.  \* **Content:**  - Look at the pictures and write the correct words or phrases to complete the sentences  - Choose the best answer A, B, or C to complete each sentence  **\* Products:** Students write correct answers on the board. (say the correct answers aloud) | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 1: (5’) T-Ss, Ss - Ss**  - 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. | | **Task 1: Look at the pictures and write the correct words or phrases to complete the sentences**  *\* Answer key:*  1. island  2. castle  3. boat ride  4. tattoos  5. coastline | | |
| **Task 2: (5’) T - Ss, Ss - Ss**  - Teacher asks students to to complete the task individually.  - Students do the task individually complete the sentences.  - Students exchange their textbooks with their partners.  - Teacher gives feedback as a class discussion | | **Task 2: Choose the best answer A, B, or C to complete each sentence**  *\* Answer key*:  1. A  2. B  3. B  4. C  5. A | | |
| **3. Grammar (10’)** | | | | |
| **\* Aims:**  - To help students revise the use of articles.  - To help students recognise mistakes in the use of the articles and correct them.  \* **Content:**  - Complete the sentences with "a / an" or "the"  - Underline and correct the article mistakes in the sentences below  **\* Products:**  - Students write correct answers on the board | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 3: (5’) T - Ss, Ss - Ss**  - Teacher encourages students to complete the task individually.  - Students complete the passage with "a / an" or "the".  - Students exchange their textbooks with their partners.  -Teacher gives feedback as a class discussion | **Task 3: Complete the sentences with "a / an" or "the"**  *\* Answer key*:  1. the – the  2. A – a  3. the – the  4. a – the  5. An – an | | | |
| **Task 4: (5’) T - Ss, Ss - Ss**  - 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. | **Task 4: Underline and correct the article mistakes in the sentences below.**  ***\*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? → the  5. Canadians love ice hockey, the winter sport. → a | | | |
| **4. Project (15’)**  **\* Aims:** To guide students how to find information for a poster introducing a place in an English-speaking country.  \* **Content:** Make project: A poster introducing a place in an English-speaking country.  \* **Products**: Students’answers on the posters. | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| **Project: T - Ss, Ss – Ss (group work)**  - Teacher has students work in groups and gives instructions to students as follow:  - Discuss and choose a place in an English-speaking country.  - Find information about it, including:   * its name * its location * its attractions   - Design the poster and share it with the class.  - Students do the project in groups.  - Students vote for the best poster.  - Teacher gives feedback.  - If time is limited, T can assign the project in earlier lessons such as in GETTING STARTED lesson. | - Discuss and choose a place in an English-speaking country.  - Find information about it  - Design the poster and share it with the class. | | | |
| **5. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the lesson’s content.  **\* Products:** A student says what she/ he has just learnt in the lesson. | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - revise vocabulary in unit 12  - revise the use of articles.  - Make a poster about an English- speaking country. | | | |
| **6. Homework (2’)** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Complete the project  - Prepare for Review 4 | | | |