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| **Week 22 - Period 64**  *Date of planning: …../…./2021*  *Date of teaching: …./…../2021* | **UNIT 8: ENGLISH SPEAKING COUNTRIES**  **Lesson 3: A Closer Look 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to review the present tense. They will be able to use the present simple for the future.

- Vocabulary: words related to the topic: English speaking.

- Grammar: The present simple, the present continuous, the present perfect.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students are hard-working and attentive. They know more about people and places of English speaking countries.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

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| **Teacher’s and students**’ **activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aims:*** To attract Ss’ attention to the lesson and lead to the lesson.  ***b, Contents***: Ss review the present tenses.  ***c, Outcome*:** Ss can retell the names, forms and uses of present tenses.  ***d, Organization*:** | |
| - T asks Ss to retell the names, the forms and the use of present tenses.  - Ss go to the board and write.  - T gives marks. | **Present tenses review.** |
| **2. Presentation (10’)**  ***a, Aims:*** Ss can use present tenses to do exercises.  ***b, Contents***:  + Complete the sentences with the correct forms of the verbs (present simple, present continuous or present perfect).  + Find and correct the underlined verbs in the passage which are incorrect in tense.  ***c, Outcome*:** Ss can do exercises about tense correctly.  ***d, Organization*:** | |
| - T lets them do individually. Allow Ss to share ideas in pairs. Encourage Ss to explain how they decided on the tense in each sentence.  - Ss work individually and then share ideas in pairs  - T corrects as a class.  - T lets Ss work individually first. Then let them share and discuss in pairs.  - Ss work individually and then share ideas in pairs  - T checks and has Ss explain why a certain tense is used.  - Ss write the answer on the board and explain why a certain tense is used. | **1. Complete the sentences with the correct forms of the verbs (present simple, present continuous or present perfect).**  Key:  1. has served 2. Is increasing  3. symbolizes 4. Form  5. has celebrated 6. Is  **2. Four of the underlined verbs in the passage are incorrect in tense. Find and correct them.**  **Key:**   |  |  | | --- | --- | | **In the passage** | **Correct** | | 2. visit | have visited | | 3. increases | is increasing | | 5. has celebrated | Celebrates | | 7. are dancing | dance | |
| **3. Practice (20’)**  ***a, Aims:*** Ss can use present simple for the futureto do exercises.  ***b, Contents***:  + Read the schedule and underline the verbs in the sentences describing the activities.  + Work in groups to discuss the questions.  + Use the verbs in the box in their correct forms to complete the sentences describing other activities in 3a.  ***c, Outcome*:** Ss can know how to use present simple for the future and do exercises related to this grammar well.  ***d, Organization*:** | |
| - T asks Ss to read the monthly schedule for the extra activities at Vancouver Christian School. Then have them underline the verbs in the sentences.  - Ss work individually  - T allows Ss time to discuss and find the answers to the questions. If Ss are having difficulty answering question 2, T may ask questions such as ‘Is a schedule usually for present or future activities?’ Then have Ss read the REMEMBER! box.  - Ss discuss in groups and read the REMEMBER! Box.  - T has Ss do this exercise independently.  - T checks the answers as a class. | **3a. Read the schedule and underline the verbs in the sentences describing the activities.**  Key:  1. The Debating Competition takes place in the Main Hall on April 3rd.  2. The bus for the excursion to the chocolate factory leaves at 8.00 a.m on April 14th.  **b. Work in groups. Discuss the questions.**  Key:  1. The future  2. The present simple  **4. Use the verbs in the box in their correct forms to complete the sentences describing other activities in 3a.**  Key:  1. starts – finishes 2. takes place  3. holds 4. hosts  5. lasts |
| **4. Application (8’)**  ***a, Aims:*** Ss can write sentences about the activities, using the simple present with a future meaning.  ***b, Contents***: Ss work in groups to write sentences about the activities, using the simple present with a future meaning.  ***c, Outcome*:** Ss can write sentences using the simple present with future meaning correctly.  ***d, Organization*:** | |
| **+ Groupwork**  - Divides the class into two teams.  - Each team makes a sentence using the simple present with a future meaning.  - Each right sentence gets a mark.  - Time: 3 minutes.  - The team with the highest marks wins. | **Write sentences about the activities, using the simple present with a future meaning.** |

**3. Guides for homework (2’)**

**-** Talk about some activities in the present tenses.

- Review present tenses and present simple for the future.

- Complete the sentences in 5.

- Prepare: Communication.

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| **Week 22 - Period 65**  *Date of planning: …./…./2021*  *Date of teaching: …./…. /2021* | **UNIT 8: ENGLISH SPEAKING COUNTRIES**  **Lesson 4: Communication + Test 15’** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will have some general knowledge of peoples and landmarks in English speaking countries.

- Vocabulary: lexical items related to English speaking countries.

- Grammar: Present tenses (Review), present simple for future.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Ss will be more responsible for and be more aware of studying English. **B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

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| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aims:*** To attract Ss’ attention to the lesson and lead to the lesson.  ***b, Contents***: Ss work in groups to play the game Lucky number (Exercise 1 in textbook).  ***c, Outcome*:** Ss can answer the questions correctly.  ***d, Organization*:** | |
| T lets students play games: Lucky number.  (Using exercise 1 in the book)  **+ Groupwork**  - Divide the class into two teams.  - Each team answer the question which the teacher gives.  - Each right sentence gets a mark.  - The team with the highest marks wins.  - Ss play games in groups | **1. Do the quiz and choose the correct answers.**  Key:  1. C 2.A 3.C 4. B 5.B  6.B 7.C 8. A 9. B 10. A |
| **2. Presentation (7’)**  ***a, Aims:*** Ss can know some vocabulariesrelated to the topic 'English speaking countries'.  ***b, Contents***: Ss study some extra vocabularies related to the topic and write the names of some countries based on their facts.  ***c, Outcome*:** Ss can know some vocabularies and write the names of the countries correctly.  ***d, Organization*:** | |
| - T helps Ss understand the meanings of the words in Extra vocabulary.  - Ss copy and read the words.  - T has Ss work independently. Then Ss compare their answers in pairs.  - Ss work independently and compare their answers in pairs.  - T confirms the correct answers as a class. | **\*Extra vocabulary**  - territory: land that is under the control of a particular country  - North Pole: the point on the surface of the Earth that is furthest north  - Arctic Circle: an invisible ring on the most northern part of our planet, including the Arctic region; the centre of the Arctic Circle is the North Pole  **2. Write the names of the countries next to their facts.**  Key:  1.the USA  2. New Zealand  3. the United Kingdom  4. Canada  5. Australia |
| **3. Practice (12’)**  ***a, Aims:*** Ss cantalk about the information of an English speaking country.  ***b, Contents***: Ss work in groups to choose a country and discuss the information about that country.  ***c, Outcome*:** Ss can talk about information of an English speaking country well and confidently.  ***d, Organization*:** | |
| **+ Groupwork**  - Divides the class into groups of six.  - Each group choose a country and together find out as much about it as possible. Then prepare a small introduction of that country.(e.g.: - far north/ north America; - cold; - two languages: English and French…).  - Time: 3 minutes.  - Asks each group to stand up in front of the class. Each member of the group will give one fact about the country. When they have finished, the rest of the class can guess what country it is. When every group has done their presentation, the class can vote for the most informative and interesting one.  - The group with the right and interesting information wins. | **3. Game: Choose a country and discuss the information about that country.**  **(Don’t say the name of the country.)**  You can start your introduction with:  This country … |
| **4. Application (5’)**  ***a, Aims:*** Ss can talk about what they know about English speaking countries.  ***b, Contents***: Ss presents their introduction to the class.  ***c, Outcome*:** Ss can talk about their introduction of an English speaking country well.  ***d, Organization*:** | |
| T asks Ss to talk about what they know about English speaking countries.  Ss talk about what they know about English speaking countries.  T corrects and remarks | **\* Each group then presents their introduction to the class. The class...**  1. tries to find out which country it is  2. votes for the most informative and interesting introduction. |

**3. TEST 15’**

**Exercise 1: Choose the correct answer. (8 pts)**

1. Our school year ……….. on September 5th every year.

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| --- | --- | --- |
| A. starts | B. is starting | C. started |

2. Ships spill oil in oceans and rivers. This leads ………….. the death of many aquatic animals and plants.

A. to B. in C. from

3. Mr. Minh …………… English since 2007.

|  |  |  |
| --- | --- | --- |
| A. taught | B. has taught | C. teaches |

4. Her room is untidy, ………..her mother is unhappy.

|  |  |  |
| --- | --- | --- |
| A. and | B. so | C. because |

5. If the lake wasn’t polluted, the fish …………..

|  |  |  |
| --- | --- | --- |
| A. died | B. won’t die | C. wouldn’t die |

6. If we …………a day off tomorrow, we will go on a picnic.

|  |  |  |
| --- | --- | --- |
| A. have | B. will have | C. is having |

7. If she ................. him, she would be very happy.

A. would meet B. will meet C. met

8. They ………………. to New York to join the Fashion show next week.

A. will fly B. flies C. fly

**Ex2: Rewrite the following sentences using the words given. (2pts)**

1. Linh passed the exam with high scores. She studied hard. (because)

…………………………………………………………………………………….

2. The water is polluted, so the fish die.

If the water…………………………………………………………………………

**Key**

**Exercise 1:** 1. A 2. A 3. B 4. B 5. C 6. A 7. C 8. A

**Exercise 2:**

1. Linh passed the exam with high scores because she studied hard.

2. If the water wasn't/ weren't polluted, the fish wouldn't die.

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**4. Guides for homework (1’)**

- Learn new words.

- Talk about the information of an English speaking country.

- Prepare next lesson: Skills 1.

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| **Week 22 - Period 66**  *Date of planning: …/…/2021*  *Date of teaching: …./…/2021* | **UNIT 8: ENGLISH SPEAKING COUNTRIES**  **Lesson 5: Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to read for specific information about the attractions of a country and talk about interesting facts of a country.

- Vocabulary: lexical items related to English speaking countries.

- Grammar: Present simple, past simple.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Ss will be more responsible for and be more aware of studying English. **B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** Talk about the information of an English-speaking country **(3’)**

**2. New lesson:**

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| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aims:*** To attract Ss’ attention to the lesson and lead to the lesson.  ***b, Contents***: Ss discuss the questions in groups.  ***c, Outcome*:** Ss can discuss and answer 2 questions correctly.  ***d, Organization*:** | |
| - T uses pictures, map to introduce the Scotland. And then discuss the questions: (three minutes)  - Ss watch and discuss the questions about Scotland in groups.  - T introduces the reading about Scotland | **1. Discuss the questions.**  1. Where is Scotland?  2. What is this land famous for? |
| **2. Presentation (10’)**  ***a, Aims:*** Ss can read and answer the information about Scotland.  ***b, Contents***:  + Ss discuss the questions in groups.  + Ss work individually to match each place or event with its two features.  ***c, Outcome*:** Ss can discuss and answer 2 questions correctly and do matching exercise well.  ***d, Organization*:** | |
| - T asks students to read the passage silently.  - Ss read the passage  - T asks Ss to underline the things that Scotland is famous for.  - Ss underline the things that Scotland is famous for  - T has Ss call out their answers and say where they found the information in the passage.  - T gives keys  - T asks Ss to read the passage again. Ask them to scan the places first. Read carefully the information about each place and choose the two features related to it.  - Ss work individually, then check their work in pairs. Ask Ss to call out their answers and show where the information appears. | **Key:**  1. It’s in the north of Great Britain.  2. Any or all of the following: It’s famous for its rich and unique culture as well as its amazing natural beauty,  its historic castles, its traditional festivals, and its whisky. It is also famous for various inventions.  **2. Match each place or event with its two features.**  Key:  1. Edinburgh: d, f  2. castles: a, c  3. Highland Games: b, h  4. lochs: e, g |
| **3. Practice (10’)**  ***a, Aims:*** Ss can read and use the information to do exercise.  ***b, Contents***: Ss work individually to read the passage and answer the questions.  ***c, Outcome*:** Ss can answer the questions correctly.  ***d, Organization*:** | |
| - T has Ss read the passage again and write out the answers independently.  - Ss work independently.  - T invites Ss to write their answers on the board. Confirm the correct answers. For a more able class, T may ask Ss to answer the questions without reading the passage again. | **3. Read the passage again and answer the**  **questions.**  Key:  1. Yes, it is. 2. a ghost  3. piping, drumming, dancing  4. the telephone, television, penicillin, the rain coat  5. In 1824 |
| **4. Application (15’)**  ***a, Aims:*** Talk about interesting facts about Scotland.  ***b, Contents***: Ss work in pairs to talk about the things they like most about Scotland and give reasons.  ***c, Outcome*:** Ss can talk about interesting facts about Scotland they like most and give the reasons well.  ***d, Organization*:** | |
| - T gives Ss a minute to think about the thing they like most about Scotland, and prepare their reasons. Then asks them to work in pairs, asking and answering about their choice. (Time 2 minutes) and then call on some pairs to share their choice with the class. Encourage Ss to come up with more questions about Scotland.  - Ss work in pairs. | **4. Talk about the thing(s) you like most about Scotland. Give reasons.**  Example:  - What do you like about Scotland?  - I like the castles.  - Why?  - Because I want to see a ghost! |

**3. Guides for homework (2’)**

- Ss tell the information about Scotland.

- Find out interesting facts of other country (Australia).

- Prepare next lesson: Skills 2.