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| **Tiết thứ ....****UNIT 12:** **ENGLISH-SPEAKING COUNTRIES****Lesson 4: Communication** |
| **Class** | **Date of teaching** | **Attendence** |
| 7A | ..../09/2022 |  |
| 7B | ..../09/2022 |  |
| 7C | ..../09/2022 |  |

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

**1. Knowledge:**

- Express amazement

- Know interesting facts about English-speaking countries

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

b. Grammar: structures to express amazement.

**2. Competence:**

**a) General competencies:**

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

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Sts can introduce themselves or one another fluently.

**3. Qualities:** The loveof country; The awareness about importance of speaking English; Be ready to talk about English speaking countries.

- Develop self-study skills.

**II. PREPARATIONS**

 **Teacher:** Grade 7 text book, laptop, TV, pictures and realia, Computer connected to the Internet, Sach mem.vn

 **Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE:**

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

\* Task delivering

\*\* Task performance

\*\*\* Report and discussion

\*\*\*\* Judgement

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| **Activity 1. WARM UP (5’-IW, GW)****\* Aim:** To introduce the topic of the lesson.**\* Content: Guessing the remaining of the picture****\* Product:** Having a chance to speak English and focus on the topic of the lesson.**\* Implementation:** Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **Guessing 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?*

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 |  |
| **Activity 2. KNOWLEDGE FORMATION (15'- PW, IW)****\* Aim:** To introduce two ways to express amazement.**\* Content:** Express amazement.**\* Product:** Ss learn how to use them.**\* Implementation:** Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **Giving compliments****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 asks students to pay attention to the highlighted parts. \*\* Students pay attention to the highlighted parts. \*\*\* Teacher elicits the expressions of amazement.\*\*\*\* Teacher confirms the answers and gives feedback. | **Giving compliments****Task 1: Listen and read the conversations, paying attention to the highlighted parts. (p. 128)*****2 ways to express amazement:**** *Wow ... I didn’t know that!*
* *Amazing!*
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| **Activity 3. PRACTICE (15’-IW, PW, GW)**\* Aim: To introduce to students two ways to express amazement and to provide them some practice.To help students learn some facts about English-speaking countries through a quiz.To provide students with more facts about English-speaking countries and encourage interaction through responding.**\* Product:** Students’ answers.**\* Implementation:** |
| **Teacher’s Student’s activities** | **Content** |
| **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.**Interesting facts about English-speaking countries****Task 3: Work in groups. Discuss and write the name of the country next to the fact. (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) **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 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. | **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.*

**Interesting facts about English-speaking countries****Task 3: Work in groups. Discuss and write the name of the country next to the fact. (p. 129)*****Answer key***: 1. Australia 2. The USA 3. Canada 4. The UK 5. New Zealand**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)*****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.* |
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| **Activity 4. APPLICATION (7’-IW, PW, GW)****\* Aim:** To encourage students to share what they know about English-speaking countries with the class.**\* Content: Some interesting facts you know about English-speaking countries.****\* Product:** Students’ answer.**\* Implementation:** Teacher’s instructions |
| **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 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. | **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)****Answer:**A: There are more sheep than people in New Zealand, around 6 sheep per person.B: I know this. A: Canada has the longest coastline in the worldB: This is new to me. |
| **\* Wrap up**- To help Ss memorise the target language and skills that they have learned.**\* Homework:** - Reactivate the knowledge that students have gained.- To prepare vocabulary for the next lesson: Skills 1. | **\* Wrap up**- Teacher asks students to summarise what they have learnt in the lesson.- Teacher has them say out loud the articles.**\* Homework:** - Prepare some photos of your favourite English-speaking country. - Exercises in the workbook |

**V. FEEDBACK:**

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

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

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