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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!* |
| **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 world  B: 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 ………………………………………………………………………….……