

Trường: TH&THCS Hiền Hào
Tổ: chuyên môn THCS

Họ và tên giáo viên:
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UNIT 12: ENGLISH-SPEAKING COUNTRIES

Môn học: tiếng Anh- lớp 7
(Thời gian thực hiện: 7 tiết)

Period: 94 - 100

Class	Date of teaching	Attendance
7		

I. OBJECTIVES

By the end of the lesson, students are expected to achieve the following objectives:

1.Knowledge:

- Vocabulary: Use words about the people and places in English-speaking countries;
- Pronunciation: Ask questions with the correct rising and falling intonation;
- Grammar: Use articles correctly; Express amazement;

2.Competencies:

a. General competencies:

- Form and improve such competencies as communication, self-learning capability, creative capacity, ability to use of language.....

b. Specific competencies:

- Improve such competencies related to language learning as listening, speaking, reading, and use of language (vocabulary, phonetics, grammar).

*For a language lesson: Student are expected to pronounce, know the meaning of the key words and understand the main grammatical points, then do the tasks that follow.

*For a skills lesson: Student are expected to read for specific information about New Zealand: talk about Scotland; listen to a guide about a tour of a city; write a diary entry about a tour of a city.

3. Qualities:

- Have a positive attitude towards what they have learnt in the lesson: honesty, accountabilities, community, love and care for family and friends, sympathy for the disadvantaged, better understanding of social problems, generosity, diligence..,
- The love of country; The awareness about importance of speaking English; Be ready to talk about English speaking countries.
- Develop self-study skills.

II. PREPARATIONS







- Teacher: Text book, laptop, loudspeaker, projector...
- Students: Text books, studying equipment's....





III. PROCEDURE

Period: 94 - Lesson 1: Getting started

ACTIVITY 1: WARM UP (5'-IW/GW)

1. Aim:

<ul style="list-style-type: none"> - To create a friendly and atmosphere in the class before the lesson; - To lead into the new unit <p>2. Content:</p> <ul style="list-style-type: none"> - To have some warm-up activities to creat a friendly and relaxed atmosphtere to inspire Ss to warm up to the subject and new lesson. Play the game “<i>Flags matching</i>” <p>3. Products:</p> <ul style="list-style-type: none"> - Introducing themselves to make more new friends. <p>4. Implementation:</p> <ul style="list-style-type: none"> - Teacher instructs - Sts do as required 	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p><i>Flags matching</i></p> <p>Step 1: Deliver the task Teacher divides the class into 2 big groups and asks them to match the flag illustrations with names of the countries.</p> <p>Step 2: Implement the task Students work in groups to discuss and do the matching.</p> <p>Step 3: Discuss Teacher allows students to share their answers before discussing as a class and encourages them to pronounce the names of the countries correctly.</p> <p>Step 4: Giving comments or feedback Teacher asks students to explain their choice, checks the answers as a class, gives feedback then introduces the similarity of these countries → “<i>English-speaking countries</i>”.</p>	<p><i>Flags matching</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <p>The USA</p> <p>Canada</p> <p>The UK</p> </div> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <p>New Zealand</p> <p>Australia</p> </div>
<p>Step 1: Deliver the task Teacher draws students’ attention to the picture in the textbook and asks them some questions about it:</p> <ul style="list-style-type: none"> - <i>What activities are they talking about?</i> → <i>surfing</i> → <i>penguin watching</i> - <i>In what English-speaking country can they do these activities?</i> → <i>Australia</i> <p>Step 2: Implement the task Students raise hands to answer the questions.</p> <p>Step 3: Discuss</p>	

<p>Students discuss and give comments to their friends' answers.</p> <p>Step 4: Giving comments or feedback Teacher confirms the correct answers: <i>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.</i></p>	
<p>ACTIVITY 2: PRESENTATION (8'-IW)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To provide students with vocabulary. - To help students well-prepared for the listening and reading tasks. - To have students get to know the topic. <p>2. Content:</p> <ul style="list-style-type: none"> - Learn some new words. Read the conversation and find out new words. <p>3. Products:</p> <ul style="list-style-type: none"> - Knowing more new words. Understanding the conversation; topic of the lesson, grammar points... <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>1. Vocabulary Step 1: Deliver the task Teacher introduces the vocabulary. Step 2: Implement the task Teacher introduces the vocabulary by:</p> <ul style="list-style-type: none"> - providing the pictures - eliciting the definition of the words <p>Step 3: Discuss Teacher rubs out and checks Step 4: Giving comments or feedback 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.</p>	<p>1. Vocabulary</p> <ol style="list-style-type: none"> 1. island (n) 2. sunset (n) 3. landscape (n) 4. penguin (n) <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>ACTIVITY 3: PRACTICE (23'-IW/PW/GW))</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - 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. <p>2. Content:</p> <ul style="list-style-type: none"> - Listen and read - What are Phong and Mark talking about? 	

- Read again and tick the information you can find in the conversation.
- Complete the sentences with the words and phrases from the box.

3. Products:

- Ss know more information of the text

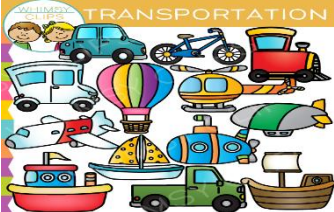
4.Implementation:

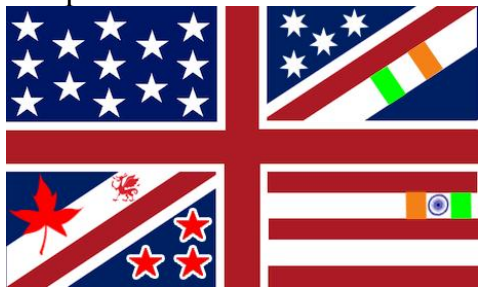
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Listen and read (p. 124). Step 1: Deliver the task Teacher can play the recording more than once. Step 2: Implement the task Students listen and read. Step 3: Discuss Teacher can invite some pairs of students to read aloud. Step 4: Giving comments or feedback Teacher check students' pronunciation ad give feedback.</p> <p>Task 2: What are Phong and Mark talking about? (p. 125). Step 1: Deliver the task Teacher asks to answer the question without reading the conversation again. Step 2: Implement the task Students choose the most suitable option A B or C. Step 3: Discuss Teacher allows students to share their answers before discussing as a class and encourages them to pronounce the words / phrases correctly. Step 4: Giving comments or feedback Teacher asks students to explain their choice and checks the answers as a class and gives feedback.</p> <p>Task 3: Read again and tick the information you can find in the conversation. (p. 125) Step 1: Deliver the task Teacher asks students to work individually to complete tick the information they can find in the conversation. Step 2: Implement the task Students work individually to read the sentences and do the task without referring to the text. Step 3: Discuss</p>	<p>Task 1: Listen and read (p. 124).</p> <p>Task 2: What are Phong and Mark talking about? (p. 125). <i>Answer key: A</i></p> <p>Task 3: Read again and tick the information you can find in the conversation. (p. 125) <i>Answer key:</i> 1. In Australia, Phong used English in real life. 4. Australia is beautiful. 5. Australians love outdoor activities.</p>

<p>Teacher allows students to share answers before discussing as a class.</p> <p>Step 4: Giving comments or feedback Teacher calls on some students to give the answers and asks them where they find the information.</p> <p>Task 4: Complete the sentences with the words and phrases from the box. (p. 125)</p> <p>Step 1: Deliver the task 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).</p> <p>Step 2: Implement the task Students fill in the blanks with the most suitable words/phrases.</p> <p>Step 3: Discuss Teacher allows students to share answers before discussing as a class.</p> <p>Step 4: Giving comments or feedback Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.</p>	<p>Task 4: Complete the sentences with the words and phrases from the box. (p. 125)</p> <p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. landscape 2. penguin watching 3. island 4. sunset 5. Australians
<p>ACTIVITY 4 – PRODUCTION (7th-IW/GW)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To introduce the names of five English-speaking countries and their capital cities through a game. - To create a fun atmosphere in the class. <p>2. Content: Matching game: What's its capital city?</p> <p>3. Product: Students' answer.</p> <p>4. Implementation: Teacher's instructions</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 5: Matching game: What's its capital city? (p. 125)</p> <p>Step 1: Deliver the task Teacher writes the countries and the capital cities on the board (like in the book).</p> <p>Step 2: Implement the task Students discuss in their groups and do the task.</p> <p>Step 3: Discuss Teacher can go around to help weaker students.</p> <p>Step 4: Giving comments or feedback Teacher stops the game when time is up. The first group to find all the correct answers</p>	<p>Task 5: Matching game: What's its capital city? (p. 125)</p> <p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. Washington D.C. 2. Ottawa 3. London 4. Canberra 5. Wellington

wins.	
ACTIVITY 7: APPLICATION (3') 1.Aim: - End up the lesson. Quickly assess if students remember what they have learnt - To give Home assignment 2. Content: - Remind students of what they have learnt in the lesson. - Home assignment 3. Products: - Students can repeat what they have learnt - Take note Home assignment 4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering (Home assignment) - Ask one or two Ss to tell the class what they have learnt. - Home assignment Step 2: Task performance - Teacher summarizes the lesson - T lets Sts take note the home assignment Step 3: Report and discussion - T asks, Sts answer Step 4: Judgement - T gives feedback and requires Sts do homework.	* Home assignment: - Do more exercises in workbook. - Vocabulary of English-speaking countries - Reading for specific information and details - Do the exercises in the workbook

Period: 95 - Lesson 2: A closer look 1

ACTIVITY 1: WARM UP (5'-IW/GW) 1.Aim: - To help Ss review the previous lesson. - To create a fun atmosphere in the class. - To lead in the lesson about vocabulary and pronunciation. 2.Content: - <i>Homework checking</i> 3.Products: - Having a chance to speak English and focus on the topic of the lesson. 4.Implementation: - Teacher instructs - Sts do as required	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Homework checking: Step 1: Deliver the task Teacher divides the class into groups of four and asks them to share their homework. Step 2: Implement the task Students work in groups to: - discuss and share names of English-	Game: "Miming" 

<p>speaking countries.</p> <ul style="list-style-type: none"> - list all the names of English-speaking countries in a piece of paper. <p>Step 3: Discuss 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.</p> <p>Step 4: Giving comments or feedback Teacher confirms the answers and give compliments to the winner.</p> 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. hyperloop 2. flying car 3. train 4. bike 5. motorbike 6. boat
<p>ACTIVITY 2: Vocabulary (8'-IW)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To introduce visually some words related to the topic. <p>2. Content:</p> <ul style="list-style-type: none"> - Teach the vocabularies <p>3. Products:</p> <ul style="list-style-type: none"> - Lists of vocabularies - Answer key <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Vocabulary pre-teach:</p> <p>Step 1: Deliver the task Teacher introduces the vocabulary.</p> <p>Step 2: Implement the task Teacher introduces the vocabulary by:</p> <ul style="list-style-type: none"> - providing the pictures - providing the definition of the words. <p>Step 3: Discuss Teacher asks students to repeat.</p> <p>Step 4: Giving comments or feedback Teacher rubs out and checks</p>	<p>I. Vocabulary</p> <ol style="list-style-type: none"> 1. native (adj) 2. amazing (adj) 3. unique (adj) 4. local (adj) 5. ancient (adj)
<p>ACTIVITY 3: PRACTICE (15'-IW/PW/GW)</p> <p>1.Aims:</p> <ul style="list-style-type: none"> - 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. 	

- Write the words or phrases under the correct pictures.
- Use the words in the box to complete the sentences.
- Work in pairs. Discuss and write the word or phrase in the box next to its explanation.
- Pronunciation: Rising and falling intonation for questions

- Answer key

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Write the words or phrases under the correct pictures. (p. 126)</p> <p>Step 1: Deliver the task Teacher has students read aloud the words in the box and asks them to match the words with the pictures illustrating them within 3 - 4 minutes.</p> <p>Step 2: Implement the task Students read the words and phrases in the box and match them with the pictures.</p> <p>Step 3: Discuss Teacher asks them to share their answers in pairs before checking the answers as a class.</p> <p>Step 4: Giving comments or feedback Teacher invites students to take turns to read out their answers and corrects their pronunciation if needed.</p> <p>Task 2: Use the words in the box to complete the sentences. (p. 126)</p> <p>Step 1: Deliver the task Teacher asks to read the words in the box first, explains their meanings if needed then allows students 5 minutes to do the task.</p> <p>Step 2: Implement the task Students do the task individually.</p> <p>Step 3: Discuss Teacher allows students to swap their textbooks to peer check first.</p> <p>Step 4: Giving comments or feedback Teacher confirms the answers and gives feedback, if necessary. Ask Ss to read the words in the box first. Explain their meanings if needed.</p> <p>Task 3: Work in pairs. Discuss and write the word or phrase in the box next to its explanation. (p. 126)</p> <p>Step 1: Deliver the task</p>	<p>Task 1: Write the words or phrases under the correct pictures. (p. 126) <i>Answer key:</i></p> <ol style="list-style-type: none"> 1. kangaroo 2. island country 3. tattoo 4. Scottish kilt 5. castle 6. coastline <p>Task 2: Use the words in the box to complete the sentences. (p. 126) <i>Answer key:</i></p> <ol style="list-style-type: none"> 1. amazing 2. ancient 3. unique 4. local 5. native <p>Task 3: Work in pairs. Discuss and write the word or phrase in the box next to its explanation. (p. 126)</p>

<p>Teacher asks students to work in pairs to read the words and phrase first and see if they know any of them.</p> <p>Step 2: Implement the task Students have 4 - 5 minutes to discuss and complete the task.</p> <p>Step 3: Discuss Teacher asks students to work in pairs to swap their answers and peer check.</p> <p>Step 4: Giving comments or feedback Teacher checks their answers as a class.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. tower 2. symbol 3. capital 4. boat ride
<p>ACTIVITY 4 – PRODUCTION (15')</p> <p>1.Aims:</p> <ul style="list-style-type: none"> - To help students paying attention to the intonation. - To help Ss practise saying sentences with correct intonation. <p>2.Contents:</p> <ul style="list-style-type: none"> - Listen and repeat, paying attention to the intonation of the following questions. - Circle the correct intonation. Then listen and repeat. <p>3.Products:</p> <ul style="list-style-type: none"> - Ss' answer <p>4.Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Pronunciation: Rising and falling intonation for questions</p> <p>Task 4: Listen and repeat, paying attention to the intonation of the following questions. (p. 126)</p> <p>Step 1: Deliver the task 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.</p> <ul style="list-style-type: none"> ➤ <i>Can you speak English?</i> ➤ <i>What is the capital of Scotland?</i> <p>Step 2: Implement the task Students look at the questions with the rising and falling already marked, listen and repeat as a class, a group, and finally as individuals.</p> <p>Step 3: Discuss 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.</p> <p>Step 4: Giving comments or feedback Teacher elicits the pattern from students: use</p>	<p>Pronunciation: Rising and falling intonation for questions</p> <p>Task 4: Listen and repeat, paying attention to the intonation of the following questions. (p. 126)</p> <ul style="list-style-type: none"> ➤ <i>Can you speak English?</i> ➤ <i>What is the capital of Scotland?</i> <p>Audio script</p> <ol style="list-style-type: none"> 1. Can you speak English? ↗ 2. Is Australia an island? ↗ 3. Will you visit Washington next year? ↗ 4. What is the capital of Scotland? ↘ 5. How big is Canada? ↘

rising intonation for yes / no questions and falling intonation for wh-questions.

Task 5: Circle the correct intonation. Then listen and repeat. (p. 126)

Step 1: Deliver the task

Teacher has students circle the correct intonation individually, based on what they have learnt in Task 4.

Step 2: Implement the task

Teacher plays the recording for students to listen and repeat each question and check their answers.

Step 3: Discuss

Teacher corrects them if needed and calls on some students to read the questions aloud.

Step 4: Giving comments or feedback

Teacher plays the recording again and ask students to repeat each question after the recording. Teacher confirms the answers.

Task 5: Circle the correct intonation. Then listen and repeat. (p. 126)

Audio script

1. Where is Canada? ↘
2. Could you show me Singapore on this map? ↗
3. How many states are there in the USA? ↘
4. Is English an official language in Malaysia? ↗
5. Do you know much about New Zealand? ↗

ACTIVITY 7: APPLICATION (2')

1. Aim:

- End up the lesson. Quickly assess if students remember what they have learnt
- To give Home assignment

2. Content:

- Remind students of what they have learnt in the lesson.
- Home assignment

3. Products:

- Students can repeat what they have learnt
- Take note Home assignment

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering (Home assignment)</p> <ul style="list-style-type: none"> - Ask one or two Ss to tell the class what they have learnt. - Home assignment <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Teacher summarizes the lesson - T lets Sts take note the home assignment <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - T asks, Sts answer <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T gives feedback and requires Sts do homework. 	<p>* Home assignment:</p> <ul style="list-style-type: none"> - Do more exercises in workbook.

Period: 96 - Lesson 3: A closer look 2

ACTIVITY 1: WARM UP (5'-IW)

1. Aim

- To activate students' prior knowledge related to the targeted grammar: the past

simple.

2. Content



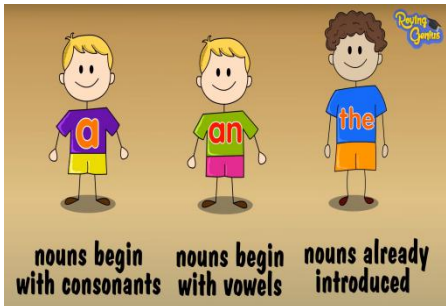
- Picture describing

3. Product

- Having a chance to speak English and focus on the topic of the lesson.

4. Implementation

- Teacher's instructions...

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Picture describing Step 1: Deliver the task Teacher asks students to describe the picture.</p>  <p>Step 2: Implement the task Students look at the picture and describe it.</p> <p>Step 3: Discuss Teacher and students discuss some sentences used to describe the picture:</p> <p>Step 4: Giving comments or feedback Teacher corrects students answers if needed and confirms the use of articles "a/an" or "the"</p>	<p>Picture describing</p>  <p>➤ I see a clock. The clock is The Big Ben Clock Tower.</p> <p>➤ I see two buses. The buses are double-decker ones.</p>
<p>ACTIVITY 2: PRESENTATION (15'- PW, IW)</p> <p>1. Aim: - To teach students the use of articles "a/an" or "the"</p> <p>2. Content - Articles "a/an" or "the"</p> <p>3. Product - Ss learn how to use them.</p> <p>4. Implementation - Teacher's instructions...</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>* Articles: a/an/the Step 1: Deliver the task 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</p> <p>Step 2: Implement the task Teacher then asks students to study the grammar box and give some more examples.</p>	<p>* Articles: a/an/the</p> 

<p>Step 3: Discuss Teacher and students discuss the examples.</p> <p>Step 4: Giving comments or feedback Teacher confirms the answers and gives feedback.</p>	
<p>ACTIVITY 3: PRACTICE (15’)</p> <p>1.Aims:</p> <ul style="list-style-type: none"> - 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. <p>2.Contents:</p> <ul style="list-style-type: none"> - Complete the sentences with “a / an” or “the” - Put in "the" where necessary. - Put in “a / an” or “the” - Complete the sentences with “a / an”, or “the” <p>3.Products:</p> <ul style="list-style-type: none"> - Answer key <p>4.Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Complete the sentences with “a / an” or “the” (p. 127)</p> <p>Step 1: Deliver the task Teacher has students work individually.</p> <p>Step 2: Implement the task Students work individually to complete sentences with the articles.</p> <p>Step 3: Discuss Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).</p> <p>Step 4: Giving comments or feedback Teacher confirms the answers and gives feedback.</p> <p>Task 2: Put in "the" where necessary. (p. 127)</p> <p>Step 1: Deliver the task Teacher has students work individually.</p> <p>Step 2: Implement the task Students work individually to complete the sentences.</p> <p>Step 3: Discuss Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).</p>	<p>Task 1: Complete the sentences with “a / an” or “the” (p. 127) <i>Answer key:</i></p> <ol style="list-style-type: none"> 1. the 2. an 3. a 4. a 5. the <p>Task 2: Put in "the" where necessary. (p. 127) <i>Answer key:</i></p> <ol style="list-style-type: none"> 1. The – x 2. x – the 3. the – the 4. the (SGV sai key) 5. the – the

<p>Step 4: Giving comments or feedback Teacher confirms the answers and gives feedback.</p> <p>Task 3: Put in “a / an” or “the”. (p. 127)</p> <p>Step 1: Deliver the task Teacher allows students some time to read the table first, then do the exercise.</p> <p>Step 2: Implement the task Students work in pairs to complete the task.</p> <p>Step 3: Discuss Teacher then has students compare their sentences. Teacher can go around to help students.</p> <p>Step 4: Giving comments or feedback Teacher confirms the answers and gives feedback. <i>(Note: The English, the Japanese, the French, but Australians, Canadians, Russians.)</i></p> <p>Task 4: Complete the sentences with “a / an”, or “the” (p. 128)</p> <p>Step 1: Deliver the task Teacher has students do this exercise individually.</p> <p>Step 2: Implement the task Students complete the exercise individually.</p> <p>Step 3: Discuss Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).</p> <p>Step 4: Giving comments or feedback Teacher confirms the answers and gives feedback.</p>	<p>Task 3: Put in “a / an” or “the”. (p. 127) <i>Answer key:</i></p> <ol style="list-style-type: none"> 1. a 2. an 3. an 4. the 5. a <p>Task 4: Complete the sentences with “a / an”, or “the” (p. 128) <i>Answer key:</i></p> <ol style="list-style-type: none"> 1. an 2. The 3. the 4. the 5. an 6. the
<p>ACTIVITY 4 – PRODUCTION (8’-GW)</p> <p>1. Aim: To provide students with more advanced practice in articles.</p> <p>2. Content: Game – Faster detective.</p> <p>3. Product: Students’ answer.</p> <p>4. Implementation: Teacher’s instructions</p>	
<p>TEACHER AND STUDENTS' ACTIVITIES</p>	<p>CONTENTS</p>
<p>Task 5: Game – Faster detective.</p> <p>Step 1: Deliver the task 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.</p>	<p>Task 5: Game – Faster detective. <i>Answer key:</i></p> <ol style="list-style-type: none"> 1. “What do you call a person from England?” – “The Englishman.” → Correct 2. Edinburgh is <u>a</u> capital city of

<p>The team with more correct answers will be the winner.</p> <p>Step 2: Implement the task Students play the games.</p> <p>Step 3: Discuss Teacher lets the 2 teams discuss and give comments to their answers.</p> <p>Step 4: Giving comments or feedback Teacher confirms the corrects answers and gives compliments to the winner.</p>	<p><i>Scotland.</i> → <i>the</i></p> <p>3. <i>Queenstown is <u>a</u> amazingly beautiful town.</i> → <i>an</i></p> <p>4. <i>Are ancient castles an attraction of Scotland?</i></p> <p>5. <i>Where can you see <u>a</u> red telephone box?</i></p>
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ACTIVITY 7: APPLICATION (2')

1. Aim:

- End up the lesson. Quickly assess if students remember what they have learnt
- To give Home assignment

2. Content:

- Remind students of what they have learnt in the lesson.
- Home assignment

3. Products:

- Students can repeat what they have learnt
- Take note Home assignment

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering (Home assignment) - Ask one or two Ss to tell the class what they have learnt. - Home assignment</p> <p>Step 2: Task performance - Teacher summarizes the lesson - T lets Sts take note the home assignment</p> <p>Step 3: Report and discussion - T asks, Sts answer</p> <p>Step 4: Judgement - T gives feedback and requires Sts do homework.</p>	<p>* Home assignment: - Do more exercises in workbook.</p>

Period: 97 - Lesson 4: Communication

ACTIVITY 1: WARM UP (5'-IW/GW)

1. Aim:

- To introduce the topic of the lesson.

2. Content: Guessing the remaining of the picture

3. Product: Having a chance to speak English and focus on the topic of the lesson.

4. Implementation: Teacher's instructions...

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Guessing the remaining of the picture Step 1: Deliver the task Teacher asks students to guess the remaining of the picture:</p>	

Who are wearing these skirts?
Do you know the name of this kind of skirt?



Step 2: Implement the task

Students answer the questions.

Step 3: Discuss

Teacher and students discuss the answers.

Step 4: Giving comments or feedback

Teacher confirms the answers, reveals the remaining of the picture and provide more information on the Scottish kilts.

ACTIVITY 2 – PRESENTATION (10'- PW, IW))

1. Aim:

To introduce two ways to express amazement.

2. Content: Express amazement.

3. Product: Ss learn how to use them.

4. Implementation: Teacher's instructions...

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Giving compliments</p> <p>Task 1: Listen and read the conversations, paying attention to the highlighted parts. (p. 128)</p> <p>Step 1: Deliver the task</p> <p>Teacher plays the recording for students to listen and read the conversations and asks students to pay attention to the highlighted parts.</p> <p>Step 2: Implement the task</p> <p>Students pay attention to the highlighted parts.</p> <p>Step 3: Discuss</p> <p>Teacher elicits the expressions of amazement.</p> <p>Step 4: Giving comments or feedback</p> <p>Teacher confirms the answers and gives feedback.</p>	<p>Giving compliments</p> <p>Task 1: Listen and read the conversations, paying attention to the highlighted parts. (p. 128)</p> <p>2 ways to express amazement:</p> <p><i>Wow ... I didn't know that!</i></p> <p><i>Amazing!</i></p>

ACTIVITY 3: PRACTICE (20'-IW, PW, GW)

1. 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.

2. Content

- Make similar dialogues with the following situations, using expressions of amazement.
- Discuss and write the name of the country next to the fact.
- 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.

3. Product: Students' answers.

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2: Work in pairs. Make similar dialogues with the following situations, using expressions of amazement. (p. 128)</p> <p>Step 1: Deliver the task Teacher has students work in pairs to make similar dialogues.</p> <p>Step 2: Implement the task Students work in pairs to make similar dialogues, using the contexts given:</p> <p>Step 3: Discuss Teacher asks some pairs to practice the dialogue so that the whole class can give comments.</p> <p>Step 4: Giving comments or feedback Teacher gives feedback as a class.</p> <p>Interesting facts about English-speaking countries</p> <p>Task 3: Work in groups. Discuss and write the name of the country next to the fact. (p. 129)</p> <p>Step 1: Deliver the task Teacher has students work in groups to read the facts, discuss, and do the matching.</p> <p>Step 2: Implement the task Students work in groups to complete the task.</p> <p>Step 3: Discuss Teacher has the groups cross check and discuss.</p> <p>Step 4: Giving comments or feedback Teacher gives feedback and correction (if needed)</p> <p>Task 4: Work in pairs. Read some facts about English-speaking countries and tick the column true for you. Then role play by</p>	<p>Task 2: Work in pairs. Make similar dialogues with the following situations, using expressions of amazement. (p. 128)</p> <p><i>New Zealand has the cleanest and safest air on the planet.</i> <i>There are no snakes in New Zealand.</i> <i>More than half of all the lakes in the world are in Canada.</i></p> <p>Interesting facts about English-speaking countries</p> <p>Task 3: Work in groups. Discuss and write the name of the country next to the fact. (p. 129)</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. Australia 2. The USA 3. Canada 4. The UK 5. New Zealand <p>Task 4: Work in pairs. Read some facts about English-speaking countries and tick the</p>

<p>one person saying one statement aloud and the other responding to it. (p. 129)</p> <p>Step 1: Deliver the task Teacher asks students to read the instructions, then the example to know what they have to do.</p> <p>Step 2: Implement the task 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.</p> <p>Step 3: Discuss Teacher calls on 2 - 3 pairs to role-play in front of the class.</p> <p>Step 4: Giving comments or feedback Teacher corrects any grammar or pronunciation mistakes if necessary.</p>	<p>column true for you. Then role play by one person saying one statement aloud and the other responding to it. (p. 129)</p> <p>Example: <i>A: New York is the biggest city but not the capital of the USA.</i> <i>B: I know this.</i> <i>A: The state of Alaska in the USA has over 2,600 islands.</i> <i>B: This is new to me.</i></p>
<p>ACTIVITY 4 – PRODUCTION (8'-IW, PW, GW)</p> <p>1.Aim: To encourage students to share what they know about English-speaking countries with the class.</p> <p>2.Content: Some interesting facts you know about English-speaking countries.</p> <p>3.Product: Students' answer.</p> <p>4.Implementation: Teacher's instructions</p> <p>Step 1: Deliver the task Step 2: Implement the task Step 3: Discuss Step 4: Giving comments or feedback</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>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)</p> <p>Step 1: Deliver the task Teacher asks students work in groups and allows them time to think about a fact they know and how to say it.</p> <p>Step 2: Implement the task 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.</p> <p>Step 3: Discuss Teacher calls on group representatives to share the facts with the class.</p>	<p>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)</p> <p>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.</p>

Step 4: Giving comments or feedback	
Teacher gives feedback on their reports.	
ACTIVITY 6: APPLICATION (2')	
1. Aim: - End up the lesson. Quickly assess if students remember what they have learnt - To give Home assignment 2. Content: - Remind students of what they have learnt in the lesson. - Home assignment 3. Products: - Students can repeat what they have learnt - Take note Home assignment 4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering (Home assignment) - Ask one or two Ss to tell the class what they have learnt. - Home assignment Step 2: Task performance - Teacher summarizes the lesson - T lets Sts take note the home assignment Step 3: Report and discussion - T asks, Sts answer Step 4: Judgement T gives feedback and requires Sts do homework.	<p>* Home assignment: - Do more exercises in workbook.</p>

Period: 98 - Lesson 5: Skills 1

feedback. Videolink: https://www.youtube.com/watch?v=jP3x7pcKIPY	
ACTIVITY 2: Pre- reading (10'-PW, IW) 1. Aim: - To provide students with some lexical items before reading the text. - To lead in the text about New Zealand 2. Content: Vocabulary 3. Product: Ss learn how to use them. 4. Implementation: Teacher's instructions...	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary Step 1: Deliver the task Teacher introduces the vocabulary. Step 2: Implement the task Teacher asks students to get the meaning in context and try to make up sentences with of the following words Step 3: Discuss Teacher and students discuss the answers. Step 4: Giving comments or feedback Teacher confirms student's answers and checks their pronunciation and gives feedback. Task 1: Work in pairs. Discuss and choose the correct answer A, B, or C. (p. 130). Step 1: Deliver the task Teacher students to work in pairs to discuss and answer the questions. Step 2: Implement the task Students work in pairs to complete the task. Step 3: Discuss Students discuss the answers. Step 4: Giving comments or feedback Teacher asks some pairs to share their answers. (Don't confirm the answers. Leave them till the end of the reading.)	I. Vocabulary 1. shining (adj) 2. historic (adj) 3. 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
ACTIVITY 3: While- reading (18'-IW, PW, GW) 1. Aim: - To help students develop their reading skill of guessing the meaning of a word by using its context. - To help students develop their reading skill for specific information (scanning). - To give students an opportunity to express their own feelings about what they personally like about New Zealand. - To provide an opportunity for students to practise introducing a country. 2. Content:	

<p>- Read the passage and match the words in bold from the passage (1-4) with their meanings (a-d).</p> <p>- Read the passage again and choose the correct answer A, B, or C.</p> <p>3. Product: Students' answers.</p> <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2: Read the passage and match the words in bold from the passage (1-4) with their meanings (a-d). (p. 130)</p> <p>Step 1: Deliver the task Teacher asks students to work individually to read the passage and find the highlighted words.</p> <p>Step 2: Implement the task Students read the text in detail, paying attention to the words in bold.</p> <p>Step 3: Discuss Teacher asks students to read the sentences where the words appear, and before and after it.</p> <p>Step 4: Giving comments or feedback Teacher calls some students share their answers then check the answers as a class.</p> <p>Task 3: Read the passage again and choose the correct answer A, B, or C. (p. 130)</p> <p>Step 1: Deliver the task 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.</p> <p>Step 2: Implement the task Students work individually to complete the task.</p> <p>Step 3: Discuss Teacher allows students to share their answers before discussing as a class and encourages them to give evidence.</p> <p>Step 4: Giving comments or feedback Teacher calls a student to write his/her answer on the board, then check the answers as a class.</p>	<p>Task 2: Read the passage and match the words in bold from the passage (1-4) with their meanings (a-d). (p. 130)</p> <p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. c 2. d 3. a 4. b <p>Task 3: Read the passage again and choose the correct answer A, B, or C. (p. 130)</p> <p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. C 2. B 3. B 4. A 5. C
<p>ACTIVITY 5: Post – reading/ Speaking (10'-PW)</p> <p>1. Aim:</p> <p>- To help Ss practise reasoning skill</p> <p>2. Content:</p> <p>- Note two things you like about New Zealand. Share them with your partner.</p> <p>3. Products:</p>	

- Ss' reports 4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Work in pairs. Note two things you like about New Zealand. Share them with your partner. (p. 130) Step 1: Deliver the task Teacher allows students to work individually first, referring (if necessary) to the text and list the two things they like most about New Zealand. Step 2: Implement the task Students work in pairs to to share their ideas with their partners, using use the suggested opening provided. Step 3: Discuss Students should give some reasons for their choice. Step 4: Giving comments or feedback 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) <i>Suggestion for the opening:</i> <i>There are two things I like about New Zealand. For such a small country, it really does pack a punch. Nearly every type of landscape is represented here, from beaches to rolling hills to volcanic deserts to mountains to temperate rainforests. You can hop in a car, drive for an hour or two, and feel like you're on a completely different planet. Other countries around the world may have diverse landscapes, but I've yet to find one that takes my breath away quite like New Zealand.</i>
ACTIVITY 7: APPLICATION (2') 1. Aim: - End up the lesson. Quickly assess if students remember what they have learnt - To give Home assignment 2. Content: - Remind students of what they have learnt in the lesson. - Home assignment 3. Products: - Students can repeat what they have learnt - Take note Home assignment 4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering (Home assignment) - Ask one or two Ss to tell the class what they have learnt. - Home assignment Step 2: Task performance - Teacher summarizes the lesson - T lets Sts take note the home assignment Step 3: Report and discussion - T asks, Sts answer Step 4: Judgement - T gives feedback and requires Sts do homework.	* Home assignment: - Do more exercises in workbook. - Make a conversation, video and upload on given drive link.

Period: 99 - Lesson 6: Skills 2

ACTIVITY 1: WARM UP (5'-IW, GW)


1. Aim:

To introduce the topic of the lesson.

2. Content: Guessing game: What city is it?

3. Product: Having a chance to speak English and focus on the topic of the lesson.

4. Implementation: Teacher's instructions...

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Guessing game: What city is it?</p> <p>* Teacher divides the class into 2 teams. Each team will guess the the name of the city based on pictures given gradually by the teacher.</p> <p>** Students play the guessing game.</p> <p>*** The team with correct answer will be the winner.</p> <p>**** Teacher introduces the topic of the listening task: <i>A tour around London.</i></p> <div data-bbox="287 963 877 1478">  </div>	

ACTIVITY 2: Pre-listening(10'-PW, IW)

1.Aim:

To prepare students for the listening by introducing two key phrases visually.

2.Content:

- Match the phrases to the pictures

3.Product: Ss learn how to use them.

4.Implementation: Teacher's instructions...

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 1: Work in groups. Match the phrases to the pictures (p. 131)</p> <p>Step 1: Deliver the task</p> <p>Teacher asks students work in groups to read</p>	<p>Task 1: Work in groups. Match the phrases to the pictures (p. 131)</p> <p><i>Answer key:</i></p> <p>1. Changing of the Guard</p>

<p>the phrases and match them to the pictures.</p> <p>Step 2: Implement the task Students discuss with partners.</p> <p>Step 3: Discuss Teacher elicits as many learnt vocabularies as possible and asks one or two students to re-describe the pictures to the class.</p> <p>Step 4: Giving comments or feedback Teacher gives feedback and introduces the topic of the listening task: <i>A tour around London.</i></p>	2. Buckingham Palace
<p>ACTIVITY 3: While-listening (18'-IW, PW, GW)</p> <p>1. Aim: To help students develop their skill of listening for specific information, in this case: times. To help students further develop their listening skill for specific information. To help students summarise the content of the listening in notes. To teach students how to write a diary entry about a tour they have taken.</p> <p>2.Content: - Listen and fill in the times. - Listen again and complete each sentence with ONE word. - Fill in the table with information about the London tour.</p> <p>3.Product: Students' answers.</p> <p>4.Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Task 2: A tour guide is talking about the schedule for a day trip in London. Listen and fill in the times. (p. 131)</p> <p>Step 1: Deliver the task 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.</p> <p>Step 2: Implement the task Teacher has students read the questions 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.</p> <p>Step 3: Discuss Teacher has students exchange answers in pairs, invites some pairs to read their answers and confirm the correct ones.</p> <p>Step 4: Giving comments or feedback Teacher confirms the answers and gives feedback.</p> <p>Task 3: Listen again and complete each</p>	<p>Task 2: A tour guide is talking about the schedule for a day trip in London. Listen and fill in the times. (p. 131)</p> <p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. 11:30 a.m. 2. 1:00 p.m. 3. 3:15 p.m. 4. 5:00 p.m. <p>Task 3: Listen again and</p>

sentence with ONE word. (p. 131)**Step 1: Deliver the task**

Teacher has students read the questions and determine what information they need for answering the questions, reminds them that the questions ask for one-word answers.

Step 2: Implement the task

Teacher plays the recording again twice for students to listen and complete the sentences.

Step 3: Discuss

Teacher has students exchange answers in pairs, invites some pairs to say their answers and confirm the correct ones.

Step 4: Giving comments or feedback

Teacher plays the recording again if needed, stopping at each place where the answers appear.

Task 4: Work in pairs. Fill in the table with information about the London tour. (p. 131)**Step 1: Deliver the task**

Teacher asks students to work in pairs, lets them read the table and decide what information they need to complete the table.

Step 2: Implement the task

Students do the task within 4-5 minutes.

Step 3: Discuss

Teacher invites some pairs to share their answers with the class

Step 4: Giving comments or feedback

Teacher gives feedback and provides suggested answers.

complete each sentence with ONE word. (p. 131)**Answer key:**

1. Queen
2. garden
3. Clock
4. photos
5. attractions

Task 4: Work in pairs. Fill in the table with information about the London tour. (p. 131)**Suggested answers:**

Time	Place	Activity
9:30 a.m.	Buckingham Palace	- see the Queen's garden - see the Queen's collection of artworks
11:30 a.m.	Buckingham Palace	watch the Changing of the Guard
1 p.m.	Around Big Ben	- have lunch - tour the place and take photos
3:15 p.m.	The River Thames	take a boat ride
5:00 p.m.		return to the hotel

ACTIVITY 4: Post-listening /Pre - writing (10')**1.Aims:**

- To peer check, cross check and final check students' writing.

2.Contents:

- 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.

3.Products:

- Ss' writing

3. Implementation:

**TEACHER AND STUDENTS'
ACTIVITIES**

CONTENTS

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. (p. 131)

Step 1: Deliver the task

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.

Step 2: Implement the task

Students refer to the table in 4 for information. They can write about everything or just choose the activities they like most.

Step 3: Discuss

Teacher allows students to peer check first.

Step 4: Giving comments or feedback

Teacher goes around to help (if necessary).

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. (p. 131)

First, I went to _____

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.

ACTIVITY 7: APPLICATION (2')

1. Aim:

- End up the lesson. Quickly assess if students remember what they have learnt
- To give Home assignment

2. Content:

- Remind students of what they have learnt in the lesson.
- Home assignment

3. Products:

- Students can repeat what they have learnt
- Take note Home assignment

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering (Home assignment)</p> <ul style="list-style-type: none"> - Ask one or two Ss to tell the class what they have learnt. - Home assignment <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Teacher summarizes the lesson - T lets Sts take note the home assignment <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - T asks, Sts answer <p>Step 4: Judgement</p>	<p>* Home assignment:</p> <ul style="list-style-type: none"> - Do more exercises in workbook.

- T gives feedback and requires Sts do homework.

- Rewrite the emails on their notebook.

Period: 100 - Lesson 7: Looking back and project

ACTIVITY 1: WARM UP (5'-IW, GW)

1. Aim:

- To revise the vocabulary related to the topic and lead in the next part of the lesson.

2. Content: *Video watching:*

3. Product: Having a chance to speak English and focus on the topic of the lesson.


4. Implementation: Teacher's instructions...

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p><i>Video watching:</i> How many English-speaking countries are there? What are they? Step 1: Deliver the task Teacher lets students watch a video and ask them the questions: <i>How many English-speaking countries are there in the video?</i> <i>What are they?</i> Step 2: Implement the task Students watch the video, note down the names and the number of English-speaking countries. Step 3: Discuss Teacher and students discuss the answers. Step 4: Giving comments or feedback Teacher confirms the answers as a class.</p>	<p><i>Video watching:</i> How many English-speaking countries are there? What are they? Video link: https://ejoy-english.com/go/intl/vi/video/6-english-speaking-countries/60729 <i>Answer key:</i> 1. <i>There are 6 English-speaking countries in the video.</i> 2. <i>They are:</i> <i>The Philippines</i> <i>Australia</i> <i>Republic of Ireland</i> <i>Canada</i> <i>The USA</i> <i>The UK</i></p>
<p>Activity 2. KNOWLEDGE FORMATION (5'- PW, IW) 1. Aim: To help students revise the vocabulary (nouns showing things and places) they have learnt in the unit. 2. Content: Look at the pictures and write the correct words or phrases to complete the sentences. 3. Product: Ss learn how to use them. 4. Implementation: Teacher's instructions...</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>VOCABULARY Task 1: Look at the pictures and write the correct words or phrases to complete the sentences. (p. 132) Step 1: Deliver the task Teacher asks students to work in pairs, has</p>	<p>VOCABULARY Task 1: Look at the pictures and write the correct words or phrases to complete the sentences. (p. 132)</p>

<p>students read the sentences and see if they can find the equivalent words illustrated by the pictures.</p> <p>Step 2: Implement the task Students do the task in pairs.</p> <p>Step 3: Discuss Students exchange their answers with their partners.</p> <p>Step 4: Giving comments or feedback Teacher gives feedback as a class discussion.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. island 2. castle 3. boat ride 4. tattoos 5. coastline
<p>ACTIVITY 3 – PRACTICE (20'-IW, PW, GW)</p> <p>1. Aim: To help students revise more key vocabulary they have learnt in the unit. To help students revise the use of articles. To help students recognise mistakes in the use of the articles and correct them.</p> <p>2. Content:</p> <p>3. Product: Students' answers.</p> <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>VOCABULARY</p> <p>Task 2: Choose the best answer A, B, or C to complete each sentence. (p. 132)</p> <p>Step 1: Deliver the task Teacher asks students to to complete the task individually.</p> <p>Step 2: Implement the task Students do the task individually complete the sentences.</p> <p>Step 3: Discuss Students exchange their textbooks with their partners.</p> <p>Step 4: Giving comments or feedback Teacher gives feedback as a class discussion.</p> <p>GRAMMAR</p> <p>Task 3: Complete the sentences with "a / an" or "the". (p. 132)</p> <p>Step 1: Deliver the task Teacher encourages students to complete the task individually.</p> <p>Step 2: Implement the task Students complete the passage with "a / an" or "the".</p> <p>Step 3: Discuss Students exchange their textbooks with their partners.</p>	<p>VOCABULARY</p> <p>Task 2: Choose the best answer A, B, or C to complete each sentence. (p. 132)</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. B 4. C 5. A <p>GRAMMAR</p> <p>Task 3: Complete the sentences with "a / an" or "the". (p. 132)</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. the – the 2. A – a 3. the – the 4. a – the 5. An – an

<p>Step 4: Giving comments or feedback Teacher gives feedback as a class discussion.</p> <p>Task 4: Underline and correct the article mistakes in the sentences below. (p. 132)</p> <p>Step 1: Deliver the task Teacher asks students to do this exercise in pairs.</p> <p>Step 2: Implement the task Students read each sentence carefully and discuss to find out which article is incorrect, then correct it.</p> <p>Step 3: Discuss Teacher then asks them to check their answers with a partner before discussing the answers as a class.</p> <p>Step 4: Giving comments or feedback Teacher confirms the answers and explains if necessary.</p>	<p>Task 4: Underline and correct the article mistakes in the sentences below. (p. 132)</p> <p><i>Answer key:</i></p> <ol style="list-style-type: none"> Ottawa is <u>a</u> capital of Canada. → the He's <u>the</u> Englishman. He lives in Oxford. → an When people travel, they use <u>an</u> map to find their ways round. → a Can you see <u>a</u> Big Ben from where you are standing? → the Canadians love ice hockey, <u>the</u> winter sport. → a
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<p>ACTIVITY 4 – PRODUCTION (13'-IW, PW, GW)</p> <p>1. Aim: To guide students how to find information for a poster introducing a place in an English-speaking country.</p> <p>2.Content:</p> <p>3.Product: Students' answer.</p> <p>4.Implementation: Teacher's instructions</p>
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TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Posters exhibition:</p> <p>Step 1: Deliver the task 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:</p> <ul style="list-style-type: none"> ✓ its name ✓ its location ✓ its attractions <p>Step 2: Implement the task Students do the project in groups.</p> <p>Step 3: Discuss Students vote for the best poster.</p> <p>Step 4: Giving comments or feedback Teacher gives feedback.</p>	<p>Posters exhibition:</p> 

<p>ACTIVITY 7: APPLICATION (2')</p> <p>1. Aim:</p>

- End up the lesson. Quickly assess if students remember what they have learnt
- To give Home assignment

2. Content:

- Remind students of what they have learnt in the lesson.
- Home assignment

3. Products:

- Students can repeat what they have learnt
- Take note Home assignment

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering (Home assignment)</p> <ul style="list-style-type: none"> - Ask one or two Ss to tell the class what they have learnt. - Home assignment <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Teacher summarizes the lesson - T lets Sts take note the home assignment <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - T asks, Sts answer <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T gives feedback and requires Sts do homework. 	<p>* Home assignment:</p> <ul style="list-style-type: none"> - Do more exercises in workbook.

