**WEEK 23**

Ngày soạn: 14/01/ 2018

Ngày dạy: / 1/ 2018

**Period 67 UNIT 8 . ENGLISH SPEAKING COUNTRIES**

**LESSON 3. A CLOSER LOOK 2**

**I. Objectives:** By the end of the lesson, Ss will be able to:

- use the present simple for future meaning.

- **Attitude**: Ss will be able to know more about English speaking countries.

**II. Teaching aid:** Textbook, stereo, CD, computer, projector.....

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**III. Procedures**

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| **Steps + time** | **Learning Activities** | **Language focus** | **Modes** |
| **Warm-up**  5’  **New lesson**.  35’  **Present-**  **20’**  **Practice**  **Producti-on**  **Home- work**  **5’** | - Give 6 pictures and 6 words and ask ss to match them.  -Remind Ss about the use of the present simple, present continuous and present perfect and their distinct time signals.Then let them do 1 individually. Allow Ss to share ideas in pairs or small groups. Encourage Ss to explain how they decided on the tense in each sentence. Correct as a class.  - Let Ss work individually first. Then let them share and discuss in pairs or small groups. Check, and have Ss explain why a certain tense is used.  - Ask Ss to read the monthly schedule forthe extra activities at Vancouver Christian School.Then have them underline the verbs in the sentences.  - Allow 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.  - Have Ss do this exercise  independently. T checks the ansvvers as a class.  -Ss do this exercise independently.. -Ss can exchange and talk about their schedule with a partner first. Once they have done this, ask them to write down the sentences. Remind Ss that in this case, the present simple is used to talk about practical information: place, time, day, date, so this should be the focus of their sentences. Ss can use the sentences in 4 as a model. If time allows, let them share with the class. Otherwise,T may set the writing for homework.  -T guides sts to prepare the lesson at home  - Learn new words  - Prepare : Communication | 1.castle 2. loch  3. parade 4. unique 5 attracts  **1.Complete the sentences…**  Key:  l.has served 2. is increasing  3. symbolises 4. form  5. has celebrated 6. is  **2. Four of the underlined….**   |  |  | | --- | --- | | **In the passage** | **Correct** | | 2. visit  3. increases  5. has celebrated  7. are dancing | have visited  is increasing  celebrates  dance |   **Present simple for the future**  **3a. Read the schedule and underline the verbs ỉn 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.  **3b. Work in groups…**  Key:  1.Thefuture  2. The present simple  **4. Use the verbs …**  **Key:** \ 1. starts -finishes 2. takes place  3. holds 4. hosts 5. lasts  **5. Make notes of some…** | whole class  Individual  pair  individual  individual  whole class  individual  whole class  individual  whole class |

Feedback:……………………………………………………………………………

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**WEEK 23**

Ngày soạn: 14/01/ 2018

Ngày dạy: / 1/ 2018

**UNIT 8 . ENGLISH SPEAKING COUNTRIES**

**Period 68. LESSON 4. COMMUNICATION**

**I. Objectives:** By the end of the lesson, Ss will have general knowledge of people and landmarks in English speaking countries

**II. Teaching aid:** Textbook, stereo, CD, computer, projector.....

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**III. Procedures**

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| **Steps + time** | Learning Activities | Language focus | **Modes** |
| **Warm-up**  **5’**  **New lesson**  **35’**  **Present-**  **Practice**  **Producti-on**  **Home- work**  **5’** | - List some countries in the world speaking English?  - What do you know about these countries?  - Introduce sts some vocabularies.  Diverse (adj):  Spectacular (adj):  Illustrate (v):  Garment: dress  Emu (n):  Territory (n);  North pole:  Arctic Circle:  Have Ss do the quiz individually as quicklỵ as possible. Set a time limit to keep the pace lively and increase the fun element. Ss then share their answers in pairs or smail groups and discuss where their answers differ. Check as a class by asking for a show of hands for each question. Note that the quiz format should be kept light and fun.  -Have Ss work independently. Then Ss compare their anwers in pairs. T confirms the correct class.  -Both activities 1 and 2 are to confirm and broaden Ss'knowledge of English speaking countriés and focus on English Auency. Encourage them to discuss with one another. The experience will be more meaningful this way.  - Put Ss into groups off ive or six. Explain that now they have a chance to put together what they know about a country, including all the information they have got so far from the lesson too. Ask them to write the information in short notes first without mentioning the name of the coụntry (e.g.: - far north/ north America; - cold;- two languages: English and French...). b Ask each group to stand up in front of the class. Each member of the group will give One fact about the countrỵ. 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 iníormative and interesting One  -Guide sts to do the homework and prepare the lesson (Skills 1) at home. | \* Extra vocabulary.  **1. Do the quiz…**  1. the USA 2. New Zealand  3. the United KỊngdom  4. Canada  5. Australia  **2. Write the names…**  1.C 2.A 3.C 4.B 5.B  6.B 7.C 8.A 9.B 10.A  **3. Game:**  **a. Work in groups…**  **b. Each group…** | whole class  Individual  Pair  group or |

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**WEEK 23**

Ngày soạn: 14/01/ 2018

Ngày dạy: / 01/ 2018

**UNIT 8 . ENGLISH SPEAKING COUNTRIES**

**Period 69. LESSON 5. SKILLS 1**

**I. Objectives:** By the end of the lesson, Ss will be able to:

- Read for general and specific information about the attractions of a country.

- Write a description of a schedule for a visit or a tour.

- **Attitude**: Ss will know more about Scotland.

**II. Teaching aid:** Textbook, stereo, CD, computer, projector.....

**III. Procedures.**

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| **Steps + time** | **Learning Activities** | **Language focus** | **Modes** |
| **Warm-up**  5’  **New lesson**  35’  Pre-  20,  while-  post- …  Pre  15’  While  Post  **Home-**  **work**  3’ | - What is UK made up ?  - Where is Scotland?  - What is it famous for?  - Ask 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.  - Have Ss read the passage again and write out the answers independently. T may invite two 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.  - Give Ss a minute to think about the thing they like most about Scotland, and prepare their reasons. They then work in pairs, asking and answering about their choice. If time allows, call on some pairs to share with the class. Encourage Ss to come up with more questions about Scotland. - Have Ss work in small groups. Ask them to look through the interesting facts, and discuss if there is any piece of information they are not clear about. Check as a class to make sure that the information isunderstood correctly. Only then can Ss start working on preparatión for their presentation.Tell them that they can add some facts they know, or delete some facts they do not like from the provided notes.Then call on some groups to present. The class may then vote for the best presentation.  -T guide sts to prepare the lesson at home.  Learn new words/ workbook: B1, 2, 3  Prepare : Skills 2 | 1. **Discuss the questions**.   1. It's in the north of Great Britain. 2. 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.**  1. Edinburgh: d, f  2. castles: a, c  3. Highland Games: b, h  4. lochs: e, g  **3. Read the passage again**  **And answer the questions**  1. Yes, it is. 2. a ghost  3. piping, drumming, dancing 4. the telephone, television, penicillin, the rain coat 5. In 1824  4**. Work in pairs. Talk about the thing(s) you like most about Scotland. Give reasons. Example:** -What do you like about Scotland? - 1 like the castles. - Why? - Because I w ant to see a ghost!  5. Work in groups. Read and discuss these interesting facts ebout Ausíralìa. Prepare a short iníroduction of Australia.Then present it to the class  -world's only country which covers an entire continent -world's Capital of sports and outdoor activities(70% of the population regularly participate; -world's longestíence (5,400 km); built to protect -world's largest population of sheep (about 175million); claimed to be seen from outer space -world's largest cattle station (Anna Creek station); largerthan Belgium | whole class  Individu-al  Pair  whole class  Individual  whole class  group  whole class  whole class |

Feedback:……………………………………………………………………………

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**WEEK 24**

Ngày soạn: 21 /1/ 2018

Ngày dạy: / 1/ 2018

**UNIT 8 . ENGLISH SPEAKING COUNTRIES**

**Period 70. LESSON 6. SKILLS 2**

**I. Objectives:** By the end of the lesson, Ss will be able to:

- Listen for specific information about a day trip to an amazing tơwn.

- Write a description of a schedule for a visit or a tour.

**II. Teaching aid:** Textbook, stereo, CD ,computer, projector.....

**III. Procedures.**

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| **Steps + time** | **Learning Activities** | **Language focus** | **Modes** |
| **Warm-up**  5’  **New lesson**  35’  Pre-  20,  while-  post- …  Pre  15’  While  Post  **Home-**  **work**  3’ | - Give 2 pictures and ask ss if they known anything about it?  - Ask ss to look at the pictures and read the introduction to the listening. Ask them what features from the pictures they are interested in, and what they think Wanaka is like.  -Ask ss to read the questions. T then plays the recording and ss write the answers. T can play the recording at least twice. Elicit the answers from Ss and write the correct answers on the board.  - Give Ss some time to read the questions. Check if they know the meaning of the words ’illusion’ (something that appears to be there but is not) and ’3-D hologram’ (three-dimensional image). Ss then listen to the recording again, as many times as needed if time allows, and choose the correct answers. T checks the answers as a class.  - Ask ss to work in groups of three or four. Read the activities and decide on the four activities they would like to do together in their two-day visit to Washington D.C.  - Once they have made their decision, allow them time to schedule their visit and fill in the schedule table.  - Have each group write a description of their visit. The description should include: the name of the activity, the time they do it, and what it involves. If possible, give each group a big piece of paper to write their answers. Ask the two quickest groups to present their answers. Other groups and T give comments. Give marks to the groups. Other groups complete their writing as homework and bring it back in the next lesson.  -T guide sts to prepare the lesson at home.  Learn new words/ workbook: B1, 2, 3  Prepare : Skills 2 | **Listening.**  **1. Listen and fill in….**  **Key.**  l . 9.30 2.12.30  3. 4.00 4. 4.1 5  **2. Listen again and choose…**  1. B 2. C 3. C 4.B 5.A  **3a. Choose four activities...**  **b. Schedule….**    **4. Write a passage…**  This is the schedule for our group’s two-day visit to Washington D.C. On the first day we plan to go to the White House early at 8 o’clock. This way, we avoid the crowds. Then we get on a Hop-on Hop-off trolley, which rides around the city. We do some shopping and go for a nice lunch. Then we see some of the sights of the city. On the second day, we take the 8.30 shuttle bus to the canoe club to join a canoe trip along the C&O canal. This canal is famous for its beautiful scenery, especially in autumn. The trip takes about three hours. In the afternoon, we visit the National Children’Museum. The brochure says that this museum offers children a lot of fun activities where they can learn through playing. | whole class  whole class  Individual  whole class  group  work  Group  whole class |

Feedback:……………………………………………………………………………

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