**Period 79.**

**UNIT 5: LONDON WAS GREAT**

**Lesson 8: 5E GRAMMAR (p. 94)**

**I. Objectives (learning outcomes):**

By the end of this lesson, students will be able to:

**1. Knowledge:** Tearn the Past Simple (interrogative & short answers)

**2. Core competences and language skills:**

- Improve their communication skill, self-evaluation skills

- Improve their analytical skill, note-taking and other skills

**3. Personal qualities:**

- Have a reflection of their background (context) from that they can appreciate what they have

**II. Teaching aids:**

**- Teacher’s aids:** student book, workbook and teacher’s book, class CDs, IWB software, projector/interactive whiteboard/TV (if any).

**- Students’ aids:** Student books, workbooks and notebooks.

**III. Procedures:**

**A. Warm-up: (5 minutes)**

**a. Objectives:** to review the previous lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b. Content:** past simple tense

**c. Expected outcomes:** Ss can review the grammar points

**d. Competences: c**ommunication, collaboration, analytical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to make sentences with “yesterday”  - Call some Ss to read aloud their sentences. | - Make sentences and then read aloud their sentences. | **Make sentences with “yesterday”**  **Suggested answers**  - I played football yesterday.  - I went to school yesterday.  - I listened to music yesterday.  - I did homework yesterday  -…….. |

**B. New lesson: (35 minutes)**

**1. Activity 1: (15 minutes)**

**a. Objectives:** to present past Simple (interrogative/short answers)

**b. Content:** Past Simple (interrogative/short answers)

**c. Expected outcomes:** Ss can understand and use the grammar point correctly

**d. Competences: c**ommunication, collaboration, critical thinking and analytical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Explain that we use Did + personal pronoun + base form of the main verb to form questions in the Past Simple.  - Focus Ss’ attention on the position of did (before the personal pronoun).  - Point out that we answer in the short form with Yes/No, personal pronoun + did/didn’t.  - Ask Ss to read the grammar table and the cartoon. - Explain the task and read out the example. - Give Ss time to complete the task. - Check Ss’ answers. | - Listen and take notes  - Complete the task individually and then share with their partners | **Past Simple (interrogative/short answers)**    **Task 1: Look at what Peter did/didn’t do yesterday. Write questions, then answer them.**  **Answer key**  **2** play basketball (✗) *Did Peter play basketball? No, he didn’t.* **3** meet his friends (✓) *Did Peter meet his friends? Yes, he did.* **4** watch a film (✓) *Did Peter watch a film?*  *Yes, he did.* **5** listen to music (✗) *Did Peter listen to music? No, he didn’t.* **6** go to the park (✗) *Did Peter go to the park?*  *No, he didn’t.* **7** chat online (✓) *Did Peter chat online?*  *Yes, he did.* **8** go to bed late (✓) *Did Peter go to bed late?*  *Yes, he did.* |

**2. Activity 2: (15 minutes)**

**a. Objectives:** to help Ss practise the Past Simple (interrogative/ short answers) and question word

**b. Content:** Past Simple (interrogative/ short answers) and question word

**c. Expected outcomes:** Ss can understand and use the grammar point correctly

**d. Competences: c**ommunication, collaboration, critical thinking skills

**e. Organization:**

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| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Read out the theory box and then explain the task.  - Explain the rules and give some more examples if necessary.  - Give Ss time to complete the sentences.  - Check Ss’ answers around the class. | - Listen and take notes  - Complete the task individually and then share with their partners | **Task 2: Use the phrases to ask and answer questions.**  **Answer key**  *2. Did your mum go to work yesterday? Yes, she did./No, she didn’t. 3. Did your teacher give you lots of homework last week? Yes, he/she did./No, he/she didn’t. 4. Did you go on holiday last summer? Yes, I did./ No, I didn’t. 5. Did your best friend call you last night? Yes, he/she did./No, he/she didn’t. 6. Did your dad drive you to school this morning? Yes, he did./No, he didn’t.* |
| - Read out the Note! box. - Explain the task and read out the example.  - Give Ss time to complete the task.  - Check Ss’ answers. | - Listen and take notes  - Complete the task individually and then share with their partners  - Listen and take notes | **Note!**  **Past Simple (question words)** We always put the question words before did to form Wh- questions in the Past Simple. We use falling intonation with Wh-questions. **Task 3: Use the words in brackets to write questions as in the example. Read them aloud.**  **Answer key** **2** He went to the theatre last night. **(Where?)** *Where did he go last night?* **3** Ann met Harry yesterday. **(Who?)** *Who did Ann meet yesterday?* **4** He called Bob to invite him to his party. **(Why?)** *Why did he call Bob?* **5** The film started at 7:00 p.m. **(What time?)** *What time did the film start?* **6** I went to the cinema on foot. **(How)** *How did you go to the cinema?* **7** They wore coats. **(What?)** *What did they wear?* |

**3. Activity 3: (5 minutes)**

**a. Objectives:** to help Ss wrap up the lesson

**b. Content:** last weekend activities

**c. Expected outcomes:** Ss can ask and answer about last weekend activities.

**d. Competences: c**ommunication, collaboration, critical thinking, presentation skills and creativity

**e. Organization:**

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| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to work in pairs to ask and answer about their last weekend.  - Call some pairs to talk in front of the class | - Work in pairs to ask and answer about their last weekend. | **Work in pairs. Ask and answer about your last weekend**  **Suggested answer**  *Ss1: What did you do last weekend?*  *Ss 2: I played football.*  *Ss 1: Who did you play with?*  *Ss 2: I played with my friends.*  *Ss 1: How long did you play?*  *Ss 2: We played for about an hour.*  *Ss 1: Were you happy?*  *Ss 2: Yes, we were*  *………………* |

**4. Guide students to learn by themselves (5 minutes)**

- The Past Simple (interrogative & short answers) and question words

- Learn past Simple (interrogative & short answers) and question words

- Do exercises in the workbook (page 48)

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**Period 80.**

**UNIT 5: LONDON WAS GREAT**

**5E GRAMMAR 2 (p. 95)**

**I. Objectives (learning outcomes):**

By the end of this lesson, students will be able to:

**1. Knowledge:** Review the past simple

**2. Core competences and language skills:**

- Ask and answer about the past activities

- Improve their communication, critical thinking and analytical skills and other skills

- Write a letter about your trip

**3. Personal qualities:**

- Encourage them to study hard

- Have a reflection of their background (context) from that they can appreciate what they have

**II. Teaching aids:**

**- Teacher’s aids:** student book and teacher’s book, class CDs, IWB software, projector/interactive whiteboard/TV (if any).

**- Students’ aids:** Student books, notebooks.

**III. Procedures:**

**A. Warm-up: (5 minutes)**

**a. Objectives:** to review the previous lessonand set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b. Content:** past simple tense

**c. Expected outcomes:** Ss can review the previous lesson

**d. Competences: c**ommunication, collaboration, analytical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Show the picture. Ask Ss to make questions about it.  - Call other Ss to answer.  - Elicit more questions. | - Complete the task individually and then share with their partners | **Look at the picture about Peter’s family two years ago. Make questions about it, using the past simple**  Checklist For A Fun Day At The Beach Or Pool – CBS New York  **Suggested answer** - Where were they?  => They were at the beach.  - What did they do?  => They built a sand castle.  - Was the weather good?  = Yes, it was  ………….. |

**B. New lesson: (35 minutes)**

**1. Activity 1: (15 minutes)**

**a. Objectives:** to help Ss practise the Past Simple

**b. Content:** the Past Simple (question)

**c. Expected outcomes:** Ss can make questions using past simple tense.

**d. Competences: c**ommunication, collaboration, critical thinking and analytical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Explain the task and read out the example. - Give Ss time to complete the task. - Check Ss’ answers. | - Complete the task individually and then share with their partners  - Listen and take notes | **Task 4: Put the verbs in brackets into the Past Simple, then complete the answers.**  **Answer key**  **2** A: Did you enjoy **(you/enjoy)** the party? B: Yes, we did. We stayed **(stay)** there until midnight. **3** A: Did Tony pay **(Tony/pay)** for the concert tickets? B: No, he didn’t. We each bought **(buy)** our own. **4** A: Did you book **(you/book)** a table at the restaurant? B: Yes, I did. I booked **(book)** it last night. **5** A: Why didn’t Louise come **(not/Louise/come)** with you? B: She wasn’t **(not/be)** well. **6** A: Did you have **(you/have)** a barbecue last Saturday? B: Yes, we did. Paul didn’t come **(not/come)** because he was **(be)** sick. |
| - Explain the task and read out the example. - Give Ss time to complete the task.  - Check Ss’ answers. | - Complete the task individually and then share with their partners  - Listen and take notes | **Task 5: Use verbs from the list and time words/phrases to ask and answer as in the example.**  **Suggested answer**  *A: Did you walk to school last Friday?* *B: No, I didn’t. Did you stay in yesterday?* *A: Yes, I did. Did you meet Jane a month ago?* *B: Yes, I did. Did you come home late yesterday evening?* *A: Yes, I did. Did you send a parcel last weekend?* *B: No, I didn’t. Did you go to France a week ago?* *A: No, I didn’t. Did you have dinner yesterday evening?* *B: Yes, I did. Did you try sailing last summer?* *A: Yes, I did. Did you do your homework at noon?* *B: No, I didn’t. etc.* |

**2. Activity 2: (10 minutes)**

**a. Objectives:** to help Ss practise the past simple

**b. Content:** past simple tense

**c. Expected Outcomes:** Ss can understand and use the grammar point correctly

**d. Competences: c**ommunication, collaboration, critical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Explain the task and give Ss time to complete the task.  - Check Ss’ answers. | - Complete the task individually and then share with their partners  - Listen and take notes | **Task 6: Put the verbs in brackets into the Past Simple.**  **Answer key**  Hi Sam, Hope you 1) had (have) a great weekend. Mine 2) was (be) fantastic. We 3) went (go) to Ho Chi Minh City. Ann 4) didn’t come (not/come) with us. She 5) spent (spend) the weekend at our grandparents’ house. We 6) stayed (stay) at a hotel in the centre and we 7) travelled (travel) around by bus. It 8) was (be) cold but it 9) didn’t rain (not/rain). We 10) visited (visit) all the sights such as the Reunification Palace, Tao Đan Park and the History Museum. Write back and tell me your news. Bao |

**3. Activity 3: (10 minutes)**

**a. Objectives:** to help Ss practise writing a letter using past simple tense

**b. Content:** writing a letter

**c. Expected outcomes:** Ss can use the grammar point in the real situation

**d. Competences: c**ommunication, collaboration, critical thinking, presentation skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to write a letter to tell them about their trip.  - Give Ss time to write.  - Deliver Ss handout to check their friends’ mistakes | - Complete the task individually and then share with their partners  - Read and take notes | **Write a letter to your friend to tell them/ him/ her about your trip, using Exercise 6 as an example.**  **\* Peer correction Guide**   |  |  |  | | --- | --- | --- | | **Criteria** | **Yes** | **No** | | Greeting |  |  | | Introduction |  |  | | Body |  |  | | Closing |  |  | | Signature |  |  | | Spelling mistakes | Circle the words | | | Grammar mistakes | Underline the mistakes | | |

**4. Guide students to learn by themselves (5 minutes)**

- Review the past simple

- Learn past simple and write the letter again.

- Do exercises in the workbook (page 48)

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**Period 81.**

**UNIT 5: LONDON WAS GREAT**

**Lesson 10: 5F SKILLS 1 (p. 96)**

**I. Objectives (learning outcomes):**

By the end of this lesson, students will be able to:

**1. Knowledge:** Learn vocabulary: Verb (snore); Nouns (torch, scientist); Adjective (informative); Phrase (set up camp)

**2. Core competences & language skills:**

- Listen and read for key information

- Listen and read for specific information

- Improve their scanning skill, problem solving skill, research skill, comparing and contrasting skills

**3. Personal qualities:** Build their love and appreciate history

**II. Teaching aids:**

**- Teacher’s aids:** student book and teacher’s book, class CDs, IWB software, projector/interactive whiteboard/TV (if any).

**- Students’ aids:** Student books, notebooks.

**III. Procedures:**

**A. Warm-up: (5 minutes)**

**a. Objectives:** to introduce the new lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b. Content:** asking and answering about a museum

**c. Expected outcomes:** Ss can have some ideas about a museum

**d. Competences: c**ommunication, collaboration, analytical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to answer the questions  - Elicit more answers | - Complete the task individually and then share with their partners  - Listen and take notes | **Ask and answer the questions**  - Have you ever visited a museum?  - What did you see in the museum?  - How did you feel?  **Suggested answer**  1. Yes / No  2. Antiques and old photos, Precious metals and jewelry, Ancient bones of extinct animals,…  3. I feel interested |

**B. New lesson: (35 minutes)**

**1. Activity 1: (15 minutes)**

**a. Objectives:** to improve Ss’ reading skill and enrich Ss’ vocabulary

**b. Content:** an article about a museum

**c. Expected outcomes:** Ss can expand their vocabulary and improve their reading skill.

**d. Competences: c**ommunication, collaboration and analytical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to look at the title of the text and the pictures. - Read out the question and play the recording.  - Check Ss’ answers | - Look at the title of the text and the pictures.  - Listen and read the text and find out the answer.  - Listen and take notes | **Task 1: Read the title of the text and look at the pictures. Why did Jenny go to this museum?**  **Listen and read to find out (3.9)**  Answer key  *Jenny went to this museum to spend the night there. It was her birthday present.* |
| - Explain the vocabulary. Teacher can translate into Vietnamese to make sure that Ss can understand them clearly.  - Divide the class into 2 teams.  - Give Ss instructions  - Write the words on the board.  - T reads Vietnamese, Ss slap the words to get marks.  - The team that has more marks will be the winner. | - Listen and take notes  - Play the game in groups | **Vocabulary**  - snore  - set up camp - torch  - scientist - informative  **\* Check understanding: Slap the board** |

**2. Activity 2: (15 minutes)**

**a. Objectives:** to improve Ss’ reading skill- scanning

**b. Content:** Jenny’s World article

**c. Expected outcomes:** Ss can read for specific information and consolidate information in a text

**d. Competences: c**ommunication, collaboration, critical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to read questions 1-3 and the answer choices. - Give Ss time to complete the task. - Check Ss’ answers. | - Read questions 1-3 and the answer choices.  - Listen and take notes | **Task 2: Read the text. For the questions (1-3), choose the correct answer (A, B or C)**  **Answer key**  1.C 2.A 3.C |
| - Give Ss time to read the text again if necessary and answer the questions.  - Check Ss’ answers. | - Read the text again if necessary and answer the questions.  - Listen and take notes | **Task 3: Answer the questions.**  **Answer key**  1. The tour was ‘quite scary’ because there were no lights except torches.  2. Jenny really enjoyed her night in the museum. |

**3. Activity 3: (5 minutes)**

**a. Objectives:** to help Ss improve presentation skill and develop critical thinking skills

**b. Content: explanation**

**c. Expected outcomes:** Ss can talk about the reasons why they would spend a night in a museum.

**d. Competences: c**ommunication, collaboration, critical thinking, presentation skills and creativity

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| **Task 4: Why would you spend a night in this museum? Give two reasons.**  **Suggested answer**  I would love to spend the night in this museum. It is a great experience – and very educational. | - Read the rubric aloud and elicit answers from Ss around the class | **-** Develop critical thinking skills |

**4. Guide students to learn by themselves (5 minutes)**

- Vocabulary: Verb (snore); Nouns (torch, scientist); Adjective (informative); Phrase (set up camp)

- Learn vocabulary in the lesson

- Do exercises in the workbook (page 49)

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