**Period 82**

**CORRECTING MID THE FIRST SEMESTER TEST**

**I. Objectives**

**1 Knowledge**

By the end of the lesson ss will be able to know their good points, bad points, and their result and know the ways to do some kinds of exercises

**2. Skill**

Listening, writing, reading

**3. Education**

Educating ss to work hard, love the subject

**II. Teaching aids**

**1. Teacher**

Writing test

**2. Students**

Notebook, pen, review the old lesson.

**III. Procedures**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Steps** | **Learning activities** | | | **Language focus** | **mode** |
| **Warm up**  5 minutes | **Goal:** Ask Ss some questions | | | | |
| **Procudure:**   * Answer some questions | I**nput**:  + Who is absent today?  + What did you do last night?  + Did you do your home works? | | | Whole class |
| **Outcome:** Answer the questions | | | | |
| **Pre - practice**  10 minutes | **Goal:** Help Ss to recognize the mistakes | | | | |
| **Proceduce:**  Find the mistakes in the tests | | **Input:**  Writing test | | group |
| **Outcome:** Ss find the mistakes  **A. (0,25 x 10=2,5 ps)**  1. F 2. T 3. F 4. T 5. F  6. C 7. D 8. B 9. E 10. A  **B. (0,25 x 10=2,5 ps)**  11. A 12. C  13. C 14. B 15. D 16. B  17. C 18. A 19. A 20. C  **C. (0,25 x 10=2,5 ps)**  21. T 22. F 23. NG 24. T 25. F  26. A 27. D 28. C 29. A 30. C  **D.**  **I. (0,25x2 = 0,5 point)**  **31**. Are you stressed about exams?  **32**. Most teenagers enjoy surfing the Internet for information and entertainment  **II. (0,25x2 = 0,5 point)**  **33**. She likes playing sports but she doesn’t like going shopping.  **34**. Thùy Tiên started learning Thai one month before participating in Miss Grand 2022  **III. (0,25x2 = 0,5 point)**  **35**. Although it rained a lot when we were in London, we enjoyed our holiday  **36**. John has visited Vietnam twice, so he knows a lot about Vietnamese customs.  **IV. (1 point)**   |  |  | | --- | --- | | **Marking criteria** | **Point** | | **1. Content** | **0,4** | | - Providing all main ideas and details as required. | 0,2 | | - Communicating intention sufficiently and effectively | 0,2 | | **2. Organization and presentation** | **0,2** | | - Ideas are well organized and presented with coherence, cohesion and clarity. | 0,1 | | - The passage is well-structured | 0,1 | | **3. Language** | **0,2** | | - Demonstration of a variety of vocabulary and structures appropriate to the level of English language. | 0,1 | | - Good use and control of grammatical structures | 0,1 | | **4. Punctuation and spelling and handwriting** | **0,2** | | - Good punctuation and no spelling mistakes | 0,2 | | | | | |
| **While - practice**  20 minutes | **Goal:** Help Ss to fix the mistakes they had | | | | |
| **Procedure:**  - correct the test | | **Input:**  Writing test | | Whole class |
| **Outcome: Keys** | | | | |
| **Post - practice**  5 minutes | **Goal:** practice saying the time | | | | |
| **Procedure:**  - read the right answers again | | **Input:** | | Whole class |
| **Outcome:** | | | | |
| **Homework**  2 minutes | retell the content of the test  Prepare next part: 2c vocabulary (p. 42) | | | | |

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**Period 83**

**UNIT 5: HOME AND PLACES**

**5F SKILLS 2 (p. 97)**

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

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

**1. Knowledge:** Learn colocations

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

- Raise Ss’ cross-culture awareness.

- Improve their listening and writing skill, analytical skill, critical thinking skill

- Listen for specific information

- Write a letter describing an experience of yours

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

**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 some museums in Vietnam 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:** museums in Vietnam

**c. Expected Outcomes:** Ss can have some information about some famous museums in Vietnam

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

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to tell some famous museums in Viet Nam  - Elicit the answers if Ss don’t know. | - Tell some famous museums in Vietnam | **Can you tell me some museums in Vietnam and their purposes?**  **Suggested answer**  **-** Ho Chi Minh Museum (Ha Noi): to commemorate president Ho Chi Minh  - Vietnam History Museum (Ha Noi): to show relics from ancient dynasties.  - War Remnants Museum (Ho Chi Minh City): to memorise the events during Vietnam War |

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

**1. Activity 1: (10 minutes)**

**a. Objectives:** to develop Ss’ critical thinking skill

**b. Content:** collocations

**c. Expected outcomes:** Ss can learn and practise collocations

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

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Read out the Study Skills box.  - Explain the task and give Ss time to complete the collocations. - Check Ss’ answers. - Give Ss time to make sentences and elicit answers from Ss around the class. | - Listen and take notes  - Complete the task individually and then share with their partners | **Study skill**  **Collocations** Collocations are words that go together. List collocations in your notebook and revise regularly. This will help you sound more natural in English  **Task 5: Fill in the gaps with *main*, *give*, *birthday*, *guided*, *real* and *sleeping*. Use the collocations to make sentences based on the text.**  **Answer key 1** real life **2** birthday present **3** main galleries **4** sleeping bags **5** guided tour **6** give a talk  Suggested answer  *1 I can’t believe you can spend the night in a museum in real life! 2 Spending the night in the Natural History Museum was a great birthday present. 3 There’s a Brontosaurus in one of the main galleries. 4 We slept in sleeping bags. 5 People learn more on a guided tour of the museum. 6 A scientist gave a talk on dinosaurs.* |

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

**a. Objectives:** to improve Ss’ listening skill and give Ss some information about The Vietnam National Fine Arts Museum

**b. Content:** Frances’ holiday and culture spot

**c. Expected outcomes:** Ss can listen for specific information and have some information about The Vietnam National Fine Arts Museum

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

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Read the rubric aloud and ask Ss to read the questions 1-4 and underline the key words. - Play the recording.  - Play the recording again if necessary and check Ss’ answers. | - Read the questions 1-4 and the answer choices.  - Listen and complete the task.  - Listen and take notes | **Task 6: Listen to Frances talking to Tim about her holiday. Then decide if the statements (1-4) are R (right), W (wrong) or DS (doesn’t say). (3.10)**  **Answer key**  1.W 2.W 3.R 4.DS |
| - Read out the box and then give Ss time to think of a popular museum in the capital city of the UK and what people can see and do there. Ask Ss to present them to the class. | - Listen and take notes  - Complete the task individually and then share with their partners  - Present in front of the class | **Culture spot**  The Vietnam National Fine Arts Museum is a popular museum in Hanoi,  Vietnam. Visitors can see traditional  and modern Vietnamese art there, go on guided tours and join in with educational activities  ***What is a popular museum in the capital city of the UK? What can people see and do there?***  **Suggested answer**  The British Museum is a popular museum in London, UK. People can see objects from ancient Egypt, Greece, Rome and more. They can go on guided tours, eat at the museum café and buy souvenirs at the shop. |

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

**a. Objectives:** to help use the language in the real situation

**b. Content:** a letter descibing an experience of yours

**c. Expected outcomes:** Ss can write a letter describing an experience

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

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Give Ss time to write their letter including all the points. - Ask various Ss to read their letter to the class. - Alternatively, assign the task as HW and ask Ss to read out their letters in the next lesson. | - Complete the task individually and then share with their partners | **Task 7:** **Imagine you spent the night in the Natural History Museum or another museum. Write a letter to your English friend, Mark (about 50-60 words).** **Write about *where you went*, *who you were with*, *what you did* and *how*** ***you felt*.**  ***Suggested Answer:***  *Hi Mark!* *How are you? Last night, I spent the night in the Natural History Museum in London! I was with my friend Nadia and lots of other children. First, there was a guided tour of the museum. Then, we made T-shirts and learned about dinosaurs. We slept in one of the main galleries. It was one of the best nights of my life!* *Write soon.* *Natasha* |

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

- Collocations

- A letter describing an experience of yours

- Learn collocations and write the letter again

- Do exercises in the workbook (page 49)

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**Period 84.**

**UNIT 5: LONDON WAS GREAT**

**Lesson 12: CLIL (Art and design) (p. 98)**

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

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

**1. Knowledge:**

- Learn vocabulary about materials

- Make a poster about landmarks around the world

**-** Create a poster about famous national wonders,

- Present famous natural wonders

- Learn about the value of responsibility (protect national wonders)

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

- Listen and read for specific information

- Listen and read for key information

- Develop Ss’ conversation skills, presentation skills and creativity

- Reading for specific information

**3. Personal qualities**: Build their awareness of protecting landmark.

**II. Teaching aids:**

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

**- 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:** famous landmarks

**c. Expected outcomes:** Ss can have some information about the topic

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

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
|  | - Show the pictures. Ask Ss where they are  - Check Ss’ answers | Where are these landmarks?  Tháp Eiffel và những điều ít ai biết - Ngôi saoKhám phá 12 điều thú vị về tháp đồng hồ Big Ben  Statue of Liberty reopens; visitors can once again admire Lady Liberty, New  York City - Times of India Travel  Hệ thống đổ rác nhà cao tầng tại tòa nhà Landmark 81 (Vincom Landmark 81)  là sản phẩm của công ty Composit Sao Đỏ  - Eiffel Tower in Paris  - Big Ben Tower in London  - Landmark 81 in Ho Chi Minh City  - Statue of Liberty in New York |

**B. New lesson: (40 minutes)**

**1. Activity 1: (5 minutes)**

**a. Objectives:** to present the vocabulary about materials and improve Ss’ listening skill

**b. Content:** famous landmarks

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

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

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Play the recording with pauses for Ss to repeat chorally and/or individually. - Elicit Ss’ guesses as to which material was used to build which building and then give Ss time to read the text and find out the answer  - Check Ss’ answer | - Listen and repeat chorally and/or individually.  - Note down vocabulary  - Complete the task individually and then share with their partners  - Listen and take notes | **Task 1: Listen and repeat. Which of these materials did they use to build each landmark (1-4) in the text? Read through to find out. (3.11)**  1. marble  2. glass  3. brick  4. wood  5. steel  6. stone  7. plastic  8. bronze  **Answer Key** *1 They used stone to build Nelson’s Column. They used bronze to build the lions at the base. 2 They used marble to build the Taj Mahal. 3 They used stone to build the Pyramids of Giza. 4 They used steel to build the Golden Gate Bridge.* |
| - Give Ss time to look up the meanings of the words in the box.  - Ask Ss to look through the text again and try to identify the false piece of information in each text. - Play the recording. Ss listen and check if their guesses were correct. - Check Ss’ answers around the class.  - Play the video for Ss and elicit their comments | - Listen and take notes  - Look through the text again and try to identify the false piece of information in each text | **Vocabulary**  - hero - in memory of - tomb - connect - fog  **Task 2: Each text contains one incorrect fact. Can you see what it is? Listen to the radio quiz to check if you are right (3.12)**  **Answer key**  *1 There aren’t three lions at the base of Nelson’s Column. There are four. 2 Shah Jahan didn’t build the Taj Mahal for his mother. He built it for his wife. 3 The largest pyramid of Giza wasn’t for Menkaure. It was for Khufu. 4 The Golden Gate Bridge isn’t 27 km long. It’s 2.7 km long* |

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

**a. Objectives:** to develop Ss’ research skill and improve the presentation skill

**b. Content:** making a poster

**c. Expected Outcomes:** Ss can prepare and make a poster

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

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to work in small groups and give them time to research online and collect information about various landmarks around the world under the headings provided. - Give Ss time to use this information to prepare a poster. - Ask various groups to present their posters to the class and then display them around the classroom. | - Work in small groups and research online and collect information about various landmarks around the world under the headings provided. | **Task 3: Work in groups of three. Collect information about various landmarks around the world under the headings: Name – Location – History/Interesting facts. Prepare a poster**  **Suggested answer** |
| - Ask Ss to look at the posters from other groups and then ask various Ss to tell the class which landmark they think are the most impressive and why. | - Look at the posters from other groups and then ask various Ss to tell the class which landmark they think are the most impressive and why. | **Task 4: Look at other groups’ posters. Which landmark do you find most impressive? Why?**  **Suggested answer** *I think Stonehenge is the most impressive because it is so old and they brought the huge stones from far away.* |

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

**a. Objectives:** to give Ss a chance to apply what they have learnt.

**b. Content:** writing a postcard

**c. Expected Outcomes:** Ss can present their poster about a famous landmark.

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

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Give Ss some time to look around the classroom and draw a map of their classroom, and then present it in front of the class.  - Elicit answers from Ss around the class. | - Look around the classroom and draw a map of their classroom, and then present it in front of the class.  - Work in groups and prepare their answers. | **Task 5: Imagine you are at one of these landmarks. Write a postcard to your English friend (about 50-60 words). Write about where you are, when you arrived and what you did/saw yesterday**  **Suggested answer** *Hi Mary, Greetings from Athens, Greece. I’m having a great time. Yesterday we visited the Parthenon. It’s a marble temple they built to honour the goddess Athena. It’s 2,500 years old. It’s amazing. Talk soon. Cam*  **How can we protect and preserve landmarks?**  **Suggested answer**  *S1: I think we shouldn’t write on the walls. S2: You’re right. We shouldn’t throw rubbish,* |

**4. Activity 4: (5 minutes)**

**a. Objectives:** to develop Ss’ analytical skill and improve Ss’ creativity

**b. Content:** national wonders

**c. Expected outcomes:** Ss can read for key information and create a poster

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

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to work in small groups and then give them time to research online and find information about four national wonders. - Ask Ss to copy the headings from the table into their notebooks and make notes and then add pictures and use their notes to make a poster. | - Work in small groups and research online and find information about four national wonders.  - Copy the headings from the table into their notebooks and make notes and then add pictures and use their notes to make a poster. | **Task 2: Choose national wonders from around the world. The students in your group decide on four. Copy the table in Exercise 1 into your notebook and make notes under the headings. Find pictures of the national wonders and create a poster.**  **Suggested answer** |

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

**a. Objectives:** to develop Ss’ presentation skill

**b. Content:** national wonders

**c. Expected outcomes:** Ss can present national wonders and learn about the value of responsibility

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

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask various groups of students around the class to present their national wonders from Exercise 2 to the class. | - Present their national wonders from Exercise 2 to the class | **Task 3: Present your national wonders to the class. Describe and compare them.**  **Suggested answers** *Good morning. Today I want to tell you about some famous landmarks. Perhaps you will know some of them. The Eiffel Tower is an iron landmark in Paris. It is around 130 years old. It gets its name from the man who designed it. The Coliseum is a stone landmark in Rome. It is almost 2,000 years old. Gladiators used to fight there. The Sagrada Família is a stone landmark in Barcelona. It is around 140 years old, and it still isn’t finished. Sigismund’s Column is a granite and bronze landmark in Warsaw. It is around 370 years old, and it shows King Sigismund III Vasa, who moved Poland's capital from Kraków to Warsaw in 1596. If you get the chance to visit them, you should. Thanks for listening.* |
| - Ask Ss to read the rules. Explain/Elicit the meanings of any unknown words and then elicit why we have these rules from Ss around the class. | - Read the rules.  - Complete the task individually and then share with their partners | **Task 4: Read the rules. Why do we have these rules?**  **Suggested answer** We have these rules to protect our monuments and ancient ruins |

**6. Activity 6: (5 minutes)**

**a. Objectives:** to help Ss express the idea and develop their critical thinking skill

**b. Content:** two other rules

**c. Expected outcomes:** Ss can create and talk about their rules.

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

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Give Ss time to think of other rules relating to responsibility for protecting ancient ruins and monuments and then ask various Ss to tell the class. | - Think of other rules relating to responsibility for protecting ancient ruins and monuments and then ask various Ss to tell the class. | **Task 5: Can you think of two other rules? Tell the class.**  **Answer key**  *Don’t drop litter. Respect the local culture and traditions.* |

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

- Vocabulary about materials

- Writing a postcard

- Learn vocabulary about materials

+ Create a poster about famous national wonders,

+ Present famous natural wonders

+ Learn about the value of responsibility (protect national wonders)

- Learn vocabulary about wonders

- Do exercises in the workbook (page 50 + 51)

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