

**SCHOOL: HOANG VAN THU HIGH SCHOOL**

**TEACHER: NGUYEN THI PHUONG THANH**

**CLASS: 10**

## **UNIT 1: FAMILY LIFE**

### **Lesson 1: Getting started – Household chores**

#### **I. OBJECTIVES**

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

##### **1. Knowledge**

- an overview about the topic Family life;
- vocabulary to talk about household chores.

##### **2. Core competence**

- develop communication skills;
- be collaborative and supportive in pair work and teamwork;
- actively join in class activities.

##### **3. Personal qualities**

- be aware of responsibilities towards family

#### **II. MATERIALS**

- Grade 10 textbook, Unit 1, Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### **Language analysis**

Form	Pronunciation	Meaning	Vietnamese equivalent
1. household (a)	/'haʊshəʊld/	relating to a house or flat and the people who live there	trong gia đình, dùng trong gia đình
2. chore (n)	/tʃɔːr/	a job or piece of work that needs to be done regularly	việc vặt

**Assumptions**

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Students may not know the household chores.</li> <li>- Students may not know how to work in teams.</li> </ul>	<ul style="list-style-type: none"> <li>- Use pictures/ photos or videos of some household chores to show them in the class.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 1: FAMILY LIFE</b></p> <p><b>Lesson 1: Getting started – Household chores</b></p> <p><b>* WARM-UP</b></p> <p>Game: Let's race!</p> <p><b>I. Vocabulary</b></p> <p>1. household (adj) /'haʊs.həʊld/: trong gia đình, dùng trong gia đình</p> <p>2. chore (n) /tʃɔːr/: việc vặt (thường được dùng ở số nhiều: chores)</p>
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**II. Practice**

Task 1: Listen and read.

Task 2: True or false.

Task 3: Fill in the table.

Task 4: Complete the sentences.

**III. Production:**

Make a poster

**III. PROCEDURES**
**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> <li>- To introduce the unit topic (Family life);</li> <li>- To introduce some vocabulary and the grammar points to be learnt in the unit.</li> </ul>	<b>GAME: LET'S RACE!</b> * T divides Ss into 4 groups and gives instructions: Watch the video clip and try to remember all the household chores Mr. Bean did in the video. One person from each group then goes to the board and writes the names of the chores.	T-S	5 mins

		 <p>** Ss do as instructed.          *** Ss work in pairs to discuss the answer after watching the clip, then one representative from each group writes the answer on the board.          **** T confirms the correct answers.</p> <p><i>Suggested answer:</i></p> <ol style="list-style-type: none"> <li>1. Mop the floor</li> <li>2. Clean the toilet</li> <li>3. Wash the clothes / Do the laundry</li> <li>4. Clean the house</li> <li>5. Vacuum the carpet</li> </ol>	<p>S-S          S-S          T-S</p>	
<p>PRESENTATION</p>	<p>To help students use key language more appropriately before they read and listen.</p>	<p><b>VOCABULARY</b></p> <p>* T asks Ss to look at the photos to guess the meaning of new words.</p>  <p>** Ss say the Vietnamese meaning of the word.</p> <ol style="list-style-type: none"> <li>1. household (n) / 'hɑ:ʊs.həʊld/</li> </ol>	<p>T-S</p>	<p>4 mins</p>



	<p>To practise reading for specific information</p> <ul style="list-style-type: none"> <li>- To practise scanning</li> <li>- To develop students' knowledge of vocabulary for household chores</li> </ul>	<p>** Ss read the conversation          *** One pair reads aloud.          **** T collects common mistakes and gives comments.</p> <p><b>TASK 2: TRUE OR FALSE</b>  <b>Read the conversation again and decide whether the following statements are true (T) or false (F). (p.9)</b></p> <p>* T asks Ss to work individually to read the statements and underline the key words, then share their ideas with a partner who sits next to them.          ** Ss do Task 2 individually first.          *** Ss share and discuss with their partners about the key words          **** T corrects their answers as a class.</p> <ol style="list-style-type: none"> <li>1. <i>Nam's <u>mother is cooking now</u>.</i></li> <li>2. <i><u>Everybody</u> in Nam's family <u>does some of the housework</u>.</i></li> <li>3. <i>The <u>children</u> in Minh's family <u>don't have to do any housework</u>.</i></li> </ol> <p>* T asks Ss to scan the conversation, locate the key words to find the answer for each the question with the partner who sits behind them          ** Ss do the task in pairs.          **** T has Ss share their answers with the class. T confirms the correct answers and have Ss correct the false statement. T writes the correct sentence on the board.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <li>1. <i>F → Nam is cooking now.</i></li> <li>2. <i>T</i></li> <li>3. <i>T</i></li> </ol> <p><b>TASK 3: FILL IN THE TABLE</b>  <b>Write the verbs/verb phrases that are used with the words or phrases in the conversation in 1. (p.9)</b></p> <p>* T has Ss locate the verbs or phrasal verbs in the conversation, find the</p>	<p>T-S          S-S          S-S          T-S</p> <p>T-S</p> <p>S          S-S          T-S</p> <p>T-S</p> <p>S-S          T-S</p>	<p>10 mins</p> <p>4 mins</p>
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	<p>household chores so that they can use them in the following lessons.</p> <p>- To help students practise scanning.</p> <p>To help students identify present simple and present continuous and how they are used in sentences</p>	<p>nouns or noun phrases after each verb/ phrasal verb to do the matching.</p> <p>** Ss work individually</p> <p>*** Ss share their answers with a partner</p> <p>**** T checks and gives the correct answers with the whole class, and has them say the meaning of each collocation.</p> <p><i>Answers:</i></p> <ol style="list-style-type: none"> <li>1. <i>put out the rubbish</i></li> <li>2. <i>do the laundry</i></li> <li>3. <i>shop for groceries</i></li> <li>4. <i>do the heavy lifting</i></li> <li>5. <i>do the washing-up</i></li> </ol> <p><b>TASK 4: COMPLETE THE SENTENCES.</b></p> <p><b>Complete the sentences from the conversation with the correct forms of the verbs in brackets. (p.9)</b></p> <p>* T has Ss read each sentences, try to think of a verb or an auxiliary verb that will complete the gap.</p> <p>** Ss do the task individually</p> <p>*** Ss share the answers with a peer.</p> <p>**** T asks the whole class to call out the verb forms first, then calls on individual students to read the complete sentences.</p> <p><i>Answers:</i></p> <ol style="list-style-type: none"> <li>1. <i>'m preparing</i></li> <li>2. <i>does – 's working</i></li> </ol>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p> <p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	<p>4 mins</p>
<p>PRODUCTION</p>	<p>- To help students practise talking about activities which raise students'</p>	<p><b>TASK 5: MAKE A POSTER!</b></p> <p><b>Think about activities which you can do to raise other students' awareness of their responsibilities towards their family.</b></p> <p>* T gives Ss clear instructions in order to make sure Ss can do effectively.</p>	<p>T-S</p>	<p>8 mins</p>

	<p>awareness of their responsibilities.</p> <ul style="list-style-type: none"> <li>- To practise teamworking.</li> <li>- To give students authentic practice in using target language.</li> </ul>	<ul style="list-style-type: none"> <li>- Divide Ss into 4 main groups .</li> <li>- Ask Ss to work in groups to discuss and make a poster of activities to raise Ss' awareness of their responsibilities towards their family.</li> <li>- Observer Ss while they are discussing, note their language errors</li> <li>** Ss do as instructed</li> <li>**** T gives Ss feedback.</li> <li>- Choose some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other students.</li> <li>- Choose some typical errors and correct as a whole class without nominating the Ss' names.</li> </ul>	<p>S-S T-S</p>	
CONSOLIDATION	<ul style="list-style-type: none"> <li>- To help students memorise the target language and skills that they have learned</li> <li>- To inform students what the final product of the project should be and how students can prepare for it.</li> </ul>	<p><b>WRAP-UP</b></p> <ul style="list-style-type: none"> <li>* T asks Ss: What have you learnt today?</li> <li>- Some lexical items about household chores</li> <li>- Reading for specific information</li> <li>- Scanning</li> </ul> <p><b>HOMEWORK</b></p> <ol style="list-style-type: none"> <li>1. Exercises in the workbook</li> <li>2. Project preparation</li> </ol> <ul style="list-style-type: none"> <li>- Have Ss look at the last page of Unit 1, the Project lesson and ask them what topic of the project is.</li> <li>- Tell them the project requirements: Do research on Family Day in Viet Nam or other countries in the world <ul style="list-style-type: none"> <li>+ suggest activities, provide the reasons and expected results of the activities;</li> <li>+ present their plans in the last lesson of the unit.</li> </ul> </li> <li>- Remind Ss that besides brainstorming activities, they: <ul style="list-style-type: none"> <li>+ can search for ideas on the Internet, in the newspaper, etc. for reference.</li> <li>+ should use photos/pictures to illustrate their ideas.</li> </ul> </li> </ul>	<p>T-S</p>	<p>4mins</p>

		<ul style="list-style-type: none"><li>- Put Ss into groups and have them choose their group leader. Ask them to assign tasks for each member, making sure that all group members contribute to the project work.</li><li>- Help Ss set deadlines for each task.</li></ul>		
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## UNIT 1: FAMILY LIFE

### Lesson 2: Language

#### I. OBJECTIVES

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

##### 1. Knowledge

- Pronounce the consonant blends /br/, /kr/, and /tr/ correctly in individual words and in sentences;
- Understand and use some lexical items about family life;
- Distinguish and use *present simple* and *present continuous*.

##### 2. Core competence

- Be collaborative and supportive in pair work and team work
- Access and consolidate information from a variety of sources
- Actively join in class activities

##### 3. Personal qualities

- Be aware of responsibilities towards family

#### II. MATERIALS

- Grade 10 textbook, Unit 1, Language
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

	Present simple	Present continuous
1. Form	(+) S + V(s/es). (-) S + do not/ does not (don't / doesn't) + V. (?) Do/Does + S + V?	(+) S + am/is/are + Ving. (-) S + am/is/ are + not ('m not/ isn't/ aren't) + Ving. (?) Am/ Is/ Are + S + Ving?
2. Uses	We use <i>present simple</i> to talk about habits or things we do regularly. Example: <i>My mother cooks every day.</i>	We use <i>present continuous</i> to talk about things which are happening at the moment of speaking. Example: <i>My mother isn't cooking now. She's working in her office.</i>

3. Time expressions	usually, always, every day, often, never, seldom... □ adverbs of frequency	now, at the moment, at present, presently, ...
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**Assumptions**

Anticipated difficulties	Solutions
Students may be confused when to use present simple or present continuous.	<ul style="list-style-type: none"> <li>- Give short and clear explanations with legible examples for each case.</li> <li>- Remind them and give some legible examples</li> </ul>

**Board Plan**

<i>Date of teaching</i> <b>Unit 1: FAMILY LIFE</b> <b>Lesson 2: Language</b>
<p>* <b>WARM-UP:</b> Guessing game</p> <p><b>I. Pronunciation</b></p> <p>Task 1: Listen and repeat.</p> <p>Task 2: Listen to the sentences and circle the words you hear.</p> <p><b>II. Vocabulary</b></p> <p>Task 1: Match the words with their meanings.</p> <p>Task 2: Complete the sentences using the words in Task 1.</p> <p><b>III. Grammar: Present simple and Present continuous</b></p> <p>Task 1: Choose the correct form of the verb in each sentence.</p> <p>Task 2: Read the text and put the verbs in brackets in the present simple or present continuous.</p> <p>Game: 20 questions</p> <p>* <b>CONSOLIDATION</b></p>

**III. PROCEDURES**

**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> <li>- To arouse the classroom atmosphere.</li> <li>- To lead in the lesson</li> </ul>	<p><b>GAME: Guess the words</b></p> <p>* T gives instructions:</p> <ul style="list-style-type: none"> <li>• There are 8 pictures related to the topic “Family life”.</li> <li>• Ss have 5 seconds to think, then guess the word corresponding to the picture.</li> </ul> <p>+ Correct answer □ +1            + Wrong answer □ -1</p> <p>**** T counts the points, decides the winner, asks some more questions and leads in the lesson.</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	5 mins
PRONUNCIATION	To help students recognise and practise the consonant blends /br/, /kr/, and /tr/ in words	<p><b>TASK 1. LISTEN AND REPEAT.</b></p> <p><b>Pay attention to the consonant blends /br/, /kr/, and /tr/ (p.9)</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- plays the recording and asks Ss to listen to the words and repeat; tell them to pay attention to the consonant blends. (T can play the recording as many times as necessary)</li> <li>- makes sure Ss know the meaning of each word.</li> </ul> <p>** Ss do as instructed.</p> <p>**** Teacher checks whether Ss have improved their pronunciation by randomly calling on individual Ss to read the words aloud.</p> <p>(Teacher can also play the pronunciation video lesson of this Unit for students to watch before they do the task.)</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p> <p>T-S</p>	5 mins





	<p>To give students a further opportunity to revise the use of present simple and</p>	<p>understanding of the grammar points. T asks some questions to elicit more examples from Ss, e.g. What are you doing now? (<i>I'm sitting at my desk. I'm learning about ... I'm taking notes.</i>) What do you do every day? (<i>I watch TV. I play computer games. I have breakfast, lunch, and dinner.</i>)</p> <ul style="list-style-type: none"> <li>- in stronger classes, ask Ss when we use each tense and elicit answers without having Ss read the Remember! box. Then T puts them into groups to go through the explanations and checks if their answers are correct.</li> <li>- asks Ss to work in pairs or individually to choose the correct form of the verb in each sentence. T explains that they can use some clues in the sentence to decide on the correct tense form such as adverbs of frequency or phrases of time, e.g. 1: usually; 2: now; 3: every day; 4: today; 5: twice a week.</li> <li>- checks answers and asks Ss to explain their choices (using the clues above).</li> </ul> <p>** Ss do as instructed          *** Ss share their answers with a partner          **** Teacher check Ss' answers and asks them to explain their choices (using the clues above).</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <li>1. <i>does</i></li> <li>2. <i>is putting out</i></li> <li>3. <i>cleans</i></li> <li>4. <i>is studying</i></li> <li>5. <i>does</i></li> </ol> <p><b>TASK 2: COMPLETE THE PARAGRAPH.</b>  <b>Read the text and put the verbs in brackets in the present simple or present continuous.</b>          * Teacher:          - T asks Ss to look at Remember! box again to master the differences</p>	<p>S-S          S-S          T-S</p> <p>T-S</p>	
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	present continuous.	<p>between Present simple and Present continuous.</p> <ul style="list-style-type: none"> <li>- T asks Ss to work individually.</li> <li>** Ss do as instructed.</li> <li>*** Ss share their answers with a partner.</li> <li>**** T check Ss' answers and asks them to explain their choices (using the clues above).</li> </ul> <p>Key:</p> <ul style="list-style-type: none"> <li>1. does                      2. is not/isn't doing</li> <li>3. is watching            4. are doing</li> <li>5. is tidying up         6. is trying</li> </ul>	<p>S-S</p> <p>S-S</p> <p>T-S</p>	
EXTRA ACTIVITY	To help students further practise the present tenses forms.	<p><b>GAME: 20 questions</b></p> <ul style="list-style-type: none"> <li>* T explains the rules of the game.</li> <li>* Ss do as instructed</li> <li>**** T praises Ss for interesting ideas and having a good memory and decides the winner.</li> </ul> <p>Rules:</p> <ul style="list-style-type: none"> <li>1. Ss are given a list of words related to the topic: Family life.</li> <li>2. Ss ask each other using Present Simple and Present Continuous Yes/No questions until they guess which of the words their partner chose.</li> </ul> <p><i>*Possible questions include "Are you doing this now?", "Is anyone in this class doing this now?", "Are many people in this city doing this now?", "Do you do this every day?" and "Do you do this more than twice a week?"</i></p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	4 mins
CONSOLIDATION	To help students memorise the target language and skills that they have learnt	<p><b>WRAP-UP</b></p> <ul style="list-style-type: none"> <li>* T asks: What have you learnt today?</li> <li>- consonant blends /br/, /kr/, and /tr/</li> <li>- some lexical items about household chores;</li> <li>- present simple vs. present continuous</li> </ul> <p><b>HOMEWORK</b></p>	<p>T-S</p>	2 mins

		<ul style="list-style-type: none"><li>- Exercises in the workbook</li><li>- Prepare for lesson 3 Unit 1.</li></ul>		
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## UNIT 1: FAMILY LIFE

### Lesson 3: Reading

#### I. OBJECTIVES

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

##### 1. Knowledge

- Read for specific information in a text about the benefits of doing housework for children;
- Understand the topic-related words introduced in previous lessons;
- Use the topic-related words in meaningful contexts

##### 2. Core competence

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Develop presentation skill;
- Actively join in class activities.

##### 3. Personal qualities

- Recognise the benefits of doing housework for children
- Sharing housework with their families

#### II. MATERIALS

- Grade 10 textbook, Unit 1, Reading
- Computer connected to the Internet
- Projector
- PowerPoint

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
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responsibility (n)	/rɪˌspɒnsəˈbɪləti/	a duty to deal with or take care of somebody/something, so that you may be blamed if something goes wrong	trách nhiệm
gratitude (n)	/'grættɪtʃu:d/	a strong feeling of appreciation to someone or something for what the person has done to help you	lòng biết ơn
strengthen (v)	/'streŋθn/	to make something stronger or more effective, or to become stronger or more effective	củng cố, làm mạnh
bond (n)	/bɒnd/	a close connection joining two or more people	mối liên kết
character (n)	/'kærəktər/	the particular combination of qualities in a person or place that makes them different from others	tính cách

**Assumptions**

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Ss may lack knowledge about some lexical items.</li> <li>- Ss may lack skills to find specific information</li> </ul>	<ul style="list-style-type: none"> <li>- Provide them with the meaning and pronunciation of words.</li> <li>- Provide them with techniques to read for specific information.</li> </ul>

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 1: FAMILY LIFE</b></p> <p><b>Lesson 3: Reading</b></p> <p>* <b>WARM-UP:</b> Who's in charge?</p> <p>Task 1: Work in pairs. Look at the picture and answer the questions.</p> <p>Task 2: Read the text and tick ( ✓ ) the appropriate meanings of the highlighted words.</p>
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**Vocabulary**

Task 3: Read the text again and answer the questions.

Task 4: Work in pairs. Discuss the question.

**\*CONSOLIDATION**

**III. PROCEDURES**
**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To arouse the classroom's atmosphere - To lead in the lesson	<b>GAME: Who's in charge?</b> * T divides the class into groups of four, has Ss discuss in groups and list down (as much as possible) the housework that they think mom, dad and kids usually do in 3 minutes. T explains that after Ss finish their discussion, one representative from each group comes and writes their lists on the board. T reminds Ss that the 1st group to finish will say "STOP THE BUS" and the others have to stop writing. ** Ss discuss in their teams and list down the housework. One representative from each group comes and writes on the board. **** T confirms, checks the answers on the board, decides the winner and leads in the lesson. <i>Suggested answers:</i> <i>Mom: cook, do laundry, wash dishes, clean the house, ...</i> <i>Dad: do heavy lifting, fix the roof, cook, wash dishes, ...</i> <i>Kids: take out trash, tidy their room, fold the clothes, ...</i>	T - S  S - T - S  T - S	7 mins

<p>PRE-READING</p>	<p>To introduce the topic of the reading and get students involved in the lesson</p>	<p><b>Task 1. LOOK AT THE PICTURE AND ANSWER THE QUESTIONS.</b> (p.11)</p> <p>* T sets the context for the reading tasks, asks some questions about the picture and has Ss call out the answers as a class.</p> <p><i>Suggested questions:</i>  <i>Is this a family?</i>  <i>Who do you think they are?</i>  <i>Where do you think they are?</i></p> <p>T asks Ss to work in pairs, look at the picture and answer the questions.</p> <p>T tells Ss that there are no right or wrong answers and they should feel free to make any guesses.</p> <p>** Ss answer the questions.</p> <p>**** Teacher confirms, shows the answers on the screen.</p> <p><i>Suggested answers:</i>  <i>1. The mother is cooking; the father is laying the table; the son is (vacuuming) cleaning the floor; the daughter is washing vegetables.</i>  <i>2. The people are happy because they are doing housework together, and all the family members are sharing the household chores.</i></p>	 <p>T - S</p> <p>S T</p>	<p>5 mins</p>
<p>WHILE- READING</p>	<p>To help students practise guessing the meanings of words in context</p>	<p><b>TASK 2: READ THE TEXT AND TICK (✓) THE APPROPRIATE MEANINGS OF THE HIGHLIGHTED WORDS.</b> (p.11)</p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- asks Ss to read the whole text once to get an overall idea; asks Ss to go through the two options for each word and check understanding; has Ss read the text again; tells them to pay attention to the context of each highlighted word, and look for context clues conveying the meaning of the word.</li> <li>- asks Ss to work in groups to discuss the clues for each correct option and compare their answers.</li> </ul> <p>** Ss discuss in groups to find out the answers and raise their hands to give the answers.</p>	<p>T - S</p> <p>S - S</p>	<p>6 mins</p>

		<p>*** T confirms, shows the answers on the screen and asks Ss to make corrections if they choose the wrong answers.</p> <p>Key: 1. a 2. b 3. a 4. a 5. b</p>	T - S	
To help students understand the lexical items in the text	<p><b>VOCABULARY</b></p> <p>* T has Ss read the text again, and pay attention to the highlighted words. T asks Ss to define the word based on the context and give the Vietnamese meaning of each word.</p> <p>** Ss read the text again and try to define the highlighted words. (Ss can do this activity in pairs)</p> <p>** Ss explain the words in front of the class. T asks other Ss to give comments.</p> <p>*** T confirms, shows the items and their meanings on the screen; asks Ss to note down the vocabulary.</p>	<p>T - S</p> <p>S - S</p> <p>S - T - S</p> <p>T - S</p>	5 mins	
To help students practise reading for specific information	<p><b>TASK 3: READ THE TEXT AGAIN AND ANSWER THE QUESTIONS.</b> (p.11)</p> <p>* T asks Ss to read the questions and underline the key words in each of them.</p> <p>** Ss underline the key words in each question. T checks which words Ss have underlined.</p> <p>* T tells Ss to go through the text to find the answers and has Ss work in pairs to compare their answers.</p> <p>** Ss discuss in pairs to find out the answer. T checks answers by asking pairs or groups to give their answers and provide reason for their opinions.</p> <p>*** T confirms, shows the answers on the screen and asks Ss to make corrections if they are wrong.</p> <p>Key: 1. Most people think that housework is boring and is the responsibility of wives and mothers only. 2. They want to give their children more time to play or study. 3. These are doing the laundry, cleaning the house, and taking care of others. 4. They learn that they have to try to finish their tasks even though they do not enjoy doing them.</p>	<p>T - S</p> <p>S - T - S</p> <p>T</p> <p>S - T - S</p> <p>T - S</p>	10 mins	

		<p>5. Because children learn to appreciate all the hard work their parents do around the house for them.</p> <p>They also start treating doing household chores as special moments shared with their parents.</p>		
POST-READING	To help students use the ideas and language in the reading to talk about themselves	<p><b>TASK 4: WORK IN PAIRS. DISCUSS THE QUESTION.</b> (p.12)</p> <p><i>What benefits do you think you can get from sharing housework?</i></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- asks Ss to read the text again and underline the benefits of doing housework.</li> <li>- has Ss work in pairs to make a mind map of the benefits and use it to talk about which of the benefits of doing housework they can get.</li> </ul> <p>** Ss discuss in pairs and prepare for their presentation. T invites Ss from different pairs to present a summary of their discussion to the whole class.</p> <p>**** T gives feedback</p>	<p>T - S</p> <p>S - T - S</p> <p>T - S</p>	10 mins
CONSOLIDATION	<ul style="list-style-type: none"> <li>- To consolidate what students have learnt in the lesson</li> <li>- To prepare for the next lesson</li> </ul>	<p><b>WRAP-UP</b></p> <p>T asks: What have you learnt today?</p> <ul style="list-style-type: none"> <li>- The benefits of doing housework for children</li> <li>- Review the vocabulary by asking their meanings</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Do the reading exercises in the Workbook</li> <li>- Prepare for the Speaking lesson</li> </ul>	T - S	2 mins

## UNIT 1: FAMILY LIFE

### Lesson 4: Speaking

#### I. OBJECTIVES

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

##### 1. Knowledge

- Explain why children should or shouldn't do housework;
- Discuss and express their opinions about why children should or shouldn't do the housework.

##### 2. Core competence

- Be collaborative and supportive in pair work and team work;
- Develop presentation skills;
- Actively join in class activities;
- Be critical thinking.

##### 3. Personal qualities

- Recognise the benefits of doing housework for children;
- Understand why children should or shouldn't do housework;
- Sharing housework with their families.

#### II. MATERIALS

- Grade 10 textbook, Unit 1, Speaking
- Computer connected to the Internet
- Projector
- PowerPoint
- Sticky balls

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
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take responsibility	/teɪk/ /rɪˌspɒnsɪˈbɪləti/	to be in a position of authority over someone and to have a duty to make certain that particular things are done	chịu trách nhiệm
necessary (adj)	/'nesəseri/	needed in order to achieve a particular result	thiết yếu
life skills (n)	/'laɪf ˌskɪlz/	a skill that is useful or important in everyone's life	kỹ năng sống

**Assumptions**

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Ss may lack knowledge about some lexical items.</li> <li>- Ss may lack the skills to give a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide them with the meaning and pronunciation of words.</li> <li>- Provide them with techniques to present in front of the whole class.</li> </ul>

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 1: FAMILY LIFE</b></p> <p><b>Lesson 4: Speaking</b></p> <p><b>*WARM-UP:</b> Matching time</p> <p>Task 1: Below are reasons why children should or shouldn't do housework. Put them in the correct column. Add some more if you can.</p> <p>Task 2: Listen and complete the conversation.</p>
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Task 3: Work in groups. Have similar conversations exchanging opinions about whether children should or shouldn't do housework.

**\*CONSOLIDATION**

### III. PROCEDURES

**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time		
WARM-UP	<ul style="list-style-type: none"> <li>- To arouse the classroom atmosphere.</li> <li>- To lead in the lesson</li> </ul>	<p><b>WARM-UP: Matching time</b></p> <p>* T divides the class into groups of four. There are ten pictures of household chores on the slides. T asks Ss to match the pictures with the corresponding names of chores. T throws the ball to the team which raise hands the fastest. If the answers are correct, the round ends. If not, the round continues until there is a winner.</p> <p>** Ss discuss in their teams and match the pictures with the name of chores. Ss raise their hands when they finish.</p> <p>**** Teacher:</p> <ul style="list-style-type: none"> <li>- confirms, checks the answers from the fastest team.</li> <li>- recaps the vocabulary and leads in the lesson.</li> </ul> <p>Key:</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="width: 50px; text-align: center;">1</td> <td style="width: 250px; text-align: center;">e. cook</td> </tr> </table>	1	e. cook	<p>T - S</p> <p>S - S</p> <p>T - S</p>	8 mins
1	e. cook					



2



*c. do the laundry*

3



*a. do the washing-up*

4



*d. do the heavy lifting*

		5 	<i>b. shop for groceries</i>		
		6 	<i>g. feed pets</i>		
		7 	<i>h. water the plants</i>		
		8 	<i>j. clean the bathroom</i>		

			<p>9</p> 	<p><i>i. clean the house</i></p>			
			<p>10</p> 	<p><i>f. put out the rubbish</i></p>			
<p>PRE-SPEAKING</p>	<p>To help students recall reasons from the reading text why people think children should or shouldn't do housework and provide them with some more ideas.</p>	<p><b>TASK 1: BELOW ARE REASONS WHY CHILDREN SHOULD OR SHOULDN'T DO HOUSEWORK. PUT THEM IN THE CORRECT COLUMN. ADD SOME MORE IF YOU CAN. (p.12)</b></p> <p>*Teacher:</p> <ul style="list-style-type: none"> <li>- recalls lexical items from previous lessons by asking Ss to call out the meaning of some words</li> <li>- has Ss work in pairs / groups</li> <li>- asks Ss if they can think of any reasons why children shouldn't do housework.</li> </ul> <p>** Ss brainstorm in group and raise their ideas</p> <p>* T asks Ss to read the task carefully and discuss in which column each sentence from task 1 should go.</p> <p>** Ss do the task in groups and then write their answers on the board. Others Ss check their friends' answer</p> <p>*** Teacher:</p>				<p>T - S</p> <p>S - T T</p> <p>S - T - S T - S</p>	<p>10 mins</p>

		<p>- check Ss' answers with the whole class          - encourages Ss to add their own reasons          Key:</p> <table border="1" data-bbox="792 347 1787 715"> <thead> <tr> <th data-bbox="792 347 1294 411"><b>SHOULD</b></th> <th data-bbox="1294 347 1787 411"><b>SHOULDN'T</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="792 411 1294 512">1. Doing housework helps them develop life skills.</td> <td data-bbox="1294 411 1787 512">3. Kids should be given plenty of playtime when they are young.</td> </tr> <tr> <td data-bbox="792 512 1294 612">2. Doing housework teaches them to take responsibility.</td> <td data-bbox="1294 512 1787 612">4. They may break or damage things when doing housework.</td> </tr> <tr> <td data-bbox="792 612 1294 715">5. Doing housework helps strengthen family bonds.</td> <td data-bbox="1294 612 1787 715">6. They need more time to study and do homework.</td> </tr> </tbody> </table>	<b>SHOULD</b>	<b>SHOULDN'T</b>	1. Doing housework helps them develop life skills.	3. Kids should be given plenty of playtime when they are young.	2. Doing housework teaches them to take responsibility.	4. They may break or damage things when doing housework.	5. Doing housework helps strengthen family bonds.	6. They need more time to study and do homework.		
<b>SHOULD</b>	<b>SHOULDN'T</b>											
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2. Doing housework teaches them to take responsibility.	4. They may break or damage things when doing housework.											
5. Doing housework helps strengthen family bonds.	6. They need more time to study and do homework.											
	<p>To provide students with an example conversation in which people express their opinions about whether children should or shouldn't do housework.</p>	<p><b>TASK 2: LISTEN AND COMPLETE THE CONVERSATION.</b> (p.12)          *Teacher:          - has Ss read through the conversation once to get some general ideas about it  <i>Suggested questions:</i>  <i>How many people are talking?</i>  <i>What are they talking about?</i>          - divides Ss into pairs; has Ss read the conversation again, this time more carefully and think of a suitable phrase / sentence to fill in each gap in the conversation.          ** Ss do the task in pairs and discuss the answers together.          * T plays the recording for Ss to listen          *** T plays the recording again and checks Ss' answers; confirms the correct answers.          Key:          1. <i>Doing housework helps them develop life skills.</i>          2. <i>They should be given plenty of playtime when they are young.</i>          * T asks Ss to read the conversation in groups of three, each taking turns to be Anna, Nam, and Minh.          ** Ss practise the conversation in groups and present in front of the class.</p>	<p>T - S  T - S  S - S T - S T - S  T - S</p>	<p>10 mins</p>								





## UNIT 1: FAMILY LIFE

### Lesson 5: Listening

#### I. OBJECTIVES

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

##### 1. Knowledge

- Listen for details and specific information in a talk show about family life;
- Apply the language they have learnt in the listening in a speaking task about their own experiences.

##### 2. Core competence

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

##### 3. Personal qualities

- Recognise how our families have helped us achieve success in our lives;
- Show gratitude towards our families.

#### II. MATERIALS

- Grade 10 textbook, Unit 1, Listening
- Computer connected to the Internet
- Projector
- PowerPoint

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
achieve (v)	/ə'tʃi:v/	to succeed in finishing something or reaching an aim, especially after a lot of work or effort	đạt được

achievement (n)	/ə'tʃi:vmənt/	something that you did or got after planning and working to make it happen, and that therefore gives you a feeling of satisfaction, or the act of working to make this happen	thành tựu
success (n)	/sək'ses/	the achieving of the results wanted or hoped for	sự thành công
encourage (v)	/ɪn'kʌrɪdʒ/	to make someone more likely to do something, or to make something more likely to happen	khuyến khích
routine (n)	/ru:'ti:n/	an usual or fixed way of doing things	thói quen hằng ngày

**Assumptions**

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Ss may lack knowledge about some lexical items.</li> <li>- Ss may not catch the ideas to decide the statements are true or false.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide them with the meaning and pronunciation of words.</li> <li>- Remind them to pay attention to the key words in each sentence.</li> </ul>

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 1: FAMILY LIFE</b></p> <p><b>Lesson 5: Listening</b></p> <p><b>* WARM-UP: Web completion</b></p> <p>Task 1: Look at the picture and answer the questions.</p> <p>Task 2: Listen to the introduction to the talk show and check whether your answer to Question 2 above is correct or not.</p>
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Task 3: True or False  
 Task 4: Listen again and complete the sentences.  
 Task 5: Discussion

**\* CONSOLIDATION**

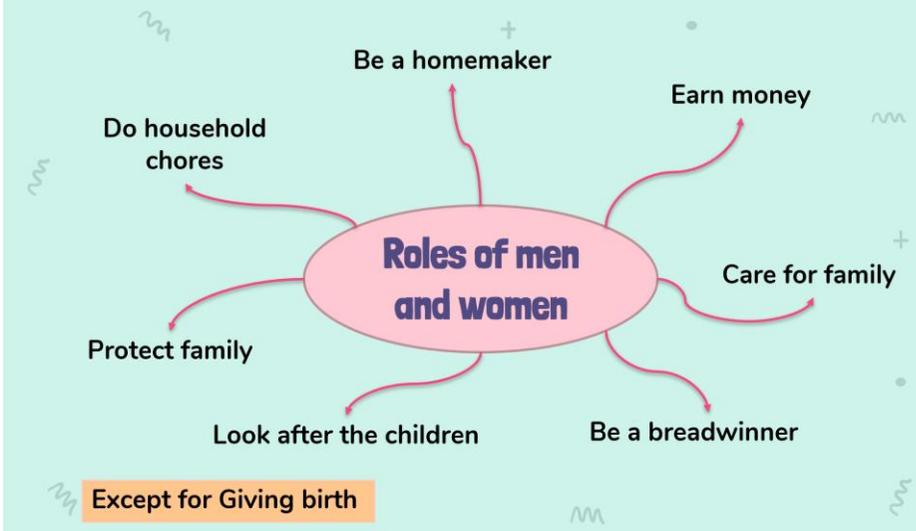
### III. PROCEDURES

**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To arouse the classroom atmosphere - To lead in the lesson	<p><b>GAME: Web completion</b></p> <p>* T divides the class into groups of four, has Ss discuss in groups and match the housework with the roles of women or men. The fastest group will raise their hands and write the answer on the board.</p> <p>** Ss discuss in their teams and list down the housework. One representative from each group comes and writes on board.</p> <p>**** T confirms, checks the answers on the board, decides the winner and leads in the lesson.</p> <p><i>Suggested answers:</i></p>	<p>T - S</p> <p>S - T</p> <p>T - S</p>	7 mins

					
<p>PRE-LISTENING</p>	<p>To introduce the topic of the listening extract and activate students' prior knowledge.</p>	<p><b>TASK 1: LOOK AT THE PICTURE AND ANSWER THE QUESTIONS.</b> (p. 13) * Teacher: - has Ss look at the picture and describe it. <i>Suggested questions:</i> <i>Who are the people?</i> <i>Where are they?</i> <i>What is in the background?</i> <i>What are they doing?</i> <i>What's the boy wearing around his neck?</i> <i>Key:</i> <i>A student and the host of a talk show</i> <i>In a studio</i> <i>Name of the show: Family Life</i> <i>Talking; The host is interviewing the student.</i></p>		<p>T - S</p> <p>T - S</p>	<p>5 mins</p>

		<p><i>A gold medal</i></p> <ul style="list-style-type: none"> <li>- asks Ss to work in pairs, look at the picture and answer the questions.</li> <li>- tells Ss that there are no right or wrong answers and they should feel free to make any guesses.</li> </ul> <p>** Ss answer the questions.          *** T confirms, shows the answers on the screen.</p>	S T	
WHILE-LISTENING	To help students practise listening for specific information in an extract of a talk show and comparing their predictions with what they hear	<p><b>TASK 2: LISTEN TO THE INTRODUCTION TO THE TALK SHOW AND CHECK WHETHER YOUR ANSWER TO QUESTION 2 ABOVE IS CORRECT OR NOT.</b> (p.13)</p> <p>* Teachers:</p> <ul style="list-style-type: none"> <li>- tells Ss that they are going to listen to part of the talk show and decide whether their guesses are correct.</li> </ul> <p>** T plays the recording. Ss listen and check their answer.          *** T confirms, shows the answers on the screen and asks Ss to make correction if they made a wrong answer.</p> <p><i>Key:</i>  <i>He's talking about his family life and how his family have helped him achieve success in his studies.</i></p> <p><b>Audio script – Track 6:</b>  <i>Welcome to our talk show. Tonight, our topic is Family Life and our guest speaker is Le Minh Hieu. Hieu is a twelfth-grader. He's just won a gold medal at the International Physics Olympiad. He'll tell us about his family life and how his family have helped him achieve success in his studies.</i></p>	T - S  T - S T - S	5 mins
	To help students practise listening for details.	<p><b>TASK 3: TRUE OR FALSE.</b> (p.13)</p> <p>* Teacher</p> <ul style="list-style-type: none"> <li>- asks Ss to read through the statements once and underline the key words in them.</li> <li>- checks Ss' understanding.</li> <li>- asks Ss to listen and then compare their answers in pairs before listen to the recording the second time.</li> <li>- asks Ss to correct the false statements.</li> </ul> <p>** T plays the recording twice. Ss do the task and correct the false statements.          *** T checks answers.</p>	T - S  S - T - S T - S	6 mins

		<table border="1"> <thead> <tr> <th></th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>1. There are three people in Hieu's family.</td> <td></td> <td></td> </tr> <tr> <td>2. Hieu's parents teach him physics.</td> <td></td> <td></td> </tr> <tr> <td>3. When Hieu needs help, his brother always helps him.</td> <td></td> <td></td> </tr> <tr> <td>4. Hieu's family routines help them spend some time together every week.</td> <td></td> <td></td> </tr> </tbody> </table> <p>Key: 1. F 2. F 3. T 4. T</p>		T	F	1. There are three people in Hieu's family.			2. Hieu's parents teach him physics.			3. When Hieu needs help, his brother always helps him.			4. Hieu's family routines help them spend some time together every week.				
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	<p>To help students practise listening for keywords.</p>	<p><b>TASK 4: LISTEN AND COMPLETE THE SENTENCES.</b> (p.13)  * Teacher  - explains the task and asks Ss to read the sentences before they listen to the recording again.  - checks comprehension of words / phrases that may be new to them  - tells Ss to underline the key words while they read the sentences  ** T plays the recording twice.  Ss do the task. Ss can compare their answers in pairs before listening to the recording the second time.  *** T checks answers as a class.  Key: 1. difficulties 2. love 3. sad  <b>Audio script – Tracks 7:</b>  Hieu: Good evening. Well, I live with my parents and my brother. And I must say that all my achievements are the result of their support.  Host: Do your parents help you with your studies?  Hieu: My parents are farmers. They know little about physics. But they believe in me. They always listen to me and cheer me up whenever I have difficulties.  Host: So they encourage you to try harder?  Hieu: That's right. Their love and trust give me strength to carry on.  Host: How about your brother?  Hieu: My brother is my best friend. He shares his happy and sad moments with me, and is always there for me when I need help.</p>	<p>T - S</p> <p>T - S S</p> <p>T</p>	<p>10 mins</p>															

		<p><i>Host: You're so lucky to have a supportive family. Do you spend a lot of time together?</i></p> <p><i>Hieu: Yes. My parents have created some family routines so that every week we can spend some time together although we're all very busy.</i></p> <p><i>Host: Family routines? Can you tell us more about that?</i></p> <p><i>Hieu: Well, family routines are ...</i></p>		
POST-LISTENING	To help students apply the language they have learnt in the listening in a speaking task about their own experiences.	<p><b>TASK 5: DISCUSSION</b> (p.13)</p> <p><b>Work in groups. Discuss the following question.</b></p> <p>"How can parents help their children achieve success in their studies?"</p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- has Ss work in groups of three and tells them to think about their own family to answer the question.</li> </ul> <p>** Ss prepare their presentation in groups. Each group chooses a representative to share the group's ideas with the class.</p> <p>*** T gives feedback.</p>	T - S	10 mins
CONSOLIDATION	<ul style="list-style-type: none"> <li>- To consolidate what students have learnt in the lesson</li> <li>- To prepare for the next lessons</li> </ul>	<p><b>WRAP-UP</b></p> <p>Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> <li>- How can parents help their children achieve success in their studies</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Do the Listening exercises in the Workbook</li> <li>- Prepare for the Writing lesson</li> </ul>	T - S	2 mins

## UNIT 1: FAMILY LIFE

### Lesson 6: Writing

#### I. OBJECTIVES

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

##### 1. Knowledge

- Use lexical items related to the topic “Family life”;
- Write about family routines.

##### 2. Core competence

- Be collaborative and supportive in pair work and team work;
- Actively join in class activities;
- Develop presentation skills.

##### 3. Personal qualities

- Be able and willing to sharing housework in the family.

#### II. MATERIALS

- Grade 10 textbook, Unit 1, writing
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Ss may want to use their own suggestions but they may not know how to express their ideas in English.</li> <li>- Ss in weaker classes may not know how to use connectors correctly to link sentences.</li> <li>- Ss may not know the structure of a paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>- Be ready to provide them with words/ phrases which they can use to express their ideas in English.</li> <li>- Provide them with some connectors and some examples.</li> <li>- Give them some basic information about the structure of a paragraph.</li> </ul>

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>UNIT 1: FAMILY LIFE</b></p> <p><b>Lesson 6: Writing</b></p>
<p><b>* WARM-UP</b></p> <p>Task 1: Which of the following activities in the pictures do you think can be family routines?</p> <p>Task 2: Read and complete the table.</p> <p>Task 3: Complete the email using the information in the box.</p> <p>Peer correction / Class correction</p>
<p><b>* CONSOLIDATION</b></p>

**III. PROCEDURES**
**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
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<p>WARM-UP</p>	<ul style="list-style-type: none"> <li>- To arouse the classroom atmosphere.</li> <li>- To get students be actively involved in the lesson</li> <li>- To introduce the concept of family routines and activities that can become part of them.</li> </ul>	<p><b>TASK 1: WHICH OF THE FOLLOWING ACTIVITIES IN THE PICTURES DO YOU THINK CAN BE FAMILY ROUTINES?</b> (p.14)</p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- Takes the 6 pictures in Task 1, prints them out and puts each picture on different tables.</li> <li>- Asks Ss to stand around the table with the activity they do most with their family. Ss go to the table with the activity they do most with their family.</li> </ul> <p>** Ss do as instructed.</p> <p>*** Ss in each group share with the group how often they do that activity</p> <p>**** T asks randomly some Ss to share with the class how often they do the activity and leads in the lesson of “Family routines”: Each of the activities can become a family routine if a family decides to do together and regularly.</p> <p><b>The six pictures with six activities:</b></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px dashed orange; padding: 5px; margin: 5px;"> <p><b>a</b></p>  <p>having dinner</p> </div> <div style="border: 1px dashed orange; padding: 5px; margin: 5px;"> <p><b>b</b></p>  <p>having a picnic</p> </div> <div style="border: 1px dashed orange; padding: 5px; margin: 5px;"> <p><b>c</b></p>  <p>watching a game show</p> </div> <div style="border: 1px dashed orange; padding: 5px; margin: 5px;"> <p><b>d</b></p>  <p>visiting grandparents</p> </div> <div style="border: 1px dashed orange; padding: 5px; margin: 5px;"> <p><b>e</b></p>  <p>celebrating birthdays</p> </div> <div style="border: 1px dashed orange; padding: 5px; margin: 5px;"> <p><b>f</b></p>  <p>cleaning the house</p> </div> </div>	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</p>	<p>7 mins</p>
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<p>PRE-WRITING</p>	<p>To provide an example email about family routines, which students' can use as a model for their writing.</p>	<p><b>TASK 2: READ JOEY'S EMAIL ABOUT HIS FAMILY ROUTINES AND COMPLETE THE TABLE WITH THE INFORMATION FROM IT. (p.14)</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- Asks Ss to read the table headings to find out what information they need to focus on when they read the email. (<i>routines, when / how often things to do to strengthen family bonds</i>).</li> <li>- Ask Ss to read the email and underline the relevant information.</li> <li>- Has Ss compare their answers with a partner before they complete the table.</li> </ul> <p>** Ss do as instructed.</p> <p>**** T asks individual Ss to call out their answers and confirms the correct ones.</p> <p>Key:</p> <table border="1" data-bbox="674 663 1787 1034"> <thead> <tr> <th>Routines</th> <th>When / How often</th> <th>Things to do to strengthen family bonds</th> </tr> </thead> <tbody> <tr> <td>1. have dinner together</td> <td>every day</td> <td> <ul style="list-style-type: none"> <li>- share daily experiences</li> <li>- talk about the latest news</li> </ul> </td> </tr> <tr> <td>2. watch favourite game show on TV together</td> <td>every Friday evening</td> <td> <ul style="list-style-type: none"> <li>- discuss the questions</li> <li>- guess the answers (to the quizzes in the show)</li> </ul> </td> </tr> <tr> <td>3. clean the house together</td> <td>every two weeks, on Saturday</td> <td> <ul style="list-style-type: none"> <li>- make a list of chores</li> <li>- choose tasks</li> </ul> </td> </tr> </tbody> </table>	Routines	When / How often	Things to do to strengthen family bonds	1. have dinner together	every day	<ul style="list-style-type: none"> <li>- share daily experiences</li> <li>- talk about the latest news</li> </ul>	2. watch favourite game show on TV together	every Friday evening	<ul style="list-style-type: none"> <li>- discuss the questions</li> <li>- guess the answers (to the quizzes in the show)</li> </ul>	3. clean the house together	every two weeks, on Saturday	<ul style="list-style-type: none"> <li>- make a list of chores</li> <li>- choose tasks</li> </ul>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	<p>10 mins</p>
Routines	When / How often	Things to do to strengthen family bonds														
1. have dinner together	every day	<ul style="list-style-type: none"> <li>- share daily experiences</li> <li>- talk about the latest news</li> </ul>														
2. watch favourite game show on TV together	every Friday evening	<ul style="list-style-type: none"> <li>- discuss the questions</li> <li>- guess the answers (to the quizzes in the show)</li> </ul>														
3. clean the house together	every two weeks, on Saturday	<ul style="list-style-type: none"> <li>- make a list of chores</li> <li>- choose tasks</li> </ul>														
<p>WHILE-WRITING</p>	<ul style="list-style-type: none"> <li>- To help students practise writing part of an email about family routines using given ideas.</li> <li>- To help students practise</li> </ul>	<p><b>TASK 3: COMPLETE THE EMAIL ABOUT DONG'S FAMILY ROUTINES USING THE INFORMATION IN THE BOX. (p.15)</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- Tells Ss that they are going to write a paragraph about family routines. They don't have to write a whole email, and the opening and ending have been provided.</li> <li>- Gives Ss some basic information about the structure of a paragraph: <ul style="list-style-type: none"> <li>+ A paragraph is a group of sentences that develop ONE main idea.</li> <li>+ A paragraph usually consists of three parts: a topic sentence, supporting sentences and a concluding sentence.</li> </ul> </li> </ul>	<p>T-S</p>	<p>17 mins</p>												



they can avoid in writing

## Marking symbols in writing

Short form	Full form	Examples
sp	spelling	My mum dose the laundry -> sp
T	tense	I took out the rubbish everyday -> T
↻	word order	My brother is a boy responsible ↻
^	missing word	My mum does most ^ the cooking
a A	capital letter	My sister and i take turns feeding the cat. -> a A

- Asks two Ss sitting next to each other to exchange their writing, read their partner's writing and write the symbols next to their partner's mistakes like the ones in the table above.

- Asks Ss to return their partner's writing and lets them correct themselves.

- Reminds them that they can ask for their partner's help.

\*\* Ss do as instructed.

\*\*\* Ss share their ideas with a partner.

\*\*\*\* T goes round to offer help.

### CLASS CORRECTION

\* Teacher:

- Writes Ss' common mistakes on the board, asks Ss to check whether they make the same mistakes in their writing.

- Calls on some Ss to correct those mistakes as a class.

\*\* Ss do as instructed.

\*\*\*\* Teacher:

- Further explains the paragraph structure if Ss are not able to develop the three elements in their writing.

S-S  
S-S  
T-S

		<p>- Collects Ss' writing and provides written feedback in the next lesson. In weaker classes, T provides some suggested answers if necessary.</p> <p><i>Sample answer:</i></p> <p><i>First, my family always have breakfast together. Breakfast is a quick meal with just bread or noodles because both my parents work and we, kids, have morning classes. But the most important thing is that we can sit down together, eat healthy food, and share our plans for the day. Second, we spend Saturday evenings as a family. We often watch a film, share snacks, and then exchange our opinions after the film. I can even argue and defend my ideas about the film with my parents or brother. Third, on the second Sunday of the month, we visit our grandparents. We come to my grandparents' home quite early in the morning to help them do some housework such as cleaning the house or washing clothes. Then, we have a big lunch with them. My parents are very happy when we come to see them. The visits make me feel closer to my grandparents.</i></p>		
CONSOLIDATION	To help students memorise the content of the lesson	<p><b>WRAP-UP</b></p> <p>T asks: What have you learnt today?</p> <p>- We have practised writing a paragraph about family routines.</p> <p><b>HOMEWORK</b></p> <p>- Exercises in the workbook</p> <p>- Prepare for Communication and Culture lesson</p>	T-S	2 mins

## UNIT 1: FAMILY LIFE

### Lesson 7: Communication and Culture / CLIL

#### I. OBJECTIVES

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

##### 1. Knowledge

- express their opinions in a conversation about whether family members should spend time together;
- understand British family values.

##### 2. Core competence

- be collaborative and supportive in pair work and team work;
- access and consolidate information from a variety of sources;
- actively join in class activities.

##### 3. Personal qualities

- be more respectful of Vietnamese and British family values;
- be able and willing to embrace those family values.

#### II. MATERIALS

- Grade 10 textbook, Unit 1, Communication and Culture/ CLIL
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
pass on (sth) (phr.v)	/pæs ɒn/	give something to someone who lives after you die, usually a person in your family	để lại, truyền lại

truthful (a)	/'tru:θfəl/	honest and not containing or telling any lies	trung thực
respectively (adv)	/rɪ'spektɪvli/	with each relating to something previously mentioned, in the same order as first mentioned	tương ứng

### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Students may have underdeveloped speaking and co-operating skills.</li> <li>- Students may lack knowledge about some lexical items</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Remind them to make use of the ideas and vocabulary items they have learnt in the previous lessons.</li> <li>- Provide them with the meaning and pronunciation of words/ phrases.</li> </ul>

### Board Plan

<p><i>Date of teaching</i></p> <p><b>UNIT 1: FAMILY LIFE</b></p> <p><b>Lesson 7: Communication and Culture / CLIL</b></p> <p><b>* WARM-UP</b></p> <p><b>I. Everyday English</b>            Task 1: Listen and complete the conversation.            Task 2: Have similar conversations exchanging opinions about whether family members should spend time together.</p> <p><b>II. Culture</b>            Vocabulary            Task 1: Read the text and complete the table.</p>
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Task 2: Discussion.

**\* CONSOLIDATION**

### III. PROCEDURES

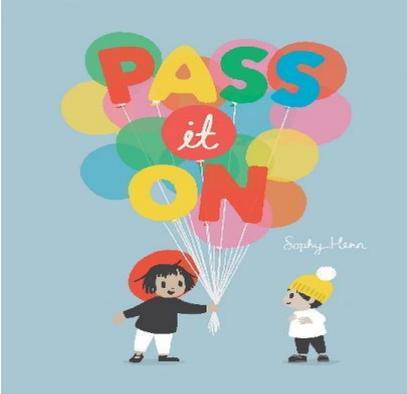
**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> <li>- To arouse the classroom atmosphere.</li> <li>- To help students revise words/ phrases related to the topic</li> </ul>	<ul style="list-style-type: none"> <li>* T divides the class into two teams, has Ss in each team take turns to run to the board and write a word/ phrase about the advantages or disadvantages of sharing housework.</li> <li>** Ss do as instructed.</li> <li>**** T confirms the correct word/ phrase and decides the winner (the team with most correct words/ phrases).</li> </ul>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	5 mins
EVERYDAY ENGLISH	To provide students with an example conversation in which people exchange opinions about teenagers doing housework.	<p><b>TASK 1: LISTEN AND COMPLETE THE CONVERSATION.</b> (p.15)</p> <ul style="list-style-type: none"> <li>* Teacher:               <ul style="list-style-type: none"> <li>- Asks Ss to read through the expressions in the box and the incomplete conversation, checks comprehension and encourages them to complete the gaps based on the clues in the conversation.</li> <li>- Plays the recording once or twice.</li> </ul> </li> <li>** Ss do as instructed.</li> <li>**** Teacher:</li> </ul>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	7 mins



		<p>- Has Ss work in groups of three exchanging their opinions using the conversation in Task 1 as a model. Go round to monitor and offer help when necessary.</p> <p>** Ss work in groups of 3 to practise their conversations.</p> <p>*** Some groups act out their conversations to the class.</p> <p>**** T praises Ss for good effort, clean pronunciation, fluent delivery and interesting ideas.</p>	<p>S-S</p> <p>T-S</p>	
<p>CULTURE</p>	<p>To pre-teach the meaning and pronunciation of some words/ phrases, so that students can use them in their presentation later and can understand the reading passage.</p>	<p><b>Vocabulary</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- Shows the words one by one and has Ss repeat the sound of the words</li> <li>- Has Ss guess the meaning of the words based on pictures, explanations and examples.</li> </ul> <p>1. pass on sth (phr.v): give something to someone who lives after you die, usually a person in your family</p>  <p>2. truthful (a): honest and not containing or telling any lies</p>	<p>T-S</p> <p>S-S</p>	<p>6 mins</p>



3. respectively (adv): with each relating to something previously mentioned, in the same order as first mentioned

### Respectively

Sarah and Owen play volleyball and tennis, respectively.



\*\*\*\* T confirms the meaning, calls on some individual Ss to make sentences with each word.

T-S

To help students learn about British family values and practise reading for specific information.

**TASK 1: READ THE TEXT AND COMPLETE THE TABLE.** (p.16)  
**Read the text and list the five family values of British people in the 21<sup>st</sup> century in the table below.**  
 \* Teacher:  
 - Asks Ss read the text about British family values and complete the table.

T-S

S-S

9 mins

		<p>- Walks round the class to offer help, explaining unfamiliar words and answering questions.          ** Ss do as instructed.          *** Ss share their answers with a partner.          **** T checks the answers as a class by calling on pairs to write their missing words on the board.</p> <p>Keys:</p> <table border="1" data-bbox="817 507 1653 778"> <thead> <tr> <th></th> <th>Traditional British family values</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>being truthful and honest</td> </tr> <tr> <td>2.</td> <td>respecting older people</td> </tr> <tr> <td>3.</td> <td>having good table manners</td> </tr> <tr> <td>4.</td> <td>remembering to <i>say please and thank you</i></td> </tr> <tr> <td>5.</td> <td>helping with family chores</td> </tr> </tbody> </table>		Traditional British family values	1.	being truthful and honest	2.	respecting older people	3.	having good table manners	4.	remembering to <i>say please and thank you</i>	5.	helping with family chores	<p>S-S T-S</p>							
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1.	being truthful and honest																					
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3.	having good table manners																					
4.	remembering to <i>say please and thank you</i>																					
5.	helping with family chores																					
	<p>To help students relate what they have learnt in the reading text to their own culture.</p>	<p><b>TASK 2: DISCUSSION</b> (p.16)</p> <p>* Teacher:</p> <p>- Has Ss draw the completed table in 1 in the notebooks and add one more column to the right which is <i>Traditional Vietnamese family values</i>.</p> <table border="1" data-bbox="730 979 1720 1273"> <thead> <tr> <th></th> <th>Traditional British family values</th> <th>Traditional Vietnamese family values</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>being truthful and honest</td> <td></td> </tr> <tr> <td>2.</td> <td>respecting older people</td> <td></td> </tr> <tr> <td>3.</td> <td>having good table manners</td> <td></td> </tr> <tr> <td>4.</td> <td>remembering to <i>say please and thank you</i></td> <td></td> </tr> <tr> <td>5.</td> <td>helping with family chores</td> <td></td> </tr> </tbody> </table> <p>- Ask Ss to work in pairs to discuss each of the British family values in the table and decide whether Vietnamese people follow those values too.          - Tells Ss to write YES in the Vietnamese column if the value is also followed in Viet Nam, NO if it is not, NOT SURE if Ss are not sure whether it is YES or NO.</p>		Traditional British family values	Traditional Vietnamese family values	1.	being truthful and honest		2.	respecting older people		3.	having good table manners		4.	remembering to <i>say please and thank you</i>		5.	helping with family chores		<p>T-S</p>	<p>8 mins</p>
	Traditional British family values	Traditional Vietnamese family values																				
1.	being truthful and honest																					
2.	respecting older people																					
3.	having good table manners																					
4.	remembering to <i>say please and thank you</i>																					
5.	helping with family chores																					

		<p>- Asks Ss to think of more family values observed in Viet Nam (<i>e.g. family unity and harmony, respect for the elders, etc.</i>)</p> <p>** Ss work in pairs to discuss and take notes.</p> <p>**** T calls on some Ss to report back their answers to the class.</p>	<p>S-S</p> <p>T-S</p>	
CONSOLIDATION	To help students memorise the content of the lesson that they have learned	<p><b>WRAP-UP</b></p> <p>T asks: What have you learnt today?</p> <ul style="list-style-type: none"> <li>- The ways to express opinions</li> <li>- British and Vietnamese family values</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Do exercises in the part Looking back</li> <li>- Exercises in the workbook</li> <li>- Prepare for Looking back and Project lesson</li> </ul>	T-S	2 mins

## UNIT 1: FAMILY LIFE

### Lesson 8: Looking back & Project

#### I. OBJECTIVES

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

##### 1. Knowledge

- review pronouncing consonant blends /br/, /kr/, /tr/
- review the vocabulary and grammar of Unit 1
- do research on Family Day in Viet Nam or other countries in the world and give a group presentation about it.

##### 2. Core competence

- develop communication skills and creativity;
- develop presentation skills;
- develop critical thinking skills;
- be collaborative and supportive in pair work and team work;
- actively join in class activities.

##### 3. Personal qualities

- be more creative when doing the project;
- develop self-study skills.

#### II. MATERIALS

- Grade 10 textbook, Unit 1, Looking back & Project
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- Pictures, A0 paper
- Sachmem.vn

#### Assumptions

Anticipated difficulties	Solutions
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Students may have underdeveloped presentation skills.	Give them a suggested checklist for peer assessment and ask them to read carefully and try to practise in advance and apply those techniques in their presentation.
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**Board Plan**

<p><i>Date of teaching</i></p> <p><b>UNIT 1: FAMILY LIFE</b></p> <p><b>Lesson 8: Looking back &amp; Project</b></p>	
<p><b>* WARM-UP</b></p> <p><b>I. Looking back</b></p> <p>Pronunciation: Listen and write /br/, /kr/ or /tr/.</p> <p>Vocabulary: Complete the text. Use the correct forms of the word and phrases in the box.</p> <p>Grammar: There is a mistake in each sentence below. Find the mistake and correct it.</p> <p><b>II. Project</b></p> <p>Happy Family Day</p> <p><b>* CONSOLIDATION</b></p>	

**III. PROCEDURES**

**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
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WARM-UP	<ul style="list-style-type: none"> <li>- To arouse the classroom atmosphere.</li> <li>- To help students revise words/phrases related to the topic</li> </ul>	<p>* Teacher:</p> <ul style="list-style-type: none"> <li>- Divides Ss into 4 groups.</li> <li>- Asks each group to write down as many words as they can think of about the topic "Household chores".</li> </ul> <p>** Ss do as instructed.</p> <p>**** T praises the Ss with the most words and the most interesting words/phrases.</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	5 mins
LOOKING BACK	<p>To help students revise the consonant blends /br/, /kr/, and /tr/.</p> <p>To help students revise words and phrases related to</p>	<p><b>PRONUNCIATION: LISTEN AND WRITE /BR/, /KR/ OR /TR/. (p.16)</b></p> <p><b>Listen and write /br/, /kr/, or /tr/ above the word that has the corresponding consonant blends. Then practise reading the sentences.</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- Asks Ss to listen to the recording and underline the words that have the consonant blends /br/, /kr/, and /tr/.</li> <li>- Asks individual Ss to write the words with the consonant blends on the board and has them read those words several times.</li> <li>- Plays the recording again, pausing after each sentence for Ss to repeat.</li> <li>- Puts Ss in pairs and has them practise reading the sentences together.</li> </ul> <p>** Ss do as instructed.</p> <p>**** T goes round to offer help and collect common mistakes if Ss have to correct as a class.</p> <p>Key:</p> <p style="text-align: center;">/kr/                  /br/                  /br/</p> <p>1. I like ice cream, but my brother likes bread pudding.</p> <p style="text-align: center;">/tr/ /kr/                  /tr/ /br/</p> <p>2. Tracy crashed her car into a tree and broke her leg.</p> <p style="text-align: center;">/kr/                  /br/</p> <p>3. They often have crab soup for breakfast.</p> <p><b>VOCABULARY: COMPLETE THE TEXT. (p.16)</b></p> <p><b>Complete the text. Use the correct form of the word and phrases in the box.</b></p>	<p>T-S</p> <p>S-S</p> <p>T-S</p> <p>T-S</p> <p>S</p> <p>S-S</p>	<p>6 mins</p> <p>5 mins</p>

	<p>the topic of household chores, which they have learnt in the unit.</p> <p>To help students revise the Present simple and Present continuous.</p>	<p>* T asks Ss to complete the text by using the correct form of the word and phrases in the box individually.  ** Ss do as instructed.  *** Ss compare their answers with a partner.  **** T checks the answers by asking individual Ss to write the missing words/ phrases on the board</p> <p><i>Key:</i>  1. <i>does the cooking</i>  2. <i>does the heavy lifting</i>  3. <i>laundry</i>  4. <i>cleaning the house</i>  5. <i>does the washing-up</i></p> <p><b>GRAMMAR: THERE IS A MISTAKE IN EACH SENTENCE BELOW. FIND THE MISTAKE AND CORRECT IT. (p.16)</b>  * T asks Ss to find the mistake in each sentence and correct it individually.  ** Ss do as instructed.  *** Ss compare their answers with a partner.  **** T checks the answers by asking individual Ss to write the answers on the board and has them explain why.</p> <p><i>Key:</i>  1. <i>I'm writing to you to tell you how much <u>I'm wanting</u> to see you. → want</i>  2. <i>Jack is away on business, so now I <u>look</u> after his dog. → 'm / am looking</i>  3. <i>Nam's often <u>looking</u> untidy. → (often) looks</i>  4. <i>She can't answer the phone now. She <u>cooks</u> dinner. → 's / is cooking</i>  5. <i>Excuse me, <u>do you read</u> the newspaper? Could I borrow it? → are you reading</i>  6. <i>What <u>are</u> your family <u>doing</u> in the evenings? → do / does ... do</i></p>	<p>T-S</p> <p>T-S S S-S T-S</p>	<p>6 mins</p>
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	Tick where appropriate	Comments (in English or Vietnamese)
<b>DELIVERY</b>		
- The presenters greeted the audience.		
- The presenters spoke clearly and naturally.		
- The presenters cooperated when delivering their talk.		
- The presenters interacted with the audience.		
- The presenters used some photos /pictures to illustrate their ideas.		
- The presenters concluded their talk appropriately		
<b>CONTENT:</b> <i>The presentation includes the following information about Family Day in Viet Nam or other countries.</i>		
- where it is celebrated		
- when it is celebrated		
- when it was first celebrated		
- why it is celebrated		
- what people often do to celebrate the day		

**Suggested checklist for self-assessment:**

	Tick where appropriate	Comments (in English or Vietnamese)

<b>DELIVERY</b>		
- I greeted the audience.		
- I spoke clearly and naturally.		
- I cooperated with my group members when delivering the talk.		
- I interacted with the audience.		
- I used some photos / pictures to illustrate my ideas.		
- I concluded my part of the talk appropriately.		
<b>CONTENT:</b> <i>The presentation includes the following information about Family Day in Viet Nam or other countries.</i>		
- where it is celebrated		
- when it is celebrated		
- when it was first celebrated		
- why it is celebrated		
- what people often do to celebrate the day		

## UNIT 2: HUMANS AND THE ENVIRONMENT

### Lesson 1: Getting started – Go Green Club

#### I. OBJECTIVES

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

**1. Knowledge**

- An overview about the topic Human and the Environment;
- Vocabulary to talk about activities to adopt a greener lifestyle.

**2. Core competence**

- Develop communication skills and environmental awareness;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

**3. Personal qualities**

- Develop a greener lifestyle and awareness of environmental issues;
- Be responsible to the environment.

**II. MATERIALS**

- Grade 10 textbook, Unit 2, Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

**Language analysis**

Form	Pronunciation	Meaning	Vietnamese equivalent
1. adopt (v)	/ə'dɒpt/	start to use a particular method	áp dụng
2. awareness (of) (n)	/ə'weənəs/	interest in and concern about a particular situation or area of interest	sự nhận thức
3. carbon footprint (n)	/ˌkɑːbən 'fʊtprɪnt/	a measure of the amount of carbon dioxide that is produced by the activities of a person or company	lượng khí thải cacbon, dấu chân cacbon

**Assumptions**

Anticipated difficulties	Solutions
- Students may not know the causes of carbon footprint.	- Use pictures/ photos or videos of some activities which cause and increase the carbon footprint to show them in the class.
- Students may not know how to work in teams.	- Give short, clear instructions and help if necessary.

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 2: HUMANS AND THE ENVIRONMENT</b></p> <p><b>Lesson 1: Getting started – Go Green Club</b></p> <p><b>* WARM-UP:</b> Watch the clip and write down the causes of air pollution</p> <p><b>Vocabulary</b></p> <p>1. adopt (v) /ə'dɒpt/: áp dụng</p> <p>2. awareness (of) (n) /ə'weənəs/: sự nhận thức</p> <p>3. carbon footprint (n) /,kɑ:bən 'fʊtprɪnt/: lượng khí thải cacbon, dấu chân cacbon</p> <p>Task 1: Listen and read.</p> <p>Task 2: Read and answer the questions.</p> <p>Task 3: Match the verbs or phrasal verbs in A with suitable ones in B.</p> <p>Task 4: Complete the sentences.</p> <p>Task 5: Interview.</p> <p><b>* CONSOLIDATION</b></p>
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**III. PROCEDURES**
**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss

\*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> <li>- To activate students' knowledge on the topic of the unit.</li> <li>- To create a lively atmosphere in the classroom.</li> <li>- To lead into the new unit.</li> </ul>	<p><b>CLIP WATCHING</b></p> <p>* T gives instructions: Watch the clip and take notes what the man has done.</p> <p>** Ss do as instructed.</p> <p>*** Ss work in 4 groups, share their words/ phrases they have noted down with the others, then take turns to write the words/ phrases on the board.</p> <p>**** Teacher:</p> <ul style="list-style-type: none"> <li>- checks and corrects if there are any spelling mistakes</li> <li>- confirms the winner.</li> </ul> <p>Leads in the lesson: Our environment is being seriously destroyed, at your age you can take some simple actions to help save the environment. One of them is taking part in Go Green clubs.</p> <p>(Video link: <a href="https://www.youtube.com/watch?v=WfGMYdalCIU">https://www.youtube.com/watch?v=WfGMYdalCIU</a>)</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	5 mins
PRESENTATION	To help students use key language more appropriately before they read and listen.	<p>* T asks Ss to look at the explanation and the photos to guess the meaning of new words.</p> <p>** Ss say the Vietnamese meanings of the words.</p> <ol style="list-style-type: none"> <li>1. adopt (v) /ə'dɒpt/: start to use a particular method</li> <li>2. awareness (of) (n) /ə'weənəs/: interest in and concern about a particular situation or area of interest</li> <li>3. carbon footprint (n) /ˌkɑ:bən 'fʊtprɪnt/: a measure of the amount of carbon dioxide that is produced by the activities of a person or company</li> </ol> <p>*** Other Ss correct if the previous answers are incorrect.</p> <p>**** T shows the meanings, says the words aloud and asks Ss to repeat them.</p>	<p>T-S</p> <p>S</p> <p>S-S</p>	4 mins
PRACTICE	- To get students interested in the topic.	<p><b>TASK 1. LISTEN AND READ (p.18)</b></p> <p>* T asks Ss to look at the picture (p.18) and answer the following questions:</p>	T-S	6 mins

	<p>- To get students to learn some vocabulary to be learnt in the unit.</p>	 <p>+ What are the students doing?          + Is cleaning up the school/ the street/ public places a way to adopt a green lifestyle?          + What are you going to listen to?</p> <p>* T plays the recording twice, has Ss listen to the conversation, read along and underline the activities in the conversation which are good for the environment.          ** Ss do the task individually.          *** Ss share their answers with a partner.          **** T checks their answers with the whole class.</p> <p><i>Suggested answers: adopting a greener lifestyle, raising local people's awareness of environmental issues, reducing my carbon footprint</i></p> <p>* T has the Ss read the conversation in pairs.          ** Ss read the conversation.          *** One pair reads aloud.          **** T collects common mistakes and gives comments.</p>	<p>T-S</p> <p>S S-S T-S</p> <p>T-S S-S S-S T-S</p>	
	<p>- To practise reading for specific information.          - To practise scanning.          - To develop students' knowledge of vocabulary for humans and the environment.</p>	<p><b>TASK 2: READ AND ANSWER THE QUESTIONS.</b> (p.19)  <b>Read the conversation again and answer the following questions.</b></p> <p>* T asks Ss to work individually to read the questions and underline the key words, then share their ideas with a partner who sits next to them.          ** Ss do Task 2 individually first.          *** Ss share and discuss with their partners about the key words.          **** T corrects their answers as a class.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <li><u>Who set up the Go Green Club?</u></li> <li><u>What does the club want to achieve?</u></li> </ol>	<p>T-S S S-S T-S</p>	<p>10 mins</p>

		<p>3. <u>What</u> does <u>Nam</u> think the <u>club</u> will <u>do</u> in the <u>future</u>?</p> <p>4. <u>What</u> is the <u>first</u> activity of the <u>club</u>?</p> <p>5. <u>What</u> is <u>Mike</u> <u>keen</u> to <u>do</u>?</p> <p>6. <u>What</u> do they <u>decide</u> at the <u>end</u> of the <u>conversation</u>?</p> <p>* T asks Ss to scan the conversation, locate the key words to find the answer for each the question with the partner who sits behind them.</p> <p>** Ss do the task in pairs.</p> <p>**** T divides the class into two big teams, and has Ss in each team take turns to choose a number in the game Lucky number to check the answers.</p> <p>Key:</p> <ol style="list-style-type: none"> <li><i>The Youth Union in Nam's school set it up.</i></li> <li><i>The club wants to improve the environment and encourage people to adopt a greener lifestyle.</i></li> <li><i>He thinks the club will organize more activities to raise people's awareness of environmental issues.</i></li> <li><i>It is cleaning up the school right after the ceremony</i></li> <li><i>He is keen to reduce his carbon footprint.</i></li> <li><i>Nam will tell Mike the time and the place of the club meeting.</i></li> </ol>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	
<p>- To help students revive some collocations for the environment so that they can use them in the following lessons.</p> <p>- To help students practise scanning.</p>		<p><b>TASK 3: MATCH THE VERBS OR PHRASAL VERBS IN A WITH SUITABLE NOUNS OR NOUN PHRASES IN B.</b> (p.19)</p> <p>* T has Ss locate the verbs or phrasal verbs in the conversation, find the nouns or noun phrases after each verb/ phrasal verb to do the matching.</p> <p>** Ss work individually.</p> <p>*** Ss share their answers with a partner.</p> <p>**** T checks and gives the correct answers with the whole class, and has them say the meaning of each collocation.</p> <p>Answers:</p> <p>1 - c: raise awareness: nâng cao nhận thức</p> <p>2 - d: reduce your carbon footprint: giảm lượng khí thải cacbon của bạn</p> <p>3 - e: clean up the school: vệ sinh trường học</p> <p>4 - b: adopt a greener lifestyle: áp dụng lối sống xanh hơn</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	<p>4 mins</p>



		<p>**** T gives Ss feedback.</p> <ul style="list-style-type: none"> <li>- T chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other students.</li> <li>- T chooses some typical errors and correct as a whole class without nominating the students' names.</li> </ul>		
CONSOLIDATION	<ul style="list-style-type: none"> <li>- To help Ss memorise the target language and skills that they have learned.</li> <li>- To inform students what the final product of the project should be and how students can prepare for it.</li> </ul>	<p><b>WRAP-UP</b></p> <ul style="list-style-type: none"> <li>* T asks Ss: What have you learnt today?</li> <li>- Some lexical items about humans and the environment</li> <li>- Reading for specific information</li> <li>- Scanning</li> </ul> <p><b>HOMEWORK</b></p> <ol style="list-style-type: none"> <li>1. Exercises in the workbook</li> <li>2. Project preparation</li> </ol> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- Has Ss look at the last page of Unit 2, the Project lesson and asks them what topic of the project is.</li> <li>- Tells them the project requirements: Ss will have to make a plan for a Go Green Weekend in which they will: <ul style="list-style-type: none"> <li>+ suggest activities for the event, provide the reasons and expected results of the activities;</li> <li>+ include information as stated in the table on page 27 in the Student's Book.</li> <li>+ present their plans in the last lesson of the unit.</li> </ul> </li> <li>- Reminds Ss that beside brainstorming Go Green Weekend activities, they: <ul style="list-style-type: none"> <li>+ can search for ideas on the Internet, in the newspapers, etc. for reference.</li> <li>+ should use photos/pictures to illustrate their ideas.</li> </ul> </li> <li>- Puts Ss into groups and has them choose their group leader; Asks them to assign tasks for each member, making sure that all group members contributes to the project work.</li> <li>- Helps Ss set deadlines for each task.</li> </ul>	T-S	4 mins



## UNIT 2: HUMANS AND THE ENVIRONMENT

### Lesson 2: Language

#### I. OBJECTIVES

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

##### 1. Knowledge

- Pronounce the consonant blends /kl/, /pl/, /gr/, and /pr/ correctly in isolation and in sentences;
- Understand and use some lexical items about humans and the environment;
- Distinguish and use *will* and *be going to* to talk about the future;
- Use the passive voice correctly.

##### 2. Core competence

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

##### 3. Personal qualities

- Adopt greener lifestyle and awareness of environmental issues;
- Be responsible for environment protection.

#### II. MATERIALS

- Grade 10 textbook, Unit 2, Language
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

	Will	Be going to
1. Form	(+) S + will + V (-) S + will not/ won't + V (?) Will + S + V?	(+) S + am/is/ are going to + V (-) S + am/is/ are + not ('m not/ isn't/ aren't) + going to + V (?) Am/ Is/ Are + S + going to + V?

2. Uses	<p>We use <i>will</i> to talk about:</p> <ul style="list-style-type: none"> <li>- Plans which are made at the moment of speaking (on-the-spot decisions). Ex: This shirt looks beautiful. I will buy it.</li> <li>- Predictions based on what we think or believe about the future. Ex: I think you team will win the competition.</li> </ul>	<p>We use <i>be going to</i> to talk about:</p> <ul style="list-style-type: none"> <li>- Plans and intentions which are made before the moment of speaking. Ex: I have made a reservation. We are going to have dinner at the Chinese restaurant nearby.</li> <li>- Predictions based on what we see or know. Ex: Look at the dark clouds. It is going to rain soon.</li> </ul>
3. Time expressions	tomorrow, next week/month/year ..., in a week/month..., think, believe, hope, expect, suppose, know, probably...	tomorrow, tonight, next week/month, ...

### PASSIVE VOICE

<p><b>1. Form:</b> be + past participle (P2) Ex: The plants are watered by Jack everyday. The report was published last week.</p>	<p><b>2. Uses:</b> We use the passive voice when the person or thing that does the action is unknown, unimportant, obvious from the context or we don't want to say who does the action. We focus on the action itself. Ex: My wallet was stolen yesterday. (unknown agent) The house is cleaned twice a week. (unimportant agent) The thief was arrested. (by the police-obvious agent from the context)</p>
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**REMEMBER:**

+ **Adverb of place + by + object + adverb of time**

Ex: The police found the missing painting in Jack's house yesterday.

-> The missing painting was found in Jack's house by the police yesterday.

+ **If the subject in the active voice is one of the following words: people, one, someone/somebody, they, he, etc. , it is not changed into the object in the passive voice.**

Ex: They hold the World Cup every four year.

-> The World Cup is held every four year.

### Assumptions

Anticipated difficulties	Solutions
- Students may be confused when using <i>will</i> or <i>be going to</i> to talk about the future.	- Give short and clear explanations with legible examples for each case.

- Students may be confused about the position of adverbs of place and time in the passive voice.

- Remind them and give some legible examples.

### Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 2: HUMANS AND THE ENVIRONMENT</b></p> <p><b>Lesson 2: Language</b></p> <p>* <b>WARM-UP:</b> Guessing game</p> <p><b>I. Pronunciation</b></p> <p>Task 1: Listen and repeat.</p> <p>Task 2: Listen and practise saying the sentences.</p> <p>Task 3: Make sentences.</p> <p><b>II. Vocabulary</b></p> <p>Task 1: Match the words and phrases to their meanings.</p> <p>Task 2: Complete the sentences.</p> <p><b>III. Grammar</b></p> <p>* <b>The future with <i>will</i> and <i>be going to</i></b></p> <p>Task 1: Complete the sentences.</p> <p>* <b>Passive voice</b></p> <p>Task 2: Rewrite the sentences.</p> <p><b>IV. Extra activity</b></p> <p>Game: Chain memory</p> <p>* <b>CONSOLIDATION</b></p>
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### III. PROCEDURES

**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To arouse the classroom atmosphere. - To lead in the lesson.	<b>GUESSING GAME: WHAT AM I GOING TO DRAW?</b> * T gives instructions, draws lines or shapes one by one and has Ss guess what T is going to draw after drawing one line or one shape. ** Ss in two big teams take turns to guess what the T is going to do by answering: You are going to draw a/an ... **** T gives comments, decides the winner, asks some more questions to leads in the lesson. + Is using these vehicles good for the environment? + Why is using them not good for the environment?	T-S  S-S  T-S	4 mins
PRONUNCIATION	To help students recognize and practise the consonant blends /kl/, /pl/, /gr/, and /pr/ in individual words.	<b>TASK 1: LISTEN AND REPEAT.</b> <b>Pay attention to the consonant blends /kl/, /pl/, /gr/, and /pr/. (p.19)</b> * T shows the following pictures, and asks Ss to describe each picture with a word.  class  ground  play	T-S	6mins



	pronounce them correctly.	<p>- plays the recording, has Ss focus on the words containing the consonant blends and asks them to circle these words.</p> <p>- plays the recording again, pausing after each sentence, for Ss to repeat.</p> <p>** Ss do as instructed.</p> <p>*** Ss practise reading the sentences in pairs.</p> <p>**** T goes round to offer help and collects common mistakes to correct as a class.</p>	S-S S-S T-S	
VOCABULARY	To make sure that students understand the meaning of some lexical items about humans and the environment.	<p><b>TASK 1: MATCH THE WORDS AND PHRASES TO THEIR MEANINGS. (p.20)</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>1. household appliances</p> </div> <div style="text-align: center;">  <p>2. energy</p> </div> <div style="text-align: center;">  <p>3. carbon footprint</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>4. litter</p> </div> <div style="text-align: center;">  <p>5. eco-friendly</p> </div> </div> <p>* T gives clear instructions.</p> <p>** Ss work in pairs to discuss and do the matching.</p> <p>*** Ss share the answers with the whole class.</p> <p>**** T confirms the correct answer.</p> <p><i>Key: 1. d - 2. e - 3. a - 4. b - 5. c</i></p>	T-S S-S S-S T-S	4 mins



	<p>opportunity to revise the passive voice.</p>	<p>example:</p> <ul style="list-style-type: none"> <li>+ <i>Do both structures talk about the future?</i></li> <li>+ <i>Which auxiliary do we use to talk about plans made at the moment of speaking / before the moment of speaking?</i></li> <li>+ <i>Can we use both structures for predictions?</i></li> </ul> <p>- in weaker classes, T gives more examples to make sure Ss understand the use of <i>will</i> and <i>be going to</i>; in stronger classes, has Ss come up with their own example sentences.</p> <p>- asks Ss to work in pairs or individually to choose <i>will</i> or the correct form of <i>be going to</i> to complete each sentence.</p> <p>- reminds them to use some clues in the sentence to decide on the correct tense form. e.g. 1: <i>I don't think</i>; 2: <i>have already made the decision</i>; 3: <i>I'm sure</i>; 4: <i>Look at</i>; 5: <i>I forgot to phone Dad</i>.</p> <p>** Ss do as instructed.</p> <p>*** Ss share their answers with a partner.</p> <p>**** T check Ss' answers and asks them to explain their choices (using the clues above).</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <li>1. <i>will</i></li> <li>2. <i>are going to</i></li> <li>3. <i>will</i></li> <li>4. <i>is going to</i></li> <li>5. <i>will</i></li> </ol> <p><b>PASSIVE VOICE</b>  <b>Rewrite the following sentences using the passive voice. Begin each sentence as shown.</b></p> <p>* Teacher:</p> <p>- asks Ss to read the explanation in the Remember! box on page 21 and asks Ss questions to check their understanding of the grammar point, for example:</p> <ul style="list-style-type: none"> <li>+ <i>When do we use the passive voice?</i></li> <li>+ <i>What do we focus on?</i></li> </ul>	<p>S-S  S-S  T-S</p> <p>T-S</p>	<p>6 mins</p>
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		<p>+ <i>How do we form the passive voice? (the verb be and the past participle of the main verb).</i></p> <ul style="list-style-type: none"> <li>- in weaker classes, gives more examples to make sure Ss understand the use and forms of the passive voice in different tenses; in stronger classes, has Ss come up with their own example sentences in both passive and active structures.</li> <li>- asks Ss to work independently and rewrite the sentences using the passive voice.</li> <li>- reminds Ss of the correct verb forms in different tenses; of the use of the preposition <i>by</i> to mention the doer of the action.</li> <li>- elicits that if the subject in the active voice is <i>they</i> or <i>we</i>, Ss don't need to indicate the doer in the passive voice.</li> </ul> <p>** Ss do as instructed.</p> <p>*** Ss work in pairs to compare their answers.</p> <p>**** T checks the answers as a class by having individual Ss read out the sentences or write them on the board.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <li>1. <i>A green lifestyle is adopted by more and more people.</i></li> <li>2. <i>The rubbish was not put in the bins after the party yesterday by the students.</i></li> <li>3. <i>More trees will be planted in the neighbourhood.</i></li> <li>4. <i>A lot of clean-up activities are going to be organised by our club this weekend .</i></li> <li>5. <i>Important environmental issues were discussed at the meeting.</i></li> </ol>	<p>S-S S-S T-S</p>	
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EXTRA ACTIVITY	To help students further practise the future tense forms.	<p><b>GAME: CHAIN MEMORY</b></p> <p>* T explains the rules of the game.  ** Ss do as instructed.  **** T praises Ss for interesting ideas and having a good memory and decides the winner.</p> <p><u>Rules:</u></p> <p>- T has Ss sit in a circle and has one student say a sentence about what he/she is going to or will do, for example:  <i>After this lesson, I'm going to play volleyball in the playground.</i> The next student repeats it and adds another sentence, e.g. <i>After this lesson, I'm going to play volleyball in the playground and I'm going to meet some friends.</i></p> <p>- T explains to Ss that the sentences don't have to be true. T continues until a student can't remember the previous sentences. In bigger classes, T has Ss play the game in teams. The winner is the team that continues the chain for the longest time.</p>	T-S S-S T-S	4 mins
CONSOLIDATION	To help students memorise the target language and skills that they have learned	<p><b>WRAP-UP</b></p> <p>* Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> <li>- Consonant blends /kl/, /pl/, /gr/, and /pr/</li> <li>- Some lexical items about humans and the environment;</li> <li>- <i>Will</i> and <i>be going to</i> to talk about the future;</li> <li>- Passive voice.</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Exercises in the workbook.</li> <li>- Prepare for Lesson 3, Unit 2.</li> </ul>	T-S	2 mins

## UNIT 2: HUMANS AND THE ENVIRONMENT

### Lesson 3: Reading

#### I. OBJECTIVES

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

##### 1. Knowledge

- Read for main ideas and specific information in a text about green living;
- Guess the meaning of words/phrases in context;
- Talk about ways to live green.

##### 2. Core competence

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Develop presentation skills;
- Actively join in class activities.

##### 3. Personal qualities

- Recognise what activities are related to a green lifestyle and be ready to adopt them in their lives;
- Be responsible for environment protection.

#### II. MATERIALS

- Grade 10 textbook, Unit 2, Reading
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
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explosion (n)	/ɪk'spləʊʒn/	a violent burst, often with a loud noise <i>E.g: a bomb/nuclear/gas explosion</i>	vụ nổ
method (n)	/'meθəd/	a way of doing something	phương pháp
refillable (adj)	/,ri:'fɪləbl/	that can be filled again after being empty	có thể làm đầy lại
raw material (n. phr.)	/,rɑ: mə'tɪəriəl/	any material, such as oil, cotton, or sugar in its natural condition, before it has been processed for use	vật liệu thô
sort (v)	/sɔ:t/	put a number of things in an order or to separate them into groups	phân loại

**Assumptions**

<b>Anticipated difficulties</b>	<b>Solutions</b>
<ul style="list-style-type: none"> <li>- Ss may lack knowledge about some lexical items.</li> <li>- Ss may not know how to choose the best title for the passage.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide them with the meaning and pronunciation of words.</li> <li>- Provide them with techniques to read for main ideas.</li> </ul>

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 2: HUMANS AND THE ENVIRONMENT</b></p> <p><b>Lesson 3: Reading</b></p> <p><b>* WARM-UP: Crossword</b></p> <p><b>Vocabulary</b></p> <p>Task 1: Look at the pictures and answer the questions.</p> <p>Task 2: Read the text and choose the best title for it.</p> <p>Task 3: Circle the correct meanings of the highlighted words and phrases in the text.</p> <p>Task 4: True or false</p> <p>Task 5: Work in pairs. Discuss the following question.</p> <p><b>* CONSOLIDATION</b></p>
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**III. PROCEDURES**
**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To arouse the classroom	<b>CROSSWORD</b> * Teacher:	T-S	6 mins

	atmosphere. - To lead in the lesson.	<p>- divides the class into two teams, has Ss in each team take turns to choose a random number, and shows the clues on the screen for the Ss to guess the words.</p> <p>- also reminds Ss that they don't need to answer all the across words to find the key word.</p> <p>** Ss discuss in their teams and say the words out.</p> <p>**** Teacher:</p> <p>- confirms, shows the answers on the screen and decides the winner.</p> <p>- leads in the lesson.</p> <p>Clues:</p> <ol style="list-style-type: none"> <li>1. Rubbish lying in an open or public place</li> <li>2. Causing no harm to the environment</li> <li>3. The amount of carbon dioxide produced by the activities of a person or an organisation</li> <li>4. Power used for driving machines, providing heat and light, etc</li> <li>5. All the people living together in a house or flat</li> <li>6. Start to use a particular method</li> <li>7. The time of life when a person is young, especially the time before a child becomes an adult</li> <li>8. Put plants, seeds, etc. in the ground to grow</li> <li>9. Interest in and concern about a particular situation or area of interest</li> </ol> <p>Key:</p> <table border="1" data-bbox="689 1129 1796 1422"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td>L</td><td>I</td><td>T</td><td>T</td><td>E</td><td>R</td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td>E</td><td>C</td><td>O</td><td>F</td><td>R</td><td>I</td><td>E</td><td>N</td><td>D</td><td>L</td><td>Y</td><td></td><td></td> </tr> <tr> <td>C</td><td>A</td><td>R</td><td>B</td><td>O</td><td>N</td><td>F</td><td>O</td><td>O</td><td>T</td><td>P</td><td>R</td><td>I</td><td>N</td><td>T</td> </tr> <tr> <td></td><td></td><td></td><td></td><td>E</td><td>N</td><td>E</td><td>R</td><td>G</td><td>Y</td><td></td><td></td><td></td><td></td><td></td> </tr> </table>							L	I	T	T	E	R						E	C	O	F	R	I	E	N	D	L	Y			C	A	R	B	O	N	F	O	O	T	P	R	I	N	T					E	N	E	R	G	Y						S-T-S T-S	
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PRE-READING	To help students use key language more appropriately before they read.	<p><b>VOCABULARY</b></p> <p>* T asks Ss to look at the explanation and the photos to guess the meanings of new words.</p> <p>** Ss say the Vietnamese meanings of the words.</p> <p>1. explosion (n): a violent burst, often with a loud noise</p>  <p>2. method (n): a way of doing st</p>	T-S S-S	5 mins																																																																											



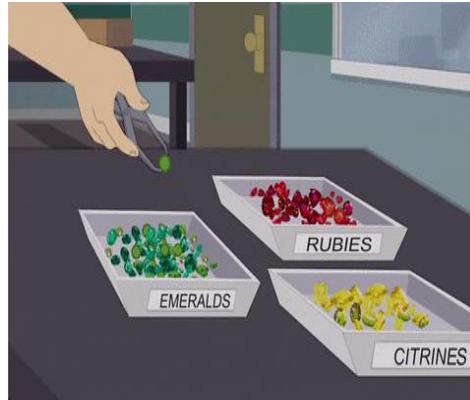
3. refillable (adj): can be filled again after being empty



4. raw material (n.phr.): any material, such as oil, cotton, or sugar in its natural condition, before it has been processed for use



5. sort (v): put a number of things in an order or to separate them into groups



\*\*\* Other Ss correct if the previous answers are incorrect.

\*\*\*\* Teacher shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.

S-T-S  
T-S

To introduce the topic of the reading and get students involved in the lesson.

**TASK 1: WORK IN GROUPS. LOOK AT THE PICTURES AND ANSWER THE QUESTIONS.**

(p.21)

*Which pictures show a green lifestyle? Why?*

**a**

**b**

6 mins



c



d



\* Teacher:

- has Ss work in groups of three or four to discuss the questions.
- encourage Ss to describe the pictures using their own language and focusing on how each object is related to a green lifestyle,  
*e.g. single-use plastic bags: plastic waste, pollution, difficult to recycle, can end up in*

T-S

S-S

S-S

T-S

		<p><i>the ocean; fresh vegetables: green lifestyle.</i></p> <p>** Ss do as instructed.</p> <p>*** Ss share the answers with the whole class.</p> <p>**** T confirms and leads in.</p> <p><i>Suggested answers:</i></p> <p>- In Picture a, a man goes shopping with lots of plastic bags. It doesn't show a green lifestyle. Plastic bags pollute the environment since they take time to decay.</p> <p>- In Picture b, we can see fresh food, which looks organic and is better for our health. It shows a green lifestyle.</p> <p>- In Picture c, we can see a lot of litter on the ground. Dropping litter makes the streets very dirty and pollutes the air and water. It doesn't show a green lifestyle.</p> <p>- In Picture d, the sign advises people to turn off lights when they are not in use. This can save electricity and shows a green lifestyle.</p>		
WHILE-READING	To help students practise skimming a text to choose the best title for it	<p><b>TASK 2: READ THE FOLLOWING TEXT AND CHOOSE THE BEST TITLE FOR IT. (p.22)</b></p> <p>* Teacher:</p> <p>- draws Ss' attention to the <i>Tips</i> box, has them read through the tips and checks their understanding.</p> <p>- has Ss read the whole text once to get an overall idea.</p> <p>** Ss do as instructed individually.</p> <p>*** Ss work in groups to discuss the best option and compare answers.</p> <p>**** Teacher confirms the correct one; in stronger class, asks Ss to explain why the other options cannot be used as titles for the text, <i>e.g. (B) This only refers to environmental problems while the text mentions some solutions as well. (C) The text mentions a couple of green products such as organic food and refillable bottles, but they are not the focus here.</i></p> <p>Key: A</p>	T-S	5 mins
	To help students practise guessing the meanings of words/phrases in context	<p><b>TASK 3: CIRCLE THE CORRECT MEANINGS OF THE HIGHLIGHTED WORDS AND PHRASES IN THE TEXT. (p.22)</b></p> <p>* Teacher has Ss read the text again, pay attention to the context of each highlighted word/phrase and look for clues explaining the meaning of it, <i>e.g.</i></p> <p>1. <i>sustainable: greener, lifestyle, can do, eco-friendly.</i></p>	T-S	7 mins



	green.	<p>** Ss work in pairs and discuss which of the suggestions is the easiest to do.          *** Some pairs present a summary of their discussion with the whole class.          **** T gives comments, collects common mistakes to correct.</p> <p><i>Suggested answers: In my/ our opinion, turning off household appliances when they are not in use is the easiest way to live green because we can do this right at home. We don't need any equipment or training for this.</i></p>	<p>S-S          S-S          T-S</p>	
CONSOLIDATION	<p>- To consolidate what students have learnt in the lesson.          - To prepare for the next lesson.</p>	<p><b>WRAP-UP</b>          Teacher asks: What have you learnt today?          - The ways to live green</p> <p><b>HOMEWORK</b>          - Search for more ways to live green on the Internet, take note some and post them on the Facebook/Zalo of your class.          - Prepare for Speaking lesson.</p>	T-S	2 mins

## UNIT 2: HUMANS AND THE ENVIRONMENT

### Lesson 4: Speaking

#### I. OBJECTIVES

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

##### 1. Knowledge

- Talk about ways to live green.

##### 2. Core competence

- Be collaborative and supportive in pair work and team work;
- Develop presentation skills;
- Actively join in class activities;
- Be critical thinking.

##### 3. Personal qualities

- Recognise what activities teenagers should do to live green;
- Be aware of the importance of a green lifestyle.

#### II. MATERIALS

- Grade 10 textbook, Unit 2, speaking
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
leave st on (v)	/li:v 'sʌm.θɪŋ ɒn/	make or allow something to remain in working condition	không tắt

chemical (n)	/'kemɪkl/	a substance obtained by or used in a chemical process	hóa chất
shade (n)	/ʃeɪd/	slight darkness caused by something blocking the direct light from the sun	bóng mát, bóng râm

### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Ss may lack knowledge about some lexical items.</li> <li>- Ss may know only the connector “because” to express the reasons.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide them with the meanings and pronunciation of words.</li> <li>- Provide them with other connectors so that they won't repeat the word “because” in their presentation.</li> </ul>

### Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 2: HUMANS AND THE ENVIRONMENT</b></p> <p><b>Lesson 4: Speaking</b></p>
<p>* <b>WARM-UP:</b> Board race</p> <p><b>Vocabulary</b></p> <p>Task 1: Should or shouldn't.</p> <p>Task 2: Do the matching.</p> <p>Task 3: Discussion.</p> <p>* <b>CONSOLIDATION</b></p>

### III. PROCEDURES

#### Notes:

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time																																							
WARM-UP	- To arouse the classroom atmosphere. - To lead in the lesson.	<p><b>GAME: Board race (The topic word is <i>green living</i>)</b></p> <p>* Teacher gives instructions of how to play the game, and gives an example.            ** Ss discuss in their teams and write down the words.            *** Ss in each team take turns to write their words on the board.            **** Teacher confirms the correct words, decides the winner and leads in the lesson.</p> <p><i>Rules and an example of the 'board race game':</i></p> <ul style="list-style-type: none"> <li>- The class is divided into teams.</li> <li>- In one or two minutes (depending on the number of the letters in the topic words), Ss have to find the words which are related to the topic and have one letter in the topic word.</li> <li>- If the word begins with a letter in the topic word, the team gets 1 point.</li> <li>- If the letter of the topic word appears in the middle position, the team gets 2 points.</li> <li>- If the letter of the topic word is at the end of the word they have found, the team gets 3 points.</li> </ul> <p>For example, if the topic word is FILMS and with the words found in the table below, a team gets 9 points in total.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td><b>F</b></td><td>A</td><td>M</td><td>O</td><td>U</td><td>S</td><td>(1 point)</td> </tr> <tr> <td></td><td></td><td></td><td>M</td><td>O</td><td>V</td><td><b>I</b></td><td>E</td><td></td><td></td><td></td><td></td><td>(2 points)</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td><b>L</b></td><td>O</td><td>V</td><td>E</td><td></td><td></td><td>(1 point)</td> </tr> </tbody> </table>							<b>F</b>	A	M	O	U	S	(1 point)				M	O	V	<b>I</b>	E					(2 points)							<b>L</b>	O	V	E			(1 point)	T-S S-T-S  T-S	6 mins
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			M	O	V	<b>I</b>	E					(2 points)																															
						<b>L</b>	O	V	E			(1 point)																															

				C	I	N	E	M	A					(2 points)		
		A	C	T	R	E	S	S						(3 points)		
		Total											9 points			
PRE-SPEAKING	To pre-teach some vocabulary so that students can understand the meanings and use them correctly in main speaking tasks.	<p><b>VOCABULARY</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- shows the words one by one, plays the recording and has Ss repeat the sounds of the words.</li> <li>- has Ss guess the meanings of the words based on pictures, explanations or examples.</li> </ul> <p>1. leave st on (idioms): choose to keep something operational or switched to an "on" position. Ex: Someone left the lights on the whole time we were gone. Our electricity bill is going to be enormous.</p> <p>2. chemical (n): a substance obtained by or used in a chemical process</p>  <p>3. shade (n): slight darkness caused by something blocking the direct light from the sun</p>													T-S	6 mins



\*\* Ss do as instructed.  
 \*\*\*\* T confirms the meanings, calls on some individual Ss to make sentences with each word.

S-S  
T-S

To introduce more ideas for the main speaking tasks and get students involved in the lesson

**TASK 1: WHICH OF THE FOLLOWING ACTIVITIES DO YOU THINK TEENAGERS SHOULD OR SHOULDN'T DO TO LIVE GREEN? PUT A TICK IN THE APPROPRIATE COLUMN. (p.23)**

\* T has Ss work in pairs, read the activities, discuss their meanings and decide which activities they should/ shouldn't do to go green by putting a tick in the appropriate column.  
 \*\* Ss do as instructed.  
 \*\*\* Some individual Ss share their answers with the whole class.  
 \*\*\*\* T confirms the correct answers.

**Key:**

Activities	Should	Shouldn't
1. Leaving your appliances on when not in use		✓
2. Recycling your used items	✓	
3. Using plastic bags when shopping		✓

T-S

S-S  
S-S  
T-S

8 mins

		4. Buying organic food	✓			
		5. Dropping litter in the street		✓		
		6. Planting trees	✓			
	To introduce more ideas for the main speaking task and get students involved in the lesson	<b>TASK 2: THE TABLE BELOW PRESENTS THE REASONS WHY TEENAGERS SHOULD OR SHOULDN'T DO THE ACTIVITIES IN 1. WORK IN PAIRS AND MATCH THEM WITH THE ACTIVITIES. (p.23)</b> * Teacher: - has Ss read the reasons, and discuss with a peer to do the matching. - reminds them that besides using <i>because</i> , they can use <i>since/ as/ due to the fact that/ on the ground that</i> to express reasons and encourages them to give more reasons and make small exchanges after doing the matching, e.g. <i>Student A: Why shouldn't you leave your appliances on when not in use?</i> <i>Student B: Because this wastes electricity and creates dangerous situations. Why should you recycle your used items?</i> <i>Student A: Since this protects natural resources.</i> ** Ss do as instructed. *** Ss share the answers with the whole class. **** Teacher confirms the correct answers and calls on some pairs to make small exchanges like the one above. <i>Suggested answers:</i> <i>a - 5; b - 1; c - 3; d - 4; e - 2; f - 6</i>			T-S	8 mins
WHILE-SPEAKING	To give students an opportunity to discuss ideas in groups and share with the rest of the class.	<b>TASK 3: WORK IN GROUPS. DISCUSS AND PRESENT YOUR IDEAS ABOUT WHAT YOU SHOULD OR SHOULDN'T DO TO LIVE GREEN. (p.23)</b> * T has Ss work in groups, discussing what they should or shouldn't do to live green. In weaker classes, T reminds them to use the ideas given in 1 and 2 in their discussion. In stronger classes, T encourages them to think of other activities and reasons.			T-S  S-S	15 mins

		<p>** Ss do as instructed.</p> <p>*** Ss share their ideas with the rest of the class by playing the game: PASSING THE BALL.</p> <p><u>Rules:</u> A song is played while Ss are passing a ball one by one. When the music stops, the student who keeps the ball will make a presentation.</p> <p>**** Teacher praises Ss for interesting and imaginative ideas, and for providing well-formulated reasons.</p> <p><i>Example: There are many things that we should or shouldn't do to live green. We should recycle our used items so that we can protect natural resources. We shouldn't drop litter in the street because this will make the street dirty and pollute the environment.</i></p>	<p>S-S</p> <p>T-S</p>	
CONSOLIDATION	To help students memorise the content of the lesson	<p><b>WRAP-UP</b></p> <p>Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> <li>- Activities and the reasons why we should or shouldn't do to live green.</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Exercises in the workbook</li> <li>- Prepare for Listening lesson</li> </ul>	T-S	2 mins

## UNIT 2: HUMANS AND THE ENVIRONMENT

### Lesson 5: Listening

#### I. OBJECTIVES

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

##### 1. Knowledge

- Listen for specific information in a text about green living;
- Talk about a plan to organise a green event in their area.

##### 2. Core competence

- Be collaborative and supportive in pair work and team work;
- Actively join in class activities;
- Develop presentation skills.

##### 3. Personal qualities

- Be more responsible for the environment and be able to propose plans to solve environmental issues in their residential areas;
- Be ready to make a plan to organize a green event in their area.

#### II. MATERIALS

- Grade 10 textbook, Unit 2, listening
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
------	---------------	---------	-----------------------

schedule (n)	/'ʃedju:l/	a plan that lists all the work that you have to do and when you must do each thing <i>E.g. They have a very flexible work schedule.</i>	thời gian biểu
specific (adj)	/spə'sɪfɪk/	connected with one particular thing only <i>E.g. The money was collected for a specific purpose.</i>	cụ thể
donation (n)	/dəʊ'neɪʃn/	money or goods that are given to help a person or organization, or the act of giving them	đồ hiến tặng, sự hiến tặng
delivery (n)	/dɪ'lɪvəri/	the act of taking goods, letters, parcels, etc. to people's houses or places of work	sự giao hàng

### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Ss may lack knowledge about some lexical items.</li> <li>- Ss may not catch the ideas to decide the statements are true or false.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide them with the meanings and pronunciation of words.</li> <li>- Remind them to pay attention to the key words in each sentence.</li> </ul>

### Board Plan

*Date of teaching*

**Unit 2: HUMANS AND THE ENVIRONMENT**

**Lesson 5: Listening**

\* **WARM-UP:** Taboo

**Vocabulary**

Task 1: Look at the picture and answer the questions.

Task 2: True or false.

Task 3: Listen and complete the table.

Task 4: Discussion.

\* **CONSOLIDATION**

### III. PROCEDURES

**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> <li>- To arouse the classroom atmosphere.</li> <li>- To get students be actively involved in the lesson.</li> </ul>	<p><b>GAME: TABOO</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- divides the class into 2 teams, lets each team choose 5 representatives.</li> <li>- prepares in advance 2 sets of words (maybe written on a sheet of paper), and gives them to the representatives.</li> <li>- asks the representatives to try to get their teammates to guess words using verbal clues or actions without using the words in their sets and without using their mother</li> </ul>	T-S	6 mins

		<p>tongue in two minutes.          ** Ss do as instructed.          *** Ss in each team take turns to describe and guess the words.          **** Teacher confirms the correct words, decides the winner. The winners are the ones whose team can guess the most words.  <i>Suggested words:</i>  <i>Set 1: adopt, carbon footprint, litter, method, eco-friendly</i>  <i>Set 2: sort, awareness, organic, household appliances, cut down on</i></p>	<p>S-S S-S T-S</p>	
<p>PRE-LISTENING</p>	<p>To pre-teach the pronunciation and the meaning of some vocabulary so that students can understand the content of the listening.</p>	<p><b>VOCABULARY</b>          * Teacher:          - shows the words one by one, plays the recording and has Ss repeat the sound of the words.          - has Ss guess the meanings of the words based on pictures, explanations and examples.          1. schedule (n): a plan that lists all the work that you have to do and when you must do each thing. <i>E.g. They have a very flexible work schedule.</i></p>  <p>2. specific (adj): connected with one particular thing only.  <i>E.g. The money was collected for a specific purpose.</i>          3. donation (n): money or goods that are given to help a person or organization, or the act of giving them.</p>	<p>T-S</p>	<p>6 mins</p>



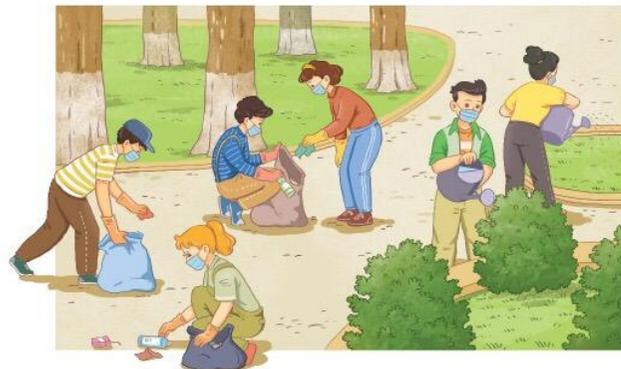
4. delivery (n): the act of taking goods, letters, parcels, etc. to people's houses or places of work.



\*\* Ss do as instructed.  
 \*\*\*\* Teacher confirms the meanings, calls on some individual Ss to make sentences with each word.

**TASK 1: WORK IN PAIRS. LOOK AT THE PICTURE AND ANSWER THE QUESTIONS.**  
 (p.24)

*WHAT ARE THEY DOING? WHY?*



\* Teacher:

To introduce the topic of the listening and activate Ss' prior knowledge

S-S  
T-S

6 mins

T-S

S-S





		<p>2. <i>plastic</i></p> <p>3. <i>Sort</i></p> <p>4. <i>Post</i></p> <p>5. <i>suggestions</i></p>		
POST-LISTENING	To give students an opportunity to personalise the language and ideas from the listening in a speaking task.	<p><b>TASK 4: WORK IN GROUPS. DISCUSS THE FOLLOWING QUESTION.</b> (p.24)</p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- asks some lead-in questions to see whether Ss have taken part in any environmental activities or events, and how much experience they have, e.g. <ul style="list-style-type: none"> <li>+ <i>Have you ever taken part in an environmental activity or event?</i></li> <li>+ <i>How many times have you participated in such activities or events?</i></li> <li>+ <i>What did you do there?</i></li> <li>+ <i>How did you feel?</i></li> </ul> </li> <li>- put Ss in groups in which there are both not or less experienced Ss and Ss who have taken part in such eco-friendly events.</li> <li>- reminds them that they can use the ideas from the listening and in stronger classes, T encourages them to come up with their own green activities.</li> </ul> <p>** Ss do as instructed.</p> <p>*** Ss share their ideas with the rest of the class.</p> <p>**** T invites some groups to present their ideas to the whole class, and praises the groups for interesting and imaginative ideas.</p>	T-S  S-S S-S T-S	10 mins
CONSOLIDATION	To help students memorise the content of the lesson	<p><b>WRAP-UP</b></p> <p>Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> <li>- We have listened to a plan to organize a green event and talked about our future plans to hold such events.</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Exercises in the workbook.</li> <li>- Prepare for writing lesson.</li> </ul>	T-S	1 min

## UNIT 2: HUMANS AND THE ENVIRONMENT

### Lesson 6: Writing

#### I. OBJECTIVES

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

##### 1. Knowledge

- Use lexical items related to the topic “Humans and the environment”;
- Write about ways to improve the environment.

##### 2. Core competence

- Be collaborative and supportive in pair work and team work;
- Actively join in class activities;
- Develop presentation skills.

##### 3. Personal qualities

- Be more responsible for protecting the surrounding;
- Be able and willing to persuade other people to take actions to make a nice and clean environment.

#### II. MATERIALS

- Grade 10 textbook, Unit 2, writing
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Ss may want to use their own suggestions but they may not know how to express their ideas in English.</li> <li>- Ss in weaker classes may not know how to use connectors correctly to link sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Be ready to provide them with words/ phrases which they can use to express their ideas in English.</li> <li>- Provide them with some connectors and some examples.</li> </ul>

- Ss may not know the structure of a paragraph.	- Give them some basic information about the structure of a paragraph.
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### Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 2: HUMANS AND THE ENVIRONMENT</b></p> <p><b>Lesson 6: Writing</b></p> <p><b>* Warm-up: Game: Wheel of fortune</b></p> <p>Task 1: Match the suggestions for improving the environment with their expected results.</p> <p>Task 2: Fill in the blanks.</p> <p>Task 3: Add two more suggestions to improve the environment in your school to the paragraph in 2.</p> <p>Peer correction</p> <p>Class correction</p> <p><b>* Consolidation</b></p>
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### III. PROCEDURES

#### Notes:

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To arouse the classroom atmosphere. - To get students	<b>GAME: THE WHEEL OF FORTUNE</b> * T divides the class into two teams, and explains the game rules: - Ss in each team read the clues, take turns to spin the wheel, guess the individual letters until they can guess the whole word.	T-S	6 mins

	be actively involved in the lesson.	<p>- It is not necessary for the Ss to guess all the individual letters. They can guess the whole word at any time.</p> <p>** Ss do as instructed.</p> <p>*** Ss in each team discuss and guess the words.</p> <p>**** T confirms the correct words, decides the winner and leads in the lesson.</p> <p><i>Suggested words</i></p> <p><i>Round 1:</i></p> <p>+ Clue: <i>the conditions in which a person, animal or plant lives or operates or in which an activity takes place</i></p> <p>+ Key: <i>ENVIRONMENT</i></p> <p><i>Round 2:</i></p> <p>+ Clue: <i>make something or somebody better than before</i></p> <p>+ Key: <i>IMPROVE</i></p> <p><i>Round 3:</i></p> <p>+ Clue: <i>an idea or a plan that you mention for somebody else to think about</i></p> <p>+ Key: <i>SUGGESTION</i></p>	<p>S-S</p> <p>S-S</p> <p>T-S</p>	
PRE-WRITING	To help students recall some suggestions for improving the environment	<p><b>TASK 1: WORK IN PAIRS. MATCH THE SUGGESTIONS FOR IMPROVING THE ENVIRONMENT WITH THEIR EXPECTED RESULTS. (p.25)</b></p> <p>* Teacher:</p> <p>- asks Ss some questions to elicit the topic of the writing as well as some suggestions. e.g.</p> <p>+ <i>Do you have any ideas about how to improve the environment in our school?</i></p> <p>+ <i>What are they?</i></p> <p>- has them work in pairs and asks them to do the matching. In weaker classes, go through the suggestions and expected results to check comprehension.</p> <p>** Ss do as instructed.</p> <p>**** Teacher asks individual Ss to call out their answers and confirms the correct ones.</p> <p><i>Key:</i></p> <p>1.c</p> <p>2.a</p> <p>3.b</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	6 mins



		<p>2. For example</p> <p>3. In conclusion</p>		
	To help students practise developing ideas and writing a paragraph	<p><b>TASK 3: ADD TWO MORE SUGGESTIONS TO IMPROVE THE ENVIRONMENT IN YOUR SCHOOL TO THE PARAGRAPH IN 2. USE THE IDEAS IN 1 TO HELP YOU. (p.25)</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- explains the writing task.</li> <li>- has Ss brainstorm more suggestions in groups.</li> <li>- walks round the class to offer help and encourages Ss to take notes of their ideas.</li> <li>- asks some groups to call out their ideas and write them on the board for other Ss' reference.</li> <li>- asks Ss to write their suggestions to complete the paragraph individually, sets a limited time for this task and walks round the class to give further support if needed.</li> <li>- reminds them to use some connectors to link the ideas before they write: <ul style="list-style-type: none"> <li>+ To list ideas: First, Second, In addition, Additionally, Moreover, Furthermore, Another idea worth noting is that, Finally, ...</li> <li>+ To give an example: For example / For instance, To illustrate, ...</li> <li>+ To conclude: In conclusion, In brief, In short, To sum up, ...</li> </ul> </li> </ul> <p>** Ss do as instructed.</p> <p>*** Ss share their answers with their group members.</p> <p>**** T walks round the class to monitor and make a note of some common mistakes.</p>	T-S	8 mins
POST-WRITING	To give students an opportunity to recognise the common mistakes so that they can avoid in writing	<p><b>PEER CORRECTION</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- explains the marking symbols in the following table.</li> </ul>	T-S	9 mins

## Marking symbols in writing

Short form	Full form	Examples
sp	spelling	My mum dose the laundry -> sp
T	tense	I took out the rubbish everyday -> T
↔	word order	My brother is a boy responsible ↔
^	missing word	My mum does most ^ the cooking
a A	capital letter	My sister and i take turns feeding the cat. -> a A

- asks two Ss sitting next to each other to exchange their writing, read their partner's writing and write the symbols next to mistakes that they can find like the ones in the table above.

- asks Ss to return their partner's writing and lets them correct themselves.

- reminds them that they can ask for their partner's help.

\*\* Ss do as instructed.

\*\*\* Ss share their ideas with a partner.

\*\*\*\* Teacher goes around to offer help.

### CLASS CORRECTION

\* Teacher:

- writes Ss' common mistakes on the board, asks Ss to check whether they make the same mistakes in their writing.

- calls on some Ss to correct those mistakes as a class.

\*\* Ss do as instructed.

\*\*\*\* Teacher:

S-S

S-S

T-S

		<ul style="list-style-type: none"> <li>- further explains the paragraph structure if Ss are not able to develop the three elements in their writing.</li> <li>- collects Ss' writing and provides written feedback in the next lesson.</li> <li>- in weaker classes, provides some suggested answers if necessary.</li> </ul> <p><i>Sample answer:</i></p> <p><i>Another way would be to plant more trees. For example, we can plant more green trees around the school and in the schoolyard. It reduces CO2 and makes the air we breathe in cleaner. Finally, we can set up more rubbish bins. For instance, we can put more bins in public places such as parks or bus stations. This makes the waste collection easier.</i></p>		
CONSOLIDATION	To help students memorise the content of the lesson	<p><b>WRAP-UP</b></p> <p>Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> <li>- We have practised writing a paragraph about suggestions to improve the environment.</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Exercises in the workbook</li> <li>- Prepare for Communication and Culture lesson</li> </ul>	T-S	2mins

## UNIT 2: HUMANS AND THE ENVIRONMENT

### Lesson 7: Communication and Culture/ CLIL

#### I. OBJECTIVES

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

**1. Knowledge**

- Ask for and give advice;
- Understand what a carbon footprint is.

**2. Core competence**

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

**3. Personal qualities**

- Be willing to take practical actions to help reduce their own carbon footprint and their family's as well;
- Be responsible for environment protection.

#### II. MATERIALS

- Grade 10 textbook, Unit 2, Communication and Culture/ CLIL
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
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emission (n)	/ɪ'mɪʃn/	an amount of something, especially a gas that harms the environment, that is sent out into the air.	khí thải
estimate (v)	/'estɪmeɪt/	guess or calculate the cost, size, value, etc. of something	ước tính
average (n)	/'ævərɪdʒ/	an average number is the number you get by adding two or more amounts together and dividing the total by the number of amounts	trung bình
atmosphere (n)	/'ætməsfɪə(r)/	the mixture of gases that surrounds the earth	bầu khí quyển

**Assumptions**

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Students may have underdeveloped speaking and co-operating skills.</li> <li>- Students may lack knowledge about some lexical items</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Remind them to make use of the ideas and vocabulary items they have learnt in the previous lessons.</li> <li>- Provide them with the meanings and pronunciation of words/ phrases.</li> </ul>

**Board Plan**

*Date of teaching*

**Unit 2: HUMANS AND THE ENVIRONMENT**  
**Lesson 7: Communication and Culture/ CLIL**

\* **Warm-up:** Running man

**I. Everyday English**

Task 1: Listen and complete the conversation.

Task 2: Make a similar conversation.

**II. CLIL**

Vocabulary

Task 1: Read the text and complete the table.

Task 2: Discussion.

\* **Consolidation**

**III. PROCEDURES**

Notes:

In each activity, each step will be represented as following:

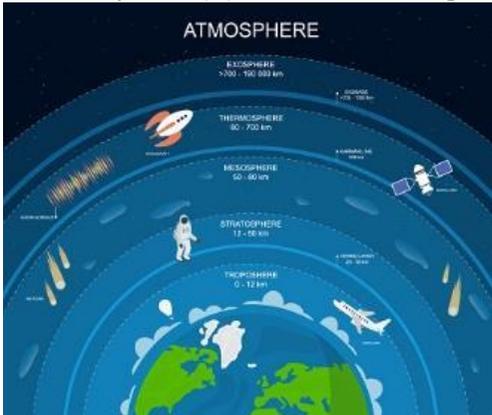
- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> <li>- To arouse the classroom atmosphere.</li> <li>- To help students revise words/</li> </ul>	<p><b>OPTION 1:</b>  <b>GAME: RUNNING MAN</b>            * Teacher divides the class into two teams, has Ss in each team take turns to run to the board and write a word/ phrase related to the topic <i>Humans and the Environment</i> on the board in two minutes.</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	5 mins

	phrases related to the topic	<p>** Ss do as instructed.</p> <p>**** Teacher confirms the correct word/ phrase and decides the winner (the team with most correct words/ phrases)</p> <p><i>Suggested answers:</i></p> <ul style="list-style-type: none"> <li>- Green lifestyle</li> <li>- Eco-friendly</li> <li>- Plastic bags</li> <li>- Zero waste</li> <li>- Carbon footprint</li> </ul> <p><b>OPTION 2: CLIP WATCHING</b></p> <p>* Teacher has Ss watch a video about carbon footprint and asks them the following questions:</p> <ol style="list-style-type: none"> <li>1. What is carbon footprint?</li> <li>2. What activities causes large carbon footprint?</li> </ol> <p>* Teacher reminds Ss to note down key information about the environment and some examples.</p> <p>** Ss watch the video and answer the questions.</p> <p>**** Teacher has Ss answer the questions individually, confirms the answers and leads in the lesson.</p>	T-S	
EVERYDAY ENGLISH	To provide Ss with an example conversation in which people ask for and give advice about ways to find information for the presentation.	<p><b>TASK 1: LISTEN AND COMPLETE THE CONVERSATION WITH THE EXPRESSIONS IN THE BOX. THEN PRACTISE IT IN PAIRS. (p.25)</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- elicits expressions Ss already know related to asking for and giving advice by saying some situations and has Ss give advice, e.g.</li> </ul> <p style="padding-left: 40px;"><i>Teacher: I don't know anything about organic food.</i></p> <p style="padding-left: 40px;"><i>Ss 1: You should search on the Internet.</i></p> <p style="padding-left: 40px;"><i>Ss 2: I advise you to go to a shop selling organic food.</i></p> <ul style="list-style-type: none"> <li>- asks Ss to read through the expressions in the box and the incomplete conversation, checks comprehension and encourages them to complete the gaps based on the clues in the conversation.</li> <li>- plays the recording once (in stronger classes) or twice (in weaker classes)</li> </ul>	T-S	7 mins
			S T-S	
			S-S	

		<p>** Ss do as instructed.</p> <p>**** Teacher:</p> <ul style="list-style-type: none"> <li>- checks the answers by asking individual Ss to read out the complete conversation.</li> <li>- asks Ss to practise the conversation in pairs then read aloud.</li> <li>- in stronger classes, writes some prompts on the board and asks Ss to role-play the conversation based on the prompts only.</li> </ul> <p>Key:</p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. A</li> <li>3. D</li> <li>4. C</li> </ol>	T-S	
	To help Ss practise ways of asking for and giving advice about green living	<p><b>TASK 2: WORK IN PAIRS. MAKE A SIMILAR CONVERSATION ASKING FOR AND GIVING ADVICE ABOUT GREEN LIVING. USE THE EXPRESSIONS BELOW TO HELP YOU. (p.25)</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- brainstorms green living ideas and writes them on the board for Ss' reference.</li> <li>- revises common expressions used to ask for and give advice or asks Ss to read through the expressions in the table and checks their understanding if they are weaker students.</li> <li>- puts Ss into pairs, gives them some minutes to think about specific green issues that they want to include in their conversation.</li> <li>- in weaker classes, walks around the class and suggests situations to Ss, e.g. advice about reducing plastic waste, keeping the environment clean, or making homes or schools eco-friendly.</li> </ul> <p>** Ss work in pairs to practise their conversations.</p> <p>*** Some pairs act out their conversations to the class.</p> <p>**** Teacher praises Ss for good effort, clean pronunciation, fluent delivery and interesting ideas.</p>	T-S  S-S S-S T-S	8 mins

<p>CLIL</p>	<p>To pre-teach the meanings and pronunciation of some words/ phrases, so that Ss can use them in their presentation later and can understand the reading passage.</p>	<p><b>VOCABULARY</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- shows the words one by one, plays the recording and has Ss repeat the sound of the words</li> <li>- has Ss guess the meanings of the words based on pictures, explanations and examples.</li> </ul> <p>1. emission (n): an amount of something, especially a gas that harms the environment, that is sent out into the air</p>  <p>2. estimate (v): guess or calculate the cost, size, value, etc. of something</p>  <p>3. average (adj): an average number is the number you get by adding two or more amounts together and dividing the total by the number of amounts</p>	<p>T-S</p>	<p>6 mins</p>
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	<p>Find the average volume of water in the bottles.</p>  <p>210 ml 284 ml 220 ml</p> <p>The average volume of water in the bottles is 238 ml.</p> <p>We can find the average by dividing the sum of the values in a set by the number of values in the set.</p> $\begin{array}{r} 210 \\ 284 \\ + 220 \\ \hline 714 \end{array}$ $\begin{array}{r} 238 \\ 3 \overline{)714} \\ \underline{-61} \phantom{0} \\ 11 \phantom{0} \\ \underline{-9} \phantom{0} \\ 24 \phantom{0} \\ \underline{-24} \\ 0 \end{array}$ <p>4. atmosphere (n): the mixture of gases that surrounds the earth</p>  <p>** Ss do as instructed.          **** Teacher confirms the meaning, calls on some individual Ss to make sentences with each word.</p>	<p>S-S T-S</p>	
<p>To help students learn about carbon footprint and ways to reduce it (through CLIL)</p>	<p><b>TASK 1: READ THE TEXT AND COMPLETE THE TABLE.</b> (p.26)</p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- asks Ss some questions to find out what they already know about the topic, e.g.                     <ul style="list-style-type: none"> <li>+ <i>What is the carbon footprint?</i></li> <li>+ <i>How do you measure it?</i></li> <li>+ <i>Why is it bad to have a large carbon footprint?</i></li> <li>+ <i>How can we reduce it?</i></li> </ul> </li> </ul>	<p>T-S</p>	<p>9 mins</p>

		<p>- asks Ss what they want to know about the topic and write the questions on the board, e.g.</p> <ul style="list-style-type: none"> <li>+ <i>What is the average carbon footprint for a person (globally/ in Viet Nam)?</i></li> <li>-&gt; <i>4 tons globally/ 2.2 tons in Viet Nam</i></li> <li>+ <i>What problems are caused by a large carbon footprint?</i></li> <li>-&gt; <i>Global warming, climate change, extreme weather events</i></li> <li>+ <i>Which countries have the largest carbon footprint?</i></li> <li>-&gt; <i>China, the USA, India, Russia, Japan</i></li> <li>+ <i>What food has the highest carbon footprint?</i></li> <li>-&gt; <i>meat, cheese, eggs</i></li> </ul> <p>- asks Ss read the text about carbon footprint and complete the table.</p> <p>- walks around the class to offer help, explaining unfamiliar words and answering questions.</p> <p>** Ss do as instructed.</p> <p>*** Ss share their answers with a partner.</p> <p>**** Teacher:</p> <ul style="list-style-type: none"> <li>- checks the answers as a class by calling on pairs to write the missing words on the board</li> <li>- goes back to the questions on the board, i.e. the things Ss wanted to know about the topic and asks which of the questions they can answer now and cross them out.</li> </ul> <p><i>Key:</i></p> <ol style="list-style-type: none"> <li>1. <i>CO2</i></li> <li>2. <i>global temperatures</i></li> <li>3. <i>showers</i></li> <li>4. <i>public transport</i></li> </ol>	<p>S-S S-S T-S</p>	
<p>To give students an opportunity to personalise the CLIL topic (ways to</p>		<p><b>TASK 2: WORK IN PAIRS. DISCUSS THINGS YOU CAN DO TO REDUCE YOUR CARBON FOOTPRINT. (p.26)</b></p> <p>* Teacher:</p>	<p>T-S</p>	<p>8 mins</p>

	reduce their carbon footprint)	<ul style="list-style-type: none"> <li>- has Ss work in pairs to discuss things they can do to reduce their carbon footprint.</li> <li>- in weaker classes, has Ss underline the ideas in the text so that they can use them in their discussion; and in stronger classes, encourages Ss to come up with their own ideas to reduce their carbon footprint.</li> <li>- reminds them to take notes of their partner's ways to reduce his/ her carbon footprint</li> <li>** Ss work in pairs to discuss and take notes.</li> <li>**** T calls on some Ss to report their partner's ideas to the class, e.g. <i>Lan thinks that her carbon footprint is not very big, but she'll try to reduce it to further help the environment. First, she'll start cycling to school instead of asking her dad to drive her. Second, she'll stop using plastic bags for groceries. Finally, she'll start drinking filtered tap water instead of buying bottled water.</i></li> </ul>	S-S T-S	
CONSOLIDATION	To help students memorise the content of the lesson that they have learned	<p><b>WRAP-UP</b></p> <p>Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> <li>- The ways to ask for and give advice</li> <li>- What carbon footprint is and the ways to reduce it in our lives.</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Do exercises in the part Looking back and answer the rest questions in Task 1</li> <li>- Exercises in the workbook</li> <li>- Prepare for Looking back and Project lesson</li> </ul>	T-S	2 mins

## UNIT 2: HUMANS AND THE ENVIRONMENT

### Lesson 8: Looking back and project

#### I. OBJECTIVES

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

##### 1. Knowledge

- revise the consonant blends /kl/, /pl/, /gr/, /pr/ correctly;
- revise words and phrases related to humans and the environment learnt in the unit;
- revise how to use *will* and *be going to*, and passive voice correctly;
- Plan activities for a Go Green Weekend and give a group presentation about the event.

##### 2. Core competence

- Develop communication skills and creativity;
- Develop presentation skills;
- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

##### 3. Personal qualities

- Be more creative when doing the project;
- Develop self-study skills.

#### II. MATERIALS

- Grade 10 textbook, Unit 2, Looking back and project
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- Pictures, A0 paper
- Sachmem.vn

**Assumptions**

Anticipated difficulties	Solutions
Students may have underdeveloped presentation skills.	Give them a suggested checklist for peer assessment and ask them to read carefully and try to practise in advance and apply those techniques in their presentation.

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 2: HUMANS AND THE ENVIRONMENT</b></p> <p><b>Lesson 8: Looking back and Project</b></p> <p>* <b>Warm-up:</b> The last man standing</p> <p><b>I. Looking back</b></p> <p>Pronunciation: Listen and underline.</p> <p>Vocabulary: Complete the sentences.</p> <p>Grammar: Choose the best answers.</p> <p><b>II. Project</b></p> <p>Go Green Weekend</p> <p>* <b>Consolidation</b></p>
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**III. PROCEDURES**
Notes:

In each activity, each step will be represented as following:

- \* Deliver the task

- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> <li>- To arouse the classroom atmosphere.</li> <li>- To help students revise words/ phrases related to the topic</li> </ul>	<p><b>GAME: THE LAST MAN STANDING</b></p> <p>Rules:</p> <ul style="list-style-type: none"> <li>- T has 10 Ss form a circle and stands at a center with a ball.</li> <li>- T speaks out a word related to the topic <i>Humans and the environment</i> and pass the ball to one student. Let him/her toss it to another student as he/she names the word related to the theme.</li> <li>- If Ss repeat a word or can't say any more words, they need to sit down.</li> <li>- The last student standing wins the game.</li> </ul> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- Invites 10 Ss to form a circle and stand at a center with a ball.</li> <li>- Explains the game rules to Ss</li> </ul> <p>** Ss do as instructed.</p> <p>**** Teacher praises the Ss with the most words and the most interesting words/ phrases.</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	5 mins

LOOKING BACK	To help students revise /kl/, /pl/, /gr/ and /pr/	<p><b>PRONUNCIATION</b>  <b>Listen and underline the words with the consonant blends /kl/, /pl/, /gr/ or /pr/. Then practise reading the sentences.</b> (p.26)</p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- asks Ss to listen to the recording and underline the words that have the consonant blends /kl/, /pl/, /gr/ or /pr/.</li> <li>- asks individual Ss to write the words with the consonant blends on the board and has them read those words several times.</li> <li>- plays the recording again, pausing after each sentence for Ss to repeat.</li> <li>- puts Ss in pairs and has them practise reading the sentences together.</li> </ul> <p>** Ss do as instructed.</p> <p>**** Teacher goes round to offer help and collect common mistakes if Ss have to correct as a class.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. The <u>professor</u> is <u>proud</u> of the results of our <u>project</u>.</li> <li>2. <u>Grass</u> is <u>growing</u> on the <u>ground</u>.</li> <li>3. Those toy <u>planes</u> are made of <u>plastic</u>.</li> <li>4. <u>Click</u> the button to become a member of the <u>club</u>.</li> </ol>	T-S  S-S T-S	6 mins
	To help students revise words and phrases related to human activities and the environment, which they have learnt in the unit.	<p><b>VOCABULARY</b>  <b>Complete the sentences. Use the words and phrases in the box.</b> (p.26)</p> <p>* Teacher asks Ss to complete the sentences by using the words and phrases in the box individually.</p> <p>** Ss do as instructed.</p> <p>*** Ss compare their answers with a partner.</p> <p>**** Teacher checks the answers by asking individual Ss to write the missing words/ phrases on the board.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. <i>green lifestyle</i></li> <li>2. <i>carbon footprint</i></li> <li>3. <i>eco-friendly</i></li> <li>4. <i>appliances</i></li> </ol>	T-S  S S-S T-S	5 mins

	To help Ss revise <i>will</i> and <i>be going to</i> and the passive voice	<p><b>GRAMMAR</b>  <b>Choose the best answers.</b> (p.26)  * Teacher asks Ss to choose the answers that best complete the sentences individually.  ** Ss do as instructed.  *** Ss compare their answers with a partner.  **** Teacher:  - checks the answers by asking individual Ss to write the sentences on the board  - has Ss explain what grammatical form they have used and why.  - has Ss read aloud the sentences.</p> <p><i>Key:</i>  1. <i>is used</i>  2. <i>are planted</i>  3. <i>will pass</i>  4. <i>will</i>  5. <i>are going to travel</i>  6. <i>is going to rain</i></p>	T-S  S S-S T-S	6mins
PROJECT	To provide an opportunity for students to develop their research and collaboration skills, and to practise giving an oral presentation.	* Teacher: - gives Ss a checklist for peer and self-assessment and explains that they will have to tick the appropriate items while listening to their classmates' presentations and write comments if they have any. (The presenters should complete their self-assessment checklist after completing their presentation). - goes through the criteria for assessing their talk to make sure Ss are familiar with them. - invites two or three groups to give their presentations and encourages the rest of the class to ask questions at the end. ** Ss do as instructed. *** Ss make questions after each presentation. **** Teacher:	T-S   S-S S-S T-S	21 mins

		<ul style="list-style-type: none"> <li>- gives praises and feedback after each presentation and gives marks for their presentation as part of their continuous assessment.</li> <li>- asks Ss to complete the self-assessment table, identifies any difficulties and weak areas and suggests further practice for individual Ss.</li> </ul>		
CONSOLIDATION	<ul style="list-style-type: none"> <li>- To consolidate what students have learnt in the lesson.</li> <li>- To prepare for the next lesson</li> </ul>	<p><b>WRAP-UP</b></p> <p>Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> <li>- Revise the consonant blends /kl/, /pl/, /gr/ and /pr/.</li> <li>- Revise words/ phrases related to the topic <i>Humans and the environment</i>.</li> <li>- Revise <i>will</i> and <i>be going to</i> and passive voice.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Exercises in the workbook</li> <li>- prepare for Unit 3 lesson 1</li> </ul>	T-S	2 mins

APPENDIXES

**Suggested checklist for peer assessment:**

	Tick where appropriate	Comments (in English or Vietnamese)
<b>DELIVERY</b>		
- The presenters greeted the audience.		

- The presenters spoke clearly and naturally.		
- The presenters cooperated when delivering their talk.		
- The presenters interacted with the audience.		
- The presenters used some photos /pictures to illustrate their ideas.		
- The presenters concluded their talk appropriately		
<b>CONTENT:</b> <i>The presentation includes the following information about their plan Go Green Weekend</i>		
- activity		
- time		
- place		
- reason		
- expected result		

**Suggested checklist for self-assessment:**

	<b>Tick where appropriate</b>	<b>Comments (in English or Vietnamese)</b>
<b>DELIVERY</b>		
- I greeted the audience.		
- I spoke clearly and naturally.		
- I cooperated with my group members when delivering the talk.		
- I interacted with the audience.		
- I used some photos / pictures to illustrate my ideas.		
- I concluded my part of the talk appropriately		
<b>CONTENT:</b> <i>Our presentation includes the following information about our plan for Go Green Weekend</i>		
- activity		
- time		
- place		

- reason		
- expected result		

## UNIT 3: MUSIC

### Lesson 1: Getting started – A talented artist

#### I. OBJECTIVES

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

##### 1. Knowledge

- gain an overview about the vocabulary related to the topic Music and main grammatical points taught in this unit;
- gain vocabulary to talk about their musical idols.

##### 2. Core competence

- develop communication skills;
- be collaborative and supportive in pair work and teamwork;
- actively join in class activities.

##### 3. Personal qualities

- develop a positive attitude towards music;
- be aware of the important role of music in our life.

#### II. MATERIALS

- Grade 10 textbook, Unit 3, Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. talented (adj)	/'tæləntɪd/	having a natural ability to do something well	có tài năng

2. musical instrument (n)	/,mju:zɪkl 'ɪnstɾəmənt/	an object used for producing musical sounds, for example a piano or a drum	nhạc cụ
3. trumpet (n)	/'trʌmpɪt/	a brass musical instrument made of a curved metal tube that you blow into, with three valves for changing the note	kèn trumpet
4. perform (v)	/pə'fɔ:m/	entertain an audience by playing a piece of music, acting in a play, etc.	biểu diễn

### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Students may not understand the meaning of some words and may mispronounce them</li> <li>- Students may become bored with easy exercises.</li> </ul>	<ul style="list-style-type: none"> <li>- Pre-teach these new words, using pictures and have them listen to the sounds of these words and repeat.</li> <li>- Challenge them with a harder task.</li> </ul>

### Board Plan

<p><i>Date of teaching</i></p> <p><b>UNIT 3: MUSIC</b></p> <p><b>Lesson 1: Getting started – A talented artist</b></p>
<p>* <b>Warm-up:</b> Listen to some pieces of music and guess the name of the songs</p> <p><b>I. Presentation:</b> Vocabulary</p> <ol style="list-style-type: none"> <li>1. talented (adj): có tài năng</li> <li>2. musical instrument (n): nhạc cụ</li> <li>3. trumpet (n): kèn trumpet</li> <li>4. perform (v): biểu diễn</li> </ol> <p><b>II. Practice</b></p> <p>Task 1: Listen and read.</p>

Task 2: Read the conversation again and answer the questions.  
 Task 3: Find words or phrases in the conversation which refer to:  
 Task 4: Match to make complete sentences.

**III. Production:**

Talk about your musical idol.

**\* Homework**

**III. PROCEDURES**

Notes:

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To create a friendly and lively atmosphere in the classroom - To lead into the new unit	<p><b>Listen to some pieces of music and guess the name of the songs.</b></p> <p>* Teacher gives instructions, plays the recordings.            ** Ss listen and guess the names of the songs.            *** Students may discuss with other members in their teams.            **** Teacher:            - confirms the correct answers            Song 1: Love yourself            Song 2: Sorry            Song 3: What do you mean?            Song 4: Where are you now?            Song 5: Stuck in the moment            - asks Ss some questions and leads in the lesson.            + Whose songs are these? (They are Justin Bieber's.)            + Is he a talented singer? (Yes, he is considered the Prince of Pop.)</p>	T-S  S-S S-S T-S	5 mins

<p>PRESENTATION</p>	<p>To help students use key language more appropriately before they read and listen.</p>	<p><b>Vocabulary</b></p> <p>* Teacher asks Ss to look at the explanation and the photos to guess the meaning of new words.</p> <p>** Ss say the Vietnamese meanings of the words.</p> <p>1. talented (adj) /'tæləntɪd/: having a natural ability to do something well</p>  <p>2. musical instrument (n) /,mju:zɪkl 'ɪnstrəmənt/: an object used for producing musical sounds, e.g. a piano or a drum</p>  <p>3. trumpet (n) /'trʌmpɪt/: a brass musical instrument made of a curved metal tube that you blow into, with three valves for changing the note</p>	<p>T-S</p>	<p>5 mins</p>
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4. perform (v) /pə'fɔ:m/: entertain an audience by playing a piece of music, acting in a play, etc.



\*\*\* Other Ss correct if the previous answers are incorrect.  
 \*\*\*\* Teacher shows the Vietnamese meaning, plays the recordings and asks Ss to repeat them.

		<p>4. perform (v) /pə'fɔ:m/: entertain an audience by playing a piece of music, acting in a play, etc.</p>   <p>*** Other Ss correct if the previous answers are incorrect.            **** Teacher shows the Vietnamese meaning, plays the recordings and asks Ss to repeat them.</p>		
<p>PRACTICE</p>	<p>- To get students interested in the topic.            - To introduce vocabulary and grammar points to be learnt in the unit.</p>	<p><b>TASK 1. LISTEN AND READ.</b> (Ex.1, p.28)            * Teacher: - sets the context for listening by having Ss look at the picture (p.28) and answer the questions</p>	<p>T-S</p>	<p>7 mins</p>



- + Where are they? (at home/ in the living room)
- + Who is the boy? (a singer)
- + What are they doing? (The boy is singing on the stage. The girls are watching a live programme and cheering.)

- focuses Ss' attention on the conversation and elicits the names of the two speakers.
- explains that Mai and Ann are watching a music programme and this is their conversation when watching it.
- plays the recording twice and asks Ss to read along while listening to it.
- has Ss underline the words/ phrases that are related to music while they are listening and reading.
- \*\* Ss do as instructed.
- \*\*\* Ss share their underlined words/ phrases with a peer.
- \*\*\*\* Teacher checks as a class.
- \* Teacher has the Ss read the conversation in pairs.
- \*\* Ss read the conversation.
- \*\*\* One pair reads aloud.
- \*\*\*\* Teacher collects common mistakes and gives comments.

S-S  
S-S  
T-S  
T-S  
S-S  
S-S  
T-S



		<p>**** Teacher checks the answers by calling out each category or writing it on the board, and asks individual Ss to write the relevant words / phrases.</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. pop</li> <li>2. Grammy, Billboard Music and Teen Choice Awards</li> <li>3. piano, drums, guitar, and trumpet</li> <li>4. social media</li> </ol>	T-S	
	To help Ss identify compound sentences, <i>to</i> -infinitives and bare infinitives.	<p><b>TASK 4: MATCH THE TWO PARTS TO MAKE COMPLETE SENTENCES.</b>  <i>(Ex. 4, p. 29)</i></p> <p>* Teacher has Ss read the two parts of each of the four sentences and checks comprehension.</p> <p>** Ss do the matching individually. In weaker classes, they may refer back to the conversation.</p> <p>*** Ss share the answers with a partner.</p> <p>**** Teacher:</p> <ul style="list-style-type: none"> <li>- checks the answers by calling on individual Ss to read the complete sentences and writes them on the board.</li> <li>- goes through each sentence and elicits the target grammar point(s), e.g. 1. compound sentence, <i>to</i>-infinitive; 2. bare infinitive; 3. <i>to</i>-infinitive; 4. compound sentence.</li> </ul> <p><b>Key:</b> 1. d; 2. c; 3. b; 4. a</p>	T-S S-S S-S T-S	5 mins
PRODUCTION	<ul style="list-style-type: none"> <li>- To help Ss practise talking about their musical idol.</li> <li>- To give students authentic practice in using target language.</li> </ul>	<p><b>TASK 5: TALK ABOUT YOUR FAVOURITE SINGER OR MUSICAL BAND.</b>  <b>You should mention who she/he is, what she/he is good at, what makes her/ him famous.</b></p> <p>* Teacher gives Ss clear instructions in order to make sure they can understand what they have to do.</p> <p>** Ss prepares their talk in two minutes.</p> <p>**** Teacher instructs Ss to play a guessing game: Ss take turns to talk about their idols without mentioning the name of their idols. The others listen and guess who she/he is.</p>	T-S S T-S-S	8 mins

<p>CONSOLIDATION</p>	<ul style="list-style-type: none"> <li>- To help Ss memorise the target language and skills that they have learned.</li> <li>- To inform Ss what the final product of the Project should be like and how Ss can prepare for it.</li> </ul>	<p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>* Teacher asks Ss: What have you learnt today?</li> <li>- Some lexical items about Music</li> <li>- Talking about musical idols.</li> </ul> <p><b>Homework</b></p> <ol style="list-style-type: none"> <li>1. Exercises in the workbook</li> <li>2. Project preparation</li> </ol> <ul style="list-style-type: none"> <li>- Ask Ss to open their books at the last page of Unit 3, the <b>Project</b> section, look at the pictures and say what the topic of the Project is (a form of traditional music).</li> <li>- Tell Ss about the Project requirements: Ss will have to: <ul style="list-style-type: none"> <li>+ do research on a form of traditional music in Viet Nam or another country</li> <li>+ include information related to the points stated on the <b>Project</b> page or prepare a poster (drawing, pictures) presenting the research results.</li> <li>+ give an oral presentation of the research results in the last lesson of the unit.</li> </ul> </li> <li>- Explain to Ss how they can get the information (search the Internet, read newspapers, go to the library, talk to experts, etc.).</li> <li>- Encourage them to start with doing research on traditional music in Viet Nam.</li> <li>- Put Ss into groups and have them choose their group leader. Ask them to assign tasks for each member, making sure that all group members contribute to the project work.</li> <li>- Help Ss set deadlines for each task.</li> </ul>	<p>T-S</p>	<p>4 mins</p>
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## UNIT 3: MUSIC

### Lesson 2: Language

#### I. OBJECTIVES

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

##### 1. Knowledge

- pronounce two-syllable words with correct stress;
- understand and use words and phrases related to music;
- use conjunctions to make compound sentences;
- use *to*-infinitives and bare infinitives after some verbs.

##### 2. Core competence

- be collaborative and supportive in pair work and team work
- access and consolidate information from a variety of sources
- actively join in class activities

##### 3. Personal qualities

- be willing to learn new language points
- be aware of the important role of music in life.

#### II. MATERIALS

- Grade 10 textbook, Unit 3, Language
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Stress in two-syllable words
1. Most two-syllable nouns and adjectives have stress on the first syllable except for the ones ending with <i>oo</i> , <i>oon</i> E.g. + table /'teɪbl/, climate /'klaɪmət/, happy /'hæpi/, clever /'klevə(r)/

+ bamboo /ˌbæmˈbuː/, balloon/bəˈluːn/

2. Most two-syllable verbs have stress on the second syllable except for the ones ending with *ow, en, er, le, el, ish, y*.  
 E.g. + appear /əˈpiə(r)/, explain /ɪkˈspleɪn/  
 + finish /ˈfɪnɪʃ/, harden /ˈhɑːdn/, suffer /ˈsʌfə(r)/, follow /ˈfɒləʊ/, carry /ˈkæri/, struggle /ˈstrʌɡl/,  
 travel /ˈtrævl/

Verbs followed by <i>to</i> -infinitive (to + V)	Verbs followed by Bare infinitive (V)
1- agree 2- afford 3- arrange 4- decide 5- demand 6- expect 7- fail 8- happen 9- hesitate 10- hope 11- intend 12- learn 13- manage 14- offer 15- plan 16- pretend 17- promise 18- refuse 19- seem 20- tend	<p><b>1. Modal verbs:</b>  <b>can, may, must, would, should, could, may, might...</b>            E.g. I can dance gracefully.                  He should stop smoking.</p> <p><b>2. would rather/ would sooner, had better</b>            E.g. I would rather stay at home than go out on such a rainy night.                  You had better tell him the truth.</p> <p><b>3. make, let, see, hear, feel, watch, notice + Object</b>            E.g. I saw her get off the bus.                  The police made the thief raise his hands.</p> <p><b><i>But:</i></b> In the passive voice, these verbs are followed by a <i>to</i>-infinitive except <i>let</i>.            E.g. The thief was made to raise his hands.</p> <p><b>4. have sb</b>            E.g. I am going to have someone repaint my house.</p>

21- threaten 22- want	
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**Assumptions**

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Students may be confused when using <i>to</i>-infinitive and bare infinitive</li> <li>- Students may be confused about the position of the main stress in two syllable words.</li> </ul>	<ul style="list-style-type: none"> <li>- Give short and clear explanations with legible examples for each case.</li> </ul>

**Board Plan**

*Date of teaching*  
**UNIT 3: MUSIC**  
**Lesson 2: Language**

**\* Warm-up:**

Game: Board race

**I. Pronunciation**

Task 1: Listen and repeat. Pay attention to the stressed syllable in each word.

Task 2: Listen and mark the stressed syllables in the words in bold.

Task 3: Write down words with the same stress pattern.

**II. Vocabulary**

Task 1: Match the words with their meanings.

Task 2: Complete the sentences using the words in 1.

**III. Grammar**
**\* Compound sentences**

Make compound sentences using the correct conjunctions.

**\* *To*-infinitives and bare infinitive**

Complete the sentences, using the *to*-infinitive or bare infinitive of the verbs.

**IV. Production**

Make compound sentences.

\* **Homework**

## II. PROCEDURES

### Notes:

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> <li>- To arouse the classroom atmosphere</li> <li>- To lead in the lesson</li> </ul>	<p><b>Game: Board race</b>            (The topic word is: MUSIC)            * Teacher gives instructions of how to play the game, and gives an example.            ** Ss discuss in their teams and write down the words.            *** Ss in each team take turns to write their words on the board.            **** Teacher confirms the correct words, decides the winner and leads in the lesson.</p> <p><b>Rules and an example of the game <i>Board race</i>:</b>            The class is divided into teams. In one or two minutes (depending on the number of the letters in the topic words), Ss have to find the words which are related to the topic and have one letter in the topic word. If the word begins with a letter in the topic word, the team gets one point, if the letter of the topic word appears in the middle position, the team gets two points and if the letter of the topic word is at the end of the word they have found, the team gets three points. For example, if the topic word is FILMS and with the words found in the table below, a team gets 9 points in total.</p>	T-S  S-S S-S  T-S	5 mins

		<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td>F</td><td>A</td><td>M</td><td>O</td><td>U</td><td>S</td><td>(1 point)</td> </tr> <tr> <td></td><td></td><td>M</td><td>O</td><td>V</td><td>I</td><td>E</td><td></td><td></td><td></td><td></td><td>(2 points)</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td>L</td><td>O</td><td>V</td><td>E</td><td></td><td></td><td>(1 point)</td> </tr> <tr> <td></td><td></td><td>C</td><td>I</td><td>N</td><td>E</td><td>M</td><td>A</td><td></td><td></td><td></td><td>(2 points)</td> </tr> <tr> <td>A</td><td>C</td><td>T</td><td>R</td><td>E</td><td>S</td><td>S</td><td></td><td></td><td></td><td></td><td>(3 points)</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>9 points</td> </tr> </table>						F	A	M	O	U	S	(1 point)			M	O	V	I	E					(2 points)						L	O	V	E			(1 point)			C	I	N	E	M	A				(2 points)	A	C	T	R	E	S	S					(3 points)												9 points		
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PRONUNCIATION	To give Ss practice in identifying the stressed syllables in two-syllable words and pronouncing these words.	<p><b>Presentation</b></p> <p><b>TASK 1: LISTEN AND REPEAT. PAY ATTENTION TO THE STRESSED SYLLABLE IN EACH WORD. (Ex.1, p.29)</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- has Ss read the words individually and check comprehension.</li> <li>- plays the recording and ask Ss to listen to the words and repeat and pay attention to the stressed syllables.</li> </ul> <p>** Ss do as instructed.</p> <p>*** Teacher:</p> <ul style="list-style-type: none"> <li>- checks whether Ss can say the words using the correct stress patterns by calling some Ss to read them aloud.</li> <li>- has Ss find out the rule of marking stress on the two-syllable words, and elicits other examples of nouns, verbs, and adjectives.</li> </ul> <table border="1"> <thead> <tr> <th>Stress on the first syllable</th> <th>Stress on the second syllable</th> </tr> </thead> <tbody> <tr> <td>singer programme common careful</td> <td>relax perform attract decide</td> </tr> </tbody> </table>	Stress on the first syllable	Stress on the second syllable	singer programme common careful	relax perform attract decide	T-S  S-S  T-S	6 mins																																																																				
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	<p>To help Ss identify stressed syllables in two-syllable words in sentences and pronounce these words correctly.</p>	<p><b>Practice</b>  <b>TASK 2: LISTEN AND MARK THE STRESSED SYLLABLES IN THE WORDS IN BOLD.</b> (<i>Ex.2, p.29</i>)  * Teacher:  - asks Ss to read the sentences individually and pay attention to the bold words and checks their comprehension.  - plays the recording for Ss to listen and mark the stressed syllables in the words in bold.  ** Ss do as instructed.  *** Ss work in pairs to compare their answers.  **** Teacher:  - confirms the correct answers.  - plays the recording again, pausing after each sentence, for Ss to repeat.</p>	<p>T-S  S-S S-S T-S</p>	<p>4 mins</p>
	<p>To help Ss memorise the rules to mark stress on the two-syllable words</p>	<p><b>Production</b>  <b>TASK 3: WRITE DOWN WORDS WITH THE SAME STRESS PATTERN.</b>  * Teacher:  - divides Ss into two teams or more teams in big classes.  - writes two two-syllable words on the board, one with stress on the first syllable, the other with the stress on the second syllable and has each team write as many words with the same stress pattern as they can on a piece of paper in two minutes.  ** Ss do as instructed.  *** Ss put down their pens and read their words out when the time is up.  **** Teacher writes the correct ones on the board and decides the winners.</p>	<p>T-S  S-S S-S T-S</p>	<p>4 mins</p>
<p>VOCABULARY</p>	<p>To make sure that sts understand the meaning of some lexical items about humans and the environment.</p>	<p><b>TASK 1: MATCH THE WORDS WITH THEIR MEANINGS.</b> (<i>Ex.1, p.30</i>)</p>		<p>4 mins</p>



**perform**



**judge**



**audience**



**talented**



**single**

\* Teacher gives clear instructions, reads the words on the left and makes sure Ss understand the abbreviation in brackets (v, n, adj)  
 \*\* Ss work in pairs to discuss and do the matching.  
 \*\*\* Ss share the answers with the whole class: one student reads aloud the word and another reads its definition.  
 \*\*\*\* Teacher confirms the correct answer.

**Key:** 1. c    2. d    3. e    4. a    5. b

T-S  
 S-S  
 S-S  
 T-S

	<p>To give Ss practice in using the words in meaningful contexts.</p>	<p><b>TASK 2: COMPLETE THE SENTENCES USING THE WORDS IN 1.</b>  <i>(Ex.2, p.30)</i>  * Teacher:  - has Ss read the sentences carefully to decide which word in <b>1</b> can be used to complete each of the sentences.  - reminds them to use context clues to decide on the word.  ** Ss discuss with a partner.  **** Teacher:  - checks answers as a class by having individual Ss call out the word they have used for each sentence first and explain why they have chosen that word (the clues in the context), e.g. <i>The first sentence needs an adjective and the only one on the list is ‘talented’. The second sentence needs a noun, and the words ‘TV show’ and ‘attract’ suggest that ‘audience’ is the best choice.</i>  - confirms the correct answers.  - asks individual Ss to read the complete sentences.</p> <p><b>Key:</b> 1. talented 2. audience 3. single 4. judge 5. perform</p>	<p>T-S</p> <p>S-S T-S</p>	<p>4 mins</p>
<p>GRAMMAR (Presentation and Controlled Practice)</p>	<p>- To give Ss the opportunity to revise how to form compound sentences.</p>	<p><b>GRAMMAR: COMPOUND SENTENCES</b>  <b>Make compound sentences using the correct conjunctions in brackets.</b>  * Teacher:  - tells Ss to look at the compound sentences in <b>4</b> in <b>Getting Started</b> and asks questions to check whether Ss understand their structure, e.g. <i>What do they consist of? Can you split them into independent sentences? What are the clauses joined by?</i>  - give more explanation and examples for Ss to understand what a simple sentence is and what a compound sentence is.  + A simple sentence consists of one independent clause.  Ex: The cat chased the mouse.  + A compound sentence consists of two or more independent clauses joined by a coordinating conjunction (e.g. <i>for, and, nor, but, or, and yet, so</i>).  (Hint: The conjunctions spell FANBOYS.)  Ex: The cat chased the mouse, and the mouse ran into the hole.</p>	<p>T-S</p> <p>S-S S-S</p>	<p>6 mins</p>



<p>GRAMMAR (Production)</p>	<p>To help Ss further practise the <i>to</i>-infinitive, bare infinitive, compound sentences and vocabulary related to the topic music.</p>	<p><b>Make compound sentences in which there is a <i>to</i>-infinitive or bare infinitive.</b>  * Teacher:  - explains the rules of the task (Make compound sentences. One correct sentence gets one point. If you can use <i>to</i>-infinitive or bare infinitive and a word in the <i>Vocabulary</i> part, your points will triple.)  - gives an example: + The cat chases, and the mouse runs (1 point)  + The singer started to sing, but many audiences were still talking. (3 points)  ** Ss do the task in groups of 3 or 4 in two minutes.  *** The groups with the most sentences write their answers on the board.  **** Teacher praises Ss for interesting ideas and decides the winner.</p>	<p>T-S S-S T-S</p>	<p>4 mins</p>
<p>CONSOLIDATION</p>	<p>To help Ss memorise the target language and skills that they have learned</p>	<p><b>Wrap-up</b>  * Teacher asks: What have you learnt today?  - stress in two-syllable words;  - words and phrases related to music;  - conjunctions to make compound sentences;  - <i>to</i>-infinitives and bare infinitives after some verbs.  <b>Homework:</b>  - Exercises in the workbook  - Prepare for lesson 3 Unit 3.</p>	<p>T-S</p>	<p>2 mins</p>

## UNIT 3: MUSIC

### Lesson 3: Reading

#### I. OBJECTIVES

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

##### 1. Knowledge

- read for specific information in a text about a famous TV music show;
- guess the meaning of words/phrases in context;
- talk about reasons why they want or don't want to participate in a music competition.

##### 2. Core competence

- be collaborative and supportive in pair work and team work;
- access and consolidate information from a variety of sources;
- develop presentation skill;
- actively join in class activities.

##### 3. Personal qualities

- recognise different musical shows;
- be eager to get more information about music shows.

#### II. MATERIALS

- Grade 10 textbook, Unit 3, Reading
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
reality (n)	/ri'æləti/	using real people (not actors) in real situations, presented as entertainment	thực tế

stage (n)	/steɪdʒ/	a period or state that something/somebody passes through while developing or making progress	giai đoạn
semi-final (n)	/ˌsemi ˈfaɪnəl/	one of the two games or parts of a sports competition that are held to decide who will compete in the last part (the <b>final</b> )	bán kết
play a role in (idiom)	/pleɪ ə rəʊl ɪn /	be involved in or have an effect on	đóng vai trò
ordinary (a)	/'ɔːdnəri/	not unusual or different in any way <i>Readers of the <u>magazine</u> said they <u>wanted</u> more <u>stories</u> about ordinary <u>people</u> and fewer <u>stories</u> about the <u>rich</u> and <u>famous</u>.</i>	bình thường

### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Ss may lack knowledge about some lexical items.</li> <li>- Ss may not have ideas to talk about whether they want to participate in Vietnam Idol</li> </ul>	<ul style="list-style-type: none"> <li>- Provide them with the meaning and pronunciation of words.</li> <li>- Give some suggestions.</li> </ul>

### Board Plan

<p><i>Date of teaching</i></p> <p><b>UNIT 3: MUSIC</b></p> <p><b>Lesson 3: Reading</b></p>
<p>* <b>Warm-up:</b> Crosswords</p> <p><b>New words</b></p> <p>Task 1: Work in pairs. Look at the pictures and discuss the questions.</p> <p>Task 2: Read a text about a famous music show. Match the highlighted words and phrases with the meanings.</p>

Task 3: Read the text again and choose the best answers.

Task 4: Discussion

\* **Homework**

### III. PROCEDURES

#### Notes:

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

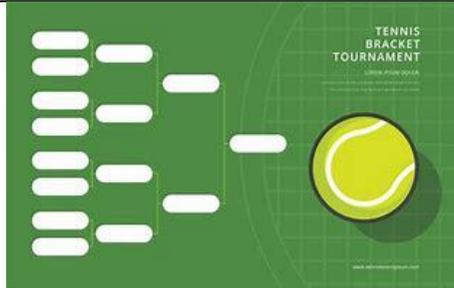
Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> <li>- To arouse the classroom atmosphere.</li> <li>- To lead in the lesson</li> </ul>	<p><b>Crossword</b></p> <p>* Teacher divides the class into two teams, has Ss in each team take turns to choose a random number, and shows the clues on the screen for the Ss to guess the words. Teacher also reminds Ss that they don't need to answer all the across words to find the key word.</p> <p>** Ss discuss in their teams and say the words out.</p> <p>**** Teacher confirms, shows the answers on the screen, decides the winner and leads in the lesson.</p> <p><b>Clues:</b></p> <p>1. a brass musical instrument made of a curved metal tube that you blow into, with three valves for changing the note (trumpet)</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	6 mins



2. a person who decides on the results of a competition (judge)
3. a person who is a professional singer, dancer, actor, etc. (artist)
4. a person or thing that is loved and admired very much (idol)
5. the person who watch, read or listen to the same thing (audience)
6. a music recording that has one song (single)
7. an attempt to find somebody/something, especially by looking carefully for them/it (search)
8. to dance, sing or play music in order to interest or please people (perform)
9. an occasion when a video is watched online (view)

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<p>PRE-READING</p>	<p>- To help students use key language more appropriately before they read</p>	<p><b>Vocabulary</b></p> <p>* Teacher asks Ss to look at the explanation and the photos to guess the meaning of new words.</p> <p>** Ss say the Vietnamese meaning of the word.</p> <p>1. reality (n): using real people (not actors) in real situations, presented as entertainment</p> <div style="text-align: center;">  </div> <p>2. stage (n): a period or state that something/ somebody passes through while developing or making progress</p> <div style="text-align: center;">  </div> <p>3. semi-final (n): one of the two games or parts of a sports competition that are held to decide who will compete in the last part (the final)</p>	<p>T-S</p> <p>S-S</p>	<p>6 mins</p>																											



- 4. play a role in (idiom): be involved in or have an effect on  
Ex: *Deciding to travel instead of going straight to college after high school **played a major role** in my life*
- 5. ordinary (adj): not unusual or different in any way

\*\*\* Other Ss correct if the previous answers are incorrect.  
\*\*\*\* Teacher shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.

**TASK 1: WORK IN PAIRS. LOOK AT THE PICTURES AND DISCUSS THE FOLLOWING QUESTIONS.** (Ex.1, p.31)

*What are these shows? What do you know about them?*



- To introduce the topic of the reading and get Ss involved in the lesson.

S-S  
T-S

4 mins

		<p>* Teacher:</p> <ul style="list-style-type: none"> <li>- asks Ss to work in pairs to look at the pictures and discuss the questions.</li> <li>- focuses their attention on the logos and the names of the shows.</li> </ul> <p>** Ss do as instructed.</p> <p>*** Some pairs of Ss share the answers with the whole class.</p> <p>**** Teacher gives comments and leads in.</p> <p><b>Suggested answers:</b></p> <ul style="list-style-type: none"> <li>- <i>American Idol</i>: a famous TV music show.</li> <li>- <i>The X Factor</i>: a television singing competition originated in the United Kingdom. Competitors go through weeks of auditions before judges until the winner is decided by a public vote. The prize is usually a recording contract. In addition to giving comments on the contestants' performance, the judges help them choose the songs and style of their songs. The format of the <i>X Factor</i> has been adopted in many countries around the world.</li> </ul>	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</p>	
WHILE-READING	- To help Ss practise guessing the meanings of words in context.	<p><b>TASK 2: READ A TEXT ABOUT A FAMOUS MUSIC SHOW. MATCH THE HIGHLIGHTED WORDS AND PHRASES IN THE TEXT TO THE MEANINGS BELOW. (Ex.2, p.31)</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- asks Ss to read the whole text once to get an overall idea.</li> <li>- has Ss read it again, paying attention to the context of each highlighted word / phrase and looking for clues that they can use to guess the meaning, e.g. 1. <i>there were many movies and TV series</i> -&gt; programmes on TV.</li> </ul> <p>** Ss discuss the clues and do the matching in groups.</p> <p>**** Teacher checks the answers as a class.</p> <p><b>Key: 1. b    2. a    3. d    4. c</b></p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	5 mins
	- To help Ss practise reading for specific information.	<p><b>TASK 3: READ THE TEXT AGAIN AND CHOOSE THE BEST ANSWERS. (Ex.3, p.32)</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- asks Ss to read the questions and underline the key words in each of them.</li> </ul>	<p>T-S</p>	15 mins

		<p>- checks the key words Ss have underlined, e.g. 1. <i>What, American Idol</i>; 2. <i>Which, statements, correct</i>; 3. <i>Who, wins</i>; 4. <i>Which, statements, judges, NOT mentioned</i>; 5. <i>What, inferred, competition, Viet Nam</i>.</p> <p>- asks Ss to read the questions and try to answer them before reviewing the options.</p> <p>** Ss read the answer options and eliminate the wrong ones, then they search the text to find evidences to support the right answers.</p> <p>*** Ss work in pairs or groups to compare answers.</p> <p>**** Teacher checks the answers as a class, and asks Ss to give reasons for their answers.</p> <p><b>Key:</b> 1. B    2. A    3. A    4. C    5. C</p> <p><b>Extra questions:</b></p> <p>Question 6: When was American Idol shown for the first time on television?</p> <p>A. twenty-four years ago  B. in 2002  C. in 2007</p> <p>Question 7: Who can vote for their preferred singers in American Idol?</p> <p>A. People who are over thirteen  B. People who live in the US, Puerto Rico or the Virgin Islands  C. People living in the US, Puerto Rico or the Virgin Islands and over thirteen</p> <p>To make the activity more engaging, T may let Ss to play the game Give or Take while doing this task.</p> <p>Game rules: Students are divided into 2 teams. Ss from each team take turns to answer the questions. After each correct answer, the teacher asks Give or Take. If they say Take, they will get the points, if they say Give, the points will be given to the other team. The point may be both minus like -3, -5 and positive like + 2, + 6...</p> <p><b>Extension: Make questions</b></p> <p>* Teacher:</p>	<p>S-S</p> <p>S-S</p> <p>T-S</p> <p>T-S</p> <p>S-S</p> <p>T-S</p>	
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		<ul style="list-style-type: none"> <li>- divide the class into two teams.</li> <li>- asks each team to prepare 6 - 8 quiz questions based on the reading text and write them on a piece of paper, e.g. <i>When was American Idol first shown? (January 2002), What kind of people are the participants? (Ordinary people).</i></li> <li>- goes round to check and make sure each team knows the correct answer to each of their questions.</li> <li>** Ss close their books, and Ss from each team take turns to ask other teams their questions.</li> <li>*** Teacher gives a point for each correct answer and decides the winner.</li> </ul>		
POST-READING	To help Ss use the ideas and language in the reading to talk about whether they want to take part in <i>Vietnam Idol</i> and give reasons.	<p><b>TASK 4: WORK IN PAIRS. DISCUSS WHETHER YOU WANT TO PARTICIPATE IN VIETNAM IDOL. GIVE YOUR REASONS.</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- asks Ss to read the text again and make notes of things they like and things they don't like about the show.</li> <li>- tells Ss that there are no right or wrong answers, and encourages them to think of as many reasons as they can to support their opinions, e.g. what benefits it offers to individuals (audiences and participants) and to society.</li> <li>** Ss work in pairs to decide whether they want to participate in the show in Viet Nam and state their reasons.</li> <li>**** Teacher invites Ss from different pairs to present a summary of their discussion.</li> </ul>	T-S  S-S T-S	7 mins
CONSOLIDATION	<ul style="list-style-type: none"> <li>- To consolidate what students have learnt in the lesson.</li> <li>- To prepare for the next lesson.</li> </ul>	<p><b>Wrap-up</b></p> <p>Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> <li>- a text about a famous music show: American Idol</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Search for more music shows on the Internet, take note the regulations and the prizes and post them on the Facebook/Zalo group of your class</li> <li>- Prepare for Speaking lesson</li> </ul>	T-S	2 mins

## UNIT 3: MUSIC

### Lesson 4: Speaking

#### I. OBJECTIVES

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

##### 1. Knowledge

- talk about a music show.

##### 2. Core competence

- be collaborative and supportive in pair work and team work;
- develop presentation skill;
- actively join in class activities;
- be creative;
- be critical in thinking.

##### 3. Personal qualities

- be eager to create a new musical show;
- be ready to share their ideas with the whole class;
- be able to self-study.

#### II. MATERIALS

- Grade 10 textbook, Unit 2, speaking
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
dress up (ph.v)	/dres ʌp/	wear clothes that are more formal than those you usually wear	ăn mặc đẹp, lịch sự

runner-up (n)	/ˌrʌnəp 'ʌp/	a person or team that finishes second in a race or competition	á quân
cash (n)	/kæʃ/	money in the form of coins or notes	tiền mặt
come up with (ph.v)	/kʌm ʌp wɪð/	suggest or think of an idea or plan	nảy ra, nghĩ ra (1 ý tưởng, kế hoạch...)

### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Ss may lack ideas to create a music show</li> <li>- Ss may lack lexical items to express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Remind them to use the ideas which they search on the Internet for homework in the reading lesson and show them some music shows in warm-up activities so that they can recall the names of the shows and their regulations.</li> <li>- Be ready to help them with English terms.</li> </ul>

### Board Plan

<p><i>Date of teaching</i></p> <p><b>UNIT 3: MUSIC</b></p> <p><b>Lesson 3: Speaking</b></p> <p><b>* Warm-up:</b> Video watching</p> <p>Vocabulary</p> <p>Task 1: Read about a TV music show and complete the notes below.</p> <p>Task 2: Work in groups. Make up a new music show. Use the points in 1 to organise your ideas.</p> <p>Task 3: Present your show to the whole class. Use your ideas in 2 and the expressions below. Vote for the best show.</p> <p><b>* Homework</b></p>
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### III. PROCEDURES

**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> <li>- To arouse the classroom atmosphere</li> <li>- To lead in the lesson</li> </ul>	<p><b>Video watching:</b> Watch the video and write down the names of the music shows.</p> <ul style="list-style-type: none"> <li>* Teacher gives the instructions and plays the recording.</li> <li>** Ss watch the video and write down the name the the music shows</li> <li>*** Ss share their answers with a partner.</li> <li>**** Teacher checks by having some Ss to call out the answers</li> </ul> <p><b>Suggested answers:</b> America’s Got Talent, Pop Idol, Vietnam’s Got Talent, Perfect Edition (Cover Star), X Factor</p>	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</p>	6 mins
PRESENTATION	<ul style="list-style-type: none"> <li>- To pre-teach some vocabulary so that Ss can understand the meaning and use them correctly in main speaking tasks.</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>* Teacher:               <ul style="list-style-type: none"> <li>- shows the words one by one, plays the recording and has Ss repeat the sound of the words</li> <li>has Ss guess the meaning of the words based on pictures, explanations or examples.</li> </ul> </li> <li>1. dress up (ph.v): wear clothes that are more formal than those you usually wear</li> </ul> 	T-S	5 mins

2. runner-up (n): a person or team that finishes second in a race or competition



3. cash (n): money in the form of coins or notes



4. come up with (ph.v): suggest or think of an idea or plan



\*\* Ss do as instructed.

\*\*\*\* Teacher confirms the meaning, calls on some individual Ss to make sentences with each word.

- To introduce more ideas for the main speaking tasks and

**TASK 1: READ ABOUT A TV MUSIC SHOW AND COMPLETE THE NOTES BELOW.**

\* Teacher:

S-S  
T-S

T-S

10 mins

	<p>get Ss involved in the lesson</p>	<p>- asks Ss to look at notes first and try to guess the type of information they need to fill in and then has Ss call out their guesses, but does not tell them if they are correct or wrong.</p> <p>- tells Ss to read the TV show description and find the information to complete the note individually in two minutes.</p> <p>** Ss do as instructed.</p> <p>*** Ss compare their answers in pairs.</p> <p>**** Teacher checks answers as a class.</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. Name: <i>I know your face</i></li> <li>2. People who give their scores: <i>two main judges and a guest artist</i></li> <li>3. Number of participants: <i>six</i></li> <li>4. What participants have to do: <i>dress up and perform as famous international or local artists in a live show every week</i></li> <li>5. How participants win the show: <ul style="list-style-type: none"> <li>– <i>3 participants with the highest scores after 5 weeks go to the final night.</i></li> <li>– <i>TV audiences vote and decide on the winner and two runners-up.</i></li> </ul> </li> <li>6. Prize(s): <i>cash</i></li> </ol> <p><b>Extension:</b> Brainstorm some popular TV shows or competitions.</p> <p>* Teacher:</p> <p>- has Ss call out some popular TV shows or competitions and write their names in English on the board.</p> <p>- puts Ss into pairs and has each pair choose one of the TV shows or competitions.</p> <p>** Some pairs take turns to come to the front of the class while the rest of the class ask them Yes / No questions to guess their TV show or competition. They can only answer with 'Yes' or 'No'. Each pair has three minutes to answer.</p> <p>**** Teacher gives comments and praises Ss for having exciting questions.</p>	<p>S-S S-S T-S</p>	
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CONTROLLED PRACTICE	To help Ss brainstorm ideas for the speaking activity.	<p><b>TASK 2: WORK IN GROUPS. MAKE UP A NEW MUSIC SHOW. USE THE POINTS IN 1 TO ORGANISE YOUR IDEAS.</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- asks Ss to refer back to their notes in 1;</li> <li>- puts Ss into groups, and asks them to brainstorm ideas for their new show, using the suggested points in 1 and the information they searched on the Internet for the homework in the Reading lesson .</li> <li>- gives Ss 6 minutes so that they can come up with interesting ideas.</li> <li>- asks Ss to take notes of the decisions they make.</li> </ul> <p>** Ss do as instructed.</p> <p>**** Teacher walks round the class and offers help if necessary.</p>	T-S  S-S T-S	7 mins
FREE PRACTICE	To give Ss the opportunity to present their music shows to the class.	<p><b>TASK 3: PRESENT YOUR SHOW TO THE WHOLE CLASS. USE YOUR IDEAS IN 2 AND THE EXPRESSIONS BELOW. VOTE FOR THE BEST SHOW.</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- has Ss work in the same groups as in 2 in 3 minutes to prepare for their presentation using the ideas in 2.</li> <li>- reminds them to use the expressions provided in the box and makes sure that each student in the group is responsible for presenting a different aspect of the show.</li> <li>- reminds them to pay attention to body language (smile, make eye contact), speech (speak clearly and not too quickly)</li> </ul> <p>** Some groups talk about their show. The rest of the class listen, ask questions at the end of the presentation, and take notes of the things they like or don't like about the proposed music show.</p> <p>*** Teacher:</p> <ul style="list-style-type: none"> <li>- asks Ss to vote for the most interesting show.</li> <li>- gives comments and praise Ss for good effort, interesting ideas and, teamwork.</li> </ul>	T-S  S-S S-S T-S	15 mins
CONSOLIDATION	To help Ss memorise the content of the lesson	<p><b>Wrap-up</b></p> <p>Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> <li>- talk about music shows</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>- Exercises in the workbook</li> </ul>	T-S	2 mins

		- Search the Internet for some information about music festivals.		
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## UNIT 3: MUSIC

### Lesson 5: Listening

#### I. OBJECTIVES

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

##### 1. Knowledge

- listen for gist and specific information in an interview about a music festival;
- talk about the reasons why they want/ don't want to go to a music festival.

##### 2. Core competence

- be collaborative and supportive in pair work and team work;
- actively join in class activities;
- develop presentation skills;
- be critical in thinking.

##### 3. Personal qualities

- be more interested in music and music events.

#### II. MATERIALS

- Grade 10 textbook, Unit 3, Listening
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
background (n)	/'bæk.graʊnd/	sounds that can be heard behind other sounds that are louder	hậu cảnh
stage (n)	/steɪdʒ/	a raised area, usually in a theatre, etc. where actors, dancers, etc. perform	sân khấu

free of charge (n)	/,fri: əv 'tʃɑ:dʒ/	without having to pay	miễn phí
overcrowding (adj)	/,əʊvə'kraʊdɪŋ/	the situation when there are too many people or things in one place	quá đông
in advance (idiom)	/ɪn əd'vɑ:ns/	before the time that is expected; before something happens <i>If you're going to come, please let me know in advance.</i>	trước

### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Ss may lack knowledge about some lexical items.</li> <li>- Ss may not catch the ideas to decide the statements are true or false.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide them with the meaning and pronunciation of words.</li> <li>- Remind them to pay attention to the key words in each sentence.</li> </ul>

### Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 3: MUSIC</b></p> <p><b>Lesson 5: Listening</b></p> <p><b>* Warm-up:</b> Video watching</p> <p>Vocabulary</p> <p>Task 1: Look at the picture and answer the questions.</p> <p>Task 2: Listen to an interview. Tick the information that you hear in the recording.</p> <p>Task 3: Listen again and decide whether the following statements are true (T) or false (F).</p> <p>Task 4: Discussion</p> <p><b>* Homework</b></p>
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### III. PROCEDURES

**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	To arouse the classroom atmosphere. To get Ss be actively involved in the lesson	<p><b>Video watching:</b> Watch the video and write down the name of the music festivals.</p> <p>* Teacher gives the instructions and plays the recording.</p> <p>** Ss watch the video and write down the name of the music festivals.</p> <p>*** Ss share their answers with a partner.</p> <p>**** Teacher:</p> <ul style="list-style-type: none"> <li>- checks by having some Ss to call out the answers.</li> <li>- asks Ss if they know anything about these music festivals.</li> </ul> <p><i><b>Suggested answers:</b> Yamaha Revolution Music Festival: an EDM party; Asia Artist Award: honors outstanding achievements and international contributions of Asian artists in television, film and music; Monsoon Music Festival: a program of which amateurs as well as the audience can jam on stage with professional artists from all over the world, Coachella: an annual music and arts festival held at the Empire Polo Club in Indio, California, in the Coachella Valley in the Colorado Desert; genre: Rock, pop, indie, hip hop, electronic dance music, Epizode: a unique music and art festival held in Viet Nam's biggest and most blissful island - Phu Quoc, bringing the latest electronic music trends to Asia and showcasing the best regional talents in the same time, Tomorrow Land: a Belgian electronic dance music festival held in Boom, Flanders, Belgium since 2005.</i></p>	T-S Ss S-S T-S	6 mins

<p>PRE-LISTENING</p>	<p>- To pre-teach the pronunciation and the meaning of some vocabulary so that Ss can understand the content of the listening.</p>	<p><b>Vocabulary</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- shows the words one by one, plays the recording and has Ss repeat the sound of the words.</li> <li>- has Ss guess the meaning of the words based on pictures, explanations and examples.</li> </ul> <ol style="list-style-type: none"> <li>1. background (n): sounds that can be heard behind other sounds that are louder           <div data-bbox="770 453 1176 759" data-label="Image"> </div> </li> <li>2. stage (n): a raised area, usually in a theatre, etc. where actors, dancers, etc. perform           <div data-bbox="770 868 1160 1091" data-label="Image"> </div> </li> <li>3. free of charge (adv): without having to pay           <div data-bbox="770 1136 1032 1390" data-label="Image"> </div> </li> <li>4. overcrowding (adj): the situation when there are too many people or things in</li> </ol>	<p>T-S</p>	<p>6 mins</p>
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	<p>- To introduce the topic of the listening and get Ss involved in the lesson.</p>	<p>one place</p>  <p>5. in advance (idiom): before the time that is expected; before something happens <b>Cash in Advance</b></p>  <p>** Ss do as instructed **** Teacher confirms the meaning, calls on some individual Ss to make sentences with each word.</p> <p><b>TASK 1: LOOK AT THE PICTURE AND ANSWER THE FOLLOWING QUESTIONS.</b> (Ex.1, p.33)</p> <ol style="list-style-type: none"> <li>1. What kind of event is it?</li> <li>2. Where does the event usually take place?</li> </ol>	<p>S-S T-S</p>	<p>6 mins</p>
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		 <p>* Teacher asks Ss to work in pairs to look at the picture and discuss the questions.          ** Ss discuss in pairs.          **** Teacher:          - calls on some pairs to share their answers.          - brainstorms more ideas about the picture in a whole-class discussion.          - asks Ss what they know about this type of event or if they have been to a music festival or an outdoor concert.</p> <p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. a music festival / an outdoor concert</li> <li>2. outdoors: on a farm / at a stadium / a park / a beach</li> </ol>	<p>T-S S-S T-S</p>	
<p>WHILE-LISTENING</p>	<p>To help Ss practise listening for gist.</p>	<p><b>TASK 2: LISTEN TO AN INTERVIEW ABOUT PREPARATIONS FOR AN INTERNATIONAL YOUTH MUSIC FESTIVAL. TICK THE INFORMATION THAT YOU HEAR IN THE RECORDING. (Ex.2, p.33)</b></p> <p>* Teacher:          - asks Ss to look through the list of topics and guess what they are going to hear in the recording.          ** Ss do as instructed.          **** Teacher:          - calls on individual Ss to talk about their predictions.          - asks Ss to listen and check if their guesses are correct.          - checks answers as a class and asks Ss to support their answers with clues from the recording, e.g. A: <i>on the beach, country park</i>; D: <i>sold the tickets in advance</i>.          - plays the recording a second time, pausing after the clues in weaker classes.</p>	<p>T-S S-S T-S</p>	<p>5 mins</p>

	<p>- To help Ss practise listening for specific information.</p>	<p><b>Key: A, D</b></p> <p><b>TASK 3: LISTEN AGAIN AND DECIDE WHETHER THE FOLLOWING STATEMENTS ARE TRUE (T) OR FALSE (F).</b> (Ex.3, p.33)</p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- ask Ss to read the sentences and underline the key words.</li> <li>- has Ss identify the True / False statements based on what they have remembered from the first listening in 2.</li> <li>- plays the recording and encourages Ss to note down key words or phrases.</li> </ul> <p>** Ss do as instructed.</p> <p>*** Ss work in pairs or groups to compare answers.</p> <p>**** Teacher:</p> <ul style="list-style-type: none"> <li>- checks answers as a class and plays the recording again, pausing at the sentences that contain the clues in weaker classes.</li> <li>- has Ss correct the false sentences.</li> </ul> <p><b>Key:</b> 1. F (first -&gt; second); 2. F (They are still setting up the main stage and there's still a lot to do.); 3. T; 4. F (They have sold the tickets in advance.); 5. T</p>	<p>T-S</p> <p>Ss S-S</p> <p>T-S</p>	<p>9 mins</p>
<p>POST-LISTENING</p>	<p>To give Ss an opportunity to personalise the language and ideas from the listening in a speaking task.</p>	<p><b>TASK 4: WORK IN GROUPS. DISCUSS THE FOLLOWING QUESTIONS.</b> (Ex.4, p.33)</p> <p><b>Do you want to go to a music festival? Why or why not?</b></p> <p>* Teacher: - asks some lead-in questions to see whether Ss have taken part in any music festivals, and how much experience they have, e.g. <i>Have you ever taken part in a music festival? How many times have you participated in such events? What did you do there? How did you feel?</i></p> <ul style="list-style-type: none"> <li>- put Ss in groups to discuss the two questions.</li> <li>- reminds them that they can use the ideas from the warm-up activity and the ideas in their homework in the speaking lesson.</li> </ul> <p>** Ss do as instructed</p> <p>*** Ss share their ideas with the rest of the class.</p> <p>**** Teacher invites some individuals to share their ideas to the whole class, and give comments.</p>	<p>T-S</p> <p>S-S S-S T-S</p>	<p>10 mins</p>

CONSOLIDATION	To help Ss memorise the content of the lesson	<b>Wrap-up</b> Teacher asks: What have you learnt today? - We have listened to an interview about preparations for a music festival. <b>Homework:</b> - Exercises in the workbook - Prepare for Writing lesson	T-S	2mins

## UNIT 3: MUSIC

### Lesson 6: Writing

#### I. OBJECTIVES

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

##### 1. Knowledge

- use lexical items related to the topic Music;
- write a blog about experiences at a music event.

##### 2. Core competence

- be collaborative and supportive in pair work and team work;
- actively join in class activities;
- be imaginative and creative;
- develop presentation skills.

##### 3. Personal qualities

- be inspired to learn more about music and music events;

#### II. MATERIALS

- Grade 10 textbook, Unit 2, writing
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
hit (n)	/hit/	a song that is very popular	bài hát nổi tiếng
take place (phr.v)	/teik pleis/	happen, especially after previously being arranged or planned	diễn ra

		<i>The music festival will take place on February 5<sup>th</sup>.</i>	
art exhibition (n)	/ɑ:t ,eksɪ'biʃn/	a collection of works of art, that are shown to the public	bộ sưu tập các tác phẩm nghệ thuật

### Assumptions

Anticipated difficulties	Solutions
- Ss may lack ideas to write a blog because they haven't participated in real music events.	- help Ss brainstorm the ideas based on Ann's notes and have Ss play a chain game to practise describing an experience.

### Board Plan

<i>Date of teaching</i> <b>Unit 3: MUSIC</b> <b>Lesson 6: Writing</b>
<p><b>* Warm-up:</b>            Game: Guess the mystery words.</p> <p><b>Vocabulary</b>            Task 1: Read Ann's blog and complete the notes.            Task 2: Work in groups. Put the words and phrases in the box into the appropriate columns.            Task 3: Write a blog (about 120 words) to share your experience of a music event.</p> <p><b>Peer correction</b>  <b>Class correction</b>  <b>* Homework</b></p>

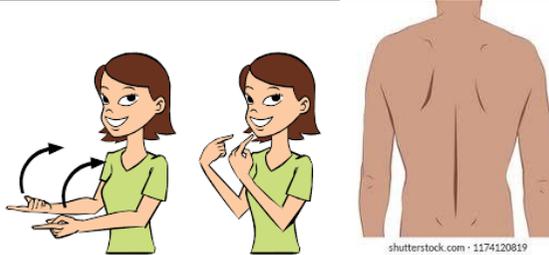
### III. PROCEDURES

#### Notes:

In each activity, each step will be represented as following:

- \* Deliver the task





come back



music event



blog writing



experience sharing

		 <p>music website</p>														
<p>PRE-WRITING</p>	<p>- To pre-teach the pronunciation and the meaning of some vocabulary so that Ss can understand the content of the reading.</p>	<p>* Teacher:</p> <ul style="list-style-type: none"> <li>- shows the words one by one, plays the recording and has Ss repeat the sounds of the words.</li> <li>- has Ss guess the meaning of the words based on pictures, explanations and examples.</li> </ul> <div data-bbox="1151 651 1429 935" data-label="Image"> <table border="1"> <thead> <tr> <th colspan="2">1967 Billboard Top Rock'n'Roll Hits</th> </tr> </thead> <tbody> <tr> <td>1 GREEN ONIONS <small>Booker T. &amp; The M.G.'s</small></td> <td>6 THE LOCO-MOTION <small>Little Eva</small></td> </tr> <tr> <td>2 DUKE OF EARL <small>Gene Chandler</small></td> <td>7 THE WANDERER <small>Gene</small></td> </tr> <tr> <td>3 SOLDIER BOY <small>The Soulstones</small></td> <td>8 BREAKING UP IS HARD TO DO <small>Neil Sedaka</small></td> </tr> <tr> <td>4 SHEILA <small>Franky Sue</small></td> <td>9 JOHNNY ANGEL <small>Johnny Young</small></td> </tr> <tr> <td>5 PEPPERMINT TWIST-PART 1 <small>Ray Charles &amp; The Soulmates</small></td> <td>10 PALISADES PARK <small>Frankie Lymon</small></td> </tr> </tbody> </table> <p>1. hit (n): a song that is very popular</p> <p>2. take place (phr.v): happen, especially after previously being arranged or planned</p> <div data-bbox="1326 979 1608 1264" data-label="Image"> </div> <p><i>The music festival will take place on February 5<sup>th</sup>.</i></p> <p>3. art exhibition (n): a collection of works of art, that are shown to the public</p> </div>	1967 Billboard Top Rock'n'Roll Hits		1 GREEN ONIONS <small>Booker T. &amp; The M.G.'s</small>	6 THE LOCO-MOTION <small>Little Eva</small>	2 DUKE OF EARL <small>Gene Chandler</small>	7 THE WANDERER <small>Gene</small>	3 SOLDIER BOY <small>The Soulstones</small>	8 BREAKING UP IS HARD TO DO <small>Neil Sedaka</small>	4 SHEILA <small>Franky Sue</small>	9 JOHNNY ANGEL <small>Johnny Young</small>	5 PEPPERMINT TWIST-PART 1 <small>Ray Charles &amp; The Soulmates</small>	10 PALISADES PARK <small>Frankie Lymon</small>	<p>T-S</p>	<p>5 mins</p>
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		 <p>** Ss do as instructed. **** Teacher confirms the meaning, calls on some individual Ss to make sentences with each word.</p>	<p>S-S T-S</p>	
<p>- To provide an example blog on a music website, which Ss can use as a model for their writing.</p>		<p><b>TASK 1: COMPLETE THE NOTES.</b> (<i>Ex.1, p.33</i>)  <b>Ann has just come back from a music event and shared her experience on a music website. Read her blog and complete the notes below.</b></p> <p>* Teacher introduces the context of the blog, elicits the meaning of the word <i>blog</i> and why people write blogs and asks Ss if they read blogs.          ** Ss read the blog individually and complete the notes in 3 minutes.          *** Ss work in groups to compare their answers.          **** Teacher checks the answers as a class. ( In weaker classes, ask questions, e.g. <i>Which event did Ann go to?</i> and have individual Ss answer. In stronger classes, invite Ss to formulate and ask the questions.)</p> <p><b>Key: Ann's notes</b></p> <ul style="list-style-type: none"> <li>● <b>Event:</b> <i>International Youth Music Festival</i></li> <li>● <b>When:</b> <i>last Saturday</i></li> <li>● <b>Where:</b> <i>in a big country park</i></li> <li>● <b>Who with:</b> <i>some friends</i></li> <li>● <b>Atmosphere:</b> <i>party</i></li> <li>● <b>What we did:</b> <ul style="list-style-type: none"> <li>– <i>saw favourite idols perform live on stage and listened to their greatest hits</i></li> <li>– <i>tasted yummy food from different countries</i></li> <li>– <i>made new friends</i></li> </ul> </li> <li>● <b>How we felt:</b> <i>excited</i></li> </ul>	<p>T-S  S S-S  T-S</p>	<p>6 mins</p>

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- To provide Ss with some useful words and phrases to describe experiences;  
 - To help Ss develop ideas for their writing in 3.

**TASK 2: PUT THE WORDS & PHRASES INTO THE APPROPRIATE COLUMNS.** (*Ex.2, p.34*)

**Work in groups. Put the words and phrases in the box below into the appropriate columns. Some words and phrases can go into more than one column.**

\* Teacher asks Ss to look at the words and phrases in the box and elicits the meanings of any words or phrases Ss don't understand.

\*\* Ss work into groups to put the words and phrases into suitable columns.

\*\*\*\* Teacher:

- calls on some groups to write their answers on the board and has the rest of the class comment on the way they have sorted the words and phrases.

**Extention:** has Ss play a chain game to practise describing an experience: Put Ss into teams and have each team sit in a circle. One student in each team starts the game by saying what kind of event they went to, e.g. *We went to a Pop Music Festival*. The next student adds another detail, e.g. *The event took place in the country park*. This continues until someone in the team gets mixed up, repeats information or can't think of anything to add. The winner is the team that continues their chain for the longest time.

**Key:**

Location	Atmosphere	Activities	Feeling
beach stadium	amazing friendly relaxed wonderful fun	watch fireworks play games take photos see art exhibitions play musical instruments	amazing excited relaxed wonderful

T-S

S-S

T-S

8 mins



## Marking symbols in writing

Short form	Full form	Examples
sp	spelling	My mum dose the laundry -> sp
T	tense	I took out the rubbish everyday -> T
↷	word order	My brother is a boy responsible ↷
^	missing word	My mum does most ^ the cooking
a A	capital letter	My sister and i take turns feeding the cat. -> a A

- asks two Ss sitting in different rows to exchange their writing, read their partner's blog and write the symbols next to their partner's mistakes like the ones in the table above.
- asks Ss to return their partner's writing and lets them correct themselves.
- reminds them that they can ask for their partner's help.
- \*\* Ss do as instructed
- \*\*\* Ss share their ideas with a partner.
- \*\*\*\* Teacher goes round to offer help.

### Class Correction

- \* Teacher:
  - writes Ss' common mistakes on the board, asks Ss to check whether they make the same mistakes in their writing.
  - calls on some Ss to correct those mistakes as a class.
- \*\* Ss do as instructed.
- \*\*\*\* Teacher: -
  - collects Ss' writing and provides written feedback in the next lesson.
  - in weaker classes, provides some suggested answers if necessary.

S-S  
S-S  
T-S

		<p><b>Sample answer:</b></p> <p>My sister and I attended the F5 tour at the National Stadium last night. I could sum up the concert in one word, INCREDIBLE. We found our way up to our seats after having a light meal and stood in a queue at the gate of the stadium for 45 minutes. When the curtain was raised to reveal the F5 band, the entire stadium went absolutely crazy. I was thrilled by every of their performances. There was so much emotion in many of their songs, and the way they performed was so terrific. This was such a wonderful experience, a night that I'll never forget. I'm so grateful to have been able to have that experience.</p>		
CONSOLIDATION	To help Ss memorise the content of the lesson	<p><b>Wrap-up</b></p> <p>Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> <li>- We have practised writing a blog about experiences at a music event.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Search the Internet for music blogs, choose one that you like most and post it on your class' Facebook or Zalo group, the blog which gets the most likes will be rewarded.</li> <li>- prepare for Communication and Culture lesson.</li> </ul>	T-S	2 mins

## UNIT 3: MUSIC

### Lesson 7: Communication and Culture/ CLIL

#### I. OBJECTIVES

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

##### 1. Knowledge

- make and respond to suggestions;
- identify *chau van* singing and other types of traditional music in Viet Nam.

##### 2. Core competence

- be collaborative and supportive in pair work and team work;
- access and consolidate information from a variety of sources;
- be creative and imaginative in making conversations
- actively join in class activities.

##### 3. Personal qualities

- be willing to learn about national folk music;
- be responsible for maintaining national folk music and national culture.

#### II. MATERIALS

- Grade 10 textbook, Unit 3, Communication and Culture/ CLIL
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
praise (v)	/preɪz/	say that you approve of and admire somebody/something	ca ngợi
chanting (n)	/'tʃɑːntɪŋ/	the activity of singing a prayer or song to a simple tune, or repeating or singing a word or phrase continuously	vịnh xướng, lời cầu khẩn

psychic (n)	/'saɪkɪk/	a person who claims to have strange mental powers so that they can do things that are not possible according to natural laws, such as predicting the future and speaking to dead people	bà đồng, ông đồng
saint (n)	/seɪnt/	a person that the Christian Church recognizes as being very holy, because of the way they have lived or died	vị thánh, vị thần, thần linh

### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Students may lack information about places of culture centres in Viet Nam.</li> <li>- Students may lack knowledge about some lexical items.</li> </ul>	<ul style="list-style-type: none"> <li>- Have Ss brainstorm some culture centres around Viet Nam.</li> <li>- Provide them with the meaning and pronunciation of words/phrases.</li> </ul>

### Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 3: MUSIC</b></p> <p><b>Lesson 7: Communication and Culture/ CLIL</b></p> <p>* <b>Warm-up:</b> Video watching</p> <p><b>I. Everyday English</b></p> <p>Task 1: Listen and complete the conversation. Then practise it in pairs.</p> <p>Task 2: Work in pairs. Have similar conversations making and responding to suggestions about going to a music show.</p> <p><b>II. Culture</b></p> <p>Vocabulary</p> <p>Task 1: Read a passage about chau van singing and complete the mind map.</p> <p>Task 2: Match each word with its suitable definitions.</p> <p>Task 3: Work in pairs. Tell your partner what you find most interesting about chau van singing.</p> <p>* <b>Homework</b></p>
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### III. PROCEDURES

**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> <li>- To arouse the classroom atmosphere.</li> <li>- To help Ss revise some genres of folk music in Viet Nam.</li> </ul>	<p><b>Video watching: Watch the video and say the names of some types of traditional music in Viet Nam.</b></p> <ul style="list-style-type: none"> <li>* Teacher divides the class into two teams and plays the recording.</li> <li>** Ss watch the video and say the names of some types of traditional music in Viet Nam.</li> <li>**** Teacher:               <ul style="list-style-type: none"> <li>- calls the team members who raise their hand first and confirms the correct answers.</li> <li>- asks Ss if they know anything about these types of music.</li> <li>- decides the winner.</li> </ul> </li> </ul> <p><i><b>Suggested answers:</b> Tuong, Cai luong, Cheo, Ca tru, Xam, Quan ho, Chau van</i></p>	<p>T-S</p> <p>S</p> <p>T-S</p>	4 mins
EVERYDAY ENGLISH	<ul style="list-style-type: none"> <li>- To review expressions for making and responding to suggestions.</li> <li>- To provide Ss with an example conversation in which people make and respond to suggestions about going to a music</li> </ul>	<p><b>TASK 1: LISTEN AND COMPLETE THE FOLLOWING CONVERSATION WITH THE EXPRESSIONS FROM THE BOX. THEN PRACTISE IT IN PAIRS. (Ex.1, p.34)</b></p> <ul style="list-style-type: none"> <li>* Teacher:               <ul style="list-style-type: none"> <li>- has Ss look at the four options A - D and checks if they understand their meanings and use: phrases to make suggestions (<i>How about ..., Shall ...</i>) and respond to suggestions (<i>I'd love to ..., Let's ...</i>).</li> <li>- explains the task, asks Ss to read the conversation and find clues for the missing expressions, then has them complete the gaps.</li> </ul> </li> </ul>	<p>T-S</p>	6mins

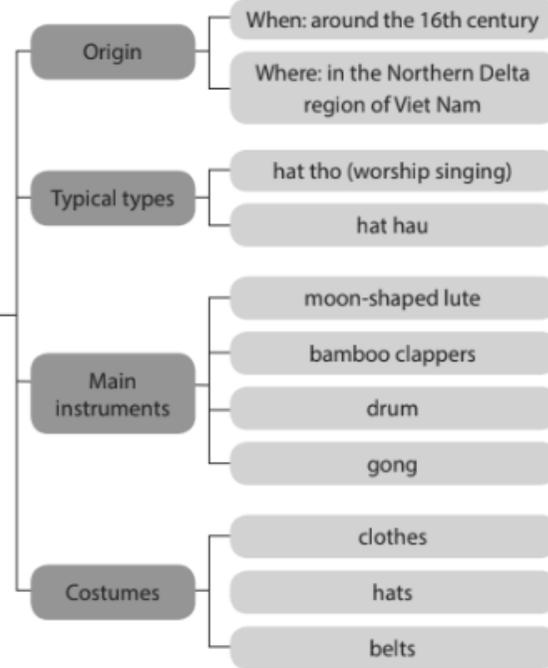


<p>CULTURE</p>	<p>- To pre-teach the meaning and pronunciation of some words/phrases, so that Ss can use them in their presentation later and can understand the reading passage.</p>	<p><b>Vocabulary</b>  * Teacher:  - shows the words one by one, plays the recording and has Ss repeat the sounds of the words.  - has Ss guess the meaning of the words based on pictures, explanations and examples.</p> <p>1. <b>praise (v)</b>: say that you approve of and admire somebody/something</p>  <p>2. <b>chanting (n)</b>: the activity of singing a prayer or song to a simple tune</p>  <p>3. <b>psychic (n)</b>: a person who claims to have strange mental powers so that they can do things that are not possible according to natural laws, such as predicting the future and speaking to dead people</p>  <p>4. <b>saint (n)</b>: a person that the Christian Church recognizes as being very holy, because of the way they have lived or died</p>	<p>T-S</p>	<p>5 mins</p>
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**Suggested answer:**

*Chau van* singing - an ancient form of Vietnamese performance art



	<p>- To consolidate students' understanding of the vocabulary</p>	<p><b>TASK 2: MATCH EACH OF THE FOLLOWING WORDS IN A WITH ITS SUITABLE DEFINITION IN B.</b></p> <table border="1" data-bbox="730 341 1675 890"> <thead> <tr> <th data-bbox="730 341 969 408">A</th> <th data-bbox="969 341 1675 408">B</th> </tr> </thead> <tbody> <tr> <td data-bbox="730 408 969 475">1. ancient</td> <td data-bbox="969 408 1675 475">a. be known by, or be used by more and more people</td> </tr> <tr> <td data-bbox="730 475 969 579">2. spread</td> <td data-bbox="969 475 1675 579">b. having the usual qualities or features of a particular type of person, thing or group</td> </tr> <tr> <td data-bbox="730 579 969 646">3. typical</td> <td data-bbox="969 579 1675 646">c. very old; having existed for a very long time</td> </tr> <tr> <td data-bbox="730 646 969 786">4. rank</td> <td data-bbox="969 646 1675 786">d. a being or spirit who is believed to have power over a particular part of nature or who is believed to represent a particular quality</td> </tr> <tr> <td data-bbox="730 786 969 890">5. gods</td> <td data-bbox="969 786 1675 890">e. the position that somebody has in a particular organisation, society, etc.</td> </tr> </tbody> </table> <p>* Teacher has Ss read the passage again, locate the words in A in the passage, guess their meaning based on the context and do the matching.  ** Ss do as instructed.  *** Ss share their answers with a peer.  **** Teacher invites some individual Ss to give their answers and explanations.</p> <p><b>Key:</b> 1. c   2. a   3. b   4. e   5. d</p>	A	B	1. ancient	a. be known by, or be used by more and more people	2. spread	b. having the usual qualities or features of a particular type of person, thing or group	3. typical	c. very old; having existed for a very long time	4. rank	d. a being or spirit who is believed to have power over a particular part of nature or who is believed to represent a particular quality	5. gods	e. the position that somebody has in a particular organisation, society, etc.	<p>5mins</p> <p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>
A	B														
1. ancient	a. be known by, or be used by more and more people														
2. spread	b. having the usual qualities or features of a particular type of person, thing or group														
3. typical	c. very old; having existed for a very long time														
4. rank	d. a being or spirit who is believed to have power over a particular part of nature or who is believed to represent a particular quality														
5. gods	e. the position that somebody has in a particular organisation, society, etc.														
<p>PRODUCTION</p>	<p>To help Ss practise expressing opinions about a traditional type of music.</p>	<p><b>TASK 3: WORK IN PAIRS. TELL YOUR PARTNER WHAT YOU FIND MOST INTERESTING ABOUT CHAU VAN SINGING.</b></p> <p>* Teacher:  - asks Ss to work in pairs and share what they find most interesting about <i>chau van</i> singing.</p>	<p>7 mins</p> <p>T-S</p>												

		<p>- suggests that they can talk about <i>chau van</i>'s performance, types, musical instruments, costumes, psychics and its importance.</p> <p>** Ss do as instructed.</p> <p>**** Teacher calls on some pairs to share their ideas with the whole class.</p> <p><i><b>Suggested answer:</b> What I find most fantastic about <i>chau van</i> is that the psychic's costumes are very colourful and the style of clothes, hats and belts depend on the rank of the gods or saints the performers worship.</i></p>	<p>S-S</p> <p>T-S</p>	
<p>CONSOLIDATI ON</p>	<p>To help Ss memorise the content of the lesson that they have learned</p>	<p><b>Wrap-up</b></p> <p>Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> <li>- making and responding to suggestions;</li> <li>- identifying <i>chau van</i> singing.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>- Exercises in the workbook</li> <li>- Prepare for Looking back and Project lesson</li> </ul>	<p>T-S</p>	<p>2 mins</p>

## UNIT 3: MUSIC

### Lesson 8: Looking back and project

#### I. OBJECTIVES

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

##### 1. Knowledge

- pronounce two-syllable words with correct stress;
- understand and use words and phrases related to music;
- use conjunctions to make compound sentences correctly;
- use *to*-infinitives and bare infinitives after some verbs correctly;
- do research on traditional music in Viet Nam or another country and give a group presentation about it.

##### 2. Core competence

- develop communication skills and creativity;
- develop presentation skill;
- develop critical thinking skill;
- be collaborative and supportive in pair work and team work;
- actively join in class activities.

##### 3. Personal qualities

- be more creative when doing the project;
- develop self-study skills.

#### II. MATERIALS

- Grade 10 textbook, Unit 3, Looking back and project
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- Pictures, A0 paper
- Sachmem.vn

**Assumptions**

Anticipated difficulties	Solutions
- Students may have underdeveloped presentation skills.	- Give them a suggested checklist for peer assessment and ask them to read carefully and try to practise in advance and apply those techniques in their presentation.

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 3: MUSIC</b></p> <p><b>Lesson 8: Looking back and Project</b></p>
<p>* <b>Warm-up:</b> Game: The last man standing</p> <p><b>I. Looking back</b></p> <p>Pronunciation: Listen and mark the stressed syllables in the following words. Then read them out.</p> <p>Vocabulary: Complete the text using the words and phrases in the box.</p> <p>Grammar:</p> <ol style="list-style-type: none"> <li>Match the two parts to make complete sentences.</li> <li>There is a mistake in each sentence below. Find the mistake and correct it.</li> </ol> <p><b>II. Project</b></p> <p>Traditional music</p> <p>* <b>Homework</b></p>

**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> <li>- To arouse the classroom atmosphere.</li> <li>- To help Ss revise words/ phrases related to the topic</li> </ul>	<p><b>Game: The last man standing</b></p> <p><b>Rules:</b> Have ten Ss form a circle and stand at a center with a ball. Ss take turns to speak out a word related to the topic Music and pass the ball to one student. Let them toss it to another student as they name the word related to the theme. If they repeat a word or can't say any more words, they need to sit down. The last student standing wins the game.</p> <p>* Teacher: - invites ten Ss to form a circle and stand at a center with a ball.            - explains the game rules to Ss            ** Ss do as instructed            **** Teacher praises the Ss with the most words and the most interesting words/ phrases.</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	5 mins
LOOKING BACK	To help Ss revise stress in two-syllable words.	<p><b>PRONUNCIATION</b></p> <p><b>Listen and mark the stressed syllables in the following words. Then read them out.</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- has Ss do this activity individually, then compare their answers in pairs.</li> <li>- plays the recording, pausing after each word for Ss to check their answers.</li> <li>- writes the correct answers on the board if necessary.</li> <li>- plays the recording again for Ss to repeat the words.</li> </ul> <p>** Ss do as instructed.</p> <p>*** Ss compare their answers with a partner.</p> <p>**** Teacher has Ss practise saying the words in pairs and checks their pronunciation.</p> <p><b>Key + Audio script – Track 24:</b>  <i>per'form 'concert 'final 'singer 'famous en'joy</i></p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins

	<p>To help Ss revise vocabulary items they have learnt in the unit.</p>	<p><b>VOCABULARY</b>  <b>Complete the text using the words and phrases in the box.</b>  * Teacher:  - asks Ss to read the paragraph quickly and check if they don't know any words.  - has Ss do this activity individually and write their answers in their notebooks.  ** Ss do as instructed.  **** Teacher calls on individual Ss to write their answers on the board, and checks answers as a class.</p> <p><b>Key:</b> 1. music    2. fans    3. artists    4. instrument    5. concerts</p>	<p>T-S</p> <p>S T-S</p>	<p>5 mins</p>
	<p>- To help Ss revise compound sentences.</p> <p>To help Ss revise verbs followed by <i>to</i>-infinitives and bare-infinitives.</p>	<p><b>GRAMMAR</b>  1. <b>Match the two parts to make complete sentences.</b>  * Teacher asks Ss to read the two parts carefully and find out the clues to do the matching, e.g. <i>He</i> in 2 with <i>his</i> in d; <i>We can</i> in 3 and a...  ** Ss do the matching individually.  *** Ss compare their answers with a partner.  **** Teacher checks the answers as a class.  <b>Key:</b> 1. c    2. d    3. a    4. b</p> <p>2. <b>There is a mistake in each sentence below. Find the mistake and correct it.</b>  * Teacher:  - asks Ss to read the sentences, then recall verbs that go with <i>to</i>-infinitives or bare infinitives.  - has them underline the mistakes in the sentences and correct them individually.  ** Ss do as instructed.  **** Teacher:  - calls on some Ss to read their answers.  - checks the answers as a class.  <b>Key:</b></p>	<p>T-S</p> <p>S S-S T-S</p> <p>T-S</p> <p>S T-S</p>	<p>4mins</p> <p>4 mins</p>

		1. attend -> to attend 3. buy -> to buy 2. to go -> go 4. to sing -> sing		
PROJECT	To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving an oral presentation.	<p>* Teacher:</p> <ul style="list-style-type: none"> <li>- gives Ss a checklist for peer and self-assessment and explains that they will have to tick the appropriate items while listening to their classmates' presentations and write comments if they have any. (The presenters should complete their self-assessment checklist after completing their presentation).</li> <li>- goes through the criteria for assessing their talk to make sure Ss are familiar with them.</li> <li>- invites two or three groups to give their presentations and encourages the rest of the class to ask questions at the end.</li> </ul> <p>** Ss do as instructed.</p> <p>*** Ss make questions after each presentation.</p> <p>**** Teacher: gives praise and feedback after each presentation and gives marks for their presentation as part of their continuous assessment.</p> <ul style="list-style-type: none"> <li>- asks Ss to complete the self-assessment table, identifies any difficulties and weak areas and suggests further practice for individual Ss.</li> </ul>	T-S  S-S S-S T-S	20 mins
CONSOLIDATION	<ul style="list-style-type: none"> <li>- To consolidate what students have learnt in the lesson.</li> <li>- To prepare for the next lesson</li> </ul>	<p><b>Wrap-up</b></p> <p>Teacher asks: What have you learnt today?</p> <ul style="list-style-type: none"> <li>- revise how to pronounce stress in two-syllable words correctly;</li> <li>- revise the use of words/ phrases related to the topic <i>Music</i>;</li> <li>- revise how to use conjunctions to make compound sentences correctly;</li> <li>- revise some verbs followed by <i>to</i>-infinitives and bare-infinitives.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>- Exercises in the workbook</li> <li>- prepare for Unit 4 lesson1</li> </ul>	T-S	2mins

## APPENDIXES

**Suggested checklist for peer assessment:**

	Tick where appropriate	Comments (in English or Vietnamese)
<b>DELIVERY</b>		
- The presenters greeted the audience.		
- The presenters spoke clearly and naturally.		
- The presenters cooperated when delivering their talk.		
- The presenters interacted with the audience.		
- The presenters used some photos / pictures to illustrate their ideas.		
- The presenters concluded their talk appropriately		
<b>CONTENT:</b> <i>The presentation includes the following information about a form of traditional music</i>		
- when / where it started		
- instrument(s)		
- types		
- artists / performers		
- costumes		

**Suggested checklist for self-assessment:**

	Tick where appropriate	Comments (in English or Vietnamese)
<b>DELIVERY</b>		
- I greeted the audience.		
- I spoke clearly and naturally.		
- I cooperated with my group members when delivering the talk.		
- I interacted with the audience.		
- I used some photos / pictures to illustrate my ideas.		
- I concluded my part of the talk appropriately.		
<b>CONTENT:</b> <i>Our presentation includes the following information about a form of traditional music</i>		
- when / where it started		
- instrument(s)		
- types		
- artists / performers		
- costumes		

## REVIEW 1

### Lesson 1: Language

#### I. OBJECTIVES

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

##### 1. Knowledge

- Use words related to family life, humans and environment, and music;
- Pronounce the consonant blends /br/, /kr/, /tr/, /gr/, /pr/ correctly;
- Apply the knowledge of grammar points learnt in the previous units to do the task;

(to-infinitive, bare infinitive, the present simple, the present continuous, the future with will and be going to)

- Use the passive voice;
- Use the coordinating conjunctions (and, or, but, so).

### 2. Core competence

- Develop communication skills and cultural awareness;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

### 3. Personal qualities

- Develop self-study skills;
- Raise students' awareness of the need to keep their neighbourhood green.

## II. MATERIALS

- Grade 10 textbook, Review 1 - Language
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Students may find the lesson boring due to a large number of language exercises.</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Design as many exercises as games as possible.</li> <li>- Provide feedback and help if necessary.</li> </ul>
<ul style="list-style-type: none"> <li>- Some students will excessively talk in the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Define expectation in explicit detail.</li> <li>- Have excessive talking students practise.</li> <li>- Continue to define expectations in small chunks (before every activity).</li> </ul>

### Board Plan

*Date of teaching*  
**REVIEW 1 (Unit 1+2+3)**  
**Lesson 1: Language**

**\* WARM-UP: Finding keywords**

**\* Pronunciation**

Task 1: Listen and write the words in the correct columns.

**\* Vocabulary**

Task 1: Match the two parts to make complete sentences.

Task 2: Complete the sentences.

**\* Grammar**

Task 1: Complete the sentences.

Task 2: Complete the sentences.

Task 3: Match the two parts to make complete sentences.

**\* CONSOLIDATION**

**III. PROCEDURES**

**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	To lead in the lesson.	<b>GAME: FINDING KEYWORDS</b> * Teacher shows 3 sets of pictures (taken from Project lessons of Unit 1-2-3) and asks students to find a keyword for each set of pictures.	T-S	3 mins

- \*\* Students raise hands to answer.
- \*\*\* Teacher and students discuss the answers.
- \*\*\*\* Teacher checks the answers as a class.

*Set 1: Family life/family*



*Set 2: Humans and the environment/ go green/ green lifestyles/ living green*



S  
T-S  
T-S



Set 3: Traditional music/music



PRONUNCIATION

To check if students can identify consonant blends and provide further pronunciation practice.

**TASK 1: LISTEN AND WRITE THE WORDS IN THE CORRECT COLUMNS. THEN PRACTISE SAYING THE WORDS.** (p. 38)  
 \* Teacher writes /br/, /gr/, /kr/, /pr/ and /tr/ on the board.  
 - Teacher writes one word containing the consonant blend below each of them.  
 - Teacher asks students to listen and write down the words containing the sound blends.  
 \*\* Students do the task by writing the words in suitable column.  
 \*\*\* Teacher can invite some pairs of students to read aloud.  
 \*\*\*\* Teacher checks students' pronunciation and give feedback.

T-S

S

T-S

T-S

5 mins

		<p>Key:</p> <table border="1"> <tr> <td><b>/br/</b></td> <td><b>/gr/</b></td> <td><b>/kr/</b></td> <td><b>/pr/</b></td> <td><b>/tr/</b></td> </tr> <tr> <td><i>brain</i></td> <td><i>green</i></td> <td><i>crash</i></td> <td><i>practise</i></td> <td><i>train</i></td> </tr> <tr> <td><i>breakfast</i></td> <td><i>grow</i></td> <td><i>create</i></td> <td><i>protect</i></td> <td><i>treat</i></td> </tr> <tr> <td><i>breadwinner</i></td> <td><i>great</i></td> <td><i>cream</i></td> <td><i>product</i></td> <td><i>tree</i></td> </tr> </table>	<b>/br/</b>	<b>/gr/</b>	<b>/kr/</b>	<b>/pr/</b>	<b>/tr/</b>	<i>brain</i>	<i>green</i>	<i>crash</i>	<i>practise</i>	<i>train</i>	<i>breakfast</i>	<i>grow</i>	<i>create</i>	<i>protect</i>	<i>treat</i>	<i>breadwinner</i>	<i>great</i>	<i>cream</i>	<i>product</i>	<i>tree</i>		
<b>/br/</b>	<b>/gr/</b>	<b>/kr/</b>	<b>/pr/</b>	<b>/tr/</b>																				
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<i>breadwinner</i>	<i>great</i>	<i>cream</i>	<i>product</i>	<i>tree</i>																				
VOCABULARY	To check if students remember collocations they have learnt in the previous units.	<p><b>TASK 1: MATCH THE TWO PARTS TO MAKE COMPLETE SENTENCES.</b> (p. 38)</p> <p>* Teacher tells students to read the given parts of the sentences carefully and make sure they understand their meanings.</p> <p>** Students do this exercise individually by matching the halves to complete the sentences</p> <p>*** Teacher allows students to share their answers before discussing as a class and encourages them to pronounce the sentences correctly.</p> <p>**** Teacher checks the answers as a class and gives feedback.</p> <p>Key:</p> <ol style="list-style-type: none"> <li><i>e</i></li> <li><i>d</i></li> <li><i>a</i></li> <li><i>b</i></li> <li><i>c</i></li> </ol>	T-S Ss Pair work T-S	5 mins																				
	To check if students can use words they have learnt in the previous units.	<p><b>TASK 2: COMPLETE THE FOLLOWING SENTENCES USING THE WORDS FROM THE BOX.</b> (p. 38)</p> <p>* Teacher asks students to work individually to complete the sentences with the given words and phrases.</p> <p>** Students work individually to complete the task.</p> <p>*** Teacher allows students to share answers before discussing as a class.</p> <p>**** Teacher asks students to say the sentences aloud and makes sure they pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding.</p> <p>Key:</p> <ol style="list-style-type: none"> <li><i>laundry</i></li> </ol>	T-S S Pair work T-S	7 mins																				

		<p>2. <i>groceries</i></p> <p>3. <i>perform</i></p> <p>4. <i>audience</i></p> <p>5. <i>eco-friendly</i></p>		
GRAMMAR	To check if students can use the grammar points learnt in the previous units in sentences.	<p><b>TASK 1: COMPLETE THE SENTENCES WITH THE CORRECT FORMS OF THE VERBS IN BRACKETS.</b> (p. 39)</p> <p>* Teacher asks students to work independently to fill in the blanks with the correct forms of the verbs in brackets.</p> <p>** Students read the sentences first and underline the clues that help them decide the correct forms of the verbs in brackets.</p> <p>*** Teacher reminds students to use the correct forms of the verbs as requested in each sentence then allows them to share answers before discussing as a class.</p> <p>**** Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.</p> <p><i>Key:</i></p> <p>1. <i>cleans – is helping</i></p> <p>2. <i>to improve – take</i></p> <p>3. <i>practise – are practising</i></p> <p>4. <i>am going to watch – will win</i></p>	T-S S T-S T-S	7 mins
	To check if Ss can use the passive voice.	<p><b>Task 2: Complete the sentences. Make sure they mean the same as the sentences.</b> (p.39)</p> <p>* Teacher asks students to read the sentences first.</p> <p>** Students do the task individually.</p> <p>*** Teacher reminds students to pay attention to the passive and active forms of the sentences then allows them to share answers before discussing as a class.</p> <p>**** Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.</p> <p><i>Key:</i></p> <p>1. <i>The rubbish in the neighbourhood is collected three times a week.</i></p> <p>2. <i>All the electrical devices in the house were turned off.</i></p> <p>3. <i>His music videos will be watched online (by millions of people).</i></p>	T-S S T-S T-S	8 mins

	To check if Ss can use coordinating conjunctions (and, or, but, so) to make compound sentences.	<b>TASK 3: MATCH THE TWO PARTS TO MAKE COMPLETE SENTENCES.</b> (p. 39) * Teacher asks students to read the two halves given of the sentence ** Students do the task individually. *** Teacher reminds students to pay attention to the coordinating conjunctions (and, or, but, so) then allows them to share answers before discussing as a class. **** Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed. <i>Key:</i> 1. <i>b</i> 2. <i>c</i> 3. <i>d</i> 4. <i>a</i>	T-S S T-S	5 mins
CONSOLIDATION	- To consolidate what students have learnt in the lesson - To prepare vocabulary for the next lesson	<b>WRAP-UP</b> Teacher asks students to talk about what they have learnt in the lesson. - Review on how to pronounce consonant blends, grammar points (to-infinitive, bare infinitive, the present simple, the present continuous, the future with will and be going to) and vocabulary of Unit 1, 2, and 3. <b>HOMEWORK</b> Prepare for Review 1 – Skills 1: Listening and speaking.	T-S	2 mins

**REVIEW 1 (Unit 1+2+3)**  
**Lesson 2: Skills 1\_ Listening and speaking**

**I. Objectives**

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

**1. Knowledge**

- practice listening for general and specific information about music;
- practice talking about favorite singer or musician.

**2. Core competence**

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills
- Raise students' awareness of the need to keep their neighbourhood green.

**II. Materials**

- Grade 10 textbook, Review 1 – Skills 1\_ Listening and speaking
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

**Assumptions**

Anticipated difficulties	Solutions
1. Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Design as many exercises as games as possible.</li> <li>- Provide feedback and help if necessary.</li> </ul>
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Define expectation in explicit detail.</li> <li>- Have excessive talking students practise.</li> <li>- Continue to define expectations in small chunks (before every activity).</li> </ul>

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>REVIEW 1 (Unit 1+2+3)</b></p> <p><b>Lesson 2: Skills 1_ Listening and speaking</b></p>
<p><b>* Warm-up</b> Name the pictures: Traditional music</p> <p><b>I. Practice</b></p> <p><b>* Listening</b> Task 1: Listen and choose the best title for the talk. (p. 40) Task 2: Listen again and fill in each gap in the Quick facts with a number. (p. 40)</p> <p><b>* Speaking</b> Task 1: Work in pairs. Talk about your favourite singer or musician. Use the expressions below to help you. (p. 40)</p> <p><b>* Homework</b></p>

**Procedures**
**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
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<p>Warm-up</p>	<p>To lead in the lesson.</p>	<p><b>Name the pictures: Traditional music</b></p> <ul style="list-style-type: none"> <li>* Teacher shows pictures and asks students to name the traditional music in the picture</li> <li>** Students raise hands to answer.</li> <li>*** Teacher and students discuss more the answers.</li> <li>**** Teacher checks the answers as a class.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><b>Xoan singing</b></p> </div> <div style="text-align: center;">  <p><b>Chau van singing</b></p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p><b>Quan ho singing</b></p> </div>	<p>T-S</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p>	<p>5 mins</p>
<p>Practice</p>	<p>To help Ss practise listening for main ideas.</p>	<p><b>LISTENING</b></p> <p><b>Task 1: Listen and choose the best title for the talk. (p. 40)</b></p> <ul style="list-style-type: none"> <li>* Teacher focuses Ss' attention on the three options and asks "What do you think the listening text will be about?" to elicit Elvis Presley and check what Ss know about him.</li> <li>** Students look at three options, read and underline key words.</li> </ul>	<p>T-Ss</p> <p>Ss</p> <p>T-Ss</p>	<p>10 mins</p>



	To help Ss practise speaking about a favourite singer or musician.	<p><b>Task 1: Work in pairs. Talk about your favourite singer or musician. Use the expressions below to help you. (p. 40)</b></p> <p>* Teacher asks students to read through the expressions in the box.  ** Students work in pairs to exchange their ideas about their favorite singer or musician.  *** Teacher calls on some students to report their answers for the class..  **** Teacher checks the answers and add more information if necessary.</p> <p><b>Useful expressions:</b></p> <ul style="list-style-type: none"> <li>- My favourite singer / musician is ...</li> <li>- His / Her (most famous) single / song / album / work is ...</li> <li>- His / Her single became a (number 1) hit in ...</li> <li>- (During his / her life), he / she has received (many / some ...) awards, including ...</li> </ul>	T-Ss Ss Pair work T-Ss	15 mins
Wrap-up	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To prepare vocabulary for the next lesson.	Prepare for Review 1 – Skills 2_ Reading and writing.	T-Ss	2 min

**REVIEW 1 (Unit 1+2+3)**  
**Lesson 2: Skills 2\_ Reading and writing**

**I. Objectives**

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

**1. Knowledge**

- practice reading for general and specific information about how to live a green life;
- practice writing a short paragraph about ways of living green.

**2. Core competence**

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills
- Raise students' awareness of the need to keep their neighbourhood green.

**II. Materials**

- Grade 10 textbook, Review 1 – Skills 2\_ Reading and writing
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

**Assumptions**

Anticipated difficulties	Solutions
1. Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Design as many exercises as games as possible.</li> <li>- Provide feedback and help if necessary.</li> </ul>
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Define expectation in explicit detail.</li> <li>- Have excessive talking students practise.</li> </ul>

- Continue to define expectations in small chunks (before every activity).

### Board Plan

*Date of teaching*

#### **REVIEW 1 (Unit 1+2+3)**

#### **Lesson 2: Skills 2\_ Reading and writing**

##### **\* Check-up**

Talk about your favorite singer or musician

##### **I. Practice**

##### **\* Reading**

Task 1: Read the text below. Then work in pairs to complete the crossword with five words from the text. (p. 40)

Task 2: Read the text again and give short answers to the following questions. (p. 41)

##### **\* Writing**

Task 1: Think about ways of living a green lifestyle. Complete the paragraph. Use what you have learnt and the ideas below to help you. (p. 41)

##### **\* Homework**

### **Procedures**

#### **Notes**

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To check the knowledge in the previous lesson and give students more chance to practice speaking	<p><b>Talk about your favorite singer or musician</b></p> <p>* Teacher elicits the requirement of talking about students' favorite singer or musician</p> <p>** Students raise hands to answer.</p> <p>*** Teacher listens to students 's answers and takes notes for comments.</p> <p>**** Teacher provides comments and feedback.</p>	<p>T-S</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p>	5 mins
Practice	To help Ss practise understanding word meanings in context.	<p><b>READING</b></p> <p><b>Task 1: Read the text below. Then work in pairs to complete the crossword with five words from the text. (p. 40)</b></p> <p>* Teacher have students read through the text and the crossword clues. Focus on the crossword grid and remind them that the number of letters should match the number of squares.</p> <p>** Students work individually to work out the words.</p> <p>*** Teacher puts them into pairs to compare their answers and asks individual Ss to write the words on the board.</p> <p>**** Teacher confirms the answers as a class.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>environment</li> <li>water</li> <li>air</li> <li>energy</li> <li>green</li> </ol>	<p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p>	10 mins
	To help Ss practise reading for specific information.	<p><b>Task 2: Read the text again and give short answers to the following questions. (p. 41)</b></p>	<p>T-Ss</p> <p>Individual work</p>	10 mins

	<p>To help Ss practise writing a short paragraph about ways of living green.</p>	<p>* Teacher asks students to read through the questions and check understanding of the vocabulary.          ** Students read the text again and look for the answers to the questions.          *** Teacher calls on some students to report their answers for the class.          **** Teacher checks the answers and add more information if necessary.</p> <p><b>Answer key:</b>          1. The methods of collecting water (are).          2. Rainwater is collected from a roof and sent to a container.          3. Tiny drops of water are turned into drinking water.</p> <p><b>WRITING</b>  <b>Task 1: Think about ways of living a green lifestyle. Complete the paragraph. Use what you have learnt and the ideas below to help you. (p. 41)</b>          * Teacher asks students to think about what they have learnt about different ways of living green.          ** Students read through the ideas in the box and work in groups and brainstorm more ideas.          *** Teacher gives Ss enough time to complete the paragraph. Set a time limit depending on the Ss' ability level.          **** Teacher asks individual Ss to read their paragraphs or collect them to check after class and provide written feedback.</p> <p><b>Sample answer:</b>  <i>There are many ways you can make your life greener. First, make your area green by planting more trees and plants. Second, make your area clean by organising regular clean-up activities, collecting litter and setting up more recycling bins. Finally, turn off electrical devices when not in use and use energy from the sun, wind and water. Living a green lifestyle is not difficult, but these small changes will make a big difference.</i></p>	<p>T-Ss  T-Ss    T-Ss Ss Group work   T-Ss</p>	<p>15 mins</p>
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Wrap-up	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To prepare vocabulary for the next lesson.	Prepare for Unit 4_ Getting started	T-Ss	2 min

## UNIT 4: FOR A BETTER COMMUNITY

### Lesson 1: Getting started – Volunteering in the community

#### I. OBJECTIVES

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

##### 1. Knowledge

- An overview about the topic *For a better community*
- Vocabulary to talk about volunteering in the community

##### 2. Core competence

- Develop communication skills and awareness of voluntary work
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

##### 3. Personal qualities

- Develop a sense of helping the community and awareness of voluntary work
- Be responsible to the community

## II. MATERIALS

- Grade 10 textbook, Unit 4, Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
volunteer (n)	/ˌvɒlənˈtɪə(r)/	a person who does a job without being paid for it	tình nguyện viên
advertisement (n)	/ədˈvɜːtɪsmənt/	a notice, picture or film telling people about a product, job or service	quảng cáo
community (n)	/kəˈmjuːnəti/	all the people who live in a particular area, country, etc. when talked about as a group	cộng đồng
boost (v)	/buːst/	to make something increase, or become better or more successful	tăng thêm, thúc đẩy
orphanage (n)	/'ɔːfənɪdʒ/	a home for children whose parents are dead	trại trẻ mồ côi

### Assumptions

Anticipated difficulties	Solutions
- Students may not know some words in the conversation.	- Provide students with some lexical items before listening and reading the conversation.

- Students may not know how to work in teams.

- Give short, clear instructions and help if necessary.

### Board Plan

*Date of teaching*

#### **UNIT 4: FOR A BETTER COMMUNITY**

#### **Lesson 1: Getting started – Volunteering in the community**

\* **Warm-up:** Clip watching

#### **I. Vocabulary**

1. volunteer (n)
2. advertisement (n)
3. community (n)
4. boost (v)
5. orphanage (n)

#### **II. Practice**

Task 1: Listen and read.

Task 2: Read the conversation and answer the questions.

Task 3: Find the adjectives.

Task 4: Complete the sentences.

\* **Consolidation**

### **III. PROCEDURES**

#### **Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> <li>- To activate students' knowledge on the topic of the unit.</li> <li>- To create a lively atmosphere in the classroom.</li> <li>- To lead into the new unit.</li> </ul>	<p><b>CLIP WATCHING</b></p> <ul style="list-style-type: none"> <li>* T gives instructions</li> <li>** Ss watch the clip and take notes individually. Link: <a href="https://www.youtube.com/watch?v=Ho5b-CfKTpo">https://www.youtube.com/watch?v=Ho5b-CfKTpo</a></li> <li>*** Ss working in 4 groups, share their words/ phrases about the voluntary activities, then take turns to write the words/ phrases on the board.</li> <li>**** T checks and corrects if Ss spell or pronounce the words/ phrases incorrectly.</li> </ul> <p><i>Suggested answers:</i></p> <ul style="list-style-type: none"> <li>+ Read books for children in orphanages</li> <li>+ Visit and play games with them or listen to their problems</li> <li>+ Work at home of sick and old people</li> <li>+ Volunteer to work in remote or mountainous areas</li> </ul> <p>T leads in the lesson: Doing voluntary work to help the community is a way for you to contribute to make our community a better one. There are many activities you can do to help other people and in today's lesson we will find out more about these activities.</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins
PRESENTATION	To help students use key language more appropriately before they read and listen.	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>* T asks Ss to look at the explanation and the photos to guess the meanings of new words.</li> <li>** Ss say the Vietnamese meaning of the word.</li> </ul> <ol style="list-style-type: none"> <li>1. volunteer (n) /ˌvɒlənˈtɪə(r)/: a person who does a job without being paid for it</li> <li>2. advertisement (n) /ədˈvɜːtɪsmənt/: a notice, picture or film telling people about a product, job or service</li> <li>3. community (n) /kəˈmjuːnəti/: all the people who live in a particular area, country, etc. when talked about as a group</li> <li>4. boost (v) /buːst/: to make something increase, or become better or more successful</li> <li>5. orphanage (n) /ˈɔːfənɪdʒ/: a home for children whose parents are dead</li> </ol>	<p>T-S</p> <p>S</p>	4 mins

		<p>*** Other Ss correct if the previous answers are incorrect.          **** T shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.</p>	T-S	
PRACTICE	<p>- To get students interested in the topic.          - To get students to learn some vocabulary to be learnt in the unit.</p>	<p><b>TASK 1: LISTEN AND READ</b> (p.42)          * T asks Ss to look at the picture (p.42) and answer the questions:          + Where are they?  <i>(They are in a park.)</i>          + Who are they?  <i>(They may be volunteers of the centre.)</i>          + What are they doing?  <i>(They are cleaning up the park / the playground.)</i></p>  <p>* T plays the recording twice, has Ss listen to the conversation, read along and underline the voluntary activities in the conversation.          ** Ss do the task individually          *** Ss share their answers with a partner.          **** T checks their answers with the whole class.  <i>Suggested answers: join a local environmental group to clean up the park, volunteer at an orphanage.</i>          * T has the Ss read the conversation in pairs.          ** Ss read the conversation          *** One pair read aloud.          **** T collects common pronunciation mistakes and gives comments.</p>	<p>T-S</p> <p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p> <p>T-S</p> <p>S-S</p> <p>T-S</p>	7 mins
	<p>- To practise reading for specific information          - To practise scanning</p>	<p><b>TASK 2: READ THE CONVERSATION AGAIN AND ANSWER THE QUESTIONS.</b> (p.43)          * T asks Ss to work individually to read the questions and underline the key words, then share their ideas with a partner who sits next to them.          ** Ss do Task 2 individually first.          *** Ss share and discuss with their partners about the key words.</p>	<p>T-S</p> <p>S-S</p>	10 mins



	when and while.	<p>** Ss do the task individually.          *** Ss share the answers with a peer.          **** T asks the whole class the call out the verb forms first, then call on individual students to read the complete sentences.</p> <p><i>Key:</i>          1. <i>was working</i>          2. <i>saw</i></p>	S S-S T-S	
PRODUCTION	To help students practising talking about activities which help protect the environment.	<p><b>SELF-REFLECTION</b>  <b>Talk about activities you are going to do to make your community a better one (for a minute).</b></p> <p>* Teacher:          - gives Ss clear instructions in order to make sure Ss can do effectively.          - encourages Ss to talk about some activities including following information:            + <i>How many activities are you going to talk about?</i>            + <i>Where do you do those activities?</i>            + <i>Who do you do with?</i>            + <i>How often do you do those activities?</i></p> <p>- observes Ss while they are talking, note their language errors.          ** Ss do as instructed.          **** Teacher:          - gives Ss feedback.          - chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other students.          - chooses some typical errors and correct as a whole class without nominating the Ss' names.</p>		6 mins
CONSOLIDATION	To help students memorise the target language and skills that they have learnt	<p><b>WRAP-UP</b>          - Some lexical items about volunteering in the community          - Reading for specific information          - Scanning</p> <p><b>HOMEWORK</b>          - Exercises in the workbook</p>	T-S	5 mins



## UNIT 4: FOR A BETTER COMMUNITY

### Lesson 2: Language

#### I. OBJECTIVES

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

##### 1. Knowledge

- Use the lexical items related to the topic *For a better community*;
- Pronounce correctly stress in two-syllable words with the same spelling;
- Use the past simple vs. the past continuous.

##### 2. Core competence

- Be collaborative and supportive in pair work and teamwork
- Access and consolidate information from a variety of sources
- Actively join in class activities

##### 3. Personal qualities

- Develop a sense of helping the community and awareness of voluntary work
- Be responsible to the community

#### II. MATERIALS

- Grade 10 textbook, Unit 4, Language
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Verb tense	Form	Use
Past simple	S + V-ed + ... .	The past simple shows us that an action was in the past, not at the present.
	S + didn't + V-inf + ... .	
	Did + S + V-inf + ... ?	
	Wh + did + S + V-inf + ... ?	

Past continuous	S + was/were + V-ing + ...	The past continuous shows us that the action was already in progress at a certain time in the past.
	S + wasn't/weren't + V-ing + ...	
	Was/Were + S + V-ing + ...?	The past continuous can also show that an activity was in progress for some time, not just for a moment.
	Wh + was/were + S + V-ing + ...?	

### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Students may be confused when using the present simple tense and the present continuous tense.</li> <li>- Students may have underdeveloped speaking and co-operating skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Give short and clear explanations with legible examples for each case.</li> <li>- Give clear instructions, give examples before letting students work in groups.</li> <li>- Provide feedback and help if necessary.</li> </ul>

### Board Plan

*Date of teaching*

**UNIT 4: FOR A BETTER COMMUNITY**

**Lesson 2: Language**

**\* Warm-up: Name some activities you can do to help the community**

**I. Pronunciation**

Task 1: Listen and circle.

Task 2: Listen and practice saying.

**II. Vocabulary**

Task 1: Match the words with their meanings.

Task 2: Complete the sentences.

Task 3: Choose the correct word.

**III. Grammar**

Task 1: Choose the correct verb form.

Task 2: Combine the two sentences.

**Extra activity**

Game: Who is faster?

**\* Consolidation**

**III. PROCEDURES**

**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To activate students' prior	<b>NAME SOME ACTIVITIES YOU CAN DO TO HELP THE COMMUNITY.</b>	T-S	5 mins

	<p>knowledge and vocabulary related to the topic.</p> <ul style="list-style-type: none"> <li>- To enhance students' skills of cooperating with teammates.</li> <li>- To lead into the new unit</li> </ul>	<p>* T divides Ss into 2 teams. Each team will take turns to name an activity they can do to help the community. The team with more correct answers will be the winner.</p> <p>** Ss listen to the instructions.</p> <p>*** Ss work in 2 teams and take turns to give the answers.</p> <p>**** T checks and corrects if Ss spell or pronounce the words/ phrases incorrectly.</p> <p><i>Suggested answer:</i></p> <ul style="list-style-type: none"> <li>+ Read books for children in orphanages</li> <li>+ Visit and play games with them or listen to their problems</li> <li>+ Work at home of sick and old people</li> <li>+ Volunteer to work in remote or mountainous areas</li> </ul> <p>* T leads in the new lesson of Language.</p>	<p>S-S</p> <p>T-S</p>	
PRONUNCIATION	<p>To help students recognize and understand the difference of stress in two-syllable words with the same spelling.</p>	<p><b>TASK 1: LISTEN TO THE SENTENCES AND CIRCLE THE WORD WITH THE STRESS YOU HEAR (p.43)</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- introduces the difference of stress in two-syllable words with the same spelling.</li> <li>- asks Ss to give some two-syllable words with the same spelling but different stress they know.</li> <li>- plays the recording and asks Ss to listen.</li> </ul> <p>** Ss do as instructed.</p> <p>*** Other Ss correct if the previous answers are incorrect.</p> <p>**** T checks as a class.</p> <p><i>Key:</i></p> <p>1. a    2. b    3. a    4. b    5. a    6. b</p>	T-S	5 mins
	<p>To help students practise saying sentences containing two-syllable words with the same</p>	<p><b>TASK 2: LISTEN AGAIN AND PRACTISE SAYING THE SENTENCES IN 1. (p.43)</b></p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- ask Ss to listen to each sentence again</li> <li>- tells them to pay attention to the stress on the words in italic.</li> </ul> <p>** Ss listen and repeat.</p>	T-Ss	5 mins

	spelling but different stress patterns.	<p>*** Ss work in pairs and have them practise the sentences.</p> <p>**** T walks round the class, praising good pronunciation and correcting wrong stress placement.</p>	Pair work	
VOCABULARY	To enrich students' vocabulary.	<p><b>TASK 1. MATCH THE WORDS WITH THEIR MEANINGS.</b> (p.44)</p> <p>* Teacher asks students to match in pairs.</p> <p>** Ss do the task in pairs.</p> <p>*** Some pairs share their answers with the whole class.</p> <p>**** T gives feedback and corrections (if necessary).</p> <p><i>Key:</i>  1. c      2. e      3. a      4. b      5. d</p>	Pair work  T-Ss	4 mins
	To give students practice in using the words in meaningful contexts.	<p><b>TASK 2: COMPLETE THE FOLLOWING SENTENCES USING THE CORRECT FORMS OF THE WORDS IN 1.</b> (p.44)</p> <p>* T asks Ss to work independently and put a suitable word or phrase in each blank.</p> <p>** Ss work independently and put a suitable word or phrase in each blank.</p> <p>*** Ss share their answers before discussing as a class.</p> <p>**** T asks some Ss to share the answers and gives feedback.</p> <p><i>Key:</i>  1. <i>generous</i>  2. <i>remote</i>  3. <i>donate</i>  4. <i>benefit</i>  5. <i>volunteers</i></p>	T-S  S-S  T-S	10 mins
	To give students practice in using adjectives ending in -ed, -ing, -ful, and -less.	<p><b>TASK 3: CHOOSE THE CORRECT WORD TO COMPLETE EACH OF THE FOLLOWING SENTENCES.</b> (p.44)</p> <p>* T tells Ss to look at each sentence and choose the adjective that best fits the context.</p> <p>** Ss work independently to do the task.</p> <p>*** Ss compare the answers in pairs.</p> <p>**** T confirms the correct answers. T asks Ss to give reasons why they have chosen a particular adjective for each sentence, e.g. In the first</p>	T-S  Pair work  T-S	

		<p>sentence, the phrase <i>record the donations</i> requires an adjective with a positive meaning. That is why <i>careful</i> is the right choice here.</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. <i>careful</i></li> <li>2. <i>interested</i></li> <li>3. <i>exciting</i></li> <li>4. <i>hopeless</i></li> </ol>										
GRAMMAR	<p>- To have students revise the past simple and the past continuous.</p> <p>- To help students understand the use of the past simple and the past continuous.</p>	<p><b>TASK 1: CHOOSE THE CORRECT VERB FORM IN EACH OF THE FOLLOWING SENTENCES.</b> (p.44)</p> <p>* T has Ss read the sentences individually once, asks them to pay attention to the conjunctions <i>when</i> and <i>while</i>.</p> <p>** Ss work in pairs to compare their answers.</p> <p>*** Some Ss share their answers with the whole class.</p> <p>**** Teacher gives feedback and corrections (if necessary).</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. <i>was working</i></li> <li>2. <i>told</i></li> <li>3. <i>were helping</i></li> <li>4. <i>realised</i></li> </ol> <p>* T lets Ss recall the form of the present simple and the present continuous and elicits the rules of using these two verb forms from Ss.</p> <p><b>The past simple</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>Positive</b></td> </tr> <tr> <td>S + V-ed + ... .</td> </tr> <tr> <td style="text-align: center;"><b>Negative</b></td> </tr> <tr> <td>S + didn't + V-inf + ... .</td> </tr> <tr> <td style="text-align: center;"><b>Interrogative</b></td> </tr> <tr> <td>Did + S + V-inf + ... ?</td> </tr> <tr> <td style="text-align: center;"><b>Answer</b></td> </tr> <tr> <td>Yes, S + did.</td> </tr> </table>	<b>Positive</b>	S + V-ed + ... .	<b>Negative</b>	S + didn't + V-inf + ... .	<b>Interrogative</b>	Did + S + V-inf + ... ?	<b>Answer</b>	Yes, S + did.	<p>T- S</p> <p>Pair work</p> <p>T-S</p> <p>T-S</p>	6 mins
<b>Positive</b>												
S + V-ed + ... .												
<b>Negative</b>												
S + didn't + V-inf + ... .												
<b>Interrogative</b>												
Did + S + V-inf + ... ?												
<b>Answer</b>												
Yes, S + did.												

		<p>No, S + didn't.</p> <p style="text-align: center;"><b>Wh-questions</b></p> <p>Wh + did + S + V-inf + ... ?</p> <p>→ The past simple shows us that an action was in the past, not in the present.</p> <p style="text-align: center;"><b>The past continuous</b></p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Positive</b></td> </tr> <tr> <td>S + was/were + V-ing....</td> </tr> <tr> <td style="text-align: center;"><b>Negative</b></td> </tr> <tr> <td>S + wasn't/weren't+ V-ing + ...</td> </tr> <tr> <td style="text-align: center;"><b>Interrogative</b></td> </tr> <tr> <td>Was/were + S + V-ing + ...?</td> </tr> <tr> <td style="text-align: center;"><b>Answer</b></td> </tr> <tr> <td>Yes, S + was/were.</td> </tr> <tr> <td>No, S + wasn't/weren't.</td> </tr> <tr> <td style="text-align: center;"><b>Wh-questions</b></td> </tr> <tr> <td>Wh + was/were + S + V-ing + ...?</td> </tr> </table> <p>→ The past continuous shows us that the action was already in progress at a certain time in the past.  The past continuous can also show that an activity was in progress for some time, not just for a moment.</p> <p><b>Past simple vs. past continuous with <i>when</i> and <i>while</i></b></p> <p>We use:</p> <ul style="list-style-type: none"> <li>• The past continuous for a past action in progress (longer action)</li> <li>• The past simple for an action which interrupted it (shorter action)</li> </ul> <p><i>Example:</i>  <i>I was reading an article when she called.</i>  <i>While I was reading an article, she called.</i></p>	<b>Positive</b>	S + was/were + V-ing....	<b>Negative</b>	S + wasn't/weren't+ V-ing + ...	<b>Interrogative</b>	Was/were + S + V-ing + ...?	<b>Answer</b>	Yes, S + was/were.	No, S + wasn't/weren't.	<b>Wh-questions</b>	Wh + was/were + S + V-ing + ...?		
<b>Positive</b>															
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No, S + wasn't/weren't.															
<b>Wh-questions</b>															
Wh + was/were + S + V-ing + ...?															

	<p>To give students more practice in using the past simple and the past continuous with <i>when</i> and <i>while</i>.</p>	<p><b>TASK 2: COMBINE THE TWO SENTENCES USING <i>WHEN</i> OR <i>WHILE</i> WHERE APPROPRIATE.</b> (p.44)</p> <p>* T has Ss read the sentences individually once, asks them to pay attention to the conjunctions <i>when</i> and <i>while</i>.</p> <p>** Ss work individually to compare their answers.</p> <p>*** 2 students to write their answers on the board.</p> <p>**** T gives feedback and corrections (if necessary).</p> <p><i>Key:</i></p> <p>1. <i>While they were cleaning the streets, it started to rain. / They were cleaning the streets when it started to rain.</i></p> <p>2. <i>While I was watching TV, I saw the floods and landslides in the area. / I was watching TV when I saw the floods and landslides in the area.</i></p> <p>3. <i>While Tim was searching for employment opportunities, he found a job advert from a non-governmental organisation. / Tim was searching for employment opportunities when he found a job advert from a non-governmental organisation.</i></p> <p>4. <i>They decided to help build a community centre for young people while they were visiting some poor villages. / They were visiting some poor villages when they decided to help build a community centre for young people.</i></p>	<p>T-S</p> <p>Ss</p> <p>T-S</p>	<p>5 mins</p>
<p>EXTRA ACTIVITY</p>	<p>To give students a chance to apply what they have learnt.</p>	<p><b>GAME: WHO IS FASTER?</b></p> <p>* T divides Ss into groups of four, gives each group a piece of paper, and asks them to write sentences including 3 features:</p> <ul style="list-style-type: none"> <li>+ two-syllable words with the same spelling but different stress mentioned in Task 1,</li> <li>Pronunciation</li> <li>+ when/ while</li> <li>+ the past simple/ the past continuous</li> </ul> <p><i>e.g. <b>When I was wrapping the present, my mom knocked the door.</b></i></p> <p>** T asks each group to hand in their paper and checks. The group with more correct sentences is the winner.</p> <p>*** T invites the winner to read aloud their sentences.</p>	<p>Group work</p> <p>T-S</p> <p>T-S</p>	<p>4 mins</p>

		**** T gives feedback.	T-S	
CONSOLIDATION	To help students memorise what they have learned	<b>WRAP-UP</b> - Use the lexical items related to the topic <i>For a better community</i> ; - Pronounce correctly stress in two-syllable words with the same spelling; - Understand the past simple vs. the past continuous. <b>HOMEWORK</b> - Prepare for the next lesson: Unit 4, Reading - Exercises in the workbook	T-S	1 min

## UNIT 4: FOR A BETTER COMMUNITY

### Lesson 3: Reading

#### I. OBJECTIVES

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

##### 1. Knowledge

- Develop reading skills for specific information about teenagers and voluntary work.

##### 2. Core competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skills
- Actively join in class activities

##### 3. Personal qualities

- Develop a sense of helping the community and awareness of voluntary work
- Develop self-study skills

#### II. MATERIALS

- Grade 10 textbook, Unit 4, Reading
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. donation (n)	/dəʊ'neɪʃn/	something that is given to a person or an organization such as a charity, in order to help them; the act of giving something in this way	sự quyên góp, ủng hộ

2. deliver (v)	/dɪ'livə(r)/	to take goods, letters, etc. to the person or people they have been sent to	phân phát
3. hardship (n)	/'hɑ:dʃɪp/	a situation that is difficult and unpleasant because you do not have enough money, food, clothes, etc.	sự gian khổ

**Assumptions**

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Students may lack knowledge about some lexical items.</li> <li>- Students may have underdeveloped reading, speaking and co-operating skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide students with the meaning and pronunciation of words.</li> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>UNIT 4: FOR A BETTER COMMUNITY</b></p> <p><b>Lesson 3: Reading</b></p> <p><b>* Warm-up</b></p> <p>Game: Lucky number</p> <p>Task 1: Complete the mind map.</p> <p><b>Vocabulary</b></p> <p>1. donation (n): sự quyên góp, ủng hộ</p> <p>2. deliver (v): phân phát</p> <p>3. hardship (n): sự gian khổ</p>
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Task 2: Read the text and choose the main idea.  
 Task 3: Match the highlighted words in the text with their meanings.  
 Task 4: True or false.  
 Task 5: Discussion  
 \* **Homework**

### III. PROCEDURES

**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To introduce the topic of reading. - To enhance students' skills of cooperating with teammates.	<b>GAME: LUCKY NUMBER</b> * T divides class into 2 teams. T prepares 6 numbers which include 5 questions about the present simple, the present continuous and volunteering activities, and 1 lucky number. ** Each team takes turns to choose a number and answer the question behind the number. If the team answers the question correctly, they will get 1 point. If the team chooses the lucky number, they get 1 point without answering the question. *** Ss do as instructed. **** T gives further explanation (if needed). <i>Suggested questions:</i> 1. When do we use the past simple? 2. When do we use the past continuous? 3. Name 3 words/phrases used as signals of the past simple. 4. Give the correct form of the verbs in brackets:	T-S  S-S  S-S T-S	5 mins

		<p><i>While I (listen) _____ to music, my sister (knock) _____ the door.</i></p> <p>5. Name 2 volunteering activities.</p>		
PRE-READING	<ul style="list-style-type: none"> <li>- To lead in the reading skills.</li> <li>- To provide students with some lexical items before reading the text.</li> </ul>	<p><b>TASK 1: COMPLETE THE MIND MAP WITH POPULAR VOLUNTEERING ACTIVITIES FOR TEENAGERS.</b> (p.46)</p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- asks Ss to work in pairs</li> <li>- gives each pair a sheet of paper</li> <li>- ask them to draw the mind map and complete it with volunteering activities suitable for teenagers.</li> <li>- encourages Ss to use the pictures as suggested ideas.</li> <li>- tells Ss that there are no right or wrong answers and they can make the guesses freely.</li> </ul> <p>** Ss listen to the instructions and do the task individually.</p> <p>*** Some Ss show their mind map on the paper and share the answers with the whole class.</p> <p>**** T gives feedback.</p> <p><i>Suggested answers:</i></p> <p><i>Helping at a charity event where people can donate items or money</i></p> <p><i>Helping old people (e.g. cook meals, shop for food)</i></p> <p><i>Helping old people with technology (e.g. how to send emails, use the Internet, or install apps)</i></p> <p><i>Helping out at an animal shelter</i></p> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>* T provides Ss with the meaning and pronunciation of some new words.</li> <li>** Ss listen and repeat the words.</li> <li>*** Ss practice the words in pairs and two students read the words out loud in front of the class.</li> <li>**** T corrects (if necessary)</li> </ul> <p>1. donation (n) /dəʊ'neɪʃn/: sự quyên góp, ủng hộ</p> <p>2. deliver (v) /dɪ'livə(r)/: phân phát</p>	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</p> <p>T-S</p> <p>SS</p> <p>S-S</p> <p>T-S</p>	7 mins

		3. hardship (n) /'hɑ:dʃɪp/: sự gian khổ		
WHILE-READING	To help students practise reading for main ideas.	<b>TASK 2: READ THE TEXT AND CHOOSE THE MAIN IDEA.</b> (p.46) * T elicits from Ss strategies they can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions. ** T asks Ss to read the whole text once and choose the main idea. In weaker classes, T has Ss read through the three options first and checks understanding. *** Ss work in pairs to compare their answers. **** T checks answers as a class. In stronger classes, T asks Ss to explain why the other options do not summarise the main idea. <i>e.g. A: This is not mentioned in the text.</i> <i>B: Helping teens gain work experience is not the aim of the club.</i> <i>Key: C</i>	T-S  T-S  Pair work T-S	9 mins
	To help students practise guessing the meaning of words from context.	<b>TASK 3: MATCH THE HIGHLIGHTED WORDS IN THE TEXT WITH THEIR MEANINGS.</b> (p.46) * T has Ss read the text again paying attention to the context of each highlighted word, and looking for clues that they can use to guess the meaning, e.g. The first word 'various' in this context must be an adjective to modify 'volunteering activity'. Among the given options, 'several different' is the best match for this word. ** Ss work in groups to discuss the clues and compare answers. *** Some Ss share the answers. **** T checks answers as a class. <i>Key:</i> <i>1. c      2. d      3. a      4. e      5. b</i>	S  S-S T-S T-S	5 mins
	To help students practise reading for specific information.	<b>TASK 4: DECIDE WHETHER THE FOLLOWING STATEMENTS ARE TRUE (T) OR FALSE (F).</b> (p.46) * T asks Ss to read the questions and underline the key words in each of them. <i>e.g.</i> <i>1. Volunteer Club, set up, long after, school, opened;</i>	T-S	6 mins

		<p>2. All students, join, different, activities;          3. Money, selling handmade items, build, local centre, orphans, homeless old people;          4. Club members, help, cook, free meals, poor families;          5. Students, volunteer, orphanage, community centre.</p> <p>- T reminds Ss that the statements may include paraphrased or opposite information so they should look for synonyms or antonyms in the text.          ** T tells Ss to read through the text looking for the key words they underlined in the statements or words with the same or similar meaning, e.g. was set up (was formed), first opened (was set up), or words with the opposite meaning, e.g. long after (shortly after).          *** Ss work in pairs to compare answers.          **** T checks answers. In stronger classes, T asks them to give reasons for their answers.</p> <p><i>Key:</i>          1. F (shortly after)          2. T          3. F (to raise money for the local orphanage and homeless old people)          4. T          5. F (deliver free meals)</p>	<p>T-S</p> <p>Pair work T-S</p>	
POST-READING	<p>- To help students improve next time.          - Check students' understanding about the reading passage.          -To help some students enhance presentation skills</p>	<p><b>TASK 5: DISCUSS THE QUESTION</b> (p.46)          * T lets Ss work in pairs and discuss the question:  <i>If you were a member of the Volunteer Club, what could you do to help?</i>          ** T calls some Ss to present their answers in front of the whole class.          *** Ss give comments for their friends and vote for the most interesting and informative presentation.          **** T gives feedback and comments.</p>	<p>Pair work</p> <p>T-S S-S T-S</p>	10 mins
CONSOLIDATION	To help students memorise the target language and skills	<p><b>WRAP-UP</b>          - Some lexical items about volunteering in the community          - Reading for general and specific information about teenagers and voluntary</p>	T-S	3 mins

	that they have learned	work. <b>HOMEWORK</b> - Prepare for the next lesson: Unit 4: Speaking - Exercises in the workbook		
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## UNIT 4: FOR A BETTER COMMUNITY

### Lesson 4: Speaking

#### I. OBJECTIVES

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

##### 1. Knowledge

- Talk about the benefits of volunteering activities

##### 2. Core competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skills
- Actively join in class activities

##### 3. Personal qualities

- Develop a sense of helping the community and awareness of voluntary work
- Develop self-study skills

#### II. MATERIALS

- Grade 10 textbook, Unit 4, Listening
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Functions	Useful expressions
Order points and expressions	First of all, ... Second, ... Third, ... Finally, ...

Giving examples	For example, ... For instance, ... ...such as...
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**Assumptions**

<b>Anticipated difficulties</b>	<b>Solutions</b>
- Students may lack knowledge about some useful structures.	- Provide students with the form and use of some useful structures in their talk.
- Students may have underdeveloped speaking and co-operating skills.	- Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
- Some students will excessively talk in the class.	- Explain expectations for each task in detail. - Have excessive talking students practise. - Continue to clarify task expectations in small chunks (before every activity).

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>UNIT 4: FOR A BETTER COMMUNITY</b></p> <p><b>Lesson 4: Speaking</b></p> <p><b>* Warm-up</b> Game: Jumbled words Task 1: Choose the THREE most important benefits of volunteering activities. Task 2: Complete the diagram. Task 3: Presentation</p> <p><b>Useful expressions</b></p> <p><b>* Consolidation</b></p>
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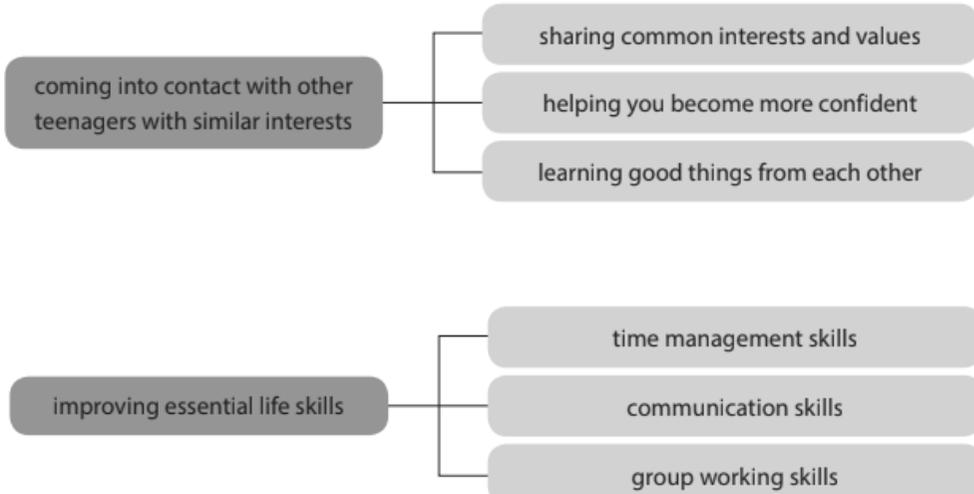
### III. PROCEDURES

**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To introduce the topic of reading. - To enhance students' skills of cooperating with teammates.	<p><b>* GAME: JUMBLED WORDS</b></p> <p>* T divides class into 2 teams. T prepares about 5 jumbled words related to the topic.</p> <p>** The teams raise hands to answer. The team that has the higher number of correct answers and is the faster will be the winner.</p> <p>*** Ss do as instructed.</p> <p>**** T gives further explanation (if needed).</p> <p><i>Suggested questions:</i></p> <ol style="list-style-type: none"> <li>1. anitondo (donation)</li> <li>2. revloetun (volunteer)</li> <li>3. dnuf (fund)</li> <li>4. temero (remote)</li> <li>5. tbosot (boost)</li> </ol>	T-S  S-S  T-S	5 mins
PRE-SPEAKING	To introduce more ideas for the main speaking task and get students involved in the lesson.	<p><b>TASK 1: LOOK AT THE FOLLOWING BENEFITS OF VOLUNTEERING ACTIVITIES. CHOOSE THE THREE MOST IMPORTANT BENEFITS.</b> (p.46)</p> <p>* T asks Ss to read the list of benefits individually. T checks comprehension and explains any phrases Ss may find hard. <i>e.g. coming into contact, essential life skills, management skills, appreciate, be positive, a sense of purpose in life.</i></p> <p>** Ss choose the three most important benefits.</p> <p>*** Some Ss share the answers with the whole class.</p>	T-S  Ss S-S	10 mins

		<p>**** T gives feedback and checks if Ss have come up with any new benefits and write best ideas on the board.</p>	T-S	
	<p>To help students structure their presentation.</p>	<p><b>TASK 2: COMPLETE THE DIAGRAM WITH EXAMPLES AND DETAILS THAT EXPLAIN THE BENEFITS OF VOLUNTEERING ACTIVITIES.</b> (p.46)</p> <p>* T asks Ss to study examples in the diagram and see how each benefit of volunteering activities is explained with examples and details.</p> <p>** Ss work in pairs to complete their diagrams.</p> <p>*** Some Ss share the answer with the whole class.</p> <p>**** T walks round the class and offer help. T makes sure Ss have completed at least the first two benefits before moving on to the next activity.</p> <p><i>Answers:</i></p>  <pre> graph LR     A[coming into contact with other teenagers with similar interests] --- B[sharing common interests and values]     A --- C[helping you become more confident]     A --- D[learning good things from each other]     E[improving essential life skills] --- F[time management skills]     E --- G[communication skills]     E --- H[group working skills]     </pre>	<p>T-S</p> <p>Pair work</p> <p>S-S</p> <p>T-S</p>	10 mins

WHILE-SPEAKING	To help students enhance presentation skills	<p><b>TASK 3: GIVE A PRESENTATION ABOUT THE BENEFITS OF VOLUNTEERING ACTIVITIES.</b> (p.46)</p> <p>* Teacher:</p> <ul style="list-style-type: none"> <li>- Explains the task and focuses Ss' attention on the expressions.</li> <li>- Elicits how we use them in presentations and reports, e.g. <i>We use the expressions on top to order points and the expressions on the bottom to give examples.</i></li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Functions</th> <th>Useful expressions</th> </tr> </thead> <tbody> <tr> <td>Order points and expressions</td> <td>First of all, ... Second, ... Third, ... Finally, ...</td> </tr> <tr> <td>Giving examples</td> <td>For example, ... For instance, ... ...such as...</td> </tr> </tbody> </table> <p>** Ss work in groups and decide how they will present the information in their diagrams, who is going to introduce and end the presentation, and how to divide the different points among group members.</p> <p>*** Ss practise their presentations in a time limit of 8 - 10 minutes while teacher walks round the class to monitor Ss' preparation and makes sure that shy Ss also have the opportunity to contribute.</p>	Functions	Useful expressions	Order points and expressions	First of all, ... Second, ... Third, ... Finally, ...	Giving examples	For example, ... For instance, ... ...such as...	T-S	17 mins
Functions	Useful expressions									
Order points and expressions	First of all, ... Second, ... Third, ... Finally, ...									
Giving examples	For example, ... For instance, ... ...such as...									
			Group work							

		<p>*** T invites some groups of Ss to give their presentations in front of the whole class. When Ss finish their presentations, T lets them reflect on their performance.  <i>e.g. Say what they think they did well and how they can improve on the content or delivery.</i></p> <p>**** Teacher:</p> <ul style="list-style-type: none"> <li>- asks other Ss to give further comments.</li> <li>- praises for good effort, highlights the presenters' strong points and makes suggestions for better organisation and presentation of their ideas.</li> </ul>	T-S	
CONSOLIDATION	To help students memorise the target language and skills that they have learned	<p><b>WRAP-UP</b></p> <ul style="list-style-type: none"> <li>- Some lexical items about volunteering in the community</li> <li>- Reading for general and specific information about teenagers and voluntary work.</li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Prepare for the next lesson, Listening</li> <li>- Exercises in the workbook</li> </ul>	T-S	3 mins

## UNIT 4: FOR A BETTER COMMUNITY

### Lesson 5: Listening

#### I. OBJECTIVES

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

##### 1. Knowledge

- Use the lexical items related to the topic *For a better community*
- Listen for specific information about volunteering activities

##### 2. Core competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

##### 3. Personal qualities

- Develop a sense of helping the community and awareness of voluntary work
- Develop self-study skills

#### II. MATERIALS

- Grade 10 textbook, Unit 4, Listening
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Assumptions

Anticipated difficulties	Solutions
- Students may have underdeveloped listening skills.	<ul style="list-style-type: none"> <li>- Play the recording many times if necessary.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

- Some students will excessively talk in the class.	- Explain expectations for each task in details. Have students practice excessive talking. - Continue to explain task expectations in small chunks (before every activity).
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### Board Plan

<p><i>Date of teaching</i></p> <p><b>UNIT 4: FOR A BETTER COMMUNITY</b></p> <p><b>Lesson 5: Listening</b></p> <p><b>* Warm-up: Answer the questions</b></p> <p>Task 1: Read the job advert and answer the questions.</p> <p>Task 2: Listen and choose the best answer.</p> <p>Task 3: True or false.</p> <p>Task 4: Discussion</p> <p><b>* Homework</b></p>
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### III. PROCEDURES

#### Notes:

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To introduce the topic of reading. - To enhance students' skills of	<b>ANSWER THE QUESTIONS.</b> * T asks Ss some questions about job adverts. <i>What is a job advert?</i> <i>What information is included?</i>	T-S	5 mins

	cooperating with teammates.	<p><i>Where can you see job adverts?</i></p> <p>** Ss spend some time thinking about the answers for the questions.</p> <p>*** Some Ss share the answers with the whole class.</p> <p>**** T confirms the answers and leads in the new lesson.</p>	<p>S-S</p> <p>T-S</p>	
PRE-LISTENING	To set the context of the listening text and activate students' prior knowledge.	<p><b>TASK 1: READ THE JOB ADVERT AND ANSWER THE QUESTIONS.</b> (p.47)</p> <p>* T asks Ss to look at the job advert and asks questions to see how much Ss know about job adverts.</p> <p>1. <i>Who needs volunteers?</i></p> <p>2. <i>Who can apply for the job?</i></p> <p>** Ss read the job advert and find the information to answer them.</p> <p>*** Two Ss share the answers with the whole class.</p> <p>**** T checks answers as a class. Then ask other questions, <i>e.g. Does the job advert mention what qualities are required for this job? Will people get paid? Where will they work?</i></p> <p><b>Key:</b></p> <p>1. <i>The City Centre for Community Development</i></p> <p>2. <i>People who are interested in community development projects and have a couple of hours to spare at the weekend.</i></p>	<p>T-S</p> <p>Ss</p> <p>S-S</p> <p>T-S</p>	7 mins
WHILE-LISTENING	To help students practise listening for specific information.	<p><b>TASK 2: LISTEN TO AN ANNOUNCEMENT AND CHOOSE THE BEST ANSWER TO COMPLETE EACH SENTENCE.</b> (p.47)</p> <p>* T asks Ss to look at the format of this activity and makes sure Ss know how they must answer the multiple choice questions. Then T has them read through the questions carefully and checks if they understand all the vocabulary.</p> <p>** Ss listen and choose the best answer to complete each sentence.</p> <p>*** Some Ss compare their answers in pairs / groups.</p> <p>**** T checks answers by playing the recording again and pausing after the parts of the announcement containing the information.</p> <p><b>Key:</b></p> <p>1. <i>B</i>      2. <i>B</i>      3. <i>C</i>      4. <i>A</i>      5. <i>C</i></p>	<p>T-S</p> <p>Ss</p> <p>Pair work</p> <p>T-S</p>	10 mins

	<p>To help students practise listening for specific information.</p>	<p><b>TASK 3: LISTEN AGAIN AND DECIDE WHETHER THE STATEMENTS ARE TRUE (T) OR FALSE (F).</b> (p.47)</p> <p>* T asks Ss to read through the statements carefully and checks if they understand all the vocabulary.</p> <p>** Ss underline the key words / phrases in each statement, decide whether these statements are true or false.</p> <p>Key words/ phrases:</p> <ol style="list-style-type: none"> <li>1. helps people in the area;</li> <li>2. Only poor people, get support;</li> <li>3. looking for volunteers now;</li> <li>4. new volunteers, only become members; local community development network;</li> <li>5. deadline, application letter, 1st January.</li> </ol> <p>*** Some Ss compare their answers in pairs / groups.</p> <p>**** T checks answers as a class by playing the recording again and pausing after the parts of the announcement containing the information.</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. T</li> <li>2. F (Teenagers, lonely old people and others also get support from this centre)</li> <li>3. T</li> <li>4. F (local and national)</li> <li>5. T</li> </ol>	<p>T-S</p> <p>Ss</p> <p>Pair work</p> <p>T-S</p>	<p>10 mins</p>
<p>POST-LISTENING</p>	<p>To give students an opportunity to personalise the language and ideas from the listening in a speaking task.</p>	<p><b>TASK 4: WORK IN GROUPS. DISCUSS THE FOLLOWING QUESTION.</b> (p.47)</p> <p>* T asks Ss to list the activities for community development mentioned in the recording (<i>building houses for poor people, helping lonely old people, creating facilities such as children's playgrounds</i>).</p> <p>** Ss work in groups and brainstorm other activities for community development.</p> <p>*** Some groups discuss the question and take notes of their ideas.</p> <p>****T invites some groups of Ss to give their presentations in front of the whole class.</p>	<p>T-S</p> <p>Group work</p> <p>T-S</p>	<p>10 mins</p>

CONSOLIDATION	To help students memorise the target language and skills that they have learned	<b>WRAP-UP</b> - Some lexical items related to the topic <i>For a better community</i> - Listen for specific information about volunteering activities <b>HOMEWORK</b> - Prepare for the next lesson, Writing - Exercises in the workbook		3 mins
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## UNIT 4: FOR A BETTER COMMUNITY

### Lesson 6: Writing

#### I. OBJECTIVES

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

##### 1. Knowledge

- Use the lexical items related to the topic *For a better community*
- Write an application letter for volunteer work

##### 2. Core competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

##### 3. Personal qualities

- Develop a sense of helping the community and awareness of voluntary work
- Develop self-study skills

#### II. MATERIALS

- Grade 10 textbook, Unit 4, Writing
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Assumptions

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	<ul style="list-style-type: none"> <li>- Guide students to make an outline of the letter.</li> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>UNIT 4: FOR A BETTER COMMUNITY</b></p> <p><b>Lesson 6: Writing</b></p> <p><b>* Warm-up</b>            Game: Hangman</p> <p><b>* Writing</b>            Task 1: Match the paragraphs with their aims.            Task 2: Read and answer the questions.            Task 3: Complete the application letter.</p> <p><b>* Homework</b></p>
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**III. PROCEDURES**
Notes:

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To introduce the topic of writing. - To set the context for the writing part.	<p><b>GAME: HANGMAN</b></p> <p>* T divides the class into 2 teams and gives suggestion: <i>This is a kind of letter you need to write when you apply for a job.</i></p> <p>** Ss spend some time thinking about the answer.</p> <p>*** Each team takes turns to guess a letter. T reveals the correct letter as the Ss speak. The team who can speak out the correct word/ phrase will be the winner.</p>	T-S  S-S T-S	5 mins

		<p>**** T draws Ss' attention to the phrase APPLICATION LETTER and lets them know they are going to learn about.</p> <p><i>Key: APPLICATION LETTER</i></p>	T-S	
PRE-WRITING	To provide an example job application letter, which students can use as a model for their writing.	<p><b>TASK 1: READ THE APPLICATION LETTER FOR A VOLUNTEER POSITION. MATCH THE PARAGRAPHS WITH THEIR AIMS.</b> (p.48)</p> <p>* T asks Ss to look at the application letter for a volunteer position.</p> <p>** Ss pay close attention to how the letter is organised (sender's address, date, receiver's address, opening, closing).</p> <p>*** Ss work in pairs, study the three paragraphs of the letter and match each one with one of the aims and underline words and phrases that support the aims.</p> <p>**** T checks answers as a class.</p> <p><i>Key:</i></p> <p><i>Paragraph 1: C</i></p> <p><i>Paragraph 2: A</i></p> <p><i>Paragraph 3: B</i></p>	T-S Pair work  T-S	7 mins
	To introduce the context of the writing task and help students develop ideas for their writing.	<p><b>TASK 2: READ THE JOB ADVERT AND ANSWER THE QUESTIONS.</b> (p.48)</p> <p>* T asks Ss to read the job advertisement and underline important information, e.g. <i>the job, who can apply, job duties</i>. T elicits or explains the meaning of words and phrases Ss may not know, e.g. <i>Heart to Heart, charitable, reliable, head office</i>.</p> <p>** Ss focus attention on the two questions.</p> <p>*** Ss work in pairs and answer the questions.</p> <p>**** T checks answers as a class.</p> <p><i>Key:</i></p> <p><i>1. Reliable and hardworking.</i></p> <p><i>2. Welcoming guests and visitors, and receiving and sorting donations.</i></p>	T-S  Ss Pair work T-S	8 mins
WHILE-WRITING	To help students practise writing an application letter for a volunteer job.	<p><b>TASK 3: COMPLETE THE APPLICATION LETTER FOR THE JOB.</b> (p.48)</p> <p>* T asks Ss to look at the outline of the application letter and identify the information they will need to complete it.</p> <p>** Ss work individually to write a draft.</p>	T-S  Individual	15 mins

		<p>*** Ss check their draft for the first time.          **** T goes around and offers help if needed.</p> <p><b>Sample answer:</b>          877 Kim Ma Street          Ba Dinh, Ha Noi          12 March 2022</p> <p><i>Heart to Heart Charitable Organisation          100 Ha Thanh Street, Ha Noi</i></p> <p><i>Dear Sir or Madam,          I am writing to apply for a volunteer position at the head office of Heart to Heart Charitable Organisation. I saw the job advert on our school notice board.          I am interested in volunteer work and projects to help people in our community. I am polite, reliable and hardworking. I also have great people skills, which I believe are important for this position.          I am available for an interview on any weekday after 4.30 p.m. or at weekends. If my application is successful, I can start next month.          I look forward to hearing from you.          Yours faithfully,          Nguyen Ha Anh</i></p>	work T-S	
POST-WRITING	To do a cross-check and final check on students' writing.	<p>* T has the groups swap and give feedback on each other's writing.          ** Ss work in pairs and swap their draft letters for peer review.          *** T then gives feedback on one writing as a model.          **** T collects Ss' writings to mark and provides written feedback in the next lesson.</p>	T-S Pair work T-S	7 mins
CONSOLIDATION	To help students memorise the target language and skills	<p><b>WRAP-UP</b>          - Some lexical items related to the topic <i>For a better community</i>          - Write an application letter for volunteer work.</p>	T-S	3 mins

	that they have learned	<b>HOMEWORK</b> <ul style="list-style-type: none"><li>- Rewrite the paragraph in the notebooks.</li><li>- Prepare for the next lesson: Communication and culture/ CLIL</li><li>- Exercises in the workbook</li></ul>		
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## UNIT 4: FOR A BETTER COMMUNITY

### Lesson 7: Communication and Culture/CLIL

#### I. OBJECTIVES

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

##### 1. Knowledge

- Use the lexical items related to the topic *For a better community*
- Revise how to describe feelings
- Know more information about Save the Children and what it has contributed to the development of Viet Nam

##### 2. Core competence

- Be collaborative and supportive in pair work and teamwork
- Access and consolidate information from a variety of sources
- Actively join in class activities

##### 3. Personal qualities

- Develop a sense of helping the community and awareness of voluntary work
- Understand more about Save the Children and what it has contributed to the development of Viet Nam

#### II. MATERIALS

- Grade 10 textbook, Unit 4, Communication and culture/ CLIL
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Useful expressions
I feel / felt / am / was excited / confused / confident/ pleased ...
To be honest, I'm / I was a little bit stressed / disappointed / upset ...

Volunteering / Helping people made me feel happy / grateful / appreciated ...

**Assumptions**

<b>Anticipated difficulties</b>	<b>Solutions</b>
Students may have underdeveloped speaking and co-operating skills.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Have excessive talking students practise.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> </ul>

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>UNIT 4: FOR A BETTER COMMUNITY</b></p> <p><b>Lesson 7: Communication and Culture/ CLIL</b></p>
<p><b>* Warm-up</b></p> <p>Game: Who remembers more?</p> <p><b>I. Everyday English</b></p> <p>Task 1: Listen and complete the conversation.</p> <p>Task 2: Role-play</p> <p><b>II. Culture</b></p> <p>Task 1: Read and complete the diagram.</p> <p>Task 2: Talk about <i>Save the Children</i>.</p> <p><b>* Homework</b></p>





		<p>Volunteering / Helping people made me feel happy / grateful / appreciated ...</p> <p>** Ss practise their conversation in pairs.          *** Some pairs act out their conversations in front of the class.          **** T praises for good effort, clear pronunciation, fluent delivery and interesting ideas.</p>	<p>Pair work</p> <p>T-S</p>	
CULTURE	To help students learn about <i>Save the Children</i> and what it has contributed to the development of Viet Nam.	<p><b>TASK 1: READ THE TEXT BELOW AND COMPLETE THE DIAGRAM ABOUT SAVE THE CHILDREN.</b> (p.49-50)</p> <p>* T asks Ss some questions to find out what they already know about <i>Save the Children</i>.</p> <p>+ <i>What do you know about this organisation?</i>          + <i>When was it formed?</i>          + <i>What is the main aim of this organisation?</i>          + <i>When did it start working in Viet Nam?</i></p> <p>** Ss work in pairs and read the text about <i>Save the Children</i> and complete the diagram.          *** Some Ss write their missing words on the board.          **** T checks answers as a class.</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. 120</li> <li>2. improve (their) teaching skills and use digital technology</li> <li>3. to go to school</li> <li>4. life-saving skills</li> </ol>	<p>T-S</p> <p>Pair work</p> <p>S-S T-S</p>	10 mins
	To help students practise talking about <i>Save the Children</i> using the completed diagram.	<p><b>TASK 2: WORK IN GROUPS. USE THE DIAGRAM TO TALK ABOUT SAVE THE CHILDREN.</b> (p.50)</p> <p>* T asks Ss to form small groups and has each student in the group prepare a brief talk about <i>Save the Children</i> based on their completed diagram.          ** Ss prepare the talk in 2-3 minutes and practice in 5-6 minutes.          *** Ss talk about the organisation in front of the whole class.          **** T gives feedback.</p>	<p>Group work</p> <p>S-S T-S</p>	10 mins

CONSOLIDATION	To help students memorise what they have learned	<b>WRAP-UP</b> <ul style="list-style-type: none"><li>- Use the lexical items related to the topic <i>For a better community</i></li><li>- Revise how to describe feelings</li><li>- Know more information about Save the Children and what it has contributed to the development of Viet Nam</li></ul> <b>Homework:</b> <ul style="list-style-type: none"><li>- Prepare for the next lesson: Looking back and project</li><li>- Exercises in the workbook</li></ul>		3 mins
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## UNIT 4: FOR A BETTER COMMUNITY

### Lesson 8: Looking back and project

#### I. OBJECTIVES

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

##### 1. Knowledge

- Review the vocabulary and grammar of *Unit 4*
- Apply what they have learnt (vocabulary and grammar) into practice through a project

##### 2. Core competence

- Develop communication skills and creativity
- Develop presentation skills
- Develop critical thinking skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

##### 3. Personal qualities

- Be more creative when doing the project
- Develop self-study skills

#### II. MATERIALS

- Grade 10 textbook, Unit 4, Looking back and project
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Assumptions

Anticipated difficulties	Solutions
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Students may have underdeveloped speaking and co-operating skills.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Have excessive talking students practise.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> </ul>

### Board Plan

<p><i>Date of teaching</i></p> <p><b>UNIT 4: FOR A BETTER COMMUNITY</b></p> <p><b>Lesson 8: Looking back and project</b></p> <p><b>* Warm-up:</b> Brainstorming</p> <p><b>I. Looking back</b></p> <p>Pronunciation: Listen and mark the stressed syllables.</p> <p>Vocabulary: Fill in the gaps.</p> <p>Grammar: Complete the sentences.</p> <p><b>II. Project</b></p> <p>A volunteer project</p> <p><b>* Homework</b></p>
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### III. PROCEDURES

#### Notes:

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<p>- To revise the two-syllable words with the same spelling and lead in the next part of the lesson.</p> <p>- To enhance students' skills of cooperating with teammates.</p>	<p><b>BRAINSTORMING</b></p> <p>* T divides the board and divides the class into 2 teams.</p> <p>** Ss listen to the instructions.</p> <p>*** Members of each team take turns and write as many two-syllable words with the same spelling as possible in 2 minutes.</p> <p>**** The group having more correct answers is the winner.</p> <p><b>Suggested answer:</b></p> <p><i>increase</i></p> <p><i>record</i></p> <p><i>present</i></p> <p><i>import</i></p> <p><i>perfect</i></p> <p><i>rebel</i></p> <p>...</p>	<p>T-S</p> <p>Team work</p> <p>T-S</p>	5 mins
LOOKING BACK	To help students revise the stress pattern in two-syllable words with the same spelling.	<p><b>PRONUNCIATION</b></p> <p><b>Listen and mark the stressed syllables in the words in bold. Then practise saying the sentences.</b> (p.50)</p> <p>* T asks Ss to listen and mark the stressed syllables in the words in bold in each sentence.</p> <p>** Ss practise saying these sentences out loud in pairs / groups, paying close attention to the stress pattern of the words in bold.</p> <p>*** Some Ss say these sentences out loud in front of the class.</p> <p>**** T corrects Ss if necessary and praises for good pronunciation and fluent delivery.</p> <p><b>Key:</b></p> <p>1. We hope that the number of volunteers will <b>in'crease</b> this year.</p> <p>2. When will you <b>pre'sent</b> your report about the volunteer project?</p> <p>3. I always keep a <b>'record</b> of visitors' donations.</p> <p>4. We still <b>im'port</b> too many products that can be made in our country.</p>	<p>T-S</p> <p>Group work</p> <p>S-S</p> <p>T-S</p>	5 mins

	<p>To help students revise adjectives ending in <i>-ed</i>, <i>-ing</i>, <i>-ful</i>, and <i>-less</i> and words related to the topic of community development.</p>	<p><b>VOCABULARY</b>  <b>Fill in the gaps with the correct forms of the words in brackets.</b>  * T asks Ss to read each sentence and checks comprehension. Then T focuses Ss' attention on the words in brackets.  ** Ss brainstorm words that can be formed from the words in brackets, <i>e.g. ending, endless, excited, exciting, helpful, helpless, volunteer (v-n), voluntary, volunteering, donation, donors.</i>  *** Ss study the context carefully and decide on the adjectives to fill in these gaps.  **** T checks answers as a class by asking individual Ss to read the sentences.  <b>Key:</b>  1. <i>endless</i>  2. <i>excited</i>  3. <i>helpful</i>  4. <i>volunteers</i>  5. <i>donations</i></p>	<p>T-S  Ss  Ss  T-S</p>	<p>5 mins</p>
	<p>To help students revise the use of the past simple and past continuous with <i>when</i> and <i>while</i>.</p>	<p><b>GRAMMAR</b>  <b>Complete the sentences using the correct forms of the verbs in brackets. Use the past simple or past continuous.</b>  * T asks Ss to read each sentence and put the verb in brackets in the correct form.  ** Ss study the context carefully and decide which action is the longer one. Pay attention to the use of the connectives <i>when</i> and <i>while</i>.  *** Ss check their answers in pairs / groups.  **** T checks answers as a class by asking individual Ss to read the sentences.  <b>Key:</b>  1. <i>met, were working</i>  2. <i>were walking, saw</i>  3. <i>noticed, was delivering</i></p>	<p>T-S  Ss  Group work  T-S</p>	<p>7 mins</p>

		<i>4. arrived, was giving</i>		
PROJECT	To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.	<b>A VOLUNTEER PROJECT</b> As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation. * T has Ss work in their groups. Give them a few minutes to get ready for the presentation. ** T gives Ss a checklist for peer and self-assessment. T explains that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. ***Two or three groups give their presentations. T encourages the rest of the class to ask questions at the end. ****T gives praise and feedback after each presentation.	T-S Group work T-S  S-S  T-S	20 mins
CONSOLIDATION	To help students memorise what they have learned	<b>WRAP-UP</b> - Review the vocabulary and grammar of <i>Unit 4</i> - Apply what they have learnt (vocabulary and grammar) into practice through a project <b>HOMEWORK</b> - Prepare for the next lesson: Unit 5 – Lesson: Getting started - Exercises in the workbook	T-S	3 mins

## UNIT 5: INVENTIONS

### Lesson 1: Getting started – Inventions for education

#### I. Objectives

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

#### 1. Knowledge

- An overview about the topic inventions for education.
- Vocabulary to talk about inventions for education.

### 2. Core competence

- Develop communication skills and awareness of inventions for education.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

### 3. Personal qualities

- Develop flexibility and creativity in learning.
- Be responsible for studying, using educational apps.

### II. Materials

- Grade 10 textbook, Unit 5, Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. invent (v)	/ɪn'vent/	to produce or design something that has not existed before	phát minh, sáng chế
2. improve (v)	/ɪm'pru:v/	to become better than before; to make something/somebody better than before	cải thiện, trở nên tốt hơn
3. suitable (a)	/'su:təbl/ or /'sju:təbl/	right or appropriate for a particular purpose or occasion	phù hợp
4. app (n)	/æp/	a piece of software that you can download to a device such as a smartphone or tablet	ứng dụng
5. convenient (a)	/kən'vi:niənt/	useful, easy or quick to do; not causing problems	tiện lợi, thuận lợi

**Assumptions**

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Students may not know the meanings of some words in the conversation.</li> <li>- Students may not know how to work in teams.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide students with some lexical items before listening and reading the conversation.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

**Board Plan**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>UNIT 5: INVENTIONS</b></p> <p style="text-align: center;"><b>Lesson 1: Getting started – Inventions for education</b></p> <p><b>* Warm-up: Game: Guessing</b></p> <p><b>I. Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. invent (v) /ɪn'vent/: phát minh, sáng chế</li> <li>2. improve (v) /ɪm'pru:v/: cải thiện, trở nên tốt hơn</li> <li>3. suitable (a) /'su:təbl/ or /'sju:təbl/: phù hợp</li> <li>4. app (n) /æp/: ứng dụng</li> <li>5. convenient (a) /kən'vi:niənt/: tiện lợi, thuận lợi</li> </ol> <p><b>II. Practice</b></p> <p>Activity 1: Listen and read</p> <p>Activity 2: Read the conversation again and answer the following questions.</p> <p>Activity 3: Find three nouns and three adjectives in the conversation in activity 1 to talk about inventions. Follow the example.</p> <p>Activity 4: Fill in the gap in the summary of the conversation with ONE word from activity 1.</p> <p><b>* Homework</b></p>
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**Procedures**
**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To activate students' knowledge on the topic of the unit.</li> <li>- To create a lively atmosphere in the classroom.</li> <li>- To lead into the new unit.</li> </ul>	<p><b>Game: Guessing</b></p> <p>* Teacher gives instructions: - Teacher brings 3-5 pictures of technological inventions made in the past few centuries such as computers, laptops, smartphones, and calculators.</p> <p>- Teacher folds each picture in half (or as many time as necessary), then show each folded picture to the class and ask the class to guess what it is.</p> <p>- If no one can guess correctly, teacher unfolds part of the picture in front of the class until someone can guess the name of the invention.</p> <p>** Students look at each of the folded pictures and guess what it is.</p> <p>*** Students working in 4 groups, look at each of the folded pictures from the teacher, quickly discuss with each other, and guess what it is.</p> <p>**** Teacher checks and corrects if Ss spell or pronounce the words/ phrases incorrectly.</p> <p>T asks: What is common between these pictures? (Suggested answer: They are all the result of advances in modern technology)</p> <p>T leads in the lesson: Technological inventions have brought a lot of benefits to our lives. We are going to find out more about these inventions: what they are and how they facilitate your studies.</p>	<p>T-Ss</p> <p>S-Ss</p> <p>T-Ss</p>	5 mins
Vocabulary - pre-teach	To help students use key language more appropriately before they read and listen.	<p>* T asks Ss to look at the explanation and the photos to guess the meaning of new words.</p> <p>** Ss say the Vietnamese meaning of the word.</p> <ol style="list-style-type: none"> <li>1. invent (v) /ɪn'vent/: phát minh, sáng chế</li> <li>2. improve (v) /ɪm'pru:v/: cải thiện, trở nên tốt hơn</li> <li>3. suitable (a) /'su:təbl/ or /'sju:təbl/: phù hợp</li> <li>4. app (n) /æp/: ứng dụng</li> </ol>	T-Ss	4 mins

		<p>5. convenient (a) /kən'vi:niənt/: tiện lợi, thuận lợi</p> <p>*** Other Ss correct if the previous answers are incorrect.</p> <p>**** Teacher shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.</p>		
Read and listen	<p>- To get students interested in the topic.</p> <p>- To get students to learn some vocabulary to be learnt in the unit.</p>	<p><b>Activity 1. Listen and read (p.52).</b></p> <p>* Teacher asks Ss to look at the picture (p.18) and answer the questions:</p> <p>+ What's the relationship between the speakers?</p> <p>+ What do you think they are talking about?</p> <p>+ How do we know?</p> <p><b>* T plays the recording twice, has sts listen to the conversation, read along and underline the words and phrases describing inventions for education.</b></p> <p>** Ss do the task individually</p> <p>*** Ss share their answers with a partner.</p> <p>**** T checks their answers with the whole class.</p> <p>Suggested answers: laptops: useful, allowed us to study better and work faster, completely changed our lives in the last 20 years.</p> <p>Smartphones: improved the way we work and study, suitable for learning, a lot of fun to learn with educational apps, convenient for learners to use, allow us to communicate and learn at the same time.</p> <p>* Teacher has the Ss read the conversation in pairs.</p> <p>** Ss read the conversation</p> <p>*** One pair read aloud.</p> <p>**** Teacher collects common mistakes and give comments.</p>		<p>7 mins</p> <p>T-Ss</p> <p>T-Ss</p> <p>Ss</p> <p>Ss-Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>S-Ss</p> <p>S-Ss</p> <p>T-Ss</p>

<p>Controlled practice</p>	<p>- To practise reading for specific information          - To practise scanning          - To develop Ss' knowledge of inventions for education.</p>	<p><b>Activity 2: (p.53). Read the conversation again and answer the following questions.</b>          * Teacher asks Ss to work individually to read the questions and underline the key words, then share their ideas with a partner who sits next to them.          ** Ss do activity 2 individually first.          *** Ss share and discuss with their partners about the key words          **** Teacher corrects their answers as a class.</p> <ol style="list-style-type: none"> <li>1. <b><u>What inventions are Phong and his dad talking about?</u></b></li> <li>2. <b><u>How useful are laptops?</u></b></li> <li>3. <b><u>Why is it fun and convenient to learn with educational apps on smartphones?</u></b></li> </ol> <p>* T asks Ss scan the conversation, locate the key words to find the answer for each the question with the partner who sits behind them.          ** Ss do the task in pairs.          **** Teacher divides the class into two big teams, has Ss in each team take turns to choose a number in the game Lucky number to check the answers.</p> <ol style="list-style-type: none"> <li>1. They are (talking about) laptops/ computers and smartphones.</li> <li>2. (Since they were invented,) Laptops have allowed us to study better and work faster.</li> <li>3. Because you can use educational apps that allow you to communicate and learn at the same time.</li> </ol>	<p>T-Ss          S-Ss          T-Ss          T-Ss          S-Ss          T-Ss</p>	<p>10mins</p>
	<p>- To help Ss revise some collocations for inventions so that they can use them in the following lessons.          - To practise scanning.</p>	<p><b>Activity 3: (p.53). Find three nouns and three adjectives in the conversation in activity 1 to talk about inventions. Follow the example.</b>          * Teacher has sts find three nouns and three adjectives from the conversation in Getting Started.          ** Ss work individually.          *** Ss share their answers with a partner.          **** Teacher checks and gives the correct answers with the whole class, elicits the meaning of any words Ss don't know or find hard to understand.</p> <p><b>Answers:</b></p>	<p>T-Ss          Ss          S-Ss          T-Ss</p>	<p>4 mins</p>

		<ol style="list-style-type: none"> <li>1. useful (example)</li> <li>2. smartphone</li> <li>3. suitable</li> <li>4. laptop</li> <li>5. computer</li> <li>6. valuable</li> </ol>			
	<p>To help sts identify some future structures with the present perfect tense, gerunds, to-infinitives, and how they are used in sentences.</p>	<p><b>Activity 4: (p. 53). Fill in the gap in the summary of the conversation with ONE word from activity 1.</b></p> <p>* T has Ss read a summary of the conversation, fill in each gap in the summary with ONE word from activity 1.</p> <p>** Ss do the task individually</p> <p>*** Ss share the answers with a peer.</p> <p>**** T checks answers as a class, asks individual students to read out the sentence, and writes the missing words on the board.</p> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. for</li> <li>2. have</li> <li>3. changed</li> <li>4. to</li> <li>5. to</li> <li>6. learn</li> </ol>	<p>T-Ss</p> <p>Ss</p> <p>S-Ss</p> <p>T-Ss</p>	<p>4mins</p>	
<p>Less controlled practice</p>	<p>To inform Ss what the final product of the Project should be like and how Ss can prepare for it.</p>	<p><b>Project preparation</b></p> <p>* Teacher asks Ss to open their books at the last page of Unit 5, the Project section, look at the picture and say what the topic of the Project is (Inventions for the classroom).</p>	<p>T-Ss</p>	<p>10 mins</p>	

		<ul style="list-style-type: none"> <li>- Tell Ss about the Project requirements: Ss will have to think of a useful invention for the classroom and then give an oral presentation of their ideas in the last lesson of the unit. The invention can be either real or imaginary. –</li> <li>- Alternatively, ask Ss to prepare a poster presenting their ideas. In a poster presentation, Ss will display their inventions on posters and hang them around the classroom. One representative from each group will stand next to the poster. The rest will walk around, study the posters and talk to any representative of a group if they want to learn more about an invention. Then the class will sit down and vote for the best invention.</li> <li>- Suggest the steps Ss should follow: 1. Collecting information (searching the Internet, reading newspapers, etc.); 2. Illustrate their inventions on computer or on posters, etc; 3. Rehearse for the oral or poster presentation.</li> <li>- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks for each group member, making sure that all group members contribute to the project work.</li> </ul> <p>** Ss do as instructed          **** Teacher helps Ss set deadlines for each task.</p>	S-Ss T-Ss	
Wrap up Homework	To help Ss memorise the target language and skills that they have learned.	<ul style="list-style-type: none"> <li>- Some lexical items about Inventions.</li> <li>- Reading for specific information.</li> <li>- Scanning.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- talk about one invention for education and its usefulness (for a minute).</li> <li>- Exercises in the workbook.</li> </ul>	T-Ss	1min

**UNIT 5: INVENTIONS**
**Lesson 2: Language**
**I. Objectives**

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

**1. Knowledge**

- Use the lexical items related to the topic *Inventions*;
- Pronounce correctly stress in three-syllable nouns;
- Understand the present perfect, gerunds and to-infinitives.

**2. Core competence**

- Be collaborative and supportive in pair work and teamwork.
- Access and consolidate information from a variety of sources.
- Actively join in class activities.

**3. Personal qualities**

- Develop flexibility and creativity in learning.
- Be responsible for studying, using educational apps.

**II. Materials**

- Grade 10 textbook, Unit 5, Language.
- Computer connected to the Internet.
- Projector/ TV/ pictures and cards.
- sachmem.vn

**Language analysis**

Verb tense	Form	Use
Present perfect	S + have/ has + VP <sub>II</sub> + ...	We use the present perfect to talk about: - Something that happened in the past, but is still true or important now. Example: I have lost my key. Now I can't open the door. - Something the started in the past, and is still happening now (often use with <i>since</i> or <i>for</i> ).
	S + haven't/ hasn't + VP <sub>II</sub> + ... .	

	Have/ has + S + VP II + ... ?	<p>Example: They have lived here for a year.</p> <p>- Something that was completed in the very recent past (often used with <i>just</i> or <i>recently</i>).</p> <p>Example: He has just finished his homework.</p>
Gerunds and infinitives	Gerunds: Verb + -ing	<p>We use gerunds:</p> <p>- after verbs such as <i>avoid, enjoy, finish ...</i></p> <p>Example: I enjoy cooking.</p> <p>- as subjects of sentences.</p> <p>Example: Learning English is fun.</p>
	To-infinitives: to + Verb	<p>We use to-infinitives:</p> <p>- after verbs such as <i>want, decide, allow ...</i></p> <p>Example: My parents don't allow me to use a smartphone.</p> <p>- after adjectives to give opinions, starting with <i>it's ...</i></p> <p>Example: It's fun to learn English.</p> <p>- as subjects of sentences.</p> <p>Example: To learn English is fun.</p> <p>Note: Some verbs such as <i>like, love, and hate</i> can be followed by either gerunds or to-infinitives.</p> <p>Example: I like playing/ to play computer games.</p>

**Assumptions**

Anticipated difficulties	Solutions
- Students may be confused when using gerunds and to-infinitives.	Give clear explanations with examples for each case.
- Students may have underdeveloped speaking and co-operating skills.	Give clear instructions, give examples before letting students work in groups. Provide feedback and help if necessary.

**Board Plan**

Date of teaching

**UNIT 5: INVENTIONS**

**Lesson 2: Language**

\* **Warm-up: Guessing the years of inventions.**

**I. Pronunciation**

Activity 1: Listen and repeat. Pay attention to the stressed syllable in each word.

Activity 2: Connect all the words with the stress pattern -.- to cross the river. Then listen and check your answers. Practise saying these words in pairs.

**II. Vocabulary: Inventions.**

**Unscramble the underlined letters in these words. Use the pictures below and the glossary (page 127) to help you.**

**III. Grammar: The present perfect, Gerunds and to-infinitives.**

Present perfect: Circle the correct answers.

Gerunds and to-infinitives: Complete the sentences using the gerund or the to-infinitive of the verbs in brackets. Sometimes both forms are possible.

**IV. Production**

Game: Running dictation

\* **Homework**

**Procedures**

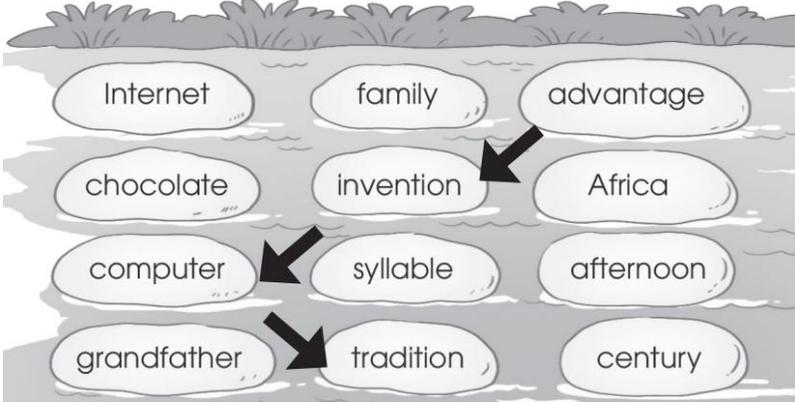
**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	- To activate students' prior knowledge and	<b>Guessing the years of inventions.</b> * Teacher puts students into groups of 5. Teachers give each group a list of 5 important inventions ( <i>refrigerator, the Internet, telephone, paper, light</i> )	T-S	5 mins

	<p>vocabulary related to the topic.</p> <ul style="list-style-type: none"> <li>- To enhance students' skills of cooperating with teammates.</li> <li>- To lead into the new unit.</li> </ul>	<p><i>bulb</i>), (checks that everybody knows what each word means), and asks students to compile a list of the inventions in chronological order (the most recent invention must be the first in the list). The winning group is the one having the largest number of correct answers.</p> <p>** Students listen to the instructions.</p> <p>*** Students work in teams, discuss, and compile a list of the inventions in chronological order.</p> <p>**** Teacher checks and corrects if Ss spell or pronounce the words/phrases incorrectly.</p> <p>Suggested answer:  The Internet (1969)  light bulb (1906)  telephone (1876)  refrigerator (1850)  paper (100)</p> <p>T leads in the new lesson of Language.</p>	<p>S-S</p> <p>T-S</p>	
<p>Presentation (Pre-teach the stress in three-syllable nouns)</p>	<p>To help Ss understand the stress patterns in some common three-syllable nouns.</p>	<p><b>PRONUNCIATION</b></p> <p>* Teacher introduces the rules of stress in three-syllable nouns, then gives Ss relevant examples.</p> <p>Teacher asks students to give some examples of three-syllable nouns and asks them to put stress on each word.</p> <p>** Students give some examples and put stress on each word.</p> <p>*** Other Ss correct if the previous answers are incorrect.</p> <p>**** Teacher draws students' attention to the stress patterns in some common three-syllable nouns.</p>	<p>T-Ss</p> <p>Ss</p> <p>Ss</p> <p>T- Ss</p>	<p>5 mins</p>
<p>Practice</p>	<p>To help Ss recognise the stress patterns in some common three-syllable nouns.</p>	<p><b>Activity 1: Listen and repeat. Pay attention to the stressed syllable in each word (p.53).</b></p> <p>* Teacher asks Ss to look at the words, explains what the big and small dots mean, then asks Ss to listen and repeat after the recording.</p> <p>** Ss listen and repeat after the recording, paying attention to the stressed syllable in each word.</p>	<p>T-Ss</p> <p>Ss</p>	<p>10 mins</p>

	<p>- To help Ss recognise the stress patterns in some common three-syllable nouns and pronounce them correctly.</p>	<p>*** Some students say the words after playing the recording.            **** Teacher checks their pronunciation.</p> <p><b>Activity 2: Connect all the words with the stress pattern -.- to cross the river (p.53). Then listen and check your answers. Practise saying these words in pairs.</b></p> <p>* Teacher tells the students that they are going to play a game called “Cross the river”. They work in pairs and need to connect all the words with the -.- stress pattern to cross the river.            ** Students listen to the instruction.            *** Students work in pairs and do as required. Teacher walks round the class and offers help if Ss find it difficult to pronounce the words.            **** Teacher plays the recording and has Ss check their answers. Teacher then puts Ss in pairs and has them practise saying all the words.</p> <p><b>Key:</b></p> 	<p>Ss T- Ss</p> <p>T – Ss</p> <p>Ss Ss</p> <p>T-Ss</p>			
<p>Presentation (Vocab – pre-teach)</p>	<p>To introduce more topic-related words.</p>	<p><b>VOCABULARY: Inventions</b></p> <p>* Teacher asks students to match the words with their meanings in pairs.</p> <table border="1" data-bbox="730 1321 1727 1401"> <tr> <td>1. device</td> <td>a. the machines and electronic parts in a computer or other electronic system</td> </tr> </table>	1. device	a. the machines and electronic parts in a computer or other electronic system	<p>Pair work T-Ss</p>	<p>4 mins</p>
1. device	a. the machines and electronic parts in a computer or other electronic system					

		<p>2. laboratory      b. a scientific test that is done in order to study what happens and to gain new knowledge</p> <p>3. experiment      c. the programs used by a computer for doing particular jobs</p> <p>4. equipment      d. a room or building used for scientific research, experiments, testing, etc.</p> <p>5. software      e. the things that are needed for a particular purpose or activity</p> <p>6. hardware      f. a piece of computer equipment, especially a small one such as a smartphone</p> <p><b>** Ss do the task in pairs.</b>  <b>*** Some pairs share their answers with the whole class.</b>  <b>**** T gives feedback and corrections (if necessary).</b></p> <p><b>Answers:</b>  <i>1. f      2. d      3. b      4. e      5. c      6. a</i></p>	<p>Ss Ss T-Ss</p>	
Practice	To give Ss practice in identifying the words.	<p><b>Unscramble the underlined letters in these words. Use the pictures below and the glossary (page 127) to help you (p.54).</b></p> <p>* Teacher asks Ss to unscramble the underlined letters in the given words, using picture and the glossary if they need help.</p> <p>** Students work independently and unscramble the underlined letters.</p> <p>*** Students share their answers in pairs before discussing as a class.</p> <p>**** Teacher checks answers as a class by asking individual Ss to call out and write the words on the board, then gives feedback.</p> <p><b>Answers:</b>  <i>1. experiment</i>  <i>2. devices</i>  <i>3. laboratory</i>  <i>4. hardware</i>  <i>5. software</i>  <i>6. equipment</i></p>	<p>T-S  S-S T-S T-S</p>	5 mins

<p>Presentation (Grammar – pre-teach)</p>	<p>- To have students revise the present perfect, gerunds and to-infinitives.</p> <p>- To help students understand the use of the present perfect, gerunds and to-infinitives.</p>	<p><b>GRAMMAR:</b> the present perfect, gerunds and to-infinitives.  * Teacher lets students recall the form of the present perfect and elicits from students the rules of using the present perfect.  Teacher asks Ss to revise the use of gerunds and to-infinitives.  ** Students do as required and give some examples of the present perfect, gerunds and to-infinitives.  *** Ss discuss in pairs to check their answers.  **** Teacher draws students’ attention to the present perfect, gerunds and to-infinitives.</p> <p><b>The present perfect:</b>  <b>Form</b>  <i>S + have/ has + VPll + ...</i>  <i>S + haven’t/ hasn’t + VPll + ... .</i>  <i>Have/ has + S + VPll+ ... ?</i></p> <p><b>Use:</b>  We use the present perfect to talk about:  - Something that happened in the past, but is still true or important now.  Example: I have lost my key. Now I can’t open the door.  - Something the started in the past, and is still happening now (often use with <i>since</i> or <i>for</i>).  Example: They have lived here for a year.  - Something that was completed in the very recent past (often used with <i>just</i> or <i>recently</i>).  Example: He has just finished his homework.</p> <p><b>Gerunds (V + -ing):</b>  We use gerunds:  - after verbs such as <i>avoid, enjoy, finish ...</i>  Example: I enjoy cooking.  - as subjects of sentences.</p>	<p>T- Ss</p> <p>Ss</p> <p>Ss</p> <p>T- Ss</p>	<p>6 mins</p>
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		<p>* Teacher has Ss read the sentences individually, asks them to complete the sentences using the gerund, the to-infinitive, or both forms of the verbs in brackets.</p> <p>** Students work individually as required.</p> <p>*** 2 students write their answers on the board.</p> <p>**** Teacher gives feedback and corrections (if necessary). Teacher goes through each sentence and asks Ss to explain why they have selected that particular form.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>using</i></li> <li>2. <i>to study</i></li> <li>3. <i>Playing/ To play</i></li> <li>4. <i>To study</i></li> </ol>	<p>Ss Ss T - Ss</p>	
Production	<p>To give students a chance to apply what they have learnt.</p>	<p><b>* Game: Running dictation</b></p> <p>* Teacher prepares 3 sentences unrelated to each other, one sentence per strip, using vocabulary and grammar from the lesson. Teacher posts the sentences on the walls.</p> <p>- Teachers divides students into groups of five. Each group has 1 secretary (to sit and write) and runners (they can only dictate, they cannot write for the secretary).</p> <p>- The runners will find the sentence strips on the walls, memorize as much as they can. Then, they will run back to their teams, whisper to their partners, and dictate what they remember to the secretary. They will repeat running and dictating until they have correctly dictated sentences.</p> <p>** Ss work in groups and do as required.</p> <p>*** Teacher invites the winner to read aloud their sentences.</p> <p>**** Teacher gives feedback.</p>	<p>Group work T- Ss</p> <p>Ss T-Ss T</p>	4 mins
Wrap up Homework	<p>- To help Ss memorise what they have learned.</p>	<p>- Use the lexical items related to the topic <i>Inventions</i>;</p> <p>- Pronounce correctly stress in three-syllable nouns;</p>	<p>T-S</p>	1min

		<ul style="list-style-type: none"><li>- Understand the present perfect, gerunds and to-infinitives..</li></ul> <b>Homework:</b> <ul style="list-style-type: none"><li>- Prepare for the next lesson: Unit 5_Reading</li><li>- Exercises in the workbook</li></ul>		
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**UNIT 5: INVENTIONS**
**Lesson 3: Reading**
**I. Objectives**

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

**1. Knowledge**

- Develop reading skill for main ideas and specific information about artificial intelligence.

**2. Core competence**

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and team work.
- Develop presentation skill.
- Actively join in class activities.

**3. Personal qualities**

- Develop flexibility and creativity in learning.
- Be responsible for studying, using educational apps.

**II. Materials**

- Grade 10 textbook, Unit 5, Reading
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

**Language analysis**

Form	Pronunciation	Meaning	Vietnamese equivalent
1. robot (n)	/ˈrəʊbɒt/	a machine that can perform a complicated series of tasks by itself	Rô bốt
2. communicate (v)	/kəˈmjuːnɪkeɪt/	to share or exchange information, news, ideas, feelings, etc.	Giao tiếp
3. emotion (n)	/ɪˈməʊʃn/	a strong feeling such as love, fear or anger; the part of a	Cảm xúc

		person's character that consists of feelings	
4. artificial intelligence (AI) (n)	/,ɑ:tʃɪl in'telɪdʒəns/	the study and development of computer systems that can copy intelligent human behaviour	Trí tuệ nhân tạo
5. measure (v)	/'meʒə(r)/	to find the size, quantity, etc. of something in standard units	Đo lường

### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Students may lack knowledge about some lexical items.</li> <li>- Students may have underdeveloped reading, speaking and co-operating skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide students with the meaning and pronunciation of words.</li> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

### Board Plan

<p><i>Date of teaching</i></p> <p><b>UNIT 5: INVENTIONS</b></p> <p><b>Lesson 3: Reading</b></p> <p><b>* Warm-up</b></p> <p><b>Watch a video</b></p> <p><b>* Reading</b></p> <p><b>Activity 1:</b> Look at the pictures of Asimo and Sophia and discuss the questions below in pairs.</p> <p><b>Vocabulary</b></p> <p>1. robot (n) /'rəʊbɒt/: rô bốt</p>
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2. communicate (v) /kə'mju:nikeɪt/: giao tiếp
3. emotion (n) /ɪ'məʊʃn/: cảm xúc
4. artificial intelligence (AI) (n) /ɑ:tɪfɪl in'telɪdʒəns/: trí tuệ nhân tạo
5. measure (v) /'meʒə(r)/: đo lường

**Activity 2:** Read the text below and choose the best title for it.

**Activity 3:** Read the text again and match the pictures with the uses of AI.

**Activity 4:** Decide whether the following statements are true (T) or false (F).

**Activity 5:** Work in groups and discuss how AI can be used in schools. Then share your ideas with the whole class.

\* **Homework**

### Procedures

#### Notes

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To introduce the topic of reading.</li> <li>- To enhance students' skills of cooperating with teammates.</li> </ul>	<p><b>Watch a video</b>  <a href="https://www.youtube.com/watch?v=UdE-W30oOXo">https://www.youtube.com/watch?v=UdE-W30oOXo</a>            * Teacher lets Ss watch a video and asks them to take notes.            ** Students watch the clip and take notes individually.            *** Students working in groups of 4, answer some questions related to the content of the video, using their notes.            **** Teacher checks the answers with the whole class.</p> <p>(Suggested answer:            1. What is artificial intelligence?            AI is the development of computer systems that perform tasks requiring human intelligence such as recognizing images, making decision, or</p>	<p>T-Ss            S-Ss            S-Ss            T-Ss</p>	5 mins

		<p>engaging in dialogues.</p> <p>2. What are some real-life cases in which we have probably dealt with AI?</p> <ul style="list-style-type: none"> <li>- When we watch films, listen to music, shop online, AI gives us recommendations about what we might like</li> <li>- AI is capable of converting spoken language into text and translating it into other languages.</li> </ul> <p>3. What benefits do robots/ AI bring to us?</p> <ul style="list-style-type: none"> <li>- Robots make our everyday lives easier or take on strenuous activities.</li> <li>- Self driving vehicles recognize their environment through AI and can react to it.</li> <li>- In medicine, AI supports doctors when diagnosing diseases.</li> <li>- In education, AI helps to individualize learning activities.</li> </ul> <p>4. Can AI replace human?</p> <p>No, when we would rather make our own decision, AI will not replace humans. It is just getting better and better at supporting us.</p> <p>T leads in the lesson: Artificial intelligence (AI) is truly a revolutionary achievement of computer science, set to become a core component of almost all modern software pieces over the coming years and decade. It is going to change the world more than anything else in the history of mankind. In today lesson, we will find out more about AI.</p>		
Pre-Reading	To lead in the reading skills.	<p><b>Activity 1: Look at the pictures of Asimo and Sophia and discuss the questions below in pairs (p.55).</b></p> <p>* Teacher draws Ss' attention to the pictures of two robots:</p>	T-Ss	7 mins

	<p>To provide students with some lexical items before reading the text.</p>	<div data-bbox="728 233 1115 671" data-label="Image"> </div> <p>- Teachers asks Ss to work in pairs and discuss the questions: <i>What are they?, What do you think they can do?</i>          ** Ss listen to the instructions and do the task in pairs.          *** Some pairs share the answers with the whole class.          **** Teacher gives feedback.</p> <p><b>Suggested answers:</b>          1. <i>They are robots.</i>          2. <i>They can walk, talk, show emotions, and do household chores.</i></p> <p><b>VOCABULARY</b>          * Teacher provides students with the meaning and pronunciation of some new words.          ** Students listen and repeat the words.          *** Students practice the words in pairs and two students read the words out loud in front of the class.          **** Teacher corrects (if necessary)</p> <p>1. robot (n) /'rəʊbɒt/: rô bốt</p>	<p>Ss Ss T- Ss</p> <p>T-Ss</p> <p>Ss Ss</p> <p>T-Ss</p>	
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		<p>2. communicate (v) /kə'mju:nikeɪt/: giao tiếp</p> <p>3. emotion (n) /ɪ'məʊʃn/: cảm xúc</p> <p>4. artificial intelligence (AI) (n) /ɑ:tɪfɪl ɪn'telɪdʒəns/: trí tuệ nhân tạo</p> <p>5. measure (v) /'meʒə(r)/: đo lường</p>		
While-Reading	<p>To help Ss practise reading for main ideas.</p> <p>To help Ss practise reading for specific information.</p> <p>To help Ss practise reading for specific information.</p>	<p><b>Activity 2: Read the text and choose the best title for it (p.55).</b></p> <p>* Teacher elicits from Ss strategies they can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions.</p> <p>** Teacher asks Ss to read the whole text once to get an overall idea.</p> <p>*** Students work in pairs to compare their answers.</p> <p>**** Teacher checks answers as a class. In stronger classes, ask Ss to explain why the other options can not be used as titles for the text.</p> <p><i>e.g. A: The text doesn't focus on development of AI.</i></p> <p><i>B: The text doesn't only mention robots, but other types of AI.</i></p> <p><i>D: The text doesn't mention how AI is used in education.</i></p> <p><b>Answer: C</b></p> <p><b>Activity 3: Read the text again and match the pictures with the uses of AI (p.55).</b></p> <p>* Teacher has Ss read the text again and match the pictures with the uses of AI.</p> <p>** Students work in pairs to discuss the clues and compare answers.</p> <p>*** Some students share the answers.</p> <p>**** Teacher checks answers as a class, having Ss explain their answers by providing the clues from the text.</p> <p><b>Answers:</b></p> <p>1. c      2. a      3. b</p> <p><b>Task 4: Decide whether the following statements are true (T) or false (F) (p.55).</b></p> <p>* Teacher asks Ss to read the questions and underline the key words in each of them.</p>	<p>T-Ss</p> <p>T-Ss Ss T-Ss</p> <p>T-Ss Ss Ss T-Ss</p> <p>T-Ss</p>	20 mins

		<p>e.g. 1. <u>Sophia can show emotions when talking to humans.</u></p> <p>2. <u>AI helps to make machines that think and act like humans.</u></p> <p>3. <u>AI is one of the most important inventions of the 20<sup>th</sup> century.</u></p> <p>Remind Ss that the statements may include paraphrased or opposite information so they should look for synonyms or antonyms in the text.</p> <p>** Ss read through the text, looking for the key words they underlined in the statements or words with the same or similar meaning.</p> <p>*** Ss work in pairs to compare answers.</p> <p>**** Teacher checks answers. In stronger classes, ask them to give reasons for their answers.</p> <p><b>Answers:</b></p> <p>1. T (Sophia can even communicate with people by using human language and expressing emotions.)</p> <p>2. T (AI – the study and development of machines that can copy human intelligence.)</p> <p>3. F (AI is one of the most important inventions of the 21<sup>st</sup> century.)</p>	<p>S-Ss</p> <p>S-Ss</p> <p>T-Ss</p>	
Post-Reading	<p>- To help students use the ideas and language from the reading to talk about possible uses of AI in schools.</p> <p>-To help some students enhance presentation skill</p>	<p><b>Activity 5: Work in groups and discuss how AI can be used in schools. Then share your ideas with the whole class (p.55).</b></p> <p>* Teacher lets students work in groups and discuss how AI can be used in schools.</p> <p>** Ss work in groups and brainstorm possible uses of AI in schools.</p> <p>- Teacher walks round the class and monitor, offering help with new vocabulary and making sure everyone in the groups takes part in the group discussion.</p> <p>*** Teacher calls some students to present their answers in front of the whole class.</p> <p>- Students give comments for their friends and vote for the most interesting and informative presentation.</p> <p>**** Teacher gives feedback and comments.</p>	<p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p>	10 mins

Wrap up Homework	- To help Ss memorise the target language and skills that they have learned.	- Some lexical items about artificial intelligence. - Reading for general and specific information about artificial intelligence. <b>Homework:</b> - Prepare for the next lesson: Unit 5: Speaking. - Exercises in the workbook.	T-Ss	3 mins
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**UNIT 5: INVENTIONS**
**Lesson 4: Speaking**
**I. Objectives**

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

**1. Knowledge**

- Talk about inventions and how they are used.

**2. Core competence**

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and team work.
- Develop presentation skill.
- Actively join in class activities.

**3. Personal qualities**

- Develop flexibility and creativity in learning.
- Be responsible for studying, using educational apps.

**II. Materials**

- Grade 10 textbook, Unit 5, Speaking.
- Computer connected to the Internet.
- Projector/ TV/ pictures and cards.
- sachmem.vn

**Language analysis**

Functions	Useful expressions
<b>Uses of inventions</b>	<ul style="list-style-type: none"> <li>- ... help(s)/ allow(s) us to do st. Example: The internet helps us to communicate over long distances.</li> <li>- We/ People (can) use the internet to communicate over long distances.</li> <li>- ... is/ are used for st/ doing st. Example: The internet is used for communication/ communicating over long distances.</li> </ul>

**Assumptions**

Anticipated difficulties	Solutions
- Students may lack knowledge about some useful structures.	- Provide students with the form and use of some useful structures before they speak.
- Students may have underdeveloped speaking and co-operating skills.	- Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
- Some students will excessively talk in the class.	- Explain expectations for each task in detail. - Have excessive talking students practise. - Continue to clarify task expectations in small chunks (before every activity).

### Board Plan

<i>Date of teaching</i> <b>UNIT 5: INVENTIONS</b> <b>Lesson 4: Speaking</b>	
<p><b>* Warm-up</b>            Game: Guessing  <b>* Speaking: Inventions and how they are used.</b></p> <p><b>Useful expressions</b></p>	
Functions	Useful expressions
<b>Uses of inventions</b>	- ... help(s)/ allow(s) us to do st. Example: The internet helps us to communicate over long distances. - We/ People (can) use the internet to communicate over long distances. - ... is/ are used for st/ doing st. Example: The internet is used for communication/ communicating over long distances.



		<p>*** Some students share the answers with the whole class.          **** Teacher gives feedback and checks if Ss have come up with any other phrases and write their ideas on the board.</p> <table border="1" data-bbox="728 384 1671 842"> <thead> <tr> <th data-bbox="728 384 1075 456">Functions</th> <th data-bbox="1075 384 1671 456">Useful expressions</th> </tr> </thead> <tbody> <tr> <td data-bbox="728 456 1075 842"> <b>Uses of inventions</b> </td> <td data-bbox="1075 456 1671 842">                     - ... help(s)/ allow(s) us to do st.                      Example: The internet helps us to communicate over long distances.                      - We/ People (can) use the internet to communicate over long distances.                      - ... is/ are used for st/ doing st.                      Example: The internet is used for communication/ communicating over long distances.                 </td> </tr> </tbody> </table>	Functions	Useful expressions	<b>Uses of inventions</b>	- ... help(s)/ allow(s) us to do st. Example: The internet helps us to communicate over long distances. - We/ People (can) use the internet to communicate over long distances. - ... is/ are used for st/ doing st. Example: The internet is used for communication/ communicating over long distances.	Ss T-Ss	
Functions	Useful expressions							
<b>Uses of inventions</b>	- ... help(s)/ allow(s) us to do st. Example: The internet helps us to communicate over long distances. - We/ People (can) use the internet to communicate over long distances. - ... is/ are used for st/ doing st. Example: The internet is used for communication/ communicating over long distances.							
While-Speaking	To help Ss practice useful expressions and structure their presentation.	<p><b>Activity 1: Work in pairs. Talk about the uses of these inventions. Use the expressions below to help you (p.56).</b>                      * Teacher asks Ss to skim through the list of inventions and their uses. Then teacher asks Ss to work in pairs, talk about the uses of these inventions, using the expressions in the pre-speaking part.                      ** Students work in pairs and do as required.                      Teacher walks round the class and offer help and makes sure Ss swap their roles and each has a chance to ask and answer the questions.                      *** Some students share the answer with the whole class.                      **** Teacher give feedback, checking Ss' ideas, pronunciation, and language used.</p> <p><b>Activity 2: Work in groups. Talk more about one of the inventions in activity 1. Use the outline below to help you prepare a group presentation.</b></p>	T-Ss  Ss  Ss T-Ss	12 mins				

		<p><b>Talking about an invention</b></p> <p><b>Introduction:</b>  <i>What is it?</i></p> <p><b>Development:</b>  <i>- What are its uses? What are some examples?</i>  <i>- Have you ever used it? When / Where / How (often) do you use it?</i></p> <p><b>Conclusion:</b>  <i>- How important is it in our daily life?</i>  <i>- Do you like using it?</i></p> <p>* Teacher puts Ss into groups and has them choose one of the inventions in activity 1 to talk more about it.  ** Ss study the suggested outline.  *** Ss discuss their inventions in groups, and take notes of their ideas on pieces of paper which can be used for their presentation.  **** Teacher walks round the class and offers help with language or organisation of the presentations. Teacher makes sure that each student in the group contributes to the discussion and has part of the presentation assigned to him/ her.</p>	<p>T-Ss</p> <p>Ss</p> <p>Ss</p> <p>T-Ss</p>	
<p>Post-Speaking</p>	<p>-To help students enhance presentation skill</p>	<p><b>Activity 3: Present your ideas to the whole class. Then vote for the most interesting group presentation.</b></p> <p>* Teacher asks Ss to remain in the groups they formed in activity 2. Explain that now groups will have three minutes to present their ideas to the class.  - Teacher encourages the rest of the class to listen and take notes of the points they like. Alternatively, teacher has Ss give each group a mark out of 6 based on some simple criteria of assessment (such as content, language, and delivery. Each worth 2 points).</p>	<p>T-S</p> <p>Ss</p>	<p>15 mins</p>

		<p>** Students work in groups and decide how they will present the information, who is going to introduce and end the presentation, and how to divide the tasks among group members.</p> <p>*** Groups present their ideas in front of class.</p> <p>**** Teacher asks the rest of the class to give feedback after each presentation. Teacher also lets Ss reflect on their performance. Then teacher praises groups for their efforts and makes suggestions for better organisation and presentation of Ss' ideas.</p>	<p>Ss T-Ss</p>	
<p>Wrap up Homework</p>	<p>- To help Ss memorise the target language and skills that they have learned.</p>	<p>- Some useful expressions about uses of inventions. - Speaking about inventions and how they are used.</p> <p><b>Homework:</b></p> <p>- Prepare for the next lesson: Unit 5: Listening. - Exercises in the workbook .</p>	<p>T-S</p>	<p>3 mins</p>

**UNIT 5: INVENTIONS**  
**Lesson 5: Listening – Robo Vacuum**

**I. Objectives**

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

**1. Knowledge**

- Use the lexical items related to the topic *Inventions*.
- Listen for specific information about how to use an invention.

**2. Core competence**

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and team work.
- Actively join in class activities.

**3. Personal qualities**

- Develop awareness and flexibility in using an invention.

**II. Materials**

- Grade 10 textbook, Unit 5, Listening
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

**Language analysis**

Form	Pronunciation	Meaning	Vietnamese equivalent
1. button (n)	/'bʌtn/	a small part of a machine that you press to make it work.	cái nút
2. charge (v)	/tʃɑ:dʒ/	to pass electricity through something so that it is stored there; to take in electricity so that it is stored and ready for use.	nạp, sạc (điện)
3. stain (n)	/steɪn/	a dirty mark on something which is difficult to remove.	vết bẩn

**Assumptions**

Anticipated difficulties	Solutions
- Students may have underdeveloped listening skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
- Some students will excessively talk in the class.	- Explain expectations for each task in detail. Have excessive talking students practice. - Continue to explain task expectations in small chunks (before every activity).

### Board Plan

<p><i>Date of teaching</i></p> <p><b>UNIT 5: INVENTIONS</b></p> <p><b>Lesson 5: Listening _ Robo Vacuum</b></p> <p><b>* Warm-up</b></p> <p><b>Guessing game</b></p> <p><b>* Listening: Robo Vacuum</b></p> <p>Activity 1: Complete the sentences with the words in the box.</p> <p>Activity 2: Listen to a conversation about RoboVacuum. Fill in each gap in the diagram below with one word.</p> <p>Activity 3: Listen again. Put a tick next to the correct way and a cross next to the wrong way to use RoboVacuum.</p> <p>Activity 4: What other buttons do you want RoboVacuum to have? Add them to the picture below and tell your friends about them.</p> <p><b>* Homework</b></p>
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### Procedures

#### Notes

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To introduce the topic of reading.</li> <li>- To enhance students' skills of guessing.</li> </ul>	<p><b>* <i>Guessing game</i></b></p> <p>* T shows 3 clues about the targeted word in turn and asks Ss to guess the word.</p> <p><i>It is a household appliance.</i></p> <p><i>It has wheels.</i></p> <p><i>It sucks up dirt and dust.</i></p> <p>** - Ss guess the words basing on clues given by the T.</p> <p>*** If Ss can't get the word with the 1st clue, the T gives them the 2nd clue.</p> <p>If Ss can't get the word with the 2nd clue, the T gives them the 3rd clue.</p> <p>**** T confirms the answers and leads in the new lesson.</p> <p><b>Answer:</b></p> <p><i>Robo vacuum</i></p>	<p>T-S</p> <p>S-S</p> <p>T-S</p> <p>T-S</p>	5 mins
Pre-listening	To set the context of the listening text and activate Ss' prior knowledge.	<p><b>Vocabulary pre-teach</b></p> <p>* T asks Ss to look at the explanation and the photos to guess the meaning of new words.</p> <p>** Ss say the Vietnamese meaning of the word.</p> <ol style="list-style-type: none"> <li>1. button (n) /'bʌtn/: cái nút</li> <li>2. charge (v) /tʃɑ:dʒ/: nạp, sạc (điện)</li> <li>3. stain (n) /steɪn/: vết bẩn</li> </ol> <p>*** Other Ss correct if the previous answers are incorrect.</p> <p>**** T shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.</p> <p><b>Activity 1: Complete the sentences with the words in the box. (p.57).</b></p> <p>* T asks Ss to complete the sentences with the words in the box.</p>	<p>T-S</p> <p>T-S</p>	7 mins

		<p>1. Press the _____ to start the device.</p> <p>2. There is a dirty _____ on your smartphone. Wipe it away.</p> <p>3. You need to _____ your mobile phone. The battery is very low.</p> <p>** Ss read and complete the sentences with the words in the box .</p> <p>*** Ss share the answers with the whole class.</p> <p>**** T checks answers as a class.</p> <p><b>Answers:</b></p> <p>1. button</p> <p>2. stain</p> <p>3. charge</p>		
While-listening	To help Ss practise listening for key words.	<p><b>Activity 2: Listen to a conversation about RoboVacuum. Fill in each gap in the diagram below with one word. (p.57.)</b></p> <p>* T tells Ss that they are going to listen to a conversation about a robot vacuum cleaner, called RoboVacuum, between a woman and a salesman. While listening, Ss should fill in the gaps in the diagram.</p> <p>- T asks Ss to study the diagram first. e.g. T has Ss look at the first item and asks them to predict the kind of information needed and if it is a noun, a verb or an adjective ...</p> <p>** Ss listen and fill in the gaps in the diagram with one word.</p> <p>*** Ss compare their answers in pairs.</p> <p>**** T checks answers by playing the recording again and pausing after each answer.</p> <p><b>Answers:</b></p> <p>1. room 2. stains 3. stop</p>	T-S	10 mins
	To help Ss practise listening for instructions.	<p><b>Activity 3: Listen again. Put a tick next to the correct way and a cross next to the wrong way to use RoboVacuum. (p.57).</b></p> <p>* T tells Ss that they are going to listen to the conversation again. While listening, they should put a tick or a cross next to each picture that shows the right or wrong way of using RoboVacuum.</p> <p>** T put Ss in pairs to study the pictures first and describe what they can see, e.g. <i>RoboVacuum is on a puddle of water. It is also next to an electric socket.</i></p>	T-S	10 mins

		<p>– T encourages them to guess if that is the right or the wrong way to use RoboVacuum.</p> <p>- Ss listen, put a tick or a cross next to each picture that shows the right or wrong way of using RoboVacuum.</p> <p>*** Ss compare their answers in pairs.</p> <p>**** T checks answers by playing the recording again, pausing at the places where they can hear the correct information.</p> <p><b>Answers:</b>  1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/></p>	Pair work T-S	
Post-listening	- To give Ss an opportunity to personalise the language and ideas from the listening in a speaking task.	<p><b>Activity 4: What other buttons do you want Robo Vacuum to have? Add them to the picture below and tell your friends about them. (p.57).</b></p> <p>*T asks Ss to add to the picture other buttons that they want Robo Vacuum to have.</p> <p>** T models the task by drawing a picture of RoboVacuum and adding a timing button. T labels it and reads the example to illustrate how it will be used: <i>I want my Robo Vacuum to have a Timer button on the top. First, you press it. Then, you set the time by pressing the minutes and seconds buttons on the right.</i></p> <p>- Ss work individually to personalise their Robo Vacuum by drawing and labelling their buttons.</p> <p>- T walks round the class and offers help with the vocabulary.</p> <p>*** T puts Ss in groups to show their drawings to each other and share their ideas.</p> <p>**** T invites some Ss to present their improved RoboVacuum in front of the class. T praises for interesting ideas and delivery.</p>	T-S  T-S   T-S  T-S	10 mins
Wrap up Homework	- To help Ss memorise the target language and skills that they have learned	<p>- Some lexical items related to the topic <i>Inventions</i></p> <p>- Listen for specific information about Robo vacuum.</p> <p><b>Homework:</b></p> <p>- Prepare for the next lesson: Unit 5: Writing</p> <p>- Exercises in the workbook</p>	T-S	3 mins



**UNIT 5: INVENTIONS**
**Lesson 6: Writing \_ Writing about the benefits of an invention**
**I. Objectives**

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

**1. Knowledge**

- Use the lexical items related to the topic *Inventions*.
- Write about the benefits of an invention.

**2. Core competence**

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and team work.
- Actively join in class activities.

**3. Personal qualities**

- Develop flexibility and creativity in learning.
- Develop self-study skills.

**II. Materials**

- Grade 10 textbook, Unit 5, Writing
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

**Assumptions**

Anticipated difficulties	Solutions
- Students may have underdeveloped writing skills.	<ul style="list-style-type: none"> <li>- Guide students to make an outline of the letter.</li> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

**Board Plan**

<i>Date of teaching</i>
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**UNIT 5: INVENTIONS**
**Lesson 6: Writing \_ Writing about the benefits of an invention**
**\* Warm-up**
**Hot seat**
**\* Writing**

Activity 1: Choose an invention in this unit. Draw a diagram to show how it is used. Then work in groups to guess one another's inventions.

Activity 2: Rewrite the second sentence so that it has a similar meaning to the first. Use the expressions and the prompts below to help you.

Activity 3: Write a paragraph (120 - 150 words) to describe two or three benefits of the invention you chose in 1. Use the outline below to help you.

**\* Homework**
**Procedures**
**Notes**

In each activity, each step will be represented as following

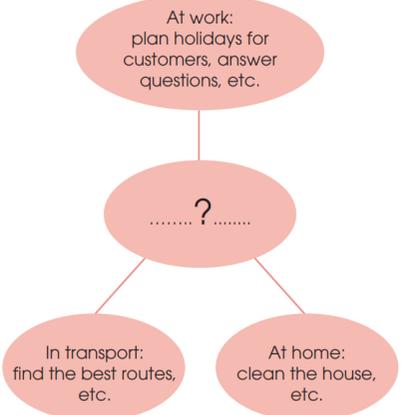
\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	- To introduce the topic of writing.	<b>Hot seat</b> * T divides the class into different groups and shows pictures about different types of inventions on slides. ** Representative of each group sits on a chair, facing the class. *** Others from each group look at the picture shown on slide and describe the picture/ give any hints about the picture. **** Representative of each group says out loud the word. The group with the largest number of correct answers is the winner. <b>Answer:</b>	T-S S-S S-S T-S	5 mins

		<p>1. <i>Electric light</i>          2. <i>Airplane</i>          3. <i>Automobile</i></p>		
Pre-writing	<p>- To provide Ss chances to list some benefits or uses of their invention.</p>	<p><b>Activity 1: Choose an invention in this unit. Draw a diagram to show how it is used. Then work in groups to guess one another's inventions. (p.58).</b>          * T asks each student to choose an invention from the unit. Ask them to keep it secret. Ask them to draw a diagram in their notebooks or on a piece of paper, listing some benefits or uses of their invention. E.g:</p>  <pre> graph TD     A("At work: plan holidays for customers, answer questions, etc.") --- B("..... ? .....")     B --- C("In transport: find the best routes, etc.")     B --- D("At home: clean the house, etc.")         </pre> <p>** T puts Ss into groups of four or five, and asks them to swap their diagrams with other Ss in the group.          - Ss take turns reading the diagrams and guessing the inventions.          *** Ss work in groups, take turns reading the diagrams and guessing the inventions          **** T checks answers as a class.</p>	<p>T-S</p> <p>Group work</p> <p>Ss T-S</p>	7 mins

	<p>- To help Ss revise useful expressions and structures which they can use in their writing task.</p>	<p><b>Activity 2: Rewrite the second sentence so that it has a similar meaning to the first. Use the expressions and the prompts below to help you. (p.58)</b>  * T asks Ss to study the useful expressions in the box</p> <div style="border: 1px solid black; background-color: #fff9c4; padding: 5px; margin: 10px 0;"> <p><b>Useful expressions:</b></p> <ul style="list-style-type: none"> <li>- <i>Sth / Doing sth</i> is one of the (many) <b>benefits</b> of ...</li> <li>- ... <b>enable(s) / allow(s) / help(s)</b> us to do sth.</li> <li>- ... is / are <b>used</b> in sth / for doing sth / to do sth.</li> <li>- ... is / are <b>useful</b> for sth / for doing sth / for sb to do sth / in doing sth.</li> </ul> </div> <p>** T focuses Ss' attention on the sentences and check comprehension. Ask Ss to rewrite them, using the suggested words and the structures in the box.  *** Ss work individually, rewriting the sentences.  - T walks round the class to offer help if necessary. Use coloured chalk to underline the structures in the answers.  **** Teacher checks answers as a class.</p> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. <i>Helping drivers to find the best routes is one of the benefits of AI in transport.</i></li> <li>2. <i>Vacuum cleaners are useful for cleaning / in cleaning the house quickly.</i></li> <li>3. <i>Smartphones help us to learn languages.</i></li> <li>4. <i>Telephones are used to communicate / for communication / for communicating over long distances.</i></li> </ol>	<p>T-S</p> <p>T- Ss</p> <p>Ss</p> <p>T-S</p>	<p>8 mins</p>
<p>While-writing</p>	<p>- To help Ss practise developing ideas and writing a paragraph.</p>	<p><b>Activity 3: Write a paragraph (120 - 150 words) to describe two or three benefits of the invention you chose in 1. Use the outline below to help you. (p.58.)</b>  * T tells Ss that they are going to write a paragraph of 120 - 150 words about the benefits of an invention of their choice.  - T asks them to study the suggested outline.  - T reminds them to use the structures they have practised in activity 2</p>	<p>T-S</p>	<p>15 mins</p>

		<p>** Ss work individually to write a draft.          *** Ss check their draft for the first time.          **** T walks round the class to offer help if necessary.</p> <p><b>Sample answer:</b>  <i>Electricity is one of the great inventions of the past, because it has brought many benefits for people. First, electricity can be used to light our houses and streets. Without it, the world will be dark and dangerous. Second, electricity is also useful in heating. For example, in cold areas, electric heaters can keep us warm and healthy in long winters. Finally, the most important use of electricity is to run machines. Without electricity, factories, schools and hospitals cannot run normally. Everyone and everything will stop working. Other inventions, such as TVs, computers and robots will become useless without electricity. In conclusion, electricity plays a very important part in our life today and we cannot live without it.</i></p>	<p>Ss          Ss          T-S</p>	
Post-writing	- To do a cross-check and final check on students' writing.	<p>* T has Ss swap their paragraphs with a partner and comment on each other's ideas, vocabulary and grammar.          ** Ss work in pairs and swap their 1<sup>st</sup> drafts for peer review.          *** T then gives feedback on one writing as a model.          **** T collects Ss' writings to mark and provide written feedback in the next lesson.</p>	<p>T-S          Pair work          T-S          T-S</p>	7 mins
Wrap up Homework	- To help Ss memorise the target language and skills that they have learned.	<p>- Some lexical items related to the topic <i>Inventions</i>          Write about the benefits of an invention.  <b>Homework:</b>          - Rewrite the paragraph in the notebooks.          - Prepare for the next lesson: Unit 5: Communication and culture/ CLIL.          - Exercises in the workbook.</p>	T-S	3 mins

**UNIT 5: INVENTIONS**  
**Lesson 7: Communication and Culture/ CLIL**

**I. Objectives**

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

**1. Knowledge**

- Use the lexical items related to the topic *Inventions*;
- Revise how to make and respond to requests.
- Know more information about computer hardware.

**2. Core competence**

- Be collaborative and supportive in pair work and teamwork.
- Access and consolidate information from a variety of sources.
- Actively join in class activities.

**3. Personal qualities**

- Develop a sense of problem-solving when deciding suitable computers.
- Understand more about computer hardware.

**II. Materials**

- Grade 10 textbook, Unit 5, Communication and culture/ CLIL
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

**Assumptions**

Anticipated difficulties	Solutions
- Students may have underdeveloped speaking and co-operating skills.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
- Some students will excessively talk in the class.	- Explain expectations for each task in detail. - Have excessive talking students practise. - Continue to explain task expectations in small chunks (before every activity).

**Board Plan**

*Date of teaching*

**UNIT 5: INVENTIONS**

**Lesson 7: Communication and Culture/ CLIL**

**\* Warm-up**  
**Card game**  
**I. Everyday English**  
**Making and responding to requests**  
 Activity 1: Listen and complete a conversation at a computer store with the expressions in the box. Then practise it in pairs.  
 Activity 2: Work in pairs. Role-play similar conversations about other devices you want to buy. Use the example in 1 and the expressions below to help you.

**II. CLIL**  
 Activity 1: Read the text below. Match the highlighted words and phrase with their meanings.  
 Activity 2: Look at the advertisements. Decide which one is most suitable for each person below.

**\* Homework**

**Procedures**
**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
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	<p>for describing feelings.</p>	<p>* T tells Ss that they are going to listen to a conversation between a customer and a shop assistant at a computer store. While listening, they should complete the conversation using the expressions in the box.          - T gives Ss a few minutes to read the expressions in the box and the conversation.          ** Ss listen and complete the conversation with the expressions from the box.          *** T checks answers by asking individual Ss to read the conversation.          **** T puts Ss in pairs and have them practise the conversation.</p> <p><b>Answers:</b>          1. B    2. C    3. A    4. E    5. D</p>		
<p>Practice</p>	<p>-To help Ss practise making and responding to requests.</p>	<p><b>Activity 2: Work in pairs. Role-play similar conversations about other devices you want to buy. Use the example in 1 and the expressions below to help you. (p. 59.)</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p><b>Making requests</b></p> </div> <div style="text-align: center;"> <p><b>Responding to requests</b></p> </div> </div> <p>* T explains the context. Ask Ss to brainstorm more expressions that they may use in the conversations, e.g. <i>Can you help me, please? I'm looking for ... Would you mind (bringing) ...? I was wondering if you could ... Sure, no problem</i></p>	<p>T-Ss</p> <p>Pair work</p>	<p>10 mins</p>

		<p>T puts Ss in pairs to role-play similar conversations pretending they are buying another electronic device. Make sure Ss plan their conversations before they start practising it.</p> <p>** Ss practise their conversation in pairs.</p> <p>T walks round the class and offer help if necessary.</p> <p>*** Some pairs act out their conversations in front of the class.</p> <p>**** Teacher praises for good effort, clear pronunciation, fluent delivery, and interesting ideas.</p>		
<b>II. CLIL</b>				
Practice	<p>- To help Ss learn about computer hardware and learn some content vocabulary.</p>	<p><b>Activity 1: Read the text below. Match the highlighted words and phrase with their meanings. (p. 59-60).</b></p> <p>* T writes three words: “processor”, “RAM” and “storage” on the board. Ask Ss if they know what “processor”, “RAM” and “storage” are and why they are important when buying a computer. Elicit that they are different parts of computer hardware (or the electronic parts of a computer).</p> <p>- T explains they are going to read a text to learn more about these terms, and their importance.</p> <p>- T has Ss read the text, match the highlighted words and phrase with their meanings. T asks Ss to pay attention to the context of each highlighted word, and look for clues that can help confirm the meaning of each word.</p> <p>** Students work individually, read the text, match the highlighted words and phrase with their meanings.</p> <p>*** Ss check their answers with their partners.</p> <p>**** Teacher checks answers as a class. Further explain or translate any new words or phrases, e.g. <i>processor speed, gigahertz, gigabytes, battery</i></p> <p><b>Answers:</b>  1. c    2. d    3. a    4. e    5. b</p>	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</p>	10 mins
Production	<p>- To help Ss relate what they have learnt to a problem-solving task and make connections.</p>	<p><b>Activity 2: Look at the advertisements. Decide which one is most suitable for each person below. (p.60).</b></p>		10 mins



	ComOffice	ComBusiness	ComPro
<b>Price</b>	VND 8,000,000	VND 12,000,000	VND 15,000,000
<b>Processor</b>	1.4 GHz	1.8 GHz	2.6 GHz
<b>RAM</b>	16 GB	16 GB	64 GB
<b>Storage</b>	1,000 GB	2,000 GB	6,000 GB
<b>Weight</b>	1.5 kg	2 kg	3 kg



I'm a designer, so I often have to run many large programs at the same time. I also want to keep a lot of photos and videos on my laptop.



I'm a student, so I prefer something not too expensive. I have to bring my laptop to school, so it should not be too heavy, either.

- \* T tells Ss that two people, Anne and Bob, need their help to decide which computer is best for them.
- T asks Ss to use the information from the text in activity 1 and the information in the table to help Anne and Bob decide.
- T goes through the table and elicit the meaning of the abbreviations of data measurements.
- T asks Ss to discuss their answers in pairs.
- \*\* Ss discuss their answers in pairs.
- \*\*\* Ss say which computers Anne and Bob should buy and why in front of class.
- \*\*\*\* T checks answers and gives feedback.

**Answers:**

	ComOffice	ComBusiness	ComPro
Anne			X
Bob	X		

T-S

Ss  
Ss

T-Ss

Wrap up  
Homework

- To help Ss memorise what they have learned

- Use the lexical items related to the topic *Inventions*;
  - Revise how to make and respond to requests.
  - Know more information about computer hardware.
- Homework:**
- Prepare for the next lesson: Unit 5\_Looking back and project.
  - Exercises in the workbook.

T-S

3 min



**UNIT 5: INVENTIONS**  
**Lesson 8: Looking back and project**

**I. Objectives**

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

**1. Knowledge**

- Review the vocabulary and grammar of *Unit 5*.
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Core competence**

- Develop communication skills and creativity.
- Develop presentation skill.
- Develop critical thinking skill.
- Be collaborative and supportive in pair work and team work.
- Actively join in class activities.

**3. Personal qualities**

- Be more creative when doing the project.
- Develop self-study skills.

**II. Materials**

- Grade 10 textbook, Unit 4, Looking back and project.
- Computer connected to the Internet.
- Projector/ TV/ pictures and cards.
- sachmem.vn.

**Assumptions**

Anticipated difficulties	Solutions
- Students may have underdeveloped speaking and co-operating skills.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.

- Some students will excessively talk in the class.	- Explain expectations for each task in detail. - Have excessive talking students practise. - Continue to explain task expectations in small chunks (before every activity).
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**Board Plan**

<p><i>Date of teaching</i></p> <p><b>UNIT 5: INVENTIONS</b></p> <p><b>Lesson 8: Looking back and project</b></p>
<p><b>* Warm-up</b> Brainstorming: three-syllable nouns about topic <i>Inventions</i>.</p> <p><b>I. Looking back</b> <b>Pronunciation and vocabulary</b> Solve the crossword. use the three syllable nouns in this unit. Read out the correct answers in pairs when you finish.</p> <p><b>Grammar</b> Circle the correct answers.</p> <p><b>II. Project</b> Inventions for the classroom</p> <p><b>* Homework</b></p>

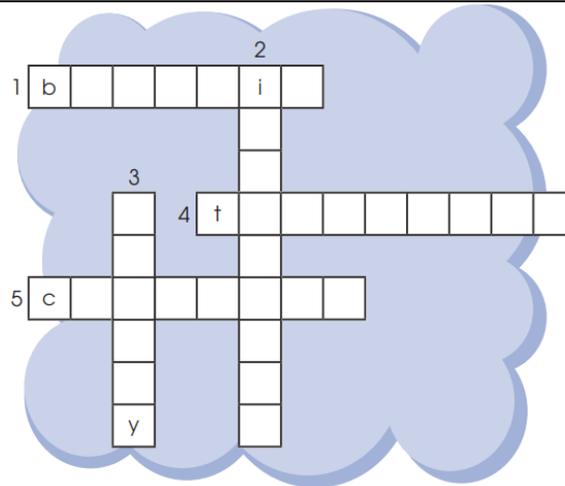
**Procedures**
**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
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Warm-up	<ul style="list-style-type: none"> <li>- To revise the three-syllable nouns and lead in the next part of the lesson.</li> <li>- To enhance students' skills of cooperating with teammates.</li> </ul>	<p><b>* Brainstorming: three-syllable nouns about topic <i>Inventions</i></b></p> <p>* Teacher divides the board, and divides the class into 2 teams.</p> <p>** Students listen to the instructions.</p> <p>*** Members of each team take turns and write as many three-syllable nouns about topic <i>Inventions</i> as possible in 2 minutes.</p> <p>**** The group having more correct answers is the winner.</p> <p><b>Suggested answer:</b></p> <p><i>Inventor</i></p> <p><i>Invention</i></p> <p><i>Computer</i></p> <p><i>Telephone</i></p> <p><i>Beverage</i></p> <p><i>Camera</i></p> <p><i>Submarine</i></p> <p><i>Telegraph</i></p> <p><i>Telescope</i></p> <p><i>Typewriter</i></p> <p>...</p>	<p>T-S</p> <p>Team work</p> <p>T-S</p>	5 mins
Looking back	<ul style="list-style-type: none"> <li>- To revise words they have learnt in the unit.</li> <li>- To revise stress placement on common three-syllable nouns.</li> </ul>	<p><b>Pronunciation and vocabulary</b></p> <p><b>Solve the crossword. use the three syllable nouns in this unit. Read out the correct answers in pairs when you finish. (p. 60).</b></p>		7 mins



\* T explains that Ss are going to review some of the words they have learnt in this unit in a crossword puzzle. Remind them that all the words must be three-syllable nouns.

- T puts Ss in pairs to solve the crossword.

\*\* Ss work in pairs to solve the crossword.

\*\*\* T checks answers as a class by asking individual Ss to write the words on the board.

\*\*\*\* T has Ss practise saying the words with the correct stress placement. T walks round the class and monitor by correcting any pronunciation mistakes.

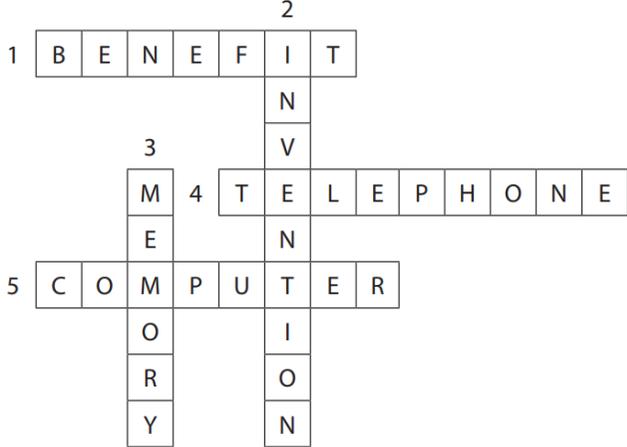
**Answers:**

T-S

Pair work

T-S

T-S

				
<p>- To revise the present perfect, gerunds and to-infinitives.</p>		<p><b>Grammar</b>  <b>Circle the correct answers. (p. 60).</b>  * T explains to Ss that they are going to review the use of the present perfect tense, gerunds and to-infinitives.  - T asks Ss to read the sentences and circle the correct forms. In weaker classes, recall the forms and uses of the present perfect, and the uses of gerunds and to-infinitives.  ** Ss read the sentences and circle the correct forms.  *** Students check their answers in pairs.  **** T checks answers as a class by asking individual Ss to write the words on the board.  <b>Answers:</b>  1. <i>have just installed, using</i>  2. <i>to send, To learn</i>  3. <i>was invented, have changed</i></p>	<p>T-S</p> <p>Ss  Ss  T-S</p>	<p>5 mins</p>

Project	<ul style="list-style-type: none"> <li>- To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.</li> <li>- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving an oral presentation.</li> </ul>	<p><b>Inventions for the classroom</b></p> <p>As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation.</p> <p>* T has Ss work in their groups. Give them a few minutes to get ready for the presentation.</p> <p>** Teacher gives Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.</p> <p>*** Two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.</p> <p>**** T gives praise and feedback after each presentation.</p>	<p>T-S</p> <p>Group work</p> <p>Ss</p> <p>T-S</p>	25 mins
Wrap up Homework	<ul style="list-style-type: none"> <li>- To help Ss memorise what they have learned</li> </ul>	<ul style="list-style-type: none"> <li>- Review the vocabulary and grammar of <i>Unit 5</i>.</li> <li>- Apply what they have learnt (vocabulary and grammar) into practice through a project.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Prepare for the next lesson: Unit 6_Getting started.</li> <li>- Exercises in the workbook.</li> </ul>	T-S	3 min

## REVIEW 2

# Lesson 1: Language

### I. Objectives

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

#### 1. Knowledge

- Review the language they have learnt in Unit 4-5.

**2. Core competence**

- Develop critical thinking skill;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

**3. Personal qualities**

- Develop self-study skills.

**II. Materials**

- Grade 10 textbook
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail. Have excessive talking students practise.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> </ul>

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Review 2</b></p> <p><b>Lesson 1: Language</b></p>
<p><b>* Warm-up</b></p> <p><b>Miming game</b></p> <p><b>* Pronunciation</b></p> <p><b>Activity 1:</b> Escape the maze by connecting all the words with stress on the first syllable</p> <p><b>Activity 2:</b> Pair the cards.</p> <p><b>* Vocabulary</b></p> <p><b>Activity 1:</b> Find the missing letters. Complete the sentences using the pictures.</p> <p><b>Activity 2:</b> Complete the sentences with the words given.</p> <p><b>* Grammar</b></p> <p><b>Activity 1:</b> Read the text and circle the correct answers.</p> <p><b>Activity 2:</b> Recall the information.</p> <p><b>* Homework</b></p>

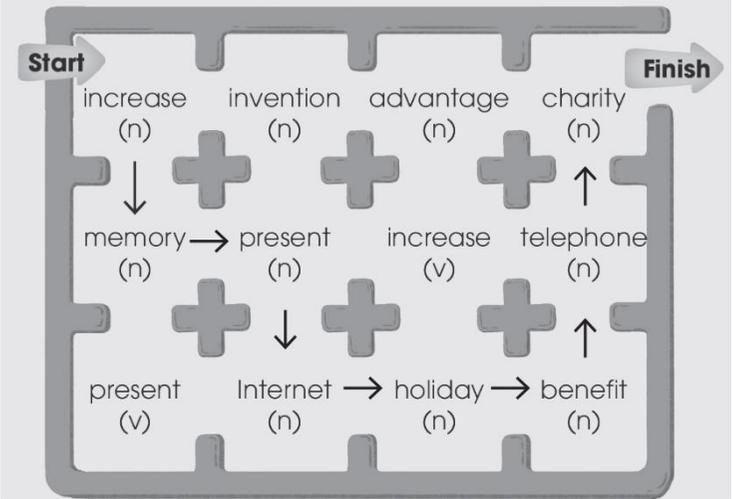
**Procedures**
**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	- To revise the vocabulary related to the	<b><i>Miming game</i></b> * Teacher lists out some key words of Unit 4 and Unit 5, e.g. generous, benefit, community, application, invention,	T-S	5 mins

	topic of Unit 4 and Unit 5.	<p>laptop, smartphone, experiment, hardware, software, laboratory, equipment. Have a volunteer come to the front. Teacher whispers one of the words into his/her ears.</p> <p>** Ss have to draw or mime the word. The rest of the class make guesses. The first student who correctly calls out the word gets a point.</p> <p>*** The class play the game together.</p> <p>**** Teacher checks if the answers are correct or incorrect and lead in the lesson.</p>	<p>S</p> <p>S-S</p> <p>T-S</p>	
Pronunciation	To check if Ss can identify the correct stress placement and provide further pronunciation practice.	<p><b>Activity 1. Escape the maze by connecting all words with the stress on the first syllable. Follow the examples and then listen to check your answers. Practise saying the words. (p.62)</b></p> <p>* Teacher explains the activity.</p> <p>** Ss try to escape the maze by connecting all words with the stress on the first syllable. T tells them to study the examples. Ask them to say these words aloud (increase, memory) with stress on the first syllable.</p> <p>*** Students work in pairs.</p> <p>**** Teacher gives feedback and discusses with the class.</p> <ul style="list-style-type: none"> <li>- Teacher plays the audio file for students to listen and repeat.</li> </ul> <p><i>Answers:</i></p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	12 mins

	<p>- To further practice putting stress on three-syllable words</p>	 <p><b>Activity 2: Pair the cards.</b>          * T explains the activity.          T puts Ss in pairs and gives each pair 10 cards.          T writes 20 familiar three-syllable words on the board: 10 words with stress on the 1<sup>st</sup> syllable, 10 words with stress on the 2<sup>nd</sup> syllable. Ask Ss to copy words on their cards. Then they shuffle the cards and spread in front of them.          ** Ss take turns to open any two cards. If the stress pattern of the words on the cards match, they read the words and keep both cards. If the stress patterns don't match or they can't pronounce correctly, put them face down in the same position. The winner is the player with most cards.          *** Students work in pairs.          **** Teacher gives feedback and discusses with the class.</p>	<p>T-S S-S S-S</p> <p>T-S</p>	
<p>Vocabulary</p>	<p>To check if Ss can use words and phrases related to</p>	<p><b>Activity 1. What are the missing letters? Complete the sentences using the pictures to help you. (p.62)</b></p>	<p>T-S</p>	<p>12 mins</p>

	<p>volunteering and inventions</p> <p>To check if Ss recognize the differences between -ing and -ed, -ful and -less adjectives</p>	<p>* T explains the activity. T demonstrates with examples by asking Ss to guess what the picture shows. Elicit the answer from the Ss.</p> <p>** Ss work out the missing letters of each item by using the pictures. T reminds them that these are the words they learnt in Unit 4 and 5.</p> <p>*** Students work in pairs.</p> <p>**** Teacher gives feedback and discusses with the class.</p> <p><b>Answers:</b>          devices, communicate          donate, volunteer</p> <p><b>Activity 2. Complete the sentences using these words. There are some extra ones. (p.63)</b></p> <p>* T quickly reviews the differences between -ing and -ed, -ful and -less adjectives. Then T explains the activity. T asks Ss to fill in the gaps with words from the box. Remind them that there are some extra words that they might not need.</p> <p>** Ss do the task as required.</p> <p>*** Students exchange the answers.</p> <p>**** Teacher gives feedback and discusses with the class.</p> <p><b>Answers:</b>          1. interesting / useful, careful          2. useless, interested</p>	<p>S-S</p> <p>S-S T-S</p> <p>T-S</p> <p>S S-S T-S</p>	
Grammar	<p>To check if students can use the past simple, past continuous, present perfect, gerunds, and to-infinitives.</p>	<p><b>Activity 1. Read the text and circle the correct answers. (p.63)</b></p> <p>* T explains the context of the text. Tell Ss that new ideas are usually the result of careful planning and analysis, but sometimes accidents that leads to useful inventions. Ask them to look at the pictures and guess what these inventions are.</p> <p>** Ss read the passage and choose the correct answers as they read.</p> <p>*** Ss exchange the answers with their partner.</p>	<p>T-S</p> <p>S S-S</p>	<p>13 mins</p>



Homework	To prepare for the next lesson.	Prepare for the next lesson: Review 2: Lesson 2 – Skills.	T-S	1 min
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**REVIEW 2****Lesson 2: Skills (1)****I. Objectives**

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

**1. Knowledge**

- Review the skills Listening and Speaking they have learnt in Unit 4-5.

**2. Core competence**

- Develop critical thinking skill;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

**3. Personal qualities**

- Develop self-study skills.

**II. Materials**

- Grade 10 textbook
- Computer connected to the internet
  - Pictures, A0 paper
- Projector/ TV
- sachmem.vn

<b>Anticipated difficulties</b>	<b>Solutions</b>
1. Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>

2. Some students will excessively talk in the class.

- Explain expectations for each task in detail. Have excessive talking students practise.
- Continue to explain task expectations in small chunks (before every activity).

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Review 2</b></p> <p><b>Lesson 2: Skills (1)</b></p> <p>* <b>Warm-up.</b> Game: Hangman</p> <p>* <b>Listening</b></p> <p><b>Activity 1:</b> Listen and choose the best title for the talk</p> <p><b>Activity 2:</b> Listen again and fill in each blank with one word.</p> <p><b>Activity 3.</b> Work in groups. Complete the sentences with as many words as possible.</p> <p>* <b>Speaking</b></p> <p>Work in groups. What other features should a smart home have? How will they help us?</p> <p><b>Activity 1.</b> Brainstorming and mind mapping</p> <p><b>Activity 2.</b> Presentation</p> <p>* <b>Homework</b></p>
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**Procedures**
**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To give excitement to students and lead in the lesson.	<p><b>Game: Hangman</b></p> <p>* Teacher writes the words “SMART HOME” on the board (no letter of the word is revealed yet)</p> <p style="text-align: center;">_ _ _ _ _ _ _ _ _ _</p> <p>** Ss guess the letters in turn.</p>	<p>T-S</p> <p>S</p>	5 mins

		<p>*** The class play the game together. The first student to get the correct answer is the winner.</p> <p>**** Teacher checks if the answers are correct or incorrect and leads in the lesson.</p>	<p>S-S</p> <p>T-S</p>	
Listening	<p>- To practice listening for main ideas</p> <p>- To practice listening</p>	<p><b>Activity 1. Listen and choose the best title for the talk (p.64)</b></p> <p>* Teacher explains the activity. T asks Ss if they know what a smart home is.</p> <p>** Ss read the titles, listen and choose the best one for the talk as they listen.</p> <p>*** Students work individually and then compare their answer with the friend's.</p> <p>**** Teacher gives feedback and discusses with the class.</p> <p><b>Answer:</b> A. Smart home technology.</p> <p><b>Activity 2: Listen again and fill in each blank with one word. (p.64)</b></p> <p>* T explains the activity.</p> <p>- T asks Ss to listen again. This time they are filling in notes, using one word for each blank.</p> <p>- Before Ss doing the task, T reviews the techniques for this type of exercise, e.g. skimming through the note, predicting parts of speech and answers based on context clues.</p> <p>- T gives Ss some time to skim through the note and try to work out the answers before they listen.</p> <p>** Ss do as instructions.</p> <p>*** Students work individually and then compare their answer with the friend's.</p> <p>**** Teacher gives feedback and discusses with the class.</p> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. Voice</li> <li>2. Lights</li> </ol>	<p>T-S</p> <p>S-S</p> <p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</p>	<p>7 mins</p> <p>7 mins</p>

	for sp eci fic inf or ma tio n	<p>3. Alarm 4. Devices</p> <p><b>Activity 3. Work in groups. Complete the sentences with as many words as possible.</b></p> <p>* T puts Ss in groups and explains the task. ** T gives each group a handout with 4 sentences. Each sentence has only 3 words available. T plays the audio. T can pause longer between sentences or play the audio several times if necessary. *** Ss listen to the audio and complete each sentence with as many words as they can. **** Teacher gives feedback and discusses with the class.</p> <p>1. .... everything is controlled .....</p> <p>2. .... turn on when .....</p> <p>3. .... your house temperature .....</p> <p>4. .... that's how technology .....</p> <p><b>Answers:</b></p> <p>1. <u>Imagine living in a house where everything is controlled from a distance.</u></p> <p>2. <u>The lights turn on when you enter the room, and then turn off as you leave.</u></p> <p>3. <u>You can even control your house temperature, lights and devices from a mobile phone when you are far from home.</u></p> <p>4. <u>And that's how technology can make your life more enjoyable and comfortable than ever.</u></p>	T-S S-S  S-S T-S	7 mins
Speaking	To practice speaking about smart homes	<p><b>Work in groups. What other features should a smart home have? How will they help us? Use the expressions you learnt in Unit 5 to help you. (p.64)</b></p> <p><b>Activity 1. Brainstorming and mind mapping</b></p> <p>* T explains the activity. T tells Ss that now they will be talking about smart homes and suggesting new features. T gives each group a piece of A0 paper.</p>	T-S  S-S	7 mins



**REVIEW 2****Lesson 3: Skills (2)****I. Objectives**

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

**1. Knowledge**

- Review the skills Reading and Writing they have learnt in Unit 4-5.

**2. Core competence**

- Develop critical thinking skill;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

**3. Personal qualities**

- Develop self-study skills.

**II. Materials**

- Grade 10 textbook
- Computer connected to the internet
  - Pictures, A0 paper
- Projector/ TV
- sachmem.vn

<b>Anticipated difficulties</b>	<b>Solutions</b>
1. Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>

2. Some students will excessively talk in the class.

- Explain expectations for each task in detail. Have excessive talking students practise.
- Continue to explain task expectations in small chunks (before every activity).

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Review 2</b></p> <p><b>Lesson 3: Skills (2)</b></p>
<p><b>* Warm-up.</b></p> <p><b>* Reading</b></p> <p><b>Activity 1:</b> Read the text. Match the highlighted words with their meanings.</p> <p><b>Activity 2:</b> Read the text again and choose the best answers.</p> <p><b>Activity 3:</b> Play with cards.</p> <p><b>* Writing</b></p> <p><b>Activity 1:</b> Brainstorming</p> <p><b>Activity 2:</b> Completing the application letter for a volunteer job by writing a short paragraph.</p> <p><b>* Homework</b></p>

**Procedures**
**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To give excitement to students and lead in the lesson.	<p><b>Warm-up</b></p> <p>* T asks a student to come to the board. T shows him/her the key word “<b>community service</b>” and asks him/her to explain this word to the whole class.</p>	<p>T-S</p> <p>S-S</p>	5 mins

		<p>** This student can use any ways to describe the word, except for saying it directly.</p> <p>*** The class play the game together. The fastest student to guess the correct key word is the winner of the game.</p> <p>**** Teacher checks if the answers are correct or incorrect and lead in the lesson.</p>	<p>S-S</p> <p>S-S</p>	
Reading	To practice understanding words from context.	<p><b>Activity 1. Read the text. Match the highlighted words with their meanings (p.64-65)</b></p> <p>* T explains the context of the text.</p> <p>- T writes down the words ‘<i>community service</i>’ and ‘<i>volunteering</i>’ on the board. T asks if Ss know the difference between them. Tell them that they will find the answer in the reading text.</p> <p>** Ss complete the matching exercise by focusing on the highlighted words in the text.</p> <p>*** Ss check answers as a class.</p> <p>**** Teacher gives feedback and discusses with the class.</p> <p>Elicit the difference between ‘<i>community service</i>’ and ‘<i>volunteering</i>’, e.g. <i>Community service can be either voluntary or compulsory, so volunteering is just one type of community service.</i></p> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. c</li> <li>2. b</li> <li>3. a</li> </ol>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins
	To practice reading for main ideas and specific information	<p><b>Activity 2. Read the text again and choose the best answers. (p.65)</b></p> <p>* T asks Ss to read the text again and complete the exercises.</p> <p>** Ss do the task as required.</p> <p>*** T checks the answers as a class.</p> <p>**** Teacher gives feedback.</p> <ol style="list-style-type: none"> <li>1. b</li> </ol>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	6 mins





Homework	To prepare for the next lesson.	Prepare for the next lesson: Unit 6. Lesson 1 – Getting Started.	T-S	1 min
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## UNIT 6: GENDER EQUALITY

### Lesson 1: Getting started – Equal job opportunities

#### I. Objectives

By the end of this lesson, Students (Ss) will be able to:

##### 1. Knowledge

- Gain an overview of the topic Gender Equality
- Identify and use words and phrases related to the topic Gender Equality
- Identify and use the passive voice with modals

##### 2. Core competence

- Develop communication skills and problem-solving skills
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

##### 3. Personal qualities

- Develop an awareness of gender equality in job choices and opportunities
- Be respectful towards all genders

#### II. Materials

- Grade 10 textbook, Unit 6, Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
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1. kindergarten (n)	/'kɪndəɡɑ:(r)tn /	a school for children between the ages of about two and five	trường mẫu giáo
2. surgeon (n)	/'sɜ:(r)dʒən/	a doctor who is trained to perform surgery	bác sĩ phẫu thuật
3. medical school (n.phr.)	/'medɪkl sku:l/	a college or a department of a university where Ss study to obtain a degree in medicine	trường y
4. pilot (n)	/'paɪlət/	a person who operates the controls of an aircraft, especially as a job	phi công

### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Ss may not know the meaning of job names presented in English</li> <li>- Ss may not know how to work in teams.</li> </ul>	<ul style="list-style-type: none"> <li>- Use pictures/ photos or some activities involved in the job to show them in the class.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

### Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 6: GENDER EQUALITY</b></p> <p><b>Lesson 1: Getting started – Equal job opportunities</b></p>
<p><b>* Warm-up: Charades</b></p> <p><b>I. Vocabulary</b></p> <p>1. kindergarten (n) /'kɪndəɡɑ:(r)tn/: trường mẫu giáo</p> <p>2. surgeon (n) /'sɜ:(r)dʒən/: bác sĩ phẫu thuật</p> <p>3. medical school (n.phr) /'medɪkl sku:l/: trường y</p> <p>4. pilot (n) /'paɪlət/: phi công</p> <p><b>II. Practice</b></p> <p>Task 1: Listen and read</p>

Task 2: Read the conversation again and decide whether the following statements are true (T) or false (F).

Task 3: Match the words to make meaningful phrases in Task 1.

Task 4: Complete the summary using the verb phrases from the conversation in Task 1.

\* **Homework**

### Procedures

#### Notes

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To activate Ss' knowledge on the topic of the unit.</li> <li>- To create a lively atmosphere in the classroom</li> <li>- To lead into the new unit</li> </ul>	<p><b>Game: Charades</b></p> <p>* Teacher (T) gives instructions.</p> <p>** Ss play in two large groups. Every round a representative from each team goes to the board, facing the class. After T shows a word describing a job, the rest of the class uses their gestures to hint at that word without saying it out loud. The team whose representative guesses the word faster wins one point.</p> <p>*** Ss discuss and share other words/ phrases about jobs that they know, then take turns to write the words/ phrases on the board.</p> <p>**** T checks and corrects if Ss spell or pronounce the words/ phrases incorrectly.</p> <p>T leads in the lesson: Which jobs are usually done by men or women? Although there are traditionally male and female jobs, do you think all jobs can be performed by both men and women? In this lesson we will find out how young people these days discuss gender equality in choosing their jobs.</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	5 mins



Controlled practice	<ul style="list-style-type: none"> <li>- To practise reading for specific information</li> <li>- To practise scanning</li> <li>- To check Ss' comprehension of the conversation</li> </ul>	<p><b>Task 2: (p.67) Read the conversation again. Decide whether the following statements are true (T) or false (F):</b></p> <p>* T asks Ss to work individually first and decide whether the statements are true or false.</p> <p>** Ss do Task 2 individually.</p> <p>*** Ss work in pairs and compare their answer.</p> <p>**** T checks the answers with the class. T asks Ss to provide evidence from the conversation and correct the false statements.</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. F</li> <li>2. F</li> <li>3. T</li> </ol>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	10 mins
	To help Ss revise job-related words and phrases	<p><b>Task 3: (p.67) Match the words to make meaningful phrases in 1.</b></p> <p>* T asks Ss to locate the phrases in the conversation to do the matching.</p> <p>** Ss work individually.</p> <p>*** Ss share their answers with a partner.</p> <p>**** T checks and shares the correct answers with the whole class, asking them to say the meaning of each phrase.</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. c</li> <li>2. a</li> <li>3. b</li> </ol>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	4 mins
	To help Ss identify the use of passive voice with modals	<p><b>Task 4: (p.67) Complete the summary using the verb phrases from the conversation in 1.</b></p> <p>* T has Ss to read the incomplete text and predict what to fill in the blanks.</p> <p>** Ss do the task individually and find the verb phrases in the conversation to complete the summary.</p> <p>*** Ss share the answers with a peer.</p> <p>**** T checks answers by having individual Ss read the sentences.</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. may not be allowed</li> </ol>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	4 mins

		<p>2. mustn't be kept          3. should be treated</p> <p>T asks Ss if they can identify the grammar structure, i.e. the passive voice with modals. If necessary, T explains what a modal verb is, e.g. an auxiliary verb usually used with another verb to express possibility, necessity or permission.</p>		
Less controlled practice	<p>- To inform Ss of the details for the Project and how Ss can prepare for it</p> <p>- To give Ss opportunities for authentic practice in using target language</p>	<p><b>Task 5: Project preparation – Job choice survey</b></p> <p>* T asks Ss to open their books at the last page of Unit 6, the project section, and read the task given.</p> <p>T tells Ss about the Project requirements: Ss will have to choose a class in school and do a survey to find out how many boys and how many girls would like to work as surgeons, airline pilots, nurses, shop assistants (or do other jobs) in the future. Then Ss give an oral presentation of their survey in the last lesson of the unit.</p> <p>** Ss pick their own group members to make a group of 4-5 and choose their group leader. Then the group leader assigns tasks for each group member, making sure that all group members contribute to the group work, e.g. decide which class / age group to survey, prepare the survey forms, create a spreadsheet to consolidate, and find some photos or other visuals to illustrate each job, prepare a brief description of each job, think about the structure of the presentation, decide how the results will be presented: raw data in a table, bar graphs, pie charts or infographics.</p> <p>*** T calls the group representatives to report their plans.</p> <p>The groups discuss and decide on the class they want to survey, so that there is no overlap.</p> <p>**** Teacher gives feedback on the groups' plans and help Ss set deadlines for each task.</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	10 mins
Wrap-up Homework	To help Ss memorise the target language and skills that they have learned	<p>- Some lexical items about Gender equality</p> <p>- Reading for specific information</p> <p>- Scanning</p> <p><b>Homework:</b></p>	T-S	1 min

		<ul style="list-style-type: none"><li>- Exercises in the workbook</li><li>- Project preparation</li></ul>		
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## UNIT 6: GENDER EQUALITY

### Lesson 2: Language

#### I. OBJECTIVES

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

##### 1. Knowledge

- Use lexical items related to the topic Gender Equality
- Pronounce three-syllable adjectives and verbs with correct stress
- Use the passive voice with modals

##### 2. Core competence

- Access and consolidate information from a variety of sources
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

##### 3. Personal qualities

- Develop an awareness of gender equality
- Be respectful towards all genders

#### II. MATERIALS

- Grade 10 textbook, Unit 6, Language
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### 1. Language analysis: Passive voice with modals

Rule	Modal verbs	Use
Modal + be + past participle	can, could	Express ability
	should, ought to	Express advice or duty
	must	Express duty
	can, could, may	Express permission
	can, could, may, might	Express possibility
	can't, mustn't, may not	Express prohibition
	may, will, would	Express request

## 2. Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Ss may be confused between the active voice and the passive voice.</li> <li>- Ss may not know how to work in teams.</li> </ul>	<ul style="list-style-type: none"> <li>- Give short and clear explanations with detailed examples for each case.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

**BOARD PLAN****UNIT 6: GENDER EQUALITY****Lesson 2: LANGUAGE****\* Warm-up****I. Pronunciation**

Task 1: Listen and repeat. Pay attention to the stressed syllable in each word

Task 2: Listen and mark the stressed syllables in the words in bold.

**II. Vocabulary: Gender equality**

Task 1: Match the words with their meanings.

Task 2: Complete the following sentences with the words in Task 1.

**III. Grammar: Passive voice with modals**

Task 1: Choose the best answers.

Task 2: Rewrite the following sentences using the passive voice.

**\* Homework****Procedures****Notes**

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>- To get Ss interested in the topic</li> <li>- To activate Ss' knowledge of the lesson</li> </ul>	<p><b>Game: Tag team</b></p> <ul style="list-style-type: none"> <li>* T divides the class into two teams.</li> <li>** Each round, both teams have 1 minute to write on the board as many three-syllable words of a given topic as possible. The team that could write more words wins that round.</li> <li>Round 1 topic: Adjectives</li> <li>Round 2 topic: Verbs</li> <li>*** Ss discuss how the written words are pronounced, emphasizing the stress position of each word.</li> <li>**** T calls some Ss to pronounce the words, gives feedback if necessary, then introduces the lesson.</li> </ul>	<p>T - S</p> <p>S - S</p> <p>S - S</p> <p>T - S</p>	5 mins
<b>Presentation (Pre-teach the stress in three-syllable adjectives and verbs)</b>	To help Ss understand the concept and identify the stress in three-syllable words	<p><b>PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>* Teacher introduces the stress in three-syllable adjectives and verbs to Ss and lets them watch a video about how to pronounce these words.</li> <li><a href="https://www.youtube.com/watch?v=nh3GZHf1GuA">https://www.youtube.com/watch?v=nh3GZHf1GuA</a></li> <li>** Ss watch the video and repeat after the speaker.</li> <li>*** Teacher asks Ss to give some three-syllable words and point out their stress.</li> <li>**** T gives feedback and comments if necessary.</li> </ul>	<p>T - S</p> <p>S</p> <p>T - S</p>	5 mins
<b>Practice</b>	To help Ss recognise and practise stress patterns in three-syllable adjectives and verbs in isolation.	<p><b>Task 1: Listen and repeat. Pay attention to the stressed syllable in each word</b></p> <ul style="list-style-type: none"> <li>* T focuses Ss' attention on the words in the table and asks Ss if they know the words and elicit their meanings if necessary.</li> <li>** T plays the recording and has Ss listen and pay attention</li> </ul>	<p>T - S</p> <p>S</p>	5 mins



		<p>reading the sentences.          **** T observes and gives feedback.  <b>Key + Audio script – Track 46:</b>          1. We'll 'celebrate her success with a party.          2. They hope to <b>dis'cover</b> new ways to promote gender equality.          3. The job requires both 'physical and mental strength.          4. Equal opportunities in education bring <b>im'portant</b> changes in society.</p>	T-S	
<b>Presentation (Vocab – pre-teach)</b>	To make sure that Ss understand the meanings of some topic-related words introduced in Getting Started.	<p><b>Vocabulary: Gender equality</b>  <b>Task 1: Match the words with their meanings.</b>          * T asks Ss to match the words with their suitable meanings.          ** S first works on the exercise individually.          *** T puts Ss in pairs to compare their answers and discuss the meaning of each word.          • T encourages Ss to find the words in the conversation and use the context clues there to work out their meanings.          **** T checks answers with the class.</p> <p><b>KEY</b>          1. e          2. a          3. b          4. c          5. d</p>	T-S  S S-S  T-S	4 mins
<b>Practice</b>	To give Ss practice in using the words in meaningful contexts.	<p><b>Task 2: Complete the following sentences with the words in Task 1.</b>          * T reminds Ss to use the context clues to help them decide</p>	T-S	5 mins

		<p>on each word, e.g. The word <i>teachers</i> in sentence 1 suggests that the answer is related to schools (1. kindergarten).</p> <p>** Ss work individually to complete the sentences.</p> <p>*** Ss work in pairs to compare their answers with a partner.</p> <ul style="list-style-type: none"> <li>• Ss may look up the words in the glossary if necessary.</li> </ul> <p>**** T checks answers with the class.</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. kindergarten</li> <li>2. surgeon</li> <li>3. treat</li> <li>4. gender</li> <li>5. equal</li> </ol>	<p>S</p> <p>S-S</p> <p>T-S</p>			
<p><b>Presentation</b>  <b>(Grammar – pre-teach)</b></p>	<p>To have Ss revise the passive voice with modal verbs</p>	<p>Grammar: Passive voice with modals</p> <p><b>Task 1: Choose the best answers.</b></p> <p>* T has Ss recall the passive voice from Unit 2.</p> <ul style="list-style-type: none"> <li>- When we use it, e.g. when we do not want to indicate the person who does the action.</li> <li>- We can also use the passive voice with modal verbs (with examples in the conversation in Getting Started.)</li> </ul> <ul style="list-style-type: none"> <li>• T elicits the meanings of the modal verbs in the Remember! box, e.g. to express ability, advice, duty, permission, possibility, prohibition or request.</li> </ul> <p>T reminds Ss that modal verbs are special auxiliary verbs that behave differently from other verbs and are usually used with other verbs.</p> <table border="1" data-bbox="840 1332 1646 1428"> <tr> <td data-bbox="840 1332 1243 1428">ability</td> <td data-bbox="1243 1332 1646 1428">can, could</td> </tr> </table>	ability	can, could	<p>T-S</p>	<p>6 mins</p>
ability	can, could					

	<p>To help Ss understand the use of the passive voice with modal verbs</p>	<table border="1" data-bbox="840 247 1646 651"> <tr> <td>advice or duty</td> <td>should, ought to</td> </tr> <tr> <td>duty</td> <td>must</td> </tr> <tr> <td>permission</td> <td>can, could, may</td> </tr> <tr> <td>possibility</td> <td>can, could, may, might</td> </tr> <tr> <td>prohibition</td> <td>can't, mustn't, may not</td> </tr> <tr> <td>request</td> <td>may, will, would</td> </tr> </table> <p>T focuses Ss' attention on the structures and examples in Remember! box and gives more examples if necessary.  ** Ss study the sentences individually or in pairs.  T explains that some sentences are in active voice, some in passive voice. T asks Ss to pay attention to who does the action in each sentence.  *** T encourages Ss to choose the answers and compare their answers with a partner.  **** T checks answers with the class. T invites individual Ss to read the sentences aloud.</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. shouldn't be allowed</li> <li>2. can work</li> <li>3. may be offered</li> <li>4. could join</li> <li>5. must be prepared</li> </ol>	advice or duty	should, ought to	duty	must	permission	can, could, may	possibility	can, could, may, might	prohibition	can't, mustn't, may not	request	may, will, would	<p>S/S-S</p> <p>S-S</p> <p>T-S</p>	
advice or duty	should, ought to															
duty	must															
permission	can, could, may															
possibility	can, could, may, might															
prohibition	can't, mustn't, may not															
request	may, will, would															



		**** T asks some Ss to read the sentences out loud and gives feedback on their pronunciation.		
<b>Wrap up</b>	To consolidate what Ss have learnt in the lesson.	T asks Ss to talk about what they have learnt in the lesson.	T-S	3 mins
<b>Homework</b>	To revise what they have learnt and prepare for the next lesson: Reading.	- Workbook exercises - Project preparation	T-S	2 mins

## UNIT 6: GENDER EQUALITY

### Lesson 3: READING

#### I. Objectives

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

#### 1. Knowledge

- Read for specific information about gender equality in employment

#### 2. Core competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skills

#### 3. Personal qualities

- Understand more about the gender equality and existing problems
- Develop a self-reliant attitude

## II. Materials

- Grade 10 textbook, Unit 6, Reading
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

### LANGUAGE ANALYSIS

Form	Pronunciation	Meaning	Vietnamese equivalent
domestic violence (n.phr)	/də'mestɪk 'vaɪələns/	behaviour intended to hurt someone you live with	bạo lực gia đình
uneducated (adj)	/ʌn'edʒukətɪd/	having little or no formal education at school	ít học, vô giáo dục
low-paying (adj)	/ləʊ 'peɪɪŋ/	providing very little money	lương thấp
be forced (to do sth)	/ bi fɔ:(r)st/	be made to do something unwanted	bị ép phải làm gì

Anticipated difficulties	Solutions
- Ss may lack knowledge about some lexical items	- Provide Ss with the meaning and pronunciation of words.
- Ss may have underdeveloped reading, speaking and co-operating skills.	- Let Ss read the text again (if necessary). - Create a comfortable and encouraging environment for Ss to speak. - Encourage Ss to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

**UNIT 6: GENDER EQUALITY**

**Lesson 3: READING**

**\*Warm-up**

**\* READING**

Task 1: Match the sentences with the pictures

Task 2: Read the text and circle the correct meaning of the highlighted words and phrases

***Vocabulary***

1. be forced / bi fɔ:(r)st/ (to do sth): bị ép phải làm gì
2. domestic violence /də'mestɪk 'vɪələns/: bạo lực gia đình
3. uneducated /ʌn'edʒukətɪd/ (adj): ít học, vô giáo dục
4. low-paying /ləʊ 'peɪɪŋ/ (adj): lương thấp

Task 3: Read the text again and decide whether the following statements are True (T), False (F), Not given (NG)

Task 4: Work in groups. Discuss possible solutions to one of the following problems:

1. Child marriage
2. A lack of education for girls
3. Low pay for women

**\*Homework**

**Procedures**

**Notes**

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

**PROCEDURES**





<b>Post-reading</b>	To help Ss use the language and ideas in the text to talk about possible solutions to a problem	<p><b>Task 4: Work in groups. Discuss possible solutions to one of the following problems</b></p> <p><b>Roleplay: President election</b></p> <p>* T asks Ss to work in groups of three or four and roleplay as president candidates, making a speech about what they would do to solve one of the following problems: child marriage, a lack of education for girls, and low pay for women.</p> <p>• T tells Ss to brainstorm and suggest some possible solutions to one of the three problems mentioned in the text.</p> <p>** Each group appoints a speaker (President candidate role) and a group secretary to note down the group members' ideas.</p> <p>e.g. Girls should be allowed to go to school. They shouldn't be forced to get married early.</p> <p>*** T asks representatives from different groups to share their ideas with the rest of the class. Without voting for themselves, all groups must vote for the most persuasive group to become "President".</p> <p>**** T gives comments and bonus points for workable solutions and fluent delivery. Afterwards, T shares some sample answers.</p> <p><b>Suggested answer:</b></p> <p><b>Some solutions to child marriage:</b></p> <p>(i) Educating girls: When girls can go to school and stay long there, they will get the knowledge and skills necessary to support themselves and their families.</p> <p>(ii) Giving girls the right to decide their future: If girls are knowledgeable and independent, they won't choose to get married early.</p> <p>(iii) Educating parents and other adults: When parents and other adults know about the negative impact of child marriage, they will change their views and support girls' rights.</p> <p><b>Some solutions to lack of girls' education:</b></p> <p>(i) Keeping girls in school: Poverty can prevent or stop girls from going to school. Education should be free, and governments and charity organizations should help poor families pay for transport, textbooks and uniforms.</p>	T-S  S-S  T-S	10 mins
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		<p>(ii) Making school safe for girls: It's not safe for girls to travel long distances to school. Also, at school, girls may become victims of violence and bullying.</p> <p>(iii) Reducing girls' workload at home: In developing countries, girls may be kept home to do household chores like carrying water, preparing food and washing clothes. Sharing housework between all members of the family helps girls succeed in getting an education.</p> <p><b>Some solutions to wage gap:</b></p> <p>(i) Supporting equal pay: Companies have to commit to and provide equal pay for equal work.</p> <p>(ii) Making salary information clear: Payment should be made clear to both genders so that women know if they make less money than men for doing the same job.</p> <p>(iii) Sharing housework: When couples share household chores, women can focus on their paid jobs.</p>		
<b>Wrap up</b>	To consolidate what Ss have learnt in the lesson.	T asks Ss to talk about what they have learnt in the lesson.	T-S	3 mins
<b>Homework</b>	To review the lesson Ss have learnt and prepare for the next lesson - Speaking.	<ul style="list-style-type: none"> <li>- Workbook exercises</li> <li>- Write down their opinion about gender equality in bullet points</li> </ul>	T-S	2 mins



## UNIT 6: GENDER EQUALITY

### Lesson 4: Speaking

#### I. Objectives

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

##### 1. Knowledge

- Understand how to express opinions
- Apply useful expressions to talk about career choices

##### 2. Core competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skills

##### 3. Personal qualities

- Understand more about their preference of career
- Develop self-study skills

#### II. Materials

Grade 10 textbook, Unit 6, Speaking

Computer connected to the internet

Projector/ TV/ pictures and cards

sachmem.vn

Anticipated difficulties	Solutions
1. Ss may lack knowledge about some useful structures.	Provide Ss with the form and use of some useful structures in their talk.
2. Ss may have underdeveloped speaking and co-operating skills.	Create a comfortable and encouraging environment for Ss to speak. Encourage Ss to work in pairs, in groups so that they can help each other. Provide feedback and help if necessary.

3. Some Ss will excessively talk in the class.

Explain expectations for each task in explicit detail.

Have excessive talking Ss practise.

Continue to clarify task expectations in small chunks (before every activity).

### Board plan

## UNIT 6: GENDER EQUALITY

### Lesson 4: Speaking

#### \*Warm-up: Personality quiz

#### \*Speaking: Career choices

Task 1: Work in pairs. Decide which jobs are traditionally considered male or female.

Useful expressions:

1. I think / I believe (that)
2. There are many more male (surgeons) than female (surgeons)
3. Me/ Women traditionally work as (firefighters) ...
4. (Nursing) jobs are done by men / women
5. The (nurse's) job is traditionally done by men / women

Task 2: Work in pairs. Discuss why the jobs in 1 are traditionally done by men or women.

Task 3: Work in groups of three. Talk about your career choice(s)

#### \*Homework

**Procedures**
**Notes**

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>- To introduce the topic of the lesson</li> <li>- To get Ss interested in suitable career options</li> </ul>	<p><b>Personality quiz</b></p> <p>* T lets Ss do a small personality quiz that reveals their suitable career based on their MBTI characteristics:  <a href="https://www.opencolleges.edu.au/careers/career-quiz">https://www.opencolleges.edu.au/careers/career-quiz</a></p> <p>** Ss do the quiz individually for up to 4 minutes</p> <p>*** Ss discuss their results and whether they found a suitable career option.</p> <p>**** T introduces the topic of the lesson: Career choices.</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins
<b>Presentation</b>	To introduce more ideas for the main speaking task and get Ss involved in the lesson.	<p><b>Task 1: Work in pairs. Decide which jobs are traditionally considered male or female. Use the expressions given to help you.</b></p> <p>* T asks Ss to read through the jobs and makes sure they know all the job titles.</p> <p>T introduces some useful expressions to discuss the jobs in the box.</p> <p>** Ss work individually to decide which jobs are traditionally done by men or women and tick the corresponding columns.</p> <p>*** Ss discuss in pairs and use the expressions given to express their opinions.</p> <p>**** T checks answers with the class.</p> <p>Suggested answers:            Traditionally male jobs: 1, 4, 5, 7</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	10 mins

		Traditionally female jobs: 2, 3, 6, 8		
<b>Controlled practice</b>	To introduce more ideas for the main speaking task and get Ss involved in the lesson.	<p><b>Task 2: Work in pairs. Discuss why the jobs in Task 1 are traditionally done by men or women. Use the ideas below to help you.</b></p> <p>* T gives Ss time to read the suggested ideas in the box and the example.</p> <p>• T has one student read the example aloud, and ask if Ss agree with it and why / why not.</p> <p>** Ss work in pairs and discuss each job. T walks round the class and offers help when necessary.</p> <p>*** T asks some pairs of Ss to present their opinions in front of the whole class. The rest of the class is encouraged to ask questions.</p>	S T-S S-S T-S	10 mins
<b>Less controlled practice</b>	To help Ss talk about their career choices and share their ideas with the rest of the class.	<p><b>Task 3: Work in groups of three. Talk about your career choice(s)</b></p> <p>* T asks Ss to work in groups of three and has one group role-play the example.</p> <p>** Ss discuss their career choices and note down each group member's future job and the reasons why he or she has chosen it.</p> <p>*** T invite some Ss from different groups to report the career choices in their groups and give the reasons to the class.</p> <p>**** T observes and gives feedback to the groups and individuals.</p>	T-S S-S T-S	15 mins
<b>Wrap-up</b>	To consolidate what Ss have learnt in the lesson.	<p>- T asks Ss to talk about what they have learnt in the lesson.</p> <p>- T shows a video to remind Ss about gender equality in job choices:  <a href="https://www.youtube.com/watch?v=G3Aweo-74kY">https://www.youtube.com/watch?v=G3Aweo-74kY</a></p>	T-S	3 mins
<b>Homework</b>	To review the lesson they have learnt and prepare for the next lesson	<p>- Workbook exercises</p> <p>- Prepare the presentation for Project lesson</p>	T-S	2 mins



## UNIT 6: GENDER EQUALITY

### Lesson 5: Listening

#### I. Objectives

By the end of this lesson, Students (Ss) will be able to:

##### 1. Knowledge

- Listen for specific information in a talk about the first woman in space
- Identify and use lexical items related to gender equality

##### 2. Core competence

- Develop communication skills and problem-solving skills
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

##### 3. Personal qualities

- Develop an awareness of women's achievements in their jobs
- Be respectful towards all genders

#### II. Materials

- Grade 10 textbook, Unit 6, Listening
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. cosmonaut (n)	/'kɒzmənɔ:t/	an astronaut from the former Soviet Union or Russia	phi hành gia (Xô Viết/Nga)
2. space (n)	/speɪs/	the area outside the earth's atmosphere where all the other planets and stars are	không gian ngoài vũ trụ
3. parachutist (n)	/'pærəfu:tɪst/	a person who jumps from a plane using a parachute	người nhảy dù
4. instructor (n)	/'ɪn'strʌktə(r)/	a person whose job is to teach somebody a practical skill or	người hướng dẫn/huấn

		sport	luyện
5. technical (adj)	/'teknɪkl/	connected with the practical use of machines, methods, etc. in science and industry	về kĩ thuật

### Assumptions

Anticipated difficulties	Solutions
- Students may have underdeveloped listening skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary..

### Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 6: GENDER EQUALITY</b></p> <p><b>Lesson 5: Listening – The first woman in space</b></p> <p><b>* Warm-up:</b> Watch a video</p> <p><b>I. Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. cosmonaut (n) /'kɒzmənɔ:t/: phi hành gia (Xô Viết/Nga)</li> <li>2. space (n) /speɪs/: không gian ngoài vũ trụ</li> <li>3. parachutist (n) /'pærəʃu:tɪst/: người nhảy dù</li> <li>4. instructor (n) /ɪn'strʌktə(r)/: người hướng dẫn/huấn luyện</li> <li>5. technical (adj) /'teknɪkl/: về kĩ thuật</li> </ol> <p><b>II. Practice</b></p> <p>Task 1: Listen to a talk about Valentina Tereshkova. Choose the best answer to complete each sentence</p> <p>Task 2: Listen again and give short answers to the following questions.</p> <p>Task 3: Work in groups and discuss the questions: Do you want to be a cosmonaut? Why or why not?</p> <p><b>* Homework</b></p>
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### Procedures

### Notes

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To activate Ss' knowledge on the topic of the unit.</li> <li>- To lead into the new unit</li> </ul>	<p>* Teacher (T) shows Ss a video about a history of women in space.            Link: <a href="https://www.youtube.com/watch?v=HIEach7rmDg">https://www.youtube.com/watch?v=HIEach7rmDg</a>            ** Ss watch the video and take notes of as many names that they can hear as possible.            *** Ss share their notes and discuss T's question: Which names have you already known and which names have you never heard of?            Expected answer: Male names are more well-known than female names.            **** T checks and corrects if Ss spell or pronounce the names incorrectly.            T leads in the lesson: Although they were not acknowledged as much as their male colleagues, many women made great achievements in the space and science field. In this lesson we will listen to the story of the first woman who went to space.</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins
Pre-listening	<ul style="list-style-type: none"> <li>- To provide Ss with relevant vocabulary before they listen</li> <li>- To introduce the topic of the listening and set the context.</li> </ul>	<p><b>Task 1: Work in pairs. Look at the picture and tell your partner what this woman's job is (p.71).</b>            * T asks Ss to look at the explanation and the photos to guess the meaning of new words.            ** Ss say the Vietnamese meaning of the word.</p> <ol style="list-style-type: none"> <li>1. cosmonaut (n) /'kɒzmənɔ:t/: phi hành gia (Xô Viết/Nga)</li> <li>2. space (n) /speɪs/: không gian ngoài vũ trụ</li> <li>3. parachutist (n) /'pærəʃu:tɪst/: người nhảy dù</li> <li>4. instructor (n) /ɪn'strʌktə(r)/: người hướng dẫn/huấn luyện</li> <li>5. technical (adj) /'teknɪkl/: về kĩ thuật</li> </ol> <p>*** Other Ss correct if the previous answers are incorrect. The whole</p>	T-S	7 mins

		<p>class discusses the job of the woman's picture in the textbook.  <b>Key:</b> She's a cosmonaut.  **** T shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.</p>		
While-listening	- To help Ss practise listening for specific information.	<p><b>Task 2: Listen to a talk about Valentina Tereshkova. Choose the best answer to complete each sentence.</b>  * T tells Ss they are going to listen to a talk about Valentina Tereshkova, the first woman in space.  - T reminds Ss to read through the five incomplete sentences and the choices before they listen to the talk. T elicits or explain any unfamiliar or difficult words if necessary.  ** T plays the recording. Ss work individually to do the activity.  *** Ss discuss their answers in pairs.  **** T checks the answer with the class. T plays the recording again, pausing at the places where they can get the correct information.  <b>Key:</b> 1. A 2. B 3. A 4. B 5. B</p>	T-S  S S-S T-S	10 mins
		<p><b>Task 3: Listen again and give short answers to the following questions.</b>  * T gives Ss some time to read through the questions and underline key words to help them work out the answers.  • T focuses Ss' attention on the instruction 'give short answers', and elicits from Ss what information they have to listen for (mostly a number).  ** <b>Game: Fast and furious</b>  - The class plays in two teams.  - Before playing the recording for each question, T calls two Ss to the board to prepare and write their answer. The one writing the correct answer faster wins one point for their team.  *** T plays the recording, pausing at the places where Ss can hear the answers. Ss discuss the answer and give points to the winners.  **** T checks the answer as a class. If time allows, T asks more questions</p>	T-S  S-S  T-S	15 mins

		such as <i>Where was Tereshkova born? What talent did she have as a young girl? How many women joined the first Soviet space program?</i> <b>Key:</b> 1. 1937 2. 16 3. 1962 4. 26 5. Three days / 3 days		
Post-listening	To give Ss an opportunity to give their opinions about the cosmonaut's job and give reason(s).	<b>Task 4: Work in groups. Discuss the following questions: <i>Do you want to be a cosmonaut? Why or why not?</i></b> * T has Ss work in groups. ** Ss decide if they want to be a cosmonaut and give reason(s) for their answers. *** Ss discuss in groups of four and note down their partners' ideas. **** T invites some Ss from each group to present a summary of their discussions to the class.	T-S S  S-S T-S	7 mins
Wrap-up Homework	To help Ss memorise the target language and skills that they have learned	- Some lexical items about women in space - Listening for specific information <b>Homework:</b> - Exercises in the workbook - Project preparation	T-S	1 min

## UNIT 6: GENDER EQUALITY

### Lesson 6: Writing

#### I. OBJECTIVES

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

1. Knowledge
  - Use lexical items related to the topic Gender Equality
  - Write about jobs for men and women.
2. Core competence
  - Access and consolidate information from a variety of sources
  - Be collaborative and supportive in pair work and teamwork
  - Actively join in class activities
3. Personal qualities
  - Develop an awareness of gender equality in the workforce
  - Be respectful towards all genders

#### II. MATERIALS

- Grade 10 textbook, Unit 6, Writing
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

<b>Anticipated difficulties</b>	<b>Solutions</b>
Students may have underdeveloped writing skills.	<ul style="list-style-type: none"><li>- Guide students to make an outline first before writing.</li><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>

**BOARD PLAN**

<p><b>UNIT 6: GENDER EQUALITY</b></p> <p><b>Lesson 6: Writing – Writing about jobs for men and women</b></p> <p>* <b>Warm-up:</b> Watch a video</p> <p><b>I. Developing ideas</b></p> <p>Task 1: Choose suitable information from the box below to complete the table.</p> <p>Task 2: Work in pairs. Do you think both men and women can do the surgeon’s job well? Give reasons.</p> <p><b>II. Writing a paragraph</b></p> <p>Task 3: Write a paragraph (120 - 150 words) about the surgeon’s job.</p> <p>* <b>Homework</b></p>
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**Procedures**
**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>- To get Ss interested in the topic</li> <li>- To activate Ss’ knowledge of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>* T plays a funny video on operation (Link: <a href="https://youtu.be/vFDSWuffBcA?t=91">https://youtu.be/vFDSWuffBcA?t=91</a> – only the first half).</li> <li>** Ss watch the video and note down the tasks that a surgeon has to do</li> </ul>	<p>T - S</p> <p>S</p>	5 mins

		<p>*** Ss discuss what Mr. Bean did correctly and incorrectly.          **** T gives feedback, if necessary, then introduces the lesson.</p>	<p>S – S          T - S</p>	
<b>Brainstorming ideas</b>	To help Ss develop ideas for their writing.	<p><b>Task 1: Choose suitable information from the box below to complete the table.</b>          * T tells Ss to look at the table and read the information below the table. T explains any new words if necessary.          ** Based on what they have watched from the video and their own knowledge, Ss work individually to fill in the table with given suitable information.          T may play the rest of the video to give more hints.          *** Ss discuss and check their answers with a partner.          **** T checks the answer with the whole class, and ask some Ss to explain their choice.          Suggested answer:          - Main responsibility: A, F          - Main qualities: B, C, G, H</p>	<p>T - S           S           S – S          T – S</p>	5 mins
<b>Brainstorming further ideas</b>	To help Ss develop more ideas for their writing.	<p><b>Task 2: Work in pairs. Do you think both men and women can do the surgeon's job well? Give reasons. Use the ideas below to help you.</b>          * T asks Ss to study the ideas in the box and think about if they agree or disagree with them.          ** Ss work in pairs to discuss the ideas and express their own opinions.          T encourages them to write down their opinions and any new ideas they have come up with, preferably at least one reason/example for each idea.          T walks round the class to provide help if necessary.          *** T invites pairs of Ss to summarise their discussions in front of the class.</p>	<p>T – S           S – S           S – S</p>	10 mins

		<p>T encourages the rest of the class to ask the pairs questions and comment on their ideas.</p> <p>**** T gives feedback and summarizes the pairs' ideas.</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> <li>- Women can do the surgeon's job well because they can be as physically and mentally strong as men.</li> <li>- Women can make great surgeons because they can also perform long and tiring operations.</li> <li>- Women can become good surgeons because men and women have the same abilities to learn and apply medical knowledge.</li> </ul>	T - S	
<b>Writing practice</b>	To help Ss practise writing a paragraph about the surgeon's job.	<p><b>Task 3: Write a paragraph (120 - 150 words) about the surgeon's job. Use these guiding questions to help you.</b></p> <p>* T explains the task and asks Ss to study the guiding questions.</p> <ul style="list-style-type: none"> <li>- T provides the sample answer below as a model by reading it aloud or displaying it on the board.</li> </ul> <p><b>Sample answer:</b> The surgeon's job is traditionally most common for men. Surgeons have to perform operations on patients. They also have to make important decisions about patients' health and safety. Besides medical knowledge, surgeons need both physical and mental strength to perform long and tiring operations. In addition, surgeons need to have excellent eyesight and skilful hands. A surgeon works with a team, so he / she needs good teamwork and communication skills. Although it is traditionally seen as a male job, the number of women surgeons is increasing now. Women are as mentally strong as men, and they can perform long operations. In summary, women can make great surgeons, and everybody will benefit from having both male and female</p>	T - S	23 mins





## UNIT 6: GENDER EQUALITY

### Lesson 7: COMMUNICATION AND CULTURE/ CLIL

#### I. Objectives

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

##### 1. Knowledge

- Use lexical items related to the topic *Gender equality*
- Express agreement and disagreement
- Learn about women's football

##### 2. Core competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skills

##### 3. Personal qualities

- Understand more about the gender equality in sports
- Be respectful towards all genders and cultures.

#### II. Materials

- Grade 10 textbook, Unit 7, Communication and Culture/CLIL
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### LANGUAGE ANALYSIS

Useful expressions	
Agreement	Disagreement
<ul style="list-style-type: none"> <li>- You're right.</li> <li>- I couldn't agree more.</li> <li>- That's not true.</li> </ul>	<ul style="list-style-type: none"> <li>- That's not true.</li> <li>- I'm afraid I disagree.</li> <li>- I'm sorry, but...</li> </ul>

#### Assumptions

Anticipated difficulties	Solutions
- Ss may have underdeveloped speaking and co-operating skills.	<ul style="list-style-type: none"> <li>- Let Ss read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for Ss to speak.</li> <li>- Encourage Ss to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

### Board plan

**UNIT 6: GENDER EQUALITY**

**Lesson 7: COMMUNICATION AND CULTURE/ CLIL**

**\*Warm-up:** Watch a video

**Everyday English**

Useful expressions	
Agreement	Disagreement
<ul style="list-style-type: none"> <li>- You're right.</li> <li>- I couldn't agree more.</li> <li>- That's not true.</li> </ul>	<ul style="list-style-type: none"> <li>- That's not true.</li> <li>- I'm afraid I disagree.</li> <li>- I'm sorry, but...</li> </ul>

Task 1: Listen and complete a conversation with the expressions from the box. Then practise it in pairs.

Task 2: Work in pairs. Have similar conversations expressing agreement and disagreement about other jobs.

**CLIL**

Task 3: Read the text and fill the timeline about women's football.

Task 4: Work in groups. Fill the timeline about women's football in Viet Nam.

**\*Homework**

### Procedures

### Notes

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

### PROCEDURES

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate Ss' knowledge of the topic	<p>* T plays a video of two people having a small debate. (Link: <a href="https://www.youtube.com/watch?v=yEmgU9oX7ns">https://www.youtube.com/watch?v=yEmgU9oX7ns</a>)</p> <p>** Ss watch the video and note down the language that the speakers use to agree/disagree.</p> <p>*** Ss discuss what else they could say to express their views more clearly.</p> <p>**** T gives feedback, if necessary, then introduces the lesson.</p>	<p>T - S</p> <p>S</p> <p>S - S</p> <p>T - S</p>	5 mins
Everyday English	To provide Ss with an example conversation in which people express agreement and disagreement.	<p><b>Task 1: Listen and complete a conversation with the expressions from the box. Then practise it in pairs.</b></p> <p>* T tells Ss that they will learn more expressions of agreement and disagreement.</p> <p>- T asks Ss to look at the four expressions (A - D) in the box and elicits their meaning and use, e.g. A and D - to express disagreement; B and C - to express agreement.</p> <p>** Ss read the conversation between Mai and her mother and look for context clues for the missing phrases or sentences, then predict the answer before listening.</p> <p>- Ss listen to the recording and complete the conversation with the expressions from the box.</p> <p>- T checks answers as a class.</p> <p>*** Ss practise the conversation in pairs.</p> <p>**** T goes around the class and corrects if necessary.</p> <p><b>Key:</b> 1. D 2. A 3. C 4. B</p>	<p>T - S</p> <p>S-S</p> <p>T-S</p>	5 mins
	To help Ss	<b>Task 2: Work in pairs. Have similar conversations expressing agreement and</b>		

	practise expressing agreement and disagreement.	<p><b>disagreement about other jobs. Use the expressions below to help you.</b>  <b>Role-playing: Asian parents and child</b>          * T puts Ss into pairs and have them brainstorm different jobs and reasons why parents may object to their children doing these jobs.          - T asks some pairs to share their ideas and write them on the board.          - T asks Ss to look at the list of expressions and encourages Ss to add more to the table, e.g. <i>That's exactly how I feel. You have a point here. I totally disagree. I beg to differ...</i>          - Ss plan their conversation first by deciding on who is going to be the parent (mum or dad), what job the son or daughter has chosen, why the parent doesn't agree and how the child will try to persuade her / him.          ** Ss practise their conversations in pairs.          - T walks round the class and provide help when necessary.          *** T invites some pairs to role-play their conversations in front of the class. The others listen and give comments on their peers' performance.          **** T gives feedback and adds bonus points for good effort and fluent delivery.</p>	S-S T-S S-S S-S T-S	mins
CLIL	To help Ss learn about women's football through CLIL	<p><b>Task 1: Read the text and fill the timeline about women's football.</b>          * T shows some images of women playing football or display them on the board electronically.          - T asks Ss to look at the pictures and answer questions about them, e.g. <i>Who are the women in the pictures? What sport do they play?</i>          - T elicits that Ss are going to read a text about women's football and fill the timeline using the information given in the text.          - T explains or elicits any new or difficult words, if necessary, e.g. Which organisation do people join together for a particular purpose? (association); What rule that says that something is not allowed? (ban)          ** Ss work individually to read through the text quickly and complete the timeline with the information mentioned in the text.          *** Ss check their answers with a partner.          **** T checks the answer with the class.  <b>Key</b></p>	T-S S S-S T-S	7 mins

		<ol style="list-style-type: none"> <li>1. 1890s</li> <li>2. 1921</li> <li>3. 1971</li> <li>4. 1971</li> <li>5. 1991</li> </ol>		
	To help Ss relate what they have learnt about women's football to Viet Nam.	<p><b>Task 2: Work in groups. Fill the timeline about women's football in Viet Nam.</b></p> <p>* T shows a video about Vietnamese women's football team to show how women's football in Vietnam has developed: <a href="https://www.youtube.com/watch?v=9A-Q_6A80a8">https://www.youtube.com/watch?v=9A-Q_6A80a8</a></p> <p>** Ss work in groups of four and look for information on the Internet to fill in the timeline about women's football in Vietnam, then make a mindmap using the information. They can add more information if they want to.</p> <p>*** T calls some groups to go to the board and present their mindmap.</p> <p>**** Ss give feedback to other groups' mindmap and T gives the final comments.</p>	T-S S-S  T-S	12 mins
<b>Homework</b>	To review the lesson Ss have learnt and prepare for the next lesson – Looking back and project	<ul style="list-style-type: none"> <li>- T asks Ss what they have learned in this lesson.</li> <li>- Homework: Project preparation</li> </ul>	T-S	1 min



## UNIT 6: GENDER EQUALITY

### Lesson 8: Looking back & Project

#### I. Objectives

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

##### 1. Knowledge

- Review the vocabulary and grammar of *Unit 6*
- Apply what they have learnt (vocabulary and grammar) into practice through a project

##### 2. Core competence

- Develop communication skills and creativity
- Develop critical thinking skill
- Be collaborative and supportive in pair work and team work
- Develop presentation skills

##### 3. Personal qualities

- Understand more about students' career choices
- Develop self-study skills

#### II. Materials

Grade 10 textbook, Unit 6, Looking back and Project

Computer connected to the internet

Projector/ TV/ pictures and cards, Handouts

sachmem.vn

Anticipated difficulties	Solutions
- Ss may have underdeveloped speaking, writing and co-operating skills when doing the project.	- Create a comfortable and encouraging environment for Ss to speak. - Encourage Ss to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

- Some students will excessively talk in the class.	- Explain expectations for each task in detail. - Have excessive talking students practise. - Continue to explain task expectations in small chunks (before every activity).
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**Board plan**

<b>UNIT 6: GENDER EQUALITY</b> <b>Lesson 8: Looking back &amp; Project</b>
<p><b>*Warm-up:</b> <i>Game - Last man standing</i></p> <p><b>*Looking back:</b></p> <ul style="list-style-type: none"> <li>- Pronunciation: Listen and mark the stressed syllables in the words in bold.</li> <li>- Vocabulary: Do the crossword. Use the words you have learnt in this unit.</li> <li>- Grammar: Each of the following sentences has a mistake. Underline it and write the correct word(s) in the space given.</li> </ul> <p><b>*Project:</b> Students' future jobs</p> <p><b>*Homework</b></p>

**Procedures**
**Notes**

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interactio	Time
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			<b>n</b>	
<b>Warm-up</b>	To revise the vocabulary related to the topic and lead in the next part of the lesson.	<p><b>Game: Last man standing</b></p> <p>* T announces that Ss will compete individually.</p> <p>** Every S takes turns saying one word/grammar point they have learned so far in Unit 6, then T writes it on the board. Ss will be eliminated from the game if they repeat what was said or cannot remember anything else.</p> <p>- After the whole class has finished, T goes back to the first S until there is only one S left. T announces the winner.</p> <p>*** Ss discuss the vocabulary and grammar points on the board and add more if necessary.</p> <p>**** T reviews everything and give comments.</p>	T-S  S-S  T-S	5 mins
Looking back - Pronunciation	To help Ss revise stress in three-syllable adjectives and verbs	<p><b>Task 1: Listen and mark the stressed syllables in the words in bold.</b></p> <p>* T tells Ss to review the stress patterns of three-syllable adjectives and verbs they have learnt in this unit.</p> <p>** Ss work individually by reading the sentences silently and marking the stressed syllables in the words in bold before T plays the recording.</p> <p>- T plays the recording, pausing after each word in bold so that Ss can listen and check if they have marked the stress correctly.</p> <p>**** T checks answers as a class by asking individual Ss to write the words on the board and mark the stress. T plays the recording again for Ss to repeat each sentence chorally.</p> <p><b>Key + Audio script – Track 50:</b></p> <ol style="list-style-type: none"> <li>The surgeon's job is quite 'difficult.</li> <li>Soviet cosmonauts learnt how to 'parachute to safety.</li> <li>I'm proud of my sister. She's studying at a 'medical school.</li> <li>We need to con'tinue fighting for equal rights.</li> </ol>	T-S  S  T-S	5 mins
Looking back - Vocabulary	To help Ss revise topic-related words.	<p><b>Task 2: Do the crossword. Use the words you have learnt in this unit.</b></p> <p>* T ask Ss to do the crossword, using the words they have learnt in the unit.</p>	T-S  S	5 mins

		<p>** Ss read each sentence and guess the word that best completes it. T remind Ss that they should also refer to the number of letters of each word in the crossword.</p> <p>*** Ss compare their answers with a partner.</p> <p>**** T checks the answers as a class.</p> <p><b>Key:</b> 1. kindergarten 2. gender 3. surgeon 4. equal 5. treat</p>	<p>S-S</p> <p>T-S</p>	
Looking back - Grammar	To help Ss revise the use of the passive voice with modals.	<p><b>Task 3: Each of the following sentences has a mistake. Underline it and write the correct word(s) in the space given.</b></p> <p>* T asks Ss to read each sentence and decide on the mistake and correct it.</p> <p>** S work individually to find the mistakes and correct them. T walks round the class to provide help if necessary.</p> <p>*** If time allows, T asks Ss to work in pairs to compare answers.</p> <p>**** T checks answers as a class and has Ss explain why each sentence is wrong.</p> <p><b>Key:</b> 1. One paragraph about gender equality ought to write by each student. → ought to be written</p> <p>2. Action to stop domestic violence must take immediately. → must be taken</p> <p>3. Should all people be provide with equal access to information? → be provided</p> <p>4. Young girls mustn't force into marriage. → mustn't be forced</p> <p>5. Can men and women given equal opportunities in the workplace? → be given</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins
<b>Project</b>	To provide an opportunity for Ss to develop their communication and collaboration skills, and to practise reporting survey results in an oral	<p>* T has Ss work in their groups and gives them a few minutes to get ready for the presentation.</p> <p>- T gives Ss a checklist for peer and self-assessment, and explains that they will have to tick (✓) the appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, T goes through the criteria</p>	<p>S-S</p> <p>T-S</p>	23 mins

	presentation.	<p>for assessing their talk to make sure Ss are familiar with them.</p> <p>Suggested checklist:</p> <p><b>DELIVERY</b></p> <ul style="list-style-type: none"> <li>- The presenters greeted the audience.</li> <li>- The presenters spoke clearly and naturally.</li> <li>- The presenters cooperated when delivering their talk.</li> <li>- The presenters interacted with the audience.</li> <li>- The presenters used some visual to show the survey results.</li> <li>- The presenters concluded their talk appropriately.</li> </ul> <p><b>CONTENT:</b> The presentation includes the following information about students' future jobs:</p> <ul style="list-style-type: none"> <li>- class</li> <li>- number of students surveyed (boys, girls)</li> <li>- consolidated numbers of each job for each gender (boys, girls)</li> <li>- other jobs (boys, girls)</li> <li>- good use of charts, graphs or other diagrams to consolidate survey results</li> <li>- well-formulated conclusions (e.g. most / least popular jobs for each gender and reasons)</li> </ul> <p>** T invites two or three groups to give their presentations.</p> <p>*** T gives praise after each presentation, and encourages the rest of the class to ask questions at the end.</p> <p>**** T asks Ss to give peer comments and fill in the self-assessment checklist, then T gives the final feedback.</p>		
<b>Homework</b>	To review the lesson they have learnt and prepare for the next lesson	<p>- Consolidation: T asks Ss what they have learned from the unit.</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Workbook exercises</li> <li>- Prepare for the next lesson: Unit 7</li> </ul>	T-S	2 mins

## UNIT 7: VIET NAM AND INTERNATIONAL ORGANISATIONS

### Lesson 1: Getting started – Viet Nam and international organisations

#### I. Objectives

By the end of this lesson, Students (Ss) will be able to:

##### 1. Knowledge

- Gain an overview of the topic Viet Nam and international organisations
- Identify and use words and phrases related to the topic Viet Nam and international organisations
- Identify and use comparative and superlative adjectives.

##### 2. Core competence

- Develop communication skills and problem-solving skills
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

##### 3. Personal qualities

- Develop an awareness of activities of international organisations
- Be respectful towards all nations

#### II. Materials

- Grade 10 textbook, Unit 7, Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
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1. peacekeeping (adj)	/'pi:ski:pɪŋ/	helping stop people fighting	gìn giữ hòa bình
2. harm (n)	/hɑ:(r)m/	damage or injury	tổn hại
3. expert (adj)	/'ekspɜ:rt/	having great knowledge	tinh thông
4. investor (n)	/ɪn'vestə(r)/	people or organisations that invest money	nhà đầu tư

### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Ss may not know the meaning of certain words in the reading text.</li> <li>- Ss may not know how to work in teams.</li> </ul>	<ul style="list-style-type: none"> <li>- T explains and shows some photos to Ss in the class.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

### Board Plan

<p><i>Date of teaching</i></p> <p><b>UNIT 7: VIET NAM AND INTERNATIONAL ORGANISATIONS</b></p> <p><b>Lesson 1: Getting started – Viet Nam and international organisations</b></p> <p>* <b>Warm-up:</b> Trivia – Guess the logo</p> <p><b>I. Vocabulary</b></p> <p>1. peacekeeping (adj) /'pi:ski:pɪŋ/: gìn giữ hòa bình</p> <p>2. harm (n) /hɑ:(r)m/: tổn hại</p> <p>3. expert (adj) /'ekspɜ:rt/: tinh thông</p> <p>4. investor (n) /ɪn'vestə(r)/: nhà đầu tư</p> <p><b>II. Practice</b></p> <p>Task 1: Listen and read.</p> <p>Task 2: Read the text again and choose the correct answers.</p> <p>Task 3: Find words in the texts (A, B, C, or D) that mean the following.</p> <p>Task 4: Complete the sentences with the words and phrases from Task 1.</p> <p>* <b>Homework</b></p>
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**Procedures****Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To activate Ss' knowledge on the topic of the unit.</li> <li>- To create a lively atmosphere in the classroom</li> <li>- To lead into the new unit</li> </ul>	Trivia – Guess the logo * T shows Ss some logos of international organisations. ** Ss play in two teams and guess which organisations have those logos. *** Ss discuss what they know about those organisations. e.g. <i>What do you know about ...? What is its goal or role? Is Viet Nam a member of it?</i> **** T leads in the lesson and tells Ss that the answer will be announced later when they read a text.	T-S  S-S  T-S	5 mins
Vocabulary - pre-teach	To help Ss use key language more appropriately before they listen and read	* T asks Ss to look at the explanation and the photos to guess the meaning of new words. ** Ss say the Vietnamese meaning of the word. 1. peacekeeping (adj) /'pi:ski:pɪŋ/: gìn giữ hòa bình 2. harm (n) /hɑ:(r)m/: tổn hại 3. expert (adj) /'ekspɜ:rt/: tinh thông 4. investor (n) /ɪn'vestə(r)/: nhà đầu tư *** Other Ss correct if the previous answers are incorrect. **** T shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.	T-S	4 mins
Listen and read	<ul style="list-style-type: none"> <li>- To introduce the unit topic (Viet Nam and international organisations);</li> <li>- To introduce some vocabulary and the grammar points to be learnt in the unit.</li> </ul>	Task 1: Listen and read * T plays the recording twice for Ss to listen and read along. ** Ss underline the information related to international organisations while they are listening and reading. *** Ss work in pairs and compare the words and phrases they have underlined and discuss their meanings. **** T checks comprehension as a class and calls on some Ss to read the paragraphs aloud.	T-S S  S-S  T-S	5 mins

Reading comprehension	To check Ss' comprehension of the texts.	<p>Task 2: Read the text again and choose the correct answers.</p> <p>* T asks Ss to work in pairs.</p> <p>** Ss read each question carefully to choose the best answer, then find evidence to support the answers.</p> <p>*** T asks Ss share their answers with the class.</p> <p>*** T confirms the correct answers.</p> <p>Key: 1. A 2. B 3. C</p>	T-S S  S-S T-S	7 mins
Getting started: Vocabulary	To introduce or revise words related to activities of international organisations.	<p>Task 3: Find words in the texts (A, B, C, or D) that mean the following.</p> <p>* T asks Ss to scan the four texts (A, B, C and D) to find the words matching the meanings given.</p> <p>** If necessary, T goes through the definitions and elicit the parts of speech Ss need to look for in the texts.</p> <p>*** Ss compare their answers in pairs.</p> <p>**** T confirms the correct words and shows all the definitions on the slides.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. peacekeeping (adj) /'pi:ski:pɪŋ/: gìn giữ hòa bình</li> <li>2. harm (n/v) /hɑ:(r)m/: tổn hại</li> <li>3. expert (adj/n) /'ekspɜ:rt/: tinh thông</li> <li>4. investor (n) /ɪn'vestə(r)/: nhà đầu tư</li> </ol>	S  T-S S-S T-S	4 mins
Getting started: Grammar	To help Ss recognise comparative and superlative adjectives	<p>Task 4: Complete the sentences with the words and phrases from Task 1.</p> <p>* T has Ss read each sentence and try to recall the comparative or superlative adjective used in the texts.</p> <p>** S work individually to read through the texts and find the correct words / phrases.</p> <p>*** T asks the class to call out the comparative or superlative adjectives only, then call on individual Ss to read the complete sentences.</p> <p>**** T checks the answer and tells Ss that they will learn more about this grammar point in the following lesson.</p>	T-S  S  T-S	10 mins
Project	- To inform Ss of the	Task 5: Project preparation – An international organisation		8 mins



## **UNIT 7: VIET NAM AND INTERNATIONAL ORGANISATIONS**

### **Lesson 2: Language**

#### **I. OBJECTIVES**

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

1. Knowledge
  - Pronounce words with more than three syllables with correct stress;
  - Understand and use words and phrases related to international organisations;
  - Use comparative and superlative adjectives
2. Core competence
  - Access and consolidate information from a variety of sources
  - Be collaborative and supportive in pair work and teamwork
  - Actively join in class activities
3. Personal qualities
  - Develop an awareness of international organisations
  - Be respectful towards all nations

#### **II. MATERIALS**

- Grade 10 textbook, Unit 7, Language
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### **1. Language analysis: Comparative and superlative adjectives**

	Use	Example
comparative adjectives	<ul style="list-style-type: none"> <li>- To compare a person or thing with another person or thing.</li>   <li>- To show changes</li> </ul>	<p>The European markets are usually <b><i>more competitive than</i></b> the Asian markets.  The Asian markets are <b><i>less competitive than</i></b> the European markets.</p> <p>Since then, our country has become <b><i>more active</i></b>.</p>
superlative adjectives	to compare a person or thing with the whole group of which that person or thing is a member	<p>This trade organisation includes two of <b><i>the largest</i></b> economies in the world: the United States and China.  UNICEF supports <b><i>the most disadvantaged</i></b> children all over the world.</p>

## 2. Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Ss may be confused between long and short adjectives.</li>   <li>- Ss may not know how to work in teams.</li> </ul>	<ul style="list-style-type: none"> <li>- Give short and clear explanations with detailed examples for each case, along with some exceptions.</li>   <li>- Give short, clear instructions and help if necessary.</li> </ul>

**BOARD PLAN****UNIT 7: VIET NAM AND INTERNATIONAL ORGANISATIONS****Lesson 2: LANGUAGE**

\* **Warm-up:** Game – I dare you!

**I. Pronunciation: Stress in words with more than three syllables**

Task 1: Listen and repeat. Pay attention to the syllable with the primary stress.

Task 2: Listen and mark the primary stress in the words in bold. Then practise saying the sentences.

**II. Vocabulary: Joining international organisations**

Task 1: Match the words in bold with their meanings in the box.

Task 2: Complete the following sentences with the correct form of the words in Task 1.

**III. Grammar: Comparative and superlative adjectives**

Task 1: Choose the correct answers.

Task 2: Write another sentence using the word(s) in brackets. Make sure it has the same meaning as the previous one.

\* **Homework**

**Procedures****Notes**

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To get Ss interested in the topic</li> <li>- To activate Ss' knowledge of the lesson</li> </ul>	<p><b>Game: I dare you!</b></p> <ul style="list-style-type: none"> <li>* T asks Ss to split into two teams.</li> <li>** Each round a representative from one team (e.g. Team 1) rolls a dice and gets a number (1-6). The opposing team (e.g. Team 2) will find a word with that number of syllables (in the dictionary, on the Internet...) and "dare" Team 1 to guess the correct stress position. Each correct answer equals 1 point.</li> <li>*** Ss discuss the given words and whether there is a rule for the position of word stress.</li> <li>**** T comments and leads in the lesson.</li> </ul>	<p>T - S</p> <p>S - S</p> <p>S - S</p> <p>T - S</p>	5 mins
Presentation (Pre-teach the stress in words with more than three syllables)	To help Ss understand the concept and identify the stress in words with more than three syllables	<p><b>PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>* T asks Ss to read the Tips box in the textbook and explains more if necessary.</li> <li>Some long words have a secondary stress which is much weaker than the primary stress. Example: ,eco' nomic</li> <li>In dictionaries, primary stress is marked with a raised vertical line and secondary stress is marked with a lowered vertical line at the beginning of the stressed syllable.</li> <li>** Ss watch a tutorial video and repeat after the speaker.</li> <li><i>Link: <a href="https://www.youtube.com/watch?v=65wx9_zmuqQ">https://www.youtube.com/watch?v=65wx9_zmuqQ</a></i></li> <li>*** Ss discuss more tips to identify the stress in words with more than three syllables.</li> <li>**** T gives feedback and comments if necessary.</li> </ul>	<p>T - S</p>  <p>S</p> <p>S - S</p> <p>T - S</p>	5 mins
Pronunciation Practice	To help Ss recognise and practise stress patterns in words with	<b>Task 1: Listen and repeat. Pay attention to the syllable with the primary stress.</b>		5 mins

	<p>more than three syllables.</p> <p>To help Ss recognise stress in words with more than three syllables and practise saying sentences containing such words</p>	<p>* T plays the recording and ask Ss to listen and repeat.          ** Ss pay attention to the syllable with the primary stress.          *** Ss practice pronouncing the words in pairs. T plays the recording as many times as necessary.          **** T checks whether Ss can pronounce these words correctly by randomly calling on some Ss to read the words aloud.  <b>Task 2: Listen and mark the primary stress in the words in bold. Then practise saying the sentences.</b>          * T plays the recording for Ss to listen and put a mark (') before the syllable with the primary stress in the words in bold.          ** Ss work individually. T explains that Ss are only required to mark the primary stress.          ** Ss work in pairs to compare their answers.          *** T asks individual Ss to write the words on the board and mark the stress. In stronger classes, T challenges Ss to mark the secondary stress as well.          **** T checks the answer by playing the recording again pausing after each sentence. Ss repeat and practice speaking the sentences in pairs.</p>	<p>T - S          S          S - S          T - S          S          S - S          T - S          T - S          S - S</p>	
<p>Vocabulary review</p>	<p>To revise new vocabulary items related to international organisation</p>	<p><b>Vocabulary: Joining international organisations</b>  <b>Task 1: Match the words in bold with their meanings in the box.</b>          * T asks Ss to work in pairs.          *** Ss study and discuss the context clues in the sentences, and work out the meanings of the words.          *** T calls on one student to read a word aloud and another student to read its meaning.          **** T checks the answer.  <b>Key:</b> 1. C 2. D 3. A 4. E 5. B</p>	<p>T-S          S - S          T - S</p>	<p>4 mins</p>

Vocabulary Practice	To give Ss practice in using the words in meaningful contexts.	<p><b>Task 2: Complete the following sentences with the correct form of the words in Task 1.</b></p> <p>* T has Ss work in pairs.</p> <p>** Ss read the sentences carefully and decide which of the words in bold in Task 1 can be used to complete each of the sentences.</p> <p>T reminds Ss to use the context clues to help them decide on the word.</p> <p>*** T asks individual Ss to call out the words they have used in each sentence first.</p> <p>**** T confirms the correct answers.</p> <p>T asks Ss to give reasons why they have chosen the word for each sentence</p> <p><i>e.g.</i> In sentence 1, economic growth is a positive result, so the word to fill in here must be promote.</p> <p><b>Key:</b> 1. promote 2. welcomes 3. commit 4. aims 5. enter</p>	<p>T - S</p> <p>S - S</p> <p>T - S</p>	5 mins
Grammar review	To give Ss an opportunity to revise comparative and superlative adjectives	<p>Grammar: Comparative and superlative adjectives</p> <p><b>Task 1: Choose the best answers.</b></p> <p>* T tells Ss to look at the sentences in 4 in Getting Started and asks them how comparative and superlative adjectives are used in these sentences.</p> <p>- T asks Ss to look at the Remember! box and carefully study the rules for using comparative and superlative adjectives.</p> <p>- T asks Ss to look at sentence 3 and check understanding, <i>e.g.</i> <i>What are 'less' and 'least'?</i> (the irregular comparative and superlative forms of little), <i>How are they used?</i> (used with long adjectives: less / least interesting).</p> <p>** Ss work in pairs or individually to choose the correct form of the adjective in each sentence.</p> <p>*** T ask Ss to explain their choices, <i>e.g.</i> In sentence 1, the context clues (WTO rules, smaller member countries) suggest</p>	<p>T - S</p> <p>S - S</p> <p>T - S</p>	6 mins

		<p>the correct choice here must be a comparative form (easier).          **** T checks the answer with the class.  <b>Key:</b> 1. easier          2. more attractive          3. less competitive          4. the most popular</p>		
Grammar practice	To give Ss more practice in using comparative and superlative adjectives	<p><b>Task 2: Write another sentence using the word(s) in brackets. Make sure it has the same meaning as the previous one.</b>          * T has Ss read the instruction carefully and checks to make sure they all understand what the activity involves.          ** Ss work in pairs to write the sentences.          *** T asks some Ss to write the sentences on the board.          **** T comments and confirms the correct answers.  <b>Key:</b>          1. This city is the most popular place for foreign visitors.          2. In many supermarkets, imported goods are cheaper than locally produced goods.          3. The United Nations is the largest international organisation.          4. Our country is more active on the international stage today than it was in the past.</p>	<p>T – S          S – S          T – S</p>	6 mins
Production	To give Ss opportunities to produce learned language by themselves.	<p><b>Game: 20 questions</b>          * T gives each S a piece of paper with the name of a country/international organisation on it. Ss form pairs and stick their piece of paper on their partner's head.          ** Ss ask their partner 20 questions (maximum) as clues to find out which country/international organisation name is written on their head.</p>	<p>S - S          S - S</p>	8 mins

		<p>- Ss must use comparative/superlative adjectives, and are encouraged to use learned vocabulary about international organisations.</p> <p>*** If necessary, T plays a demo game with a S for the class to watch before playing.</p> <p>- T reveals all the country names and international organisation names at the end of the game.</p> <p>**** T summarizes the game results and gives a prize for the S who can guess correctly the fastest.</p>	T - S	
Homework	To consolidate what they have learnt and prepare for the next lesson: Reading.	<p>T asks Ss to talk about what they have learnt in the lesson.</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>- Workbook exercises</li> <li>- Project preparation</li> </ul>	T-S	1 min

## UNIT 7: VIET NAM AND INTERNATIONAL ORGANISATIONS

### Lesson 3: READING - UNICEF's support for Viet Nam's education

#### I. Objectives

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

##### 1. Knowledge

- Read for specific information in a text about UNICEF's support for Viet Nam's education
- Apply reading strategies to guess the meanings of words from context

##### 2. Core competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skills

##### 3. Personal qualities

- Understand more about the UNICEF programmes and UNICEF's support for Viet Nam's education
- Develop a respectful and appreciative attitude

#### II. Materials

- Grade 10 textbook, Unit 7, Reading
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### LANGUAGE ANALYSIS

Form	Pronunciation	Meaning	Vietnamese equivalent
create (v)	/kri'eɪt/	make something happen or exist	tạo ra
essential (adj)	/ɪ'senʃl/	necessary	cần thiết
respect (v/n)	/rɪ'spekt/	have a good opinion of somebody	tôn trọng

practical (adj)	/'præktɪkl/	connected with real situations	thực tiễn
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Anticipated difficulties	Solutions
- Ss may lack knowledge about some lexical items	- Provide Ss with the meaning and pronunciation of words.
- Ss may have underdeveloped reading, speaking and co-operating skills.	- Let Ss read the text again (if necessary). - Create a comfortable and encouraging environment for Ss to speak. - Encourage Ss to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

### Board plan

<p><b>UNIT 7: VIET NAM AND INTERNATIONAL ORGANISATIONS</b></p> <p><b>Lesson 3: READING - UNICEF's support for Viet Nam's education</b></p> <p><b>*Warm-up: Abbreviation game</b></p> <p><b>*READING</b></p> <p>Task 1: Work in pairs. Which of the following do you think UNICEF does to support Viet Nam's education?</p> <p>Task 2: Read the text and circle the correct meaning of the highlighted words.</p> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. create (v) /kri'eɪt/: tạo ra</li> <li>2. essential (adj) /ɪ'senʃl/: cần thiết</li> <li>3. respect (v/n) /rɪ'spekt/: tôn trọng</li> <li>4. practical (adj) /'præktɪkl/: thực tiễn</li> </ol> <p>Task 3: Read the text again and answer the following questions.</p> <p>Task 4: Work in groups. Discuss the following questions. Which of the UNICEF's education programmes mentioned in the text do you think can be the most useful for your local community? Why?</p> <p><b>*Homework</b></p>
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### Procedures

#### Notes

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

### PROCEDURES

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To introduce the topic of reading.</li> <li>- To activate Ss' knowledge of the topic</li> </ul>	<p><b>Abbreviation game</b></p> <ul style="list-style-type: none"> <li>* T shows a list of international organisation names in abbreviations from Getting started (UN, WTO, UNDP, UNICEF).</li> <li>** Ss play in two teams to guess the full names of those organisations. The team with the faster correct answer wins one point.</li> <li>*** T gives bonus points for any team that could state what these organisations do and ask which organisation is related to Ss the most, drawing attention to UNICEF.</li> <li>**** T gives comments and introduces the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>T - S</li> <li>S - S</li> <li>T - S</li> </ul>	5 mins
Pre-reading	To introduce the topic of the reading and get Ss involved in the lesson	<p><b>Task 1: Work in pairs. Which of the following do you think UNICEF does to support Viet Nam's education?</b></p> <ul style="list-style-type: none"> <li>* T shows some pictures of UNICEF's activities in the book and asks questions for Ss to engage with the topic. e.g. <i>What do you know about UNICEF's activities in Viet Nam? Look at the picture. What does UNICEF do to support children here?</i> (The children in the picture may face difficulties in their lives: some of them are disabled,... but they all look very happy. They may have some help from UNICEF.)</li> <li>** Ss look at the activities, and work in pairs to discuss and choose the ones that UNICEF does to support Viet Nam's education.</li> <li>*** T check answers as a class and asks Ss to explain why b is not the correct answer, e.g. UNICEF provides opportunities for children to attend school and learn skills for the</li> </ul>	<ul style="list-style-type: none"> <li>T - S</li> <li>S - S</li> </ul>	5 mins

		<p>job market, but it doesn't find jobs for children.          **** T confirms the correct answer.  <b>Key:</b> a, c, d</p>	T - S	
<b>While-reading</b>	To help Ss practise guessing the meanings of word in context	<p><b>Task 2: Read the text and circle the correct meaning of the highlighted words.</b>          * T tells Ss to pay attention to the context of each highlighted word, then look at the multiple-choice exercise.          ** Ss work individually to read the text and guess the meaning of each of the words, based on the context.          *** Ss work in groups to discuss the clues for each correct option and compare answers.          **** T checks answers by having individual Ss call out the correct option.  <b>Key:</b>          5. a          6. b          7. a          8. c</p>	T - S  S  T - S	20 mins
	To help Ss practise reading for specific information	<p><b>Task 3: Read the text again and answer the following questions</b>          * T asks Ss to read the questions and underline the key words in each of them.          - T checks the key words Ss have underlined, e.g.          1. UNICEF, particularly, aim to do, children, Viet Nam;          2. programme, helps, disadvantaged teenagers, continue, education;          3. programme, supports, disabled teenagers;          4. aim, Improving Learning Achievements programme.          ** Ss work individually to read through the text to locate the information that can help them answer these questions.          *** Ss work in pairs or groups to compare answers.          **** T checks answers as a class.  <b>Key:</b> 1. To create opportunities for them to attend school, learn and succeed.          2. Education for Disadvantaged Young People.          3. Providing Education Opportunities for Children with Disabilities.          4. To better prepare children for the challenges in the future</p>	T - S     S  S - S T - S	

<b>Post-reading</b>	To help Ss use the ideas and language in the reading to talk about their own community.	<p><b>Task 4: Work in groups. Discuss the following questions: <i>Which of the UNICEF's education programmes mentioned in the text do you think can be the most useful for your local community? Why?</i></b></p> <p><b>Discussion forum:</b></p> <ul style="list-style-type: none"> <li>* T asks Ss to read the text again and focus on the UNICEF's programmes mentioned in the text.</li> <li>** Ss work in groups to discuss which of these programmes can be the most useful for people in their local area and explain why.</li> <li>*** Ss vote on the most useful programmes and discuss as a class.</li> <li>- T tells Ss that there are no right or wrong answers and encourage them to freely express their opinions.</li> <li>- T invites Ss from different groups to present a summary of their discussions to the class.</li> <li>**** T then gives the final comments on the discussion.</li> </ul>	T - S  S - S    T-S	13 mins
<b>Consolidation &amp; Homework</b>	To review the lesson Ss have learnt and prepare for the next lesson - Speaking.	T asks Ss to talk about what they have learnt in the lesson. Homework: <ul style="list-style-type: none"> <li>- Workbook exercises</li> <li>- Project preparation.</li> </ul>	T-S	2 mins

## UNIT 7: VIET NAM AND INTERNATIONAL ORGANISATIONS

### Lesson 4: Speaking - Programmes for communities

#### I. Objectives

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

##### 1. Knowledge

- Understand how to express opinions
- Discuss and express opinions about a project or a programme that can benefit their local area

##### 2. Core competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skills

##### 3. Personal qualities

- Understand more about programmes for communities
- Develop self-study skills

#### II. Materials

Grade 10 textbook, Unit 7, Speaking

Computer connected to the internet

Projector/ TV/ pictures and cards

sachmem.vn

Anticipated difficulties	Solutions
1. Ss may lack knowledge about some useful structures.	Provide Ss with the form and use of some useful structures in their talk.
2. Ss may have underdeveloped speaking and co-operating skills.	Create a comfortable and encouraging environment for Ss to speak. Encourage Ss to work in pairs, in groups so that they can help each other. Provide feedback and help if necessary.
3. Some Ss will excessively talk in the class.	Explain expectations for each task in explicit detail.

Have excessive talking Ss practise.  
Continue to clarify task expectations in small chunks (before every activity).

### Board plan

## UNIT 7: VIET NAM AND INTERNATIONAL ORGANISATIONS

### Lesson 4: Speaking - Programmes for communities

#### \*Warm-up: Quiz

#### \*Speaking:

Task 1: Complete the conversation about a UNICEF programme with the sentences in the box. Then practise it in pairs.

Task 2: Work in pairs. Ask each other the questions in Task 1 to complete your table.

Task 3: Work in groups. Discuss and decide which programme or project in 1 and 2 will bring more benefits to people in your local area. Then share your ideas with the whole class.

#### *Useful expressions:*

I think / believe that the project / programme ... is more important / necessary for my local area because ...

This project / programme helps local people ... / brings local people more opportunities to ...

In our group, most of us agree that ... But one member thinks that ...

#### \*Homework

### Procedures

**Notes**

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To introduce the topic of the lesson</li> <li>- To activate Ss' knowledge of the topic</li> </ul>	<p><b>Quiz: Intro to child rights</b></p> <p>* T lets Ss do a small quiz by UNICEF about child rights.            Link: <a href="https://create.kahoot.it/pages/32c22a99-b815-4a16-8bf1-ec2915c82986?_id=1571351723">https://create.kahoot.it/pages/32c22a99-b815-4a16-8bf1-ec2915c82986?_id=1571351723</a></p> <p>** Ss do the quiz individually for up to 4 minutes. If there is no Internet connection, T prints out the quiz questions beforehand.</p> <p>*** Ss discuss their results and whether they found something new about child rights, as well as what can be done to help children.</p> <p>**** T introduces the topic of the lesson.</p>	<p>T - S</p> <p>S</p> <p>S - S</p> <p>T - S</p>	5 mins
Presentation	To help Ss recall information from the reading text and introduce expressions for the speaking tasks	<p><b>Task 1: Complete the conversation about a UNICEF programme with the sentences in the box. Then practise it in pairs.</b></p> <p>* T asks Ss what they have learnt so far about international organisations, and their programmes or projects in Viet Nam. T encourages Ss to name the programmes that they have learnt about in the Reading lesson.</p> <p>- T goes through the questions and answers to check understanding.</p> <p>** Ss work individually to match them.</p> <p>*** T asks one S to read the question and another the correct answer.</p> <p>**** T confirms the answer and has Ss practise the conversation in pairs. <b>Key:</b>            1. b 2. c 3. a</p>	<p>T - S</p> <p>S</p> <p>T - S</p>	7 mins
Controlled practice	To introduce more ideas for the main speaking task through an information gap	<p><b>Task 2: Work in pairs. Student A looks at the table below. Student B looks at the table on page 85. Ask each other the questions in 1 to complete your table.</b></p>		13 mins

	activity	<p>* T ask Ss to look at the instructions and make sure they understand this is an information gap activity. T demonstrates using the example exchange about the first piece of information.</p> <p>- T puts Ss in pairs and each student gets a role (A or B) to complete their table by asking each other questions.</p> <p>T gives Ss some time to prepare the questions for their partners.</p> <p>T reminds Ss B to look at their tables on page 85.</p> <p>** Ss work in pairs to do their conversations and complete the missing information in their table without looking at their partner's table.</p> <p>*** T invites several pairs to role-play their conversations in front of the class, then have them read the information in their tables.</p> <p>**** T confirms the answer.</p> <p><b><i>Suggested answers:</i></b></p> <p><i>Conversation 1:</i></p> <p>Student A: What is the name of the UNDP project?</p> <p>Student B: It's called Poverty Reduction.</p> <p>Student A: What does it focus on?</p> <p>Student B: It focuses on reducing poverty and developing economy in disadvantaged areas.</p> <p>Student A: What are the activities of this project?</p> <p>Student B: It aims to provide technical support and helps develop solutions to local issues.</p> <p><i>Conversation 2:</i></p> <p>Student B: What is the name of the UNICEF programme?</p> <p>Student A: It's called Vaccines for Children.</p> <p>Student B: What does it focus on?</p> <p>Student A: It focuses on protecting children with life-saving vaccines.</p> <p>Student B: What are the activities of this programme?</p> <p>Student A: Its activities include educating people about the benefits of vaccines and vaccinating as many children as possible.</p>	<p>T - S</p> <p>S</p> <p>S - S</p> <p>T - S</p>	
Less	To give Ss an opportunity	<b>Task 3: Work in groups. Discuss and decide which programme or project</b>		18

controlled practice	to personalise the topic and express their own opinions about the benefits of a programme or project	<p><b>in Task 1 and 2 will bring more benefits to people in your local area. Then share your ideas with the whole class.</b></p> <p><b>Debate:</b></p> <ul style="list-style-type: none"> <li>* T asks Ss to read the instructions and the example discussion to make sure they understand what to do.</li> <li>- T introduces some useful expressions for Ss to use in their speaking.</li> <li>** T asks Ss to think about the programme or project in 2, and discuss in groups to decide which one will benefit their local area more.</li> <li>*** T puts one group that has chosen the UNICEF programme into one team and one group that has chosen the UNDP project into another team. The two teams debate which one is better for their local area, and the rest of the class vote for the most convincing team.</li> <li>- Ss have five minutes to prepare their arguments and assign roles to team members, e.g. who to open and close the debate, when to speak and what arguments to present.</li> <li>- If time allows, T calls two other groups to debate in front of the class.</li> <li>**** T asks the class for peer feedback then gives comments.</li> </ul>	<p>T - S</p> <p>S - S</p> <p>T - S</p> <p>S - S</p> <p>T - S</p>	mins
Homework	To review the lesson they have learnt and prepare for the next lesson	<p>T asks Ss to talk about what they have learnt in the lesson.</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>- Workbook exercises</li> <li>- Prepare the presentation for Project lesson</li> </ul>	T - S	2 mins

## UNIT 7: VIETNAM AND INTERNATIONAL ORGANIZATIONS

### Lesson 5: Listening

#### I. Objectives

By the end of this lesson, Students (Ss) will be able to:

##### 1. Knowledge

- Listen for specific information in a conversation about Viet Nam's foreign relations
- Identify and use lexical items related to international relations

##### 2. Core competence

- Develop communication skills and problem-solving skills
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

##### 3. Personal qualities

- Develop an awareness of Viet Nam's foreign relations
- Be respectful towards all organizations

#### II. Materials

- Grade 10 textbook, Unit 7, Listening
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Students may have underdeveloped listening skills.6</li> </ul>	<ul style="list-style-type: none"> <li>- Play the recording many times if necessary.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary..</li> </ul>

#### Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 7: VIETNAM AND INTERNATIONAL ORGANIZATIONS</b></p>
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### Lesson 5: Listening – Viet Nam’s participation in international organisations

\* **Warm-up:** Game – To be or not to be

**I. Vocabulary**

**II. Practice**

Task 1: Discuss which of the following statements are true about Viet Nam's foreign relations.

Task 2: Listen to a conversation about Viet Nam’s foreign relations. Decide whether the following statements are true (T) or false (F).

Task 3: Listen to the conversation again and complete each sentence with no more than TWO words from the recording.

\* **Homework**

**Procedures**

**Notes**

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	- To activate Ss' knowledge on the topic of the lesson - To lead into the new lesson	<p><b>Game: To be or not to be</b></p> <p>* T shows a list of international organizations, one by one.</p> <p>** Ss stand up if they think Vietnam is a member of that organization, or stay seated if they think Vietnam isn't.</p> <p>- Ss get eliminated if they have one answer wrong. The Ss who have the most correct answers win the game.</p> <p>United Nations Organization (UN) - yes            World Trade Organization (WTO) - yes            International Monetary Fund (IMF) - yes            The World Bank - yes            South Asian Association for Regional Cooperation (SAARC) - no            Association of South East Nations (ASEAN) - yes            Organization for Economic Cooperation &amp; Development (OECD) - no</p>	T-S  S-S  T-S	5 mins

		<p>Asian Infrastructure Investment Bank (AIIB) - yes          New Development Bank (BRICS Development Bank) - no          G-77 – Group of 77 - yes          *** After the game, T shows all the answer again. Ss discuss the function of each organization and list more international organizations that Viet Nam is a member of, e.g. UN, WHO, WTO, APEC, ASEAN.          **** T give comments and introduces the lesson.</p>		
Pre-listening	To introduce the topic of the listening and get Ss involved in the lesson	<p><b>Task 1: Work in pairs. Discuss which of the following statements are true about Viet Nam's foreign relations.</b>          * T asks Ss to name the international organizations that they learnt about in this lesson or know about (United Nations (UN), World Health Organization (WHO), World Trade Organization (WTO), Asia-Pacific Economic Cooperation (APEC), Association of SouthEast Asian Nations (ASEAN)).          - T elicits or explains the concept of foreign or international relations, e.g. relations or interactions between independent states or nations.          ** Ss work in pairs to discuss and decide which of the statements in the book are true about Viet Nam's foreign relations.          *** T asks some individual Ss to explain or provide evidence why their chosen statement is not true.          **** T checks answers as a class.  <b>Key: 1, 2, 4 - true</b></p>	T-S  S-S  T-S	7 mins
While-listening	To help Ss practice listening for specific information.	<p><b>Task 2: Listen to a conversation about Viet Nam's foreign relations. Decide whether the following statements are true (T) or false (F).</b>          * Ss read each of the statements and underline key words, e.g. (1. member, more than, 60; 2. 650, non-governmental; 3. more active, international, regional; 4. selected, first training center, peacekeeping activities, Southeast Asia).          - T tells Ss to pay more attention to these words and phrases, and the context around them. Remind Ss that the statements may include paraphrased or different information from what they hear in the recording so they should listen for synonyms, antonyms or phrases with similar meanings.          ** Ss work individually to listen and decide whether each statement is true or false.</p>	T-S  S	10 mins



		<p>in the international community. It has become more active in international and regional activities. Viet Nam is also a member of different trade organizations. This helps to increase trade with other countries and attract more foreign investors. Vietnam's position in the world has improved.</p> <p>** Ss work in groups. Each group chooses one international organization and makes a mind map to identify the benefits that VietNam has gained as a member of that international organization. Ss can use the ideas mentioned in the recording (e.g. gaining many economic benefits, position in the world has improved) or come up with their own ideas, e.g. selling Vietnamese products in many foreign markets.</p> <p>*** Ss put up their mind map as an exhibition around the classroom. If time allows, T asks some groups to present their mind maps to other classmates.</p> <p>**** T gives feedback on the groups' performance.</p>	S-S	
Wrap-up Homework	To help Ss memorize the target language and skills that they have learned	<ul style="list-style-type: none"> <li>- Listening for specific information skill</li> <li>- Knowledge and concepts of international organizations</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Exercises in the workbook</li> <li>- Project preparation</li> </ul>	T-S	1 min

## UNIT 7: VIETNAM AND INTERNATIONAL ORGANIZATIONS

### Lesson 6: Writing

#### I. OBJECTIVES

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

1. Knowledge

- Use lexical items related to the topic International organizations
- Write a paragraph about the benefits for Viet Nam as a member of international organisations

2. Core competence

- Access and consolidate information from a variety of sources
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Develop an awareness of Viet Nam's participation in international organizations
- Be respectful towards all international organizations

#### II. MATERIALS

- Grade 10 textbook, Unit 7, Writing
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	<ul style="list-style-type: none"> <li>- Guide students to make an outline first before writing.</li> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

**BOARD PLAN**
**UNIT 7: VIETNAM AND INTERNATIONAL ORGANIZATIONS**
**Lesson 6: Writing – Writing about Viet Nam's participation in international organizations**

\* **Warm-up:** Watch a video

**I. Developing ideas**

Task 1: Choose suitable information from the box below to complete the table.

Task 2: Complete the following diagram. Use the ideas in 1 and your own ideas.

**II. Writing a paragraph**

Task 3: Write a paragraph (120 - 150 words) about the benefits for VietNam as a member of international organizations. Use the information in the diagram in 2.

\* **Homework**

**Procedures**
**Notes**

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	- To get Ss interested in the topic - To activate Ss' knowledge of the lesson	* T plays a video on Vietnam's development thanks to the help from IMF (Link: <a href="https://www.youtube.com/watch?v=sHheWtXGLk4">https://www.youtube.com/watch?v=sHheWtXGLk4</a> ). ** Ss watch the video and note down the benefits that	T - S  S	5 mins

		<p>Vietnam gained from joining IMF.          *** Ss discuss their notes and add what other benefits Vietnam has been able to gain.          **** T gives feedback, if necessary, then introduces the lesson.</p>	<p>S – S          T - S</p>	
Brainstorming ideas	To help Ss develop ideas for their writing and provide more useful words and phrases.	<p><b>Task 1: Complete the following sentences. Use the words in the box.</b>          * T asks Ss to read the words in the word box and the sentences, and check understanding. Elicit the meanings of any words they don't know.          ** Ss complete the activity individually.          *** Ss compare their answers in pairs / groups.          **** T checks answers by asking individual Ss to read the complete sentences.  <b>Key:</b>          1. popular          2. cultural          3. open to          4. easier          5. international          6. experiencing</p>	<p>T - S          S          S – S          T – S</p>	5 mins
Brainstorming further ideas	To help Ss develop more ideas for their writing and organize them in a diagram.	<p><b>Task 2: Complete the following diagram. Use the ideas in 1 and your own ideas.</b>          * T asks Ss to look at the diagram about the benefits that membership of international organizations brought to Viet Nam. T tells Ss to study the three main benefits carefully and think about any examples or details to support each one.          ** Ss refer back to the previous activity and choose suitable information (examples / details) to complete this diagram.          *** Ss compare their answers in pairs or groups.</p>	<p>T – S          S          S – S</p>	10 mins

		<p>**** T checks answers as a class. T draws the diagram on the board and invites individual Ss to complete it.  Key: a/b: 2/6 c/d: 3/5  C: Students' answers  (Note: The order for each pair may be flexible)</p>	T – S	
Writing practice	To help Ss practise writing a paragraph about benefits for Viet Nam as a member of international organisations.	<p><b>Task 3: Write a paragraph (120 - 150 words) about the benefits for VietNam as a member of international organizations. Use the information in the diagram in 2.</b>  * T asks Ss to write a paragraph (120 - 150 words), based on the information in the completed diagram from the previous activity.  - T reminds Ss to pay attention to the criteria: Task achievement, Coherence and Cohesion, Vocabulary, and Grammar.  ** T sets a time limit for the task and walks round the class to give further support if needed.  - When Ss finish writing, T spares some time for Ss to check their paragraph.  *** Ss work in pairs and swap their paragraphs for peer review. Then Ss revise their paragraphs and correct any mistakes in their final draft.  **** T collects Ss' writings to mark and provide written feedback in the next lesson.  <b>Sample answer:</b>  Viet Nam has gained three main benefits since it joined different international organizations. Firstly, it is easier and more convenient for Viet Nam to promote its culture and learn about other cultures. For example, various cultural exchanges help foreigners know more about our country. In addition, Vietnamese people have a better chance of experiencing different cultures. Secondly, this has created greater education</p>	<p>S</p> <p>S - S</p> <p>T - S</p>	23 mins

		<p>opportunities for both Vietnamese and foreign students. More education opportunities abroad are now open to Vietnamese students. Vietnam's colleges and universities can also accept international students. Finally, joining these organizations has also helped Viet Nam increase both local and international tourism. In fact, Viet Nam has become one of the most popular destinations for many foreign tourists in the region. It is also easier for Vietnamese people to travel abroad. In short, Viet Nam has benefited greatly from becoming a member of different international organizations.</p>		
Wrap up	To revise what they have learnt and prepare for the next lesson: Communication and Culture/CLIL	<p>T asks Ss to talk about what they have learnt in the lesson.</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>- Workbook exercises</li> <li>- Project preparation</li> </ul>	T - S	2 mins

## UNIT 7: VIETNAM AND INTERNATIONAL ORGANIZATIONS

### Lesson 7: COMMUNICATION AND CULTURE/ CLIL

#### I. Objectives

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

##### 1. Knowledge

- Make and respond to invitations
- Learn about FAO and its activities to support Viet Nam

##### 2. Core competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skills

##### 3. Personal qualities

- Understand more about the relationship between VietNam and FAO
- Be respectful towards all international organizations.

#### II. Materials

- Grade 10 textbook, Unit 7, Communication and Culture/CLIL
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### LANGUAGE ANALYSIS

Useful expressions		
Making invitations	Responding to invitations	
	Accepting an invitation	Declining an invitation
<b>Informal</b> <ul style="list-style-type: none"> <li>• Do you want to ...?</li> <li>• Do you feel like ...?</li> <li>• Let's go to ...</li> </ul>	<b>Informal</b> <ul style="list-style-type: none"> <li>• Sure. I'll be there.</li> <li>• Yes, I'd love to.</li> </ul>	<b>Informal</b> <ul style="list-style-type: none"> <li>• I'm sorry, but I can't.</li> <li>• Sorry, maybe next time.</li> </ul>

<b>Formal</b> <ul style="list-style-type: none"> <li>• Would you like to ...?</li> <li>• Would you care to ...?</li> </ul>	<b>Formal</b> <ul style="list-style-type: none"> <li>• I would be delighted.</li> <li>• Thank you very much for inviting me.</li> </ul>	<b>Formal</b> <ul style="list-style-type: none"> <li>• Oh, I'd love to, but ...</li> <li>• That's very kind of you, but ...</li> </ul>
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### Assumptions

Anticipated difficulties	Solutions
- Ss may have underdeveloped speaking and co-operating skills.	<ul style="list-style-type: none"> <li>- Let Ss read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for Ss to speak.</li> <li>- Encourage Ss to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

### Board plan

**UNIT 7: VIETNAM AND INTERNATIONAL ORGANIZATIONS**

**Lesson 7: COMMUNICATION AND CULTURE/ CLIL**

**\*Warm-up**  
**Everyday English**  
 Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs.  
 Task 2: You want to invite a friend to join you in an activity. Work in pairs. Make similar conversations like the ones in 1. Use the useful expressions below to help you.

**CLIL**  
 Task 3: Read the text below and complete the diagram.  
 Task 4: Work in pairs. Use the diagram in 1 to talk about FAO and its activities in Viet Nam.

**\*Homework**

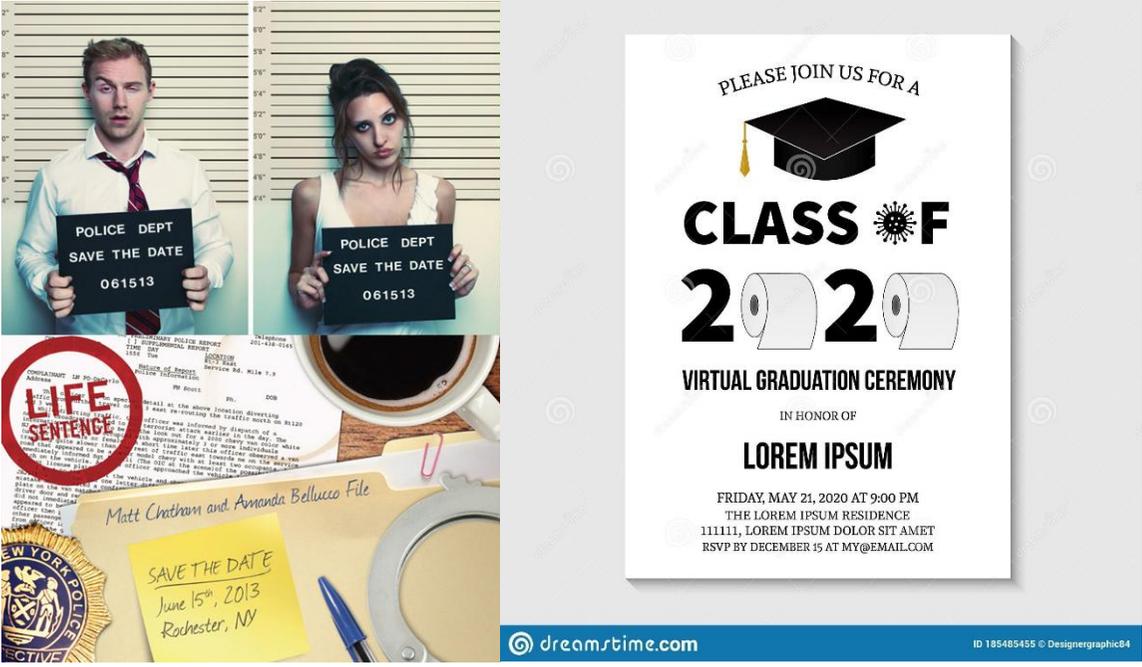
**Procedures**

**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

**PROCEDURES**

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate Ss' knowledge of the topic	<p>* T shows some funny pictures of invitation cards on the board. E.g.</p> 	T – S	3 mins

		 <p>** Ss look at the pictures and guess which event the cards are referring to.          *** Ss comment on the cards and discuss more ideas to make an invitation creative but appropriate.          **** T gives feedback, if necessary, then introduces the lesson.</p>	<p>S – S T - S</p>	
<p>Everyday English</p>	<p>To review expressions for making and responding to invitations.</p>	<p><b>Task 1:</b> Listen and complete the conversations with the expressions in the box. Then practise them in pairs.          * T asks Ss to read the incomplete conversations and checks comprehension by asking questions, e.g. Who are the speakers? Are the two conversations happening at the same time? What are they talking about?          ** Ss work individually to listen and complete each gap of the conversations with a suitable expression from the box.          *** T checks answers by asking two pairs of Ss to read the conversations.  <b>Key:</b></p>	<p>T - S S T-S</p>	<p>5 mins</p>

		<p>1. C 2. A 3. D 4. B</p> <p>- T elicits the meaning and use of the expressions in the word box, e.g. C and D – to make an invitation; A – to accept an invitation and B – to reject an invitation. - Ss practise the conversation in pairs. **** T goes around the class and gives feedback.</p>	S - S	
	To help Ss practice making and responding to invitations.	<p><b>Task 2: You want to invite a friend to join you in an activity. Work in pairs. Make similar conversations like the ones in 1. Use the useful expressions below to help you.</b></p> <p><b>Game: Social butterfly</b></p> <p>* T asks each S to take out a piece of paper, create an event they like and write down the place and time of that event in their paper. Ss draw a table of “guest list” below the event info. ** Ss stand up, walk around the class and invite as many people to go with them to their event as possible. Ss only accept an invitation if they really want to go and are free at that time. If not, students decline the invitation and give an excuse. - When a student accepts a classmate's invitation, that student writes the invitation in their “diary” and the classmate writes the student's name in their “guest list”. *** After 10 minutes, Ss discuss who accepted their invitations and what plans they have in their diary. **** T gives feedback on Ss’ language use.</p>	S-S T-S S-S S-S T-S	15 mins
CLIL	To help Ss learn about FAO and what it has contributed to the	<p><b>Task 1: Read the text below and complete the diagram.</b></p> <p>* T asks Ss some questions to find out what they already know about FAO, e.g. <b>What does FAO stand for?</b> (the Food and Agriculture Organization), <b>What do you know about it? What are FAO’s main activities?</b> (running projects to help developing countries). ** Ss work in pairs to read the text and complete the diagram.</p>	T-S S-S	7 mins

	development of VietNam.	<p>- T walks round the class and offers help, explaining unfamiliar words or answering questions if necessary.          *** T goes back to the questions about FAO and asks which of the questions they can answer now and cross them out.          **** T checks answer by calling some pairs.</p> <p><b>Key:</b>  <b>1. 1945</b>  <b>2. end hunger and poverty</b>  <b>3. 1978</b>  <b>4. technical support</b>  <b>5. food security</b></p>	T-S	
	To help Ss practise talking about FAO and its activities in Viet Nam using the completed diagram.	<p><b>Task 2: Work in pairs. Use the diagram in 1 to talk about FAO and its activities in VietNam.</b></p> <p>* T assigns pairs and gives Ss a few minutes to study the diagram about FAO and its activities in Vietnam and plan their talk.          ** Ss work in pairs to decide how they are going to split the talk and practise for a few minutes.          *** T invites some pairs to give their talks in front of the class. The rest of the class ask questions or give feedback after the talks.          **** T gives final comments on the talks.</p>	T-S S-S T-S	14 mins
Wrap-up Homework	To review the lesson Ss have learnt and prepare for the next lesson – Looking back and project	<p>- T asks Ss what they have learned in this lesson.          - Homework: Project preparation</p>	T-S	1 min



## UNIT 7: VIETNAM AND INTERNATIONAL ORGANIZATIONS

### Lesson 8: Looking back & Project

#### I. Objectives

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

##### 1. Knowledge

- Review the vocabulary and grammar of *Unit 7*
- Apply what they have learnt (vocabulary and grammar) into practice through a project

##### 2. Core competence

- Develop communication skills and creativity
- Develop critical thinking skill
- Be collaborative and supportive in pair work and team work
- Develop presentation skills

##### 3. Personal qualities

- Understand more about international organizations
- Develop self-study skills

#### II. Materials

Grade 10 textbook, Unit 7, Looking back and Project

Computer connected to the internet

Projector/ TV/ pictures and cards, Handouts

sachmem.vn

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Ss may have underdeveloped speaking, writing and co-operating skills when doing the project.</li> </ul>	<ul style="list-style-type: none"> <li>- Create a comfortable and encouraging environment for Ss to speak.</li> <li>- Encourage Ss to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
<ul style="list-style-type: none"> <li>- Some students will excessively talk in the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Have excessive talking with students..</li> </ul>

	- Continue to explain task expectations in small chunks (before every activity).
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**Board plan**

<p><b>UNIT 7: VIETNAM AND INTERNATIONAL ORGANIZATIONS</b></p> <p><b>Lesson 8: Looking back &amp; Project</b></p> <p><b>*Warm-up:</b> Game - Outlast</p> <p><b>*Looking back:</b></p> <ul style="list-style-type: none"> <li>- Pronunciation: Listen and mark the primary stress in the words in bold. Then practise saying the sentences.</li> <li>- Vocabulary: Complete the text with the correct forms of the verbs in the box.</li> <li>- Grammar: Write another sentence using the word(s) in brackets. Make sure it has the same meaning as the previous one.</li> </ul> <p><b>*Project:</b> An international organization</p> <p><b>*Homework</b></p>
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**Procedures**
**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate Ss'	<b>Game: Outlast</b>		5 mins

	knowledge of the topic and lead into the lesson.	<p>* Ss compete in two teams. Both teams have 3 “life points”.</p> <p>** Every round, one team shouts the name of an international organization they have learned so far in Unit 7, then T writes it on the board, then the opposing team has to respond by saying the function of that organization. The team that repeats what was said, cannot remember anything else, or fails to respond will lose 1 life point.</p> <p>*** Ss discuss the international organizations on the board and add more information if necessary.</p> <p>**** T gives comments and introduces the lesson.</p>	<p>T-S S-S</p> <p>T-S</p>	
Looking back - Pronunciation	To help Ss revise stress in words with more than three syllables.	<p><b>Task 1: Listen and mark the primary stress in the words in bold. Then practise saying the sentences.</b></p> <p>* T asks Ss to read the sentences and check understanding.</p> <p>** Ss listen and mark the primary stress of the words in bold. Ss with advanced English level may try marking the secondary stress as well.</p> <p>*** Ss check their answers with a partner.</p> <p>**** T checks answers as a class by inviting individual Ss to say and write the words, then mark the stress on the board.</p> <p>- Ss practise saying the sentences out loud in pairs/groups, paying close attention to the stress pattern of the words in bold.</p> <p><b>Key + Audio script – Track 57:</b></p> <p>1. WWF is the world’s largest non-profit <b>en,viron'mental ,organi' sation.</b></p> <p>2. Viet Nam has become a more active <b>par'ticipant in the ,inter'national com'munity.</b></p> <p>3. Japan is the biggest financial provider to this <b>,eco'nomie ,organi'sation.</b></p> <p>4. UNICEF helps <b>,disad'vantaged</b> teenagers continue their <b>,edu'cation.</b></p> <p>5. There are more <b>,edu'cational ,oppor'tunities</b> for Vietnamese students now.</p>	<p>T-S S</p> <p>S-S T-S</p>	5 mins
Looking back - Vocabulary	To help Ss revise topic-related words.	<p><b>Task 2: Complete the text with the correct forms of the verbs in the box.</b></p> <p>* T asks Ss to read the words in the box and the incomplete text.</p> <p>** Ss work individually to study the context carefully and decide on the words to</p>	<p>T-S S</p>	5 mins

		<p>fill in the gaps. T reminds Ss to modify the forms of these verbs if needed.          *** Ss compare their answers in pairs/groups.          **** T checks answers as a class.</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. enter</li> <li>2. commits</li> <li>3. aims</li> <li>4. welcomes</li> <li>5. promote</li> </ol>	<p>S-S T-S</p>	
Looking back - Grammar	To help Ss revise comparative and superlative adjectives.	<p><b>Task 3: Write another sentence using the word(s) in brackets. Make sure it has the same meaning as the previous one.</b></p> <p>* T asks Ss to do the activity individually and give them enough time to write the sentences.          ** Ss do the task as required.          *** Ss compare their answers in pairs/groups.          **** T checks answers by inviting individual Ss to write the correct ones on the board.</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. Vietnam is more attractive to foreign tourists nowadays than it was in the past.</li> <li>2. No international organization is larger than the United Nations.</li> <li>3. The international market now is more competitive than it was in the past.</li> <li>4. Japan is the biggest financial provider to this organization.</li> </ol>	<p>T-S  S S-S T-S</p>	5 mins
<b>Project</b>	To provide an opportunity for Ss to develop their communication and collaboration skills, and to practice reporting survey	<p>* T has Ss work in their groups and gives them a few minutes to get ready for the presentation.          - T gives Ss a checklist for peer and self-assessment, and explains that they will have to tick (✓) the appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. - If necessary, T goes through the criteria for assessing their talk to make sure Ss are</p>	<p>S-S  T-S</p>	23 mins

	results in an oral presentation.	<p>familiar with them.</p> <p>Suggested checklist:</p> <p><b>DELIVERY</b></p> <ul style="list-style-type: none"> <li>– The presenters greeted the audience.</li> <li>– The presenters spoke clearly and naturally.</li> <li>– The presenters cooperated when delivering their talk.</li> <li>– The presenters interacted with the audience.</li> <li>– The presenters used some visuals to show the survey results.</li> <li>– The presenters concluded their talk appropriately.</li> </ul> <p><b>CONTENT:</b> The presentation includes the following information about an international organization</p> <ul style="list-style-type: none"> <li>– name of international organisation</li> <li>– when and where it was formed</li> <li>– number of member countries</li> <li>– whether Viet Nam is a member</li> <li>– organisation’s aims</li> <li>– current activities / projects</li> <li>– how it has helped Viet Nam</li> </ul> <p>** T invites two or three groups to give their presentations.</p> <p>*** T gives praise after each presentation, and encourages the rest of the class to ask questions at the end.</p> <p>**** T asks Ss to give peer comments and fill in the self-assessment checklist, then T gives the final feedback.</p>		
Wrap-up Homework	To review the lesson they have learnt and prepare for the next lesson	<ul style="list-style-type: none"> <li>- Consolidation: T asks Ss what they have learned from the unit.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Workbook exercises</li> <li>- Prepare for the next lesson: Unit 8</li> </ul>	T-S	2 mins

## UNIT 8: NEW WAYS TO LEARN

## Lesson 1: Getting Started – New learning activities

### I. OBJECTIVES

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

#### 1. Knowledge

- Be aware of the new learning activities and their importance
- Build up vocabulary with topic new learning activities and practice them
- Get to know the language aspects: relative pronouns

#### 2. Core competence

- Develop listening and reading skills
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

#### 3. Personal qualities

- Familiarize with new learning activities
- Develop self-study skills

### II. MATERIALS

- Grade 10 textbook, Unit 8, Getting Started
- Computer, Smartphone connect to the Internet
- Projector

### Assumptions

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> </ul>

- Encourage students to work in groups so that they can help each other.

### Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 8: NEW WAYS TO LEARN</b></p> <p><b>Lesson 1: Getting started – New learning activities</b></p> <p><b>*Warm-up:</b> Game “Kahoot!”</p> <p><b>*Listen and Read</b></p> <p>Task 1: Listen and read.</p> <p>Task 2: Match the verbs with the nouns to make phrases in Task 1</p> <ul style="list-style-type: none"><li>- watch a video</li><li>- prepare materials</li><li>- do a project</li><li>- search information</li><li>- take notes</li><li>- discuss a topic</li></ul> <p>Task 3: Read the conversation again and decide whether the following statements are true (T) or false (F).</p> <p>Task 4: Complete each of the following sentences with ONE word from the conversation.</p> <p><b>*Survey</b></p> <p><b>*Homework</b></p>
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### III. PROCEDURES

#### Notes:

In each activity, each step will be represented as following:

- \* Deliver the task

- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<p>- To stir up the atmosphere and activate students' knowledge on the topic new learning activities</p> <p>- To set the context for the listening and reading part</p> <p>- To enhance students' skills of cooperating with teammates.</p>	<p><b>GAME: Kahoot!</b></p> <p>*T asks Ss to log into the game and answer the 6 questions in the game. The student with the most correct answers wins the game.</p> <p>**Link to the game: <a href="https://create.kahoot.it/share/new-learning-activities/e8e880dc-82c5-49f2-b944-747e2451e166">https://create.kahoot.it/share/new-learning-activities/e8e880dc-82c5-49f2-b944-747e2451e166</a></p> <p>T declares the winner of the game.</p> <p>***T shows on the slide again 6 words and lets students guess the theme of lesson today: NEW LEARNING ACTIVITIES</p> <p>****T gives relevant comments on the students' answers.</p> <p><i>Answers:</i></p> <ol style="list-style-type: none"> <li>1. Group work</li> <li>2. Pairwork</li> <li>3. Presentation</li> <li>4. Debate</li> <li>5. Projects</li> <li>6. Experiment</li> </ol> <p><i>Lead-in: "These days, we have experienced a number of new learning activities and apply them in studying. Our lesson today is about New learning activities."</i></p>	<p>T-S</p> <p>T-S</p> <p>T-S</p> <p>T-S</p>	5 mins

PRESENTATION	To get students revise collocations related to the topic	<p><b>VOCABULARY: GAME “WHO IS FASTER?”</b></p> <p><b>TASK 1: MATCH THE VERBS WITH THE NOUNS TO MAKE PHRASES.</b> (<i>Activity 3, p. 87</i>)</p> <p>*T divides the class into 2 groups. Each group receives a pack of 6 cards, on which verbs are written.</p> <p>**T sticks 6 phrases on the board. One representative of each group goes to the board as fast as possible to stick their verb cards next to the phrases on the board to make correct phrases.</p> <p>Each correct phrase gets 1 point.</p> <p>The winner is the group with more correct phrases.</p> <table border="1" data-bbox="719 699 1563 978"> <thead> <tr> <th data-bbox="719 699 1167 738">WORD(S) ON THE BOARD</th> <th data-bbox="1167 699 1563 738">VERBS ON CARDS</th> </tr> </thead> <tbody> <tr> <td data-bbox="719 738 1167 778">a video</td> <td data-bbox="1167 738 1563 778">watch</td> </tr> <tr> <td data-bbox="719 778 1167 818">information</td> <td data-bbox="1167 778 1563 818">prepare</td> </tr> <tr> <td data-bbox="719 818 1167 858">a topic</td> <td data-bbox="1167 818 1563 858">do</td> </tr> <tr> <td data-bbox="719 858 1167 898">notes</td> <td data-bbox="1167 858 1563 898">take</td> </tr> <tr> <td data-bbox="719 898 1167 938">materials</td> <td data-bbox="1167 898 1563 938">discuss</td> </tr> <tr> <td data-bbox="719 938 1167 978">a project</td> <td data-bbox="1167 938 1563 978">search</td> </tr> </tbody> </table> <p>****T gives correction</p> <p>***T asks Ss to copy these phrases into their notebooks</p> <p><i>Answers:</i></p> <p><i>Watch a video</i></p> <p><i>Prepare materials</i></p> <p><i>Do a project</i></p> <p><i>Search information</i></p> <p><i>Take notes</i></p> <p><i>Discuss a topic</i></p>	WORD(S) ON THE BOARD	VERBS ON CARDS	a video	watch	information	prepare	a topic	do	notes	take	materials	discuss	a project	search	<p>T-S</p> <p>T-S</p> <p>T-S</p> <p>S</p>	7 mins
WORD(S) ON THE BOARD	VERBS ON CARDS																	
a video	watch																	
information	prepare																	
a topic	do																	
notes	take																	
materials	discuss																	
a project	search																	
PRACTICE	To get students get to know the topic	<b>TASK 2: LISTEN AND READ.</b> ( <i>Activity 1, p.86</i> )	T-S	6 mins														

		<p>*T asks Ss to listen to a conversation between Nick and Long and guess what they are talking about.</p> <p>**T lets Ss listen.</p> <p>***T calls 2 Ss to answer the question.</p> <p>****T gives corrections.</p> <p><i>Expected answer:</i></p> <p>- They are talking about their learning activities.</p> <p>- They are talking about their homework.</p>	<p>S</p> <p>T-S</p>	
PRODUCTION	<p>- To have students get specific information of the text</p> <p>- To check students' understanding of the conversation and help students use the words in context</p>	<p><b>TASK 3: TRUE OR FALSE (p.87)</b></p> <p>*T asks Ss to read the conversation again and decide if the statement is T (True) or F (False).</p> <p>*T shows 3 statements on the slide and introduces the task.</p> <ol style="list-style-type: none"> <li>1. Nick is preparing for his next geography class.</li> <li>2. Nick's note taking skills are quite good.</li> <li>3. Nick's class is working on many projects now.</li> </ol> <p>**T pre-teaches reading skills: T shows 4 steps to do a 'True or False' task in a random order on the slide and asks Ss to order them into the correct order.</p> <p><u>Step 1:</u> Identify KEY WORDS (nouns, verbs, adjectives) in the statement</p> <p><u>Step 2:</u> Find SIMILAR WORDS in the text</p> <p><u>Step 3:</u> Compare these SIMILAR WORDS with the KEY WORDS to see if they are similar or opposite in content.</p> <p><u>Step 4:</u> Decide if the statement is true or false.</p> <p>*** Ss work in pairs and apply these 4 steps to do the task and correct the false statements.</p> <p>*** T calls each student to give their answer and show the text on the slide and highlight key words/correct information.</p> <p>****T provides the explanations or asks for the explanations for false statements.</p> <p><i>Answers:</i></p>	<p>T-S</p> <p>T-S</p> <p>T-S</p> <p>S-S</p> <p>T-S</p> <p>T-S</p>	6 mins

	<p>To get students identify relative clauses and relative pronouns</p>	<p>1. <i>T</i>  2. <i>F</i>  3. <i>T</i></p> <p><b>TASK 4: COMPLETE EACH OF THE FOLLOWING SENTENCES WITH ONE WORD FROM THE CONVERSATION. (p.87)</b></p> <p>*T asks Ss to read the conversation again, and find ONE suitable word to complete sentences.</p> <p>1. Nick is watching the video _____ his geography teacher uploaded on Eclass.</p> <p>2. This way of learning gives him a chance to discuss with his classmates, _____ may have original ideas on the topic.</p> <p>3. They are doing a lot of projects _____ help them understand the lessons better.</p> <p>4. That way of studying, _____ gives them more control over their own learning, is quite useful.</p> <p>**Ss work independently</p> <p>***T calls one Ss to write their answer on the board.  T corrects his/her work.  T asks Ss:  “What are these words : ‘that’, ‘who’, ‘which’ called?”</p> <p>****T shows the correct answer on the slide and informs Ss that they will learn more about relative pronouns and relative clauses in the next lessons.</p> <p><i>Answers:</i></p> <p>1. <i>that</i>  2. <i>who</i>  3. <i>that</i>  4. <i>which</i></p>	<p>T-S</p> <p>S  T-S</p> <p>T-S</p>	<p>6 mins</p>
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EXTRA ACTIVITY		<p><b>SURVEY: Quizizz</b></p> <p>*T asks Ss to log into the survey and answer 5 questions in the survey. Link to the survey:  <a href="https://quizizz.com/admin/presentation/61cf36470bdae7001f0059e0">https://quizizz.com/admin/presentation/61cf36470bdae7001f0059e0</a></p> <p>**T asks Ss to go to the link and give their votes on Quizizz</p> <ol style="list-style-type: none"> <li>1. What activities have you experienced before?</li> <li>2. What are your favorite activities?</li> <li>3. What activities do you dislike?</li> <li>4. What activity do you think is the most difficult?</li> <li>5. What activities will you join more in the future?</li> </ol> <p>***Based on the votes, T calls some Ss and asks them the following questions:          With the results of Question 3: Why don't you like them?          With the results of Question 4: Why is it difficult? Can the teacher do anything to make it easier?</p> <p>*** T emphasizes the activities with the highest/lowest votes one more time and gives comments.</p>	T-S  T-S  T-S	10 mins
WRAP-UP	To consolidate what students have learnt in the lesson	T asks Ss to talk about what they have learnt in the lesson.		3 mins
HOMEWORK	To review the lesson and prepare for the next lesson	<ul style="list-style-type: none"> <li>- Write a short paragraph about your favorite learning activity and give explanations in your notebook.</li> <li>- Prepare for the project in Lesson 8</li> </ul>		2 mins

## UNIT 8: NEW WAYS TO LEARN

# Lesson 2: Language

### I. OBJECTIVES

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

#### 1. Knowledge

- Use the lexical items related to the topic New ways to learn;
- Put the stress in the correct words in the sentence;
- Review the use of relative pronouns and relative clauses.

#### 2. Core competence

- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

#### 3. Personal qualities

- Be ready to use different ways to study;
- Develop self-study skills.

### II. MATERIALS

- Grade 10 textbook, Unit 8, Language
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

**Language analysis**

		<b>Use</b>
<ul style="list-style-type: none"> <li>- A relative clause gives more information about a person or thing by defining the noun before it.</li> <li>- It usually begins with a relative pronoun: who, whom, which, that or whose.</li> <li>- There are 2 types of relative clauses: Defining relative clause and Non-defining relative clause</li> </ul>	Defining relative clause	to give essential information about someone or something – information that we need in order to understand what or who is being referred to.
	Non-defining relative clause	to give extra information about the person or thing. It is not necessary information. We don't need it to understand who or what is being referred to.

**Assumptions**

<b>Anticipated difficulties</b>	<b>Solutions</b>
1. Students may be confused when using defining relative clause and non-defining relative clause	Give short and clear explanations with legible examples for each case.
2. Students may have underdeveloped speaking and co-operating skills.	<ul style="list-style-type: none"> <li>- Give clear instructions, give examples before letting students work in groups.</li> <li>- Provide feedback and help if necessary.</li> </ul>

Board Plan

*Date of teaching*

**Unit 8: NEW WAYS TO LEARN**

**Lesson 2: Language**

**\* Warm-up**

Game: Name ten

**I. Pronunciation**

Task 1: Listen and repeat.

Task 2: Read and underline the stressed words in the sentences.

**II. Vocabulary: Different ways of learning**

Task 1: Match the words and phrases with their meanings.

Task 2: Complete the sentences with the words and phrases in Task 1.

**III. Grammar: Relative clauses**

Task 1: Match the two parts to make complete sentences.

Task 2: Join the following sentences. Use ***who, that, which*** or ***whose***

**IV. Production**

Game: Who is faster?

**\* Homework**

**III. PROCEDURES**

**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<p>- To activate students' prior knowledge and vocabulary related to the topic.</p> <p>- To enhance students' skills of cooperating with teammates.</p>	<p><b>Game: Name ten</b></p> <p>* T gives instructions.</p> <p>** T asks Ss to write down the names of 10 items related to online learning.</p> <p>*** Ss work in 4 groups, discuss and take notes of the name of 10 items as quickly as possible, then take turns to write the words/ phrases on the board.</p> <p>**** T checks if the words are suitable and corrects if Ss spell or pronounce the words/ phrases incorrectly.</p> <p><i>Suggested answers: laptop, smartphone, headphones, tablet, touch pen, earphones, microphone, webcam, Internet, wifi.</i></p> <p><i>Lead-in: Due to the situation of Covid-19, all of us are familiar with new ways of learning, one of which is Online learning. And that's why "New ways of learning" is chosen as the general theme of Unit 8. In the lesson today, we are going to learn more about this topic. First of all, let's come to the first part: Pronunciation.</i></p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	5 mins
PRONUNCIATION	To help students understand how to stress words in the sentence	<p>* T introduces the rules of sentence stress by letting Ss listen to a sentence.</p> <p style="text-align: center;"><i>We should finish the project for our history class.</i></p> <p>* T asks Ss to say the words that are stressed in the sentence and find out their word forms.</p> <p>** Ss listen, find the stressed words and their word form.</p> <p>*** Ss exchange their answers with their partner.</p> <p><i>Suggested answers:</i></p> <p><i>Stressed words in the sentence include:</i></p> <p><i>FINISH: verbs</i></p>	<p>T- S</p> <p>S</p> <p>S-S</p>	5 mins



	<p>To help students practise identifying the stressed words in the sentences</p>	<p>(n) (v) (n) (v) (adj) (n)</p> <p>4. I 'like to 'watch 'videos that 'help me 'learn 'new 'things.</p> <p>(v) (v) (n) (v) (v) (adj) (n)</p> <p>5. I have in'stalled some 'apps on my 'phone.</p> <p>(v) (v) (n)</p> <p><b>TASK 2: READ AND UNDERLINE THE STRESSED WORDS IN THE SENTENCES.</b>  <p>(p.87)</p> <p>* T asks Ss to underline the stressed words in the sentences. Before reading and doing the task, T lets Ss review the rules in pairs.</p> <p>- T prepares a big piece of paper for the sentences and sticks it on the board.</p> <p>** Ss go to the board to stick a symbol (i.e: a flower) under the stressed word.</p> <p>*** Ss discuss the answers.</p> <p>**** T gives corrections and feedback.</p> <p><i>Suggested answer:</i></p> <p>1. Our <u>teacher</u> <u>often</u> <u>gives</u> <u>us</u> <u>videos</u> to <u>watch</u> <u>at</u> <u>home</u>.</p> <p>2. I <u>never</u> <u>read</u> <u>books</u> on my <u>tablet</u> at <u>night</u>.</p> <p>3. It is a <u>new</u> way of <u>learning</u> and <u>students</u> <u>really</u> <u>like</u> it.</p> <p>4. You can <u>find</u> a lot of <u>useful</u> <u>tips</u> on this <u>website</u>.</p> <p>5. They should <u>make</u> an <u>outline</u> for their <u>presentation</u>.</p> </p>	<p>T- S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	
<p>VOCABULARY</p>	<p>To enrich students' vocabulary</p>	<p><b>TASK 1: MATCH THE WORDS AND PHRASES WITH THEIR MEANINGS.</b> (p.88)</p> <p>* T asks Ss to match in pairs.</p> <p>** Ss do the task as required.</p> <p>*** T calls some pairs to share their answers with the whole class.</p> <p>**** T gives feedback and corrections (if necessary).</p> <p><i>Answers:</i></p> <p>1.c 4.e</p> <p>2.d 5.b</p> <p>3.a</p>	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</p>	<p>4 mins</p>

	To help students use the vocabulary in context	<p><b>TASK 2: COMPLETE THE SENTENCES WITH THE WORDS OR PHRASES IN TASK 1.</b>  <i>(p.88)</i>            * T asks Ss to work independently and put a suitable word or phrase in each blank.            ** Ss do the task as required.            *** T allows Ss to share their answers before discussing it as a class.            **** T corrects the answers and gives feedback.</p> <p><i>Answers:</i>            1. <i>face-to-face</i>            2. <i>online learning</i>            3. <i>prepare for</i>            4. <i>strategy</i>            5. <i>blended learning</i></p>	T-S  S S-S T-S	5 mins															
GRAMMAR	To have students revise <i>the</i> relative clauses	<p><b>RELATIVE CLAUSES</b>            - T lets Ss recall the knowledge of relative pronouns.            - A relative clause gives more information about a person or thing by defining the noun before it. It usually begins with a relative pronoun: who, whom, which, that or whose.</p> <p style="text-align: center;"><b>Relative pronouns</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Relative pronouns</th> <th>Usage</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td><b>who</b></td> <td>refer to people</td> <td>Mrs. Green, <b>who</b> taught me English, has just got married.</td> </tr> <tr> <td><b>which</b></td> <td>refer to things and animals</td> <td>Do you see the cat <b>which</b> is lying on the roof?</td> </tr> <tr> <td><b>whose</b></td> <td>refer to possessions</td> <td>Do you know the boy <b>whose</b> mother is a nurse?</td> </tr> <tr> <td><b>that</b></td> <td>refer to people and things in defining relative clauses</td> <td>We don't know the person <b>that</b> donated the money.</td> </tr> </tbody> </table>	Relative pronouns	Usage	Examples	<b>who</b>	refer to people	Mrs. Green, <b>who</b> taught me English, has just got married.	<b>which</b>	refer to things and animals	Do you see the cat <b>which</b> is lying on the roof?	<b>whose</b>	refer to possessions	Do you know the boy <b>whose</b> mother is a nurse?	<b>that</b>	refer to people and things in defining relative clauses	We don't know the person <b>that</b> donated the money.	T- S	6 mins
Relative pronouns	Usage	Examples																	
<b>who</b>	refer to people	Mrs. Green, <b>who</b> taught me English, has just got married.																	
<b>which</b>	refer to things and animals	Do you see the cat <b>which</b> is lying on the roof?																	
<b>whose</b>	refer to possessions	Do you know the boy <b>whose</b> mother is a nurse?																	
<b>that</b>	refer to people and things in defining relative clauses	We don't know the person <b>that</b> donated the money.																	

		<p><b>TASK 3: MATCH THE TWO PARTS TO MAKE COMPLETE SENTENCES. (p.88)</b></p> <p>* T has Ss read the sentences individually once and asks them to pay attention to relative pronouns (who, which, that, whose) to find the correct nouns before them.</p> <p>** Ss match the information in the left column and the right one.</p> <p>*** T asks Ss to work in pairs to compare their answers. T calls some Ss to share their answers with the whole class.</p> <p>**** T gives feedback and corrections (if necessary).</p> <p><i>Answers:</i></p> <ol style="list-style-type: none"> <li>1. d</li> <li>2. e</li> <li>3. b</li> <li>4. c</li> <li>5. a</li> </ol>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	
	<p>To help students use defining and non-defining relative clauses in context.</p>	<p>- T lets Ss recall the knowledge of defining and non-defining relative clauses.</p> <p>- There are 2 types of relative clauses: Defining relative clause and Non-defining relative clause.</p> <p>+ Defining relative clause is used to give essential information about someone or something – information that we need in order to understand what or who is being referred to.</p> <p>+ Non-defining relative clause is used to give extra information about the person or thing. It is not necessary information. We don't need it to understand who or what is being referred to.</p> <p><b>TASK 4: JOIN THE FOLLOWING SENTENCES. USE WHO, THAT, WHICH OR WHOSE (p.88)</b></p> <p>* T asks Ss to work independently.</p> <p>** Ss do the task as required.</p> <p>*** T calls 1 or 2 Ss to write their answers on the board.</p> <p>**** T checks their answers sentence by sentence.</p> <p><i>Answers:</i></p>	<p>T-S</p> <p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	<p>5 mins</p>





## UNIT 8: NEW WAYS TO LEARN

### Lesson 3: Reading

#### I. OBJECTIVES

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

##### 1. Knowledge

- Develop reading skills for general ideas and for specific information about online and face-to-face learning.

##### 2. Core competence

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and team work;
- Develop presentation skills;
- Actively join in class activities.

##### 3. Personal qualities

- Understand more about advantages and disadvantages of online and face-to-face learning, therefore, students can make use of the strong points of each method;
- Develop self-study skills.

#### II. MATERIALS

- Grade 10 textbook, Unit 8, Reading
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. distraction (n)	/dɪ'strækʃən/	something that prevents someone from giving <u>their attention</u> to something <u>else</u>	sự xao nhãng
2. strategy (n)	/'strætədʒi/	a way of doing something or <u>dealing</u> with something	chiến lược

3. (to) exchange (v)	/ɪks'tʃeɪndʒ/	to give something to someone and receive something from that person	trao đổi
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**Assumptions**

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

**Board Plan**

*Date of teaching*

**Unit 8: NEW WAYS TO LEARN**

**Lesson 3: Reading**

**\* Warm-up**

Game: Guessing game

**Vocabulary**

1. distraction (n) /dɪ'strækjən/: sự xao nhãng
2. strategy (n) /'strætədʒi/: chiến lược
3. (to) exchange (v) /ɪks'tʃeɪndʒ/: trao đổi

Task 1: Look at the photos and answer the questions.

Task 2: Read the texts. What are the two students talking about? Choose the correct answer.

Task 3: Read the texts again and decide who mentions the following by putting a tick in the correct box.

Task 4: Work in pairs. Discuss the following questions.

*Which way of learning is better? Why?*

**\* Homework**

**III. PROCEDURES**

**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
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		  <p><i>Key: face-to-face learning</i>  <i>Lead-in: We can see that there are many different ways to learn such as online learning, self-study or face-to-face learning and it's also what we are going to learn in the Reading lesson today.</i></p>		
PRE-READING	To lead in the reading skills	<p><b>TASK 1: LOOK AT THE PHOTOS AND ANSWER THE QUESTIONS. (p.89)</b>          * T leads Ss into the lesson by showing the pictures p.89 and asks them some questions:</p>  <p>1. Where is the girl in the picture a?</p>	T-S	10 mins

	<p>To help students use key language more</p>	<p>2. What can you see on her computer screen?          3. How is she learning?          4. Where are students in picture b?          5. Are they facing the teacher? /Are they taught in person?          6. What do we call this traditional type of learning?          7. Have you experienced both ways of learning?          ** Ss answer the questions          *** T calls some Ss to share the answers with the whole class.          **** T checks and corrects if Ss spell or pronounce the words/ phrases incorrectly.  <i>Suggested answers:</i>          1. at home, in front of a computer          2. teacher/tutor          3. online          4. in the classroom          5. yes          6. face-to-face learning  <i>Lead-in: In reality, we have been familiar with both types of learning: face-to-face and online learning. In the lesson today, we are going to read about some opinions of the two most popular types of learning.</i></p> <p><b>VOCABULARY</b>          * T asks Ss to look at the explanation and the photos to guess the meaning of new words. T asks Ss to get the meaning of the in context.          ** Ss say the Vietnamese meaning of the word.</p> <ol style="list-style-type: none"> <li>distract (n) /dɪ'strækjən/: something that prevents someone from giving <u>their attention</u> to something <u>else</u></li> <li>strategy (n) /'strætədʒi/: a way of doing something or <u>dealing</u> with something</li> </ol>	<p>S          S-S          T-S</p> <p>T-S          S</p>	
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	specific information	<p>* T asks Ss to read through the sentences and underline or highlight the keywords in each sentence.</p> <p>** T lets Ss work independently and find the correct answer.</p> <p>*** T lets Ss compare their answers in pairs before checking with the whole class.</p> <p>**** T checks the answers by the game “Magic box”</p> <ul style="list-style-type: none"> <li>- There is a ‘magic box’ with 6 cards in which 6 sentences are written.</li> <li>- T divides class into 2 groups, each group sends a member to pick a card and answer a question.</li> <li>- The group gaining more points is the winner.</li> </ul> <p><i>Answers:</i></p> <p><i>This person:</i></p> <ol style="list-style-type: none"> <li>1. <i>thinks that online learning is not as good as face-to-face learning (Kim)</i></li> <li>2. <i>gains the same knowledge in both ways of learning (Laura)</i></li> <li>3. <i>has more direct conversations and discussions (Kim)</i></li> <li>4. <i>uses e-mail to contact classmates (Laura)</i></li> <li>5. <i>can pay more attention in class (Kim)</i></li> <li>6. <i>needs to have access to high-speed internet (Laura)</i></li> </ol>	T-S  S S-S  T-S	
POST-READING	<ul style="list-style-type: none"> <li>- Check students’ understanding about the reading passage</li> <li>- To help some students enhance presentation skills</li> <li>- To practise team working</li> </ul>	<p><b>TASK 4: WHICH WAY OF LEARNING IS BETTER? WHY? (p.90)</b></p> <p>* T sets the scene and gives instruction.</p> <p><i>You are students who are taking part in a forum about educational innovations. The topic of the forum this year is: face-to-face learning or online learning? Raise your voice and express your personal viewpoint.</i></p> <p>** T lets Ss work in groups, discuss the question and give explanation.</p> <p>***T calls some Ss to present their answers in front of the whole class.</p> <p>****T allows Ss to give comments for their friends and vote for the most interesting and informative presentation.</p> <p>***** T gives feedback and comments.</p>	T-S  S-S  T-S  T-S	8 mins

	- To give students authentic practice in using target language			
WRAP-UP	To consolidate what students have learnt in the lesson	T asks Ss to talk about what they have learnt in the lesson.	T-S	3 mins
HOMEWORK	To review the lesson they have learnt and prepare for the next lesson: Speaking	- T asks Ss to write down their opinion about the way of learning they prefer. - T asks Ss to search for the pros and cons of online learning.	T-S	2 mins

**REVIEW 3**  
**Lesson 1: Language**

**I. Objectives**

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

**1. Knowledge**

- Use words related to gender equality, Vietnam and international organisations, and new ways to learn;
- Identify stress in three-syllable adjectives and verbs, stress in words with more than three syllables, and sentence stress;
- Use the passive voice;
- Use comparative and superlative adjectives;
- Use relatives clauses.

**2. Core competence**

- Develop communication skills and cultural awareness;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills;
- Raise students' awareness of gender equality, Vietnam and international organisations, and new ways to learn.

**II. Materials**

- Grade 10 textbook, Review 3 – Language;
- Computer connected to the internet;
- Projector/ TV/ pictures and cards ;
- sachmem.vn

**Assumptions**

Anticipated difficulties	Solutions
1. Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Design as many exercises as games as possible.</li> <li>- Provide feedback and help if necessary.</li> </ul>

2. Some students will excessively talk in the class.

- Define expectation in explicit detail.
- Have excessive talking students practise.
- Continue to define expectations in small chunks (before every activity).

### Board Plan

*Date of teaching*

**REVIEW 3 (Unit 1+2+3)**

**Lesson 1: Language**

**\* Warm-up**

Game: Board race

**\* Pronunciation**

Read the following sentences. Underline the stressed words in each sentence, then mark the stressed syllables in these words. Listen and check. (p. 96)

**\* Vocabulary**

Task 1: Match the words that go together. (p. 96)

Task 2: Complete the sentences with the correct form of the words in brackets. (p. 96)

**\* Grammar**

Task 1: Choose the best relative pronoun to complete each sentence. (p. 97)

Task 2: Rewrite the sentences using comparative and superlative adjectives or the passive voice without changing their meanings. (p. 97)

**\* Homework**

### Procedures

#### Notes

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To lead in the lesson.	<p><b>Game: Board race</b></p> <p>* T splits the class into teams and give each team a colored marker. T creates three columns on the board and write 3 topics at the top of each column. T asks Ss to write as many words as possible related to the three topics.</p> <p>** Ss work in groups, write as many words as possible related to the topics in the form of a relay race.</p> <p>*** T and Ss discuss the answers.</p> <p>**** T checks the answers as a class. (Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.)</p>	<p>T-S</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p>	5 mins
Practice	To give Ss an opportunity to review word and sentence stress.	<p><b>PRONUNCIATION</b></p> <p><b>Read the following sentences. Underline the stressed words in each sentence, then mark the stressed syllables in these words. Listen and check. (p. 96)</b></p> <p>* T asks Ss to read the sentences, underline the stressed words, and then mark the stressed syllables.</p> <p>** Ss work in pairs, read the sentences, underline the stressed words, and then mark the stressed syllables.</p> <p>*** T plays the recording, pausing after each sentence for Ss to check their answers.</p> <p>**** T checks answers as a class by asking individual Ss to write the sentences, underline the stressed words and mark the stressed syllables.</p> <p><b>Answer key:</b></p> <p>1. Our <u>responsi'bility</u> is to <u>help</u> the '<u>children</u> in <u>re'mote</u> <u>areas</u>.</p> <p>2. <u>Viet Nam</u> is an '<u>active</u> '<u>member</u> of many <u>inter'national</u> <u>organi'sations</u>.</p> <p>3. Our '<u>company</u> has <u>gained</u> <u>eco'nomic</u> '<u>benefits</u> from '<u>selling</u> '<u>local</u> '<u>products</u>.</p> <p>4. There are <u>many</u> <u>new</u> <u>learning</u> <u>activities</u> at <u>schools</u> <u>now</u>.</p>	<p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p>	8 mins

	<p>To help Ss review the collocations they have learnt in the previous units.</p>	<p><b>VOCABULARY</b></p> <p><b>Task 1: Match the words that go together. (p. 96)</b></p> <p>* T asks Ss to work individually to match the words. T elicits the unit each phrase comes from or the topic it is related to, e.g. <i>1. equal opportunities (Unit 6: Gender equality)</i>.</p> <p>** Ss do this exercise individually by matching the words that go together.</p> <p>*** Ss compares their answers with their deskmates.</p> <p>**** T checks answers as a class. T calls on one student to read an adjective aloud and another student to read the noun that goes with it.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. c</li> <li>2. d</li> <li>3. a</li> <li>4. b</li> </ol>	<p>T-Ss</p> <p>Ss</p> <p>Pair work</p> <p>T-Ss</p>	<p>5 mins</p>
	<p>To help Ss practise using the words in meaningful contexts.</p>	<p><b>Task 2: Complete the sentences with the correct form of the words in brackets. (p. 96)</b></p> <p>* T asks Ss to work individually to complete the sentences with the correct forms of the words. T tells them to read the sentences, focus on the words around the gaps and decide on the part of speech that they need to use to complete them. Explain that they have to use the context clues to decide on the word form.</p> <p>** Ss work individually to complete the task.</p> <p>*** T allows Ss to share answers before discussing as a class.</p> <p>**** T checks answers as a class. Have Ss call out the word they have used for each sentence first. Ask some Ss to read the complete sentences. Confirm the correct answers.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. equally</li> </ol>	<p>T-Ss</p> <p>Ss</p> <p>Pair work</p> <p>T-Ss</p>	<p>7 mins</p>

	<p>To help Ss revise the relative pronouns who, that, which and whose.</p>	<p>2. organisations 3. traditionally 4. Education</p> <p><b>GRAMMAR</b> <b>Task 1: Choose the best relative pronoun to complete each sentence. (p. 97)</b> * T asks Ss to work independently to choose the correct relative pronouns to complete the sentences. ** Ss read the sentences first and decide the best relative pronouns to complete the sentences. *** Ss compare the answers with their deskmates. **** T checks answers as a class. T can ask Ss to read aloud the full sentences and correct their pronunciation if needed.</p> <p><b>Answer key:</b> 1. A 2. A 3. C 4. B</p>	<p>T-Ss Ss T-Ss T-Ss</p>	<p>7 mins</p>
	<p>To help Ss revise comparative and superlative adjectives, and the passive voice with modal verbs</p>	<p><b>Task 2: Rewrite the sentences using comparative and superlative adjectives or the passive voice without changing their meanings. (p. 97)</b> * T has Ss work in pairs, rewriting the sentences using comparative and superlative adjectives or the passive voice without changing their meanings. T tells them to read each sentence carefully and decide which structure they should use. ** Ss do the task in pairs. *** T calls on individual Ss to read their completed sentences **** T checks as a class and confirms the correct answers.</p> <p><b>Answer key:</b> 1. is larger than</p>	<p>T-Ss Ss T-Ss</p>	<p>8 mins</p>

		2. can't be accepted 3. is more active 4. the most interesting online course 5. should be provided for women		
Wrap-up	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To prepare vocabulary for the next lesson.	Prepare for Review 3 – Skills 1_ Listening and speaking.	T-Ss	2 min

### REVIEW 1 (Unit 1+2+3)

#### Lesson 2: Skills 1\_ Listening and speaking

#### I. Objectives

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

##### 1. Knowledge

- practice listening for gist and specific information about online learning;
- practice talking about advantages of learning online.

##### 2. Core competence

- Develop communication skills and cultural awareness;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

##### 3. Personal qualities

- Develop self-study skills
- Raise students' awareness of new ways to learn.

#### II. Materials

- Grade 10 textbook, Review 3 – Skills 1\_ Listening and speaking
- Computer connected to the internet

- Projector/ TV/ pictures and cards
- sachmem.vn

### Assumptions

Anticipated difficulties	Solutions
1. Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Design as many exercises as games as possible.</li> <li>- Provide feedback and help if necessary.</li> </ul>
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Define expectation in explicit detail.</li> <li>- Have excessive talking students practise.</li> <li>- Continue to define expectations in small chunks (before every activity).</li> </ul>

### Board Plan

<p><i>Date of teaching</i></p> <p><b>REVIEW 1 (Unit 1+2+3)</b></p> <p><b>Lesson 2: Skills 1_ Listening and speaking</b></p> <p><b>* Warm-up</b> The A to Z game</p> <p><b>* Listening</b> Task 1: Listen and choose the best title for the talk. (p. 97) Task 2: Listen again and complete each sentence with ONE word. (p. 97)</p> <p><b>* Speaking</b> Work in pairs. Share your opinions about the advantages of learning English and other subjects online. Use the ideas in Listening and the expressions below to help you. (p. 97)</p> <p><b>* Homework</b></p>
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**Procedures**
**Notes**

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To lead in the lesson.	<p><b>Name the pictures: The A to Z game</b></p> <p>* T gives students a theme “<i>Devices which are helpful for online learning</i>”. T writes the letters A to Z (in columns) on the board. T asks Ss to write an appropriate word next to each letter on the board (For example: <b>Computer</b>, <b>Television</b>, <b>Mobile phone</b> ...)</p> <p>** Teams of Ss must race to write an appropriate word next to each letter on the board.</p> <p>*** T and Ss discuss the answers.</p> <p>**** T checks the answers as a class.</p>	<p>T-S</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p>	5 mins
Practice	To help Ss practise listening for gist.	<p><b>LISTENING</b></p> <p><b>Task 1: Listen and choose the best title for the talk. (p. 97)</b></p> <p>* T asks Ss to look through the list of titles.</p> <p>** Ss look at three options, read, and underline key words.</p> <p>*** T plays the recording once for Ss to listen and choose the best answer.</p> <p>**** T checks the answers as a class. Ask Ss to explain why A and C are not suitable titles, e.g. (A) The recording talks about using electronic devices to study English so this option is too general; (C) Ways to do online exercises are not mentioned in the recording.</p> <p><b>Answer key:</b></p> <p>B</p>	<p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p>	10 mins
		<p><b>Task 2: Listen again and complete each sentence with ONE word. (p. 97)</b></p>		10 mins

	<p>To help Ss practise listening for specific information and key words.</p> <p>To provide an opportunity for Ss to practice expressing opinions about the advantages of learning English and other subjects online.</p>	<p>* T ask Ss to look at the sentences, underline the key words and decide what part of speech they need to fill in each blank (e.g. 1: adj; 2: adj; 3: noun; 4: noun).  ** T plays the recording again and has Ss write down their answers in their notebooks.  *** Ss work in pairs to compare their answers.  **** Teacher checks the answers as a class.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. bored</li> <li>2. useful</li> <li>3. activities</li> <li>4. answers</li> </ol> <p><b>SPEAKING</b></p> <p><b>Work in pairs. Share your opinions about the advantages of learning English and other subjects online. Use the ideas in Listening and the expressions below to help you. (p. 97)</b></p> <ul style="list-style-type: none"> <li>– <i>I think ... is more useful / easier / better / more effective because ...</i></li> <li>– <i>... give us a chance to (do sth)</i></li> <li>– <i>... have easy access to learning materials / videos</i></li> </ul> <p>* T asks Ss to work in pairs to share their opinions about the advantages of learning English and other subjects online. T asks Ss to read through the useful expressions and the example. T checks Ss' understanding.  ** Students work in pairs, expressing opinions about the advantages of learning English and other subjects online  *** T calls on two or three pairs to share their opinions with the class.  **** T comments Ss' answers, praises for interesting ideas and fluent delivery.</p>	<p>T-Ss</p> <p>T-Ss Ss T-Ss</p> <p>T-Ss Ss Pair work T-Ss</p>	<p>15 mins</p>
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Wrap-up	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To prepare vocabulary for the next lesson.	Prepare for Review 3 – Skills 2_ Reading and writing.	T-Ss	2 min

### REVIEW 1 (Unit 1+2+3)

#### Lesson 3: Skills 2\_ Reading and writing

#### I. Objectives

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

##### 1. Knowledge

- practice reading for general specific information about gender equality in sports;
- practice writing a short paragraph about an international organisation.

##### 2. Core competence

- Develop communication skills and cultural awareness;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

##### 3. Personal qualities

- Develop self-study skills
- Raise students' awareness of gender equality and international organisations.

#### II. Materials

- Grade 10 textbook, Review 3 – Skills 2\_ Reading and writing
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Assumptions

Anticipated difficulties	Solutions
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1. Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Design as many exercises as games as possible.</li> <li>- Provide feedback and help if necessary.</li> </ul>
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Define expectation in explicit detail.</li> <li>- Have excessive talking students practise.</li> <li>- Continue to define expectations in small chunks (before every activity).</li> </ul>

### Board Plan

<p><i>Date of teaching</i></p> <p><b>REVIEW 1 (Unit 1+2+3)</b></p> <p><b>Lesson 3: Skills 2_ Reading and writing</b></p> <p><b>* Warm-up</b> Quizzes</p> <p><b>* Reading</b> Task 1: Read the text and match the highlighted words with their meanings. (p. 98) Task 2: Read the text again and decide whether the statements are true (T) or false (F). (p. 98)</p> <p><b>* Writing</b> Write a paragraph (120 - 150 words) about an international organisation you have learnt about (e.g. UN, UNICEF, WTO). Use the outline below to help you. (p. 99)</p> <p><b>* Homework</b></p>
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### Procedures

#### Notes

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To check the knowledge about rugby and international organisations and lead in new lesson.	<p><b>Quizzes</b></p> <p>1. <i>In which country did rugby originate?</i></p> <p>A. <i>Canada</i>            B. <i>England</i>            C. <i>Pakistan</i>            D. <i>New Zealand</i></p> <p>2. <i>What shape is a rugby ball?</i></p> <p>A. <i>perfectly round</i>            B. <i>round with divots, like a big golf ball</i>            C. <i>oval</i>            D. <i>oval with pointed ends, like a U.S. football</i></p> <p>3. <i>What is the traditional/British word for a rugby field?</i></p> <p>A. <i>a rhomboid</i>            B. <i>a rigger</i>            C. <i>a venue</i>            D. <i>a pitch</i></p> <p>4. <i>This organization, formed in 1949, is a military alliance among various North American and European states.</i></p> <p>A. <i>NATO</i>            B. <i>ANZUS</i>            C. <i>SEATO</i>            D. <i>OECD</i></p> <p>5. <i>Where are the headquarters of the United Nations?</i></p> <p>A. <i>Belgium</i>            B. <i>Switzerland</i>            C. <i>New York</i>            D. <i>France</i></p>	<p>T-S</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p>	5 mins

		<p>* T asks Ss to work in pairs and answer questions about rugby and international organisations.</p> <p>** Ss work in pairs and answer questions about rugby and international organisations.</p> <p>*** T call Ss to give their answers to each questions.</p> <p>**** T checks answers as a class.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. C</li> <li>3. D</li> <li>4. A</li> <li>5. C</li> </ol>		
Practice	To help Ss practise understanding word meanings from context.	<p><b>READING</b></p> <p><b>Task 1: Read the text and match the highlighted words with their meanings. (p. 98)</b></p> <p>* T asks Ss to read the whole text once to get an overall idea. T has Ss read the text again. Tell them to pay attention to the context of each highlighted word, then look at the three definitions.</p> <p>** Students work individually to work out the words.</p> <p>*** T puts Ss into pairs to compare their answers and asks individual Ss to write the words on the board.</p> <p>**** T checks the answers as a class.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. qualified</li> <li>2. encourage</li> <li>3. considered</li> </ol>	T-Ss	10 mins
	To help Ss practise reading for specific information.	<p><b>Task 2: Read the text again and decide whether the statements are true (T) or false (F). (p. 98)</b></p> <p>* T asks Ss to read the statements and underline the key words. Check what key words they have underlined, e.g. 1. <i>male, trained, become, rugby</i></p>	Ss T-Ss T-Ss	10 mins



		<p>*** Teacher gives Ss enough time to complete the paragraph. Walk round the class and offer help.</p> <p>**** Teacher asks individual Ss to read their paragraphs or collect them to check after class and provide written feedback.</p> <p><b>Sample answer:</b></p> <p><i>UNICEF, also United Nations Children’s Fund, was formed in 1946. It works in over 190 countries to help improve health and education of children. Its main aims is to support the most disadvantaged children all over the world. In Viet Nam, UNICEF aims to protect children and make sure they are safe and healthy, and have access to education. UNICEF has brought many positive changes to Vietnamese children’s lives.</i></p>		
Wrap-up	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To prepare vocabulary for the next lesson.	Prepare for Unit 4_ Getting started	T-Ss	2 min

## UNIT 9: PROTECTING THE ENVIRONMENT

### Lesson 1: Getting started – A Presentation On The Environment

#### I. Objectives

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

#### 1. Knowledge

- Gain an overview about the topic Protecting the Environment
- Build vocabulary about the environment and identify the reported speech with statements and questions.

#### 2. Core competence

- Develop communication skills

- Be collaborative and supportive in pair work and team work
- Actively join in class activities

### 3. Personal qualities

- heighten awareness of environmental problems and solutions
- Promote environmental protection

### II. Materials

- Grade 10 textbook, Unit 9, Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. identify (v)	/aɪ'dentɪfaɪ/	recognize a problem and show that it exists	nhận biết, nhận diện
2. deforestation (n)	/,di:ˌfɒrɪ'steɪʃn/	the cutting down of trees in a large area, or the destruction of forests by people	sự chặt phá rừng
3. endangered (a)	/ɪn'deɪndʒəd/	in danger of being harmed, lost, unsuccessful, etc.	có nguy cơ tuyệt chủng

### Assumptions

Anticipated difficulties	Solutions

<ul style="list-style-type: none"> <li>- Students may not know the environmental problems and solutions.</li> <li>- Students may not know how to make an effective presentation on environmental protection.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a mindmap and images of some major environmental issues and solutions to show in the class.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>
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### Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 9: PROTECTING THE ENVIRONMENT</b></p> <p><b>Lesson 1: Getting started – A Presentation on the Environment</b></p> <p><b>* Warm-up: Play the crossword puzzle to get to know the topic the lesson</b></p> <p><b>I. Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. identify (v) /aɪ'dentɪfaɪ/: nhận biết, nhận diện</li> <li>2. deforestation (n) /,di:ˌfɒrɪ'steɪʃn/: sự chặt phá rừng</li> <li>3. endangered (a) /ɪn'deɪndʒəd/: có nguy cơ tuyệt chủng</li> </ol> <p><b>II. Practice</b></p> <p>Task 1: Listen and read</p> <p>Task 2: Read the conversation again and answer the following questions.</p> <p>Task 3: Match the words in A with the words in B to form phrases in 1.</p> <p>Task 4: Complete the following sentences based on the conversation.</p> <p><b>* Homework</b></p>
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### Procedures

#### Notes

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To activate students' knowledge on the topic of the unit.</li> <li>- To create a lively atmosphere in the classroom</li> <li>- To lead into the new unit</li> </ul>	<p>* Teacher gives instructions</p> <p>** Do the crossword puzzle individually, choose a number and give your answer.</p> <p>*** Students can ask T for more clues or consult their classmates if they don't know the answers.</p> <p>**** Teacher checks and corrects if Ss spell or pronounce the words incorrectly.</p> <p>T decides on the winner who is the first to give the correct key word ENVIRONMENT.</p> <p>T leads in the lesson: <b>Environmental protection</b> is the practice of protecting the natural environment by individuals, organizations and governments. Its objectives are to conserve natural resources and the existing natural environment and, where possible, to repair damage and reverse trends.</p> <p>As students, at your age, you can take some simple actions to help save the environment effectively.</p> <p>T shows the mind map and briefs students on some key points of environmental problems, solutions and practical actions.</p>	<p>T-S</p> <p>S-T, S-S</p> <p>T-S</p>	5 mins
Vocabulary - pre-teach	To help students use key language more appropriately before they read and listen	<p>* T asks Ss to look at the explanation and the photos to guess the meaning of new words.</p> <p>** Ss say the Vietnamese meaning of the word.</p> <ol style="list-style-type: none"> <li>1. identify (v) /aɪ'dentɪfaɪ/: nhận biết, nhận diện</li> <li>2. deforestation (n) /,di:ˌfɒrɪ'steɪʃn/: sự chặt phá rừng</li> <li>3. endangered (a) /ɪn'deɪndʒəd/: có nguy cơ tuyệt chủng</li> </ol> <p>*** Other Ss correct if the previous answers are incorrect.</p> <p>**** Teacher shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.</p>	T-S	4 mins



		<p><b>3. <u>When</u> does <u>Nam</u> have to <u>deliver</u> the <u>presentation</u>?</b></p> <p>* T asks Ss to scan the conversation, locate the key words to find the answer for each the question with the partner who sits behind them.  ** Ss do the task in pairs.  **** Teacher have Ss share answers with the class and confirm the correct answers:</p> <ol style="list-style-type: none"> <li>1. She asked Nam to do some research on the environmental protection.</li> <li>2. He's come up with a range of environmental issues.</li> <li>3. Nam has to deliver the presentation next week.</li> </ol>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	
	<p>- To help Ss revise collocations for the environment.</p> <p>- To practise scanning</p>	<p><b>Task 3: (p.101): Match the words in A with the words in B to form phrases in 1.</b></p> <p>* Teacher has sts locate the verbs or phrasal verbs in the conversation, find the nouns or noun phrases after each verb/ phrasal verb to do the matching  ** Ss work individually  *** Sts share their answers with a partner  **** Teacher checks and gives the correct answers with the whole class, has them to say the meaning of each collocation.</p> <p>* Check Ss' understanding of the individual words (adjectives in column A and nouns in column B).  T can do that by asking Ss for synonyms or simple explanations, e.g. Does 'global' mean affecting one country only? (No, it means affecting or including the whole world.) or for example sentences, e.g. The global 'economy' is affected by the pandemic.  ** T has Ss read the conversation quickly again, find these words and phrases, and underline them. Then ask Ss to do the matching.  *** Ss share their answers in groups of 4.  **** T checks answers as a class, write the adjectives on the board and call</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	<p>4 mins</p>

		<p>on individual Ss to write the correct noun next to each adjective. Alternatively, ask one student to read an adjective and another student to say the noun that goes with it.</p> <p><b>Answers:</b></p> <p>1-d: global warming  2-c: practical actions  3-b: environmental issues  4-a: endangered animals</p>		
	To help Ss identify reported speech with statements and questions.	<p><b>Task 4: (p. 101) Complete the following sentences based on the conversation.</b></p> <p>* T has sts read each sentence, try to think of a verb that will complete the gap</p> <p>** Ss do the task individually</p> <p>*** Ss share the answers with a peer.</p> <p>**** T asks the whole class about the verb forms first, then the kind of verbs used in the very sentences, i.e. reporting verbs. T call on individual students to read the complete sentences.</p> <p><b>Answers:</b></p> <p>1. asked  2. advised  3. said</p>	T-S  S S-S T-S	4mins
Less controlled practice	<ul style="list-style-type: none"> <li>- To practise pair working and conversational skill in the form of role play.</li> <li>- To give students authentic practice in using target language input of the lesson.</li> </ul>	<p><b>Task 5: Role play the following situation</b></p> <p>SITUATION:</p> <ul style="list-style-type: none"> <li>- Student A: You're Minh, a student of Thang Long High School in Hanoi. You are preparing a presentation on <i>Environmental Protection</i>. You meet Greta Thunberg, a famous Swedish environmental activist. Ask for her advice on your presentation.</li> <li>- Student B: You're Greta Thunberg, a famous Swedish environmental activist. Give your advice on the very presentation that Minh asks you.</li> </ul>		10 mins



		<p>aims and activities, and prepare an oral presentation, which they deliver in the last lesson of the unit.</p> <ul style="list-style-type: none"><li>• Suggest some organisations that Ss may know or hear of. Encourage Ss to search for information from different sources.</li><li>• To make their presentation more interesting, Ss should also prepare some visuals to illustrate the information.</li><li>• Put Ss into groups, and have them choose their group leaders. Ask groups to make a list of tasks they need to accomplish before each lesson, and assign them to different students, making sure that all group members contribute to the project work.</li><li>• Help Ss set deadlines for each task.</li></ul> <p>LESSON 2.</p>		
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**UNIT 9: PROTECTING THE ENVIRONMENT****Lesson 2: LANGUAGE****I. Objectives**

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

**1. Knowledge**

- Revise sentence stress and become aware of rhythm in speaking
- Understand and put words/ phrases related to the environment to good use
- Revise and practice the reported speech with statements and questions

**2. Core competence**

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

**3. Personal qualities**

- Be ready to be responsible for participating in environmental activities
- Develop self-study skills

**II. Materials**

- Grade 10 textbook, Unit 9, Language
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

**Language analysis**

- Reported speech is when we tell someone what we or someone else said before.
- In reported speech we often change tenses of verbs (backshift), pronouns and adverbs of time and place.

- The structure of the reported clause depends on whether the speaker is reporting a statement, a question or a command.

	direct	indirect	reported clause
<b>statement</b>	<i>'I'm tired,' I said.</i>	<i>I told them <b>(that)</b> I was tired.</i>	<i>that</i> -clause
<b>question</b>	<i>'Are you ready?' the nurse asked Joel.</i> <i>'Who are you?' she asked.</i>	<i>The nurse asked Joel <b>if/whether he was ready.</b></i> <i>She asked me <b>who I was.</b></i>	<i>if</i> -clause/ <i>whether</i> -clause <i>wh</i> -clause
<b>command</b>	<i>'Leave at once!' they ordered.</i>	<i>They ordered us <b>to leave at once.</b></i>	<i>to</i> -infinitive clause

### Assumptions

Anticipated difficulties	Solutions
1. Students may be confused when identifying stressed words in sentences and stressed syllables in words.	Give short and clear explanations with relevant examples for each case.

2. Students may be confused when changing direct speech into reported speech.

Give short and clear explanations with relevant examples for each case.

### Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 9: Protecting the environment</b></p> <p><b>Lesson 2: Language</b></p>
<p><b>* Warm-up</b> Handout completion and video watching</p> <p><b>I. Pronunciation: Rhythm</b> Task 1: Listen and repeat. Pay attention to the stressed words in the sentences. Task 2: Mark the stressed syllables in the words in bold. Then practise saying the sentences with a natural rhythm.</p> <p><b>II. Vocabulary: Environment</b> Task 1: Match the words or phrases to their meanings Task 2: Complete the sentences using the correct form of the words and phrases in 1</p> <p><b>III. Grammar</b> Task 1: Underline the correct word or phrase to complete each sentence. Task 2: Change these sentences into reported speech.</p> <p><b>IV. Production</b> Revision game</p> <p><b>* Homework</b></p>

### Procedures

Stage	Stage aim	Procedure	Interaction	Time
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<p>Warm-up</p>	<ul style="list-style-type: none"> <li>- To activate students' knowledge on the topic of the unit.</li> <li>- To create a lively atmosphere in the classroom</li> <li>- To lead into the new unit</li> </ul>	<p><b>Handout completion and video watching</b></p> <ul style="list-style-type: none"> <li>*Teacher divides Ss into 8 groups, delivers the handouts, and asks Ss to complete.</li> <li>**Ss fill in each blank ONE word with its given initial to complete Mr. Earth story.</li> <li>*** Ss exchange their handouts to check the correct answers.</li> <li>****Teacher gives relevant comments on the students' answers and shows the key on the screen.</li> </ul> <p>1.resources 2.destroyed 3.dumped  4. thrown 5. Chemical 6.deforestation  7.energy 8. material 9. Awareness 10.recycle</p>	<p>Groupwork</p>	<p>5 mins</p>
<p>Presentation (Pre-teach Rhythm)</p>	<p>To help students understand the concept and identify sentence stress</p>	<p><b>PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>*Explain what rhythm of speech is and that different languages or families of languages have different rhythm. For example, Vietnamese is a tonal language with no system of word stress and every word is stressed. On the other hand, the rhythm of English is based on the contrast between stressed and unstressed syllables or words in regular intervals. To sound like a native speaker and be more fluent, Ss will also need to learn the language rhythm.</li> <li>- Sentence stress is the pattern of stressed and unstressed words across a sentence. Normally this emphasis is on words that carry important information, although this can change significantly, depending on the specific meaning the speaker wants to communicate.</li> <li>- Example: “<i>She bought a new car.</i>” has main stress on “bought”, “new” and “car”.</li> </ul> <p>Further links:</p>	<p>T-S</p>	<p>4 mins</p>

		<a href="https://www.teachingenglish.org.uk/article/english-sentence-stress">https://www.teachingenglish.org.uk/article/english-sentence-stress</a>		
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Presentation (Vocab - pre-teach)	To make sure that Ss understand the meanings of the words / phrases that have been introduced in Getting Started or will be learnt in the unit.	<p><b>VOCABULARY</b></p> <p><b>Task 1: Match the words or phrases to their meanings</b></p> <p>*Teacher asks Ss to work independently or in pairs and asks them to read the words and phrases carefully and match them to their meanings.</p> <p>** Ss look at the conversation, and find the context where the words / phrases are used, if necessary.</p> <p>*** Ss discuss in pairs, then teacher calls on one student to read aloud a word / phrase and another student to read its definition.</p> <p>**** Check answers as a class.</p> <p><b>KEY:</b></p> <p><b>1.a 2.d 3.e 4.b 5.c</b></p>	Pairwork T-S	4 mins
Practice	To give Ss an opportunity to practise using the words / phrases they have learnt in meaningful contexts.	<p><b>Task 2: Complete the sentences using the correct form of the words and phrases in 1</b></p> <p>*Teacher asks Ss to work in pairs using the correct form of the words and phrases in 1.</p> <p>**Ss read the sentences carefully to decide which word / phrase in <b>1</b> can be used to complete each of the sentences and explain that they can use the context clues to help them decide on the word / phrase.</p> <p>***Teacher ask Ss work in pairs. Ss call out the word / phrase they have used in each sentence first.</p> <p>**** Teacher asks Ss to give the answers as well as the reasons why they have chosen the word / phrase for each sentence. Teacher checks answers as a class and confirm the correct answers</p> <p><b>Key:</b></p> <p>1. Biodiversity          2. wildlife          3. habitats          4. climate change</p>	Pairwork T-S	4 mins

		5. ecosystem		
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<p>Presentation (Grammar- pre-teach)</p>	<p>- To have Ss revise reported speech with statements and questions.</p> <p>- To help Ss understand the use of reported speech with statements and questions.</p>	<p><b>GRAMMAR: Reported speech</b></p> <p><b>Task 1: Underline the correct word or phrase to complete each sentence.</b></p> <p>*Teacher tells Ss to look at <b>Remember!</b> on page 40 and asks them to make a list of changes when reporting a statement or a question. In weaker classes, provide some prompts, e.g. tense, pronouns, time and place, if necessary.</p> <p>**T lets Ss work individually to choose the correct word or phrase in each sentence,</p> <p>***T tells them to exchange their answers in pairs.</p> <p>****Teacher checks answers as a class and asks Ss to explain their choices.</p> <p><b>Key:</b> 1. was 2. suggested 3. the following week 4. asked 5. had handed</p> <p>T lets Ss recall the use of reported speech with statements and questions and elicits from Ss the rules of using reported speech with statements and questions. Reported speech is when we tell someone what we or someone else said before.</p> <p>- Indirect reports of statements consist of a reporting clause and a <i>that</i>-clause. We often omit <i>that</i>, especially in informal situations</p> <p>- Indirect reports of <i>yes-no</i> questions consists of a reporting clause and a reported clause introduced by <i>if</i> or <i>whether</i>. <i>If</i> is more common than <i>whether</i>. The reported clause is in statement form (subject + verb), not question form:</p> <p><i>She asked if I was Scottish.</i> (original <i>yes-no</i> question: 'Are you Scottish?')</p> <p>- Indirect reports of <i>wh</i>-questions consist of a reporting clause, and a reported clause beginning with a <i>wh</i>-word (<i>who, what, when, where, why, how</i>). We don't use a question mark:</p> <p><i>He asked me what I wanted.</i> (Not: <del>He asked me what I wanted?</del>)</p> <p>- In indirect speech, we often use a tense which is 'further back' in the past. This is called 'backshift'. We also may need to change other words that were used, for example pronouns and adverbs of time and place.</p>	<p>T-S</p> <p>T-S</p>	<p>8 mins</p>
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- **Changes of tenses**

Direct speech	Reported speech
Present simple	Past simple
Present continuous	Past continuous
Present perfect	Past perfect
Past simple	Past perfect
Present perfect continuous	Past perfect continuous
Past continuous	Past perfect continuous

- **Changes of pronouns**

	Direct speech	Reported speech
Pronouns	I	he/ she
	You	I/ We/ They
	We	We/ They
Objects	Me	him/ her
	You	me/ us/ them
	Us	us/ them

		Possessive Adjs	My	his/ her		
			Your	my/ our/ their		
			Our	our/ their		
		Possessive pronouns	Mine	his/ hers		
			Yours	mine/ ours/ theirs		
			Ours	ours/ theirs		
		Demonstrative Pronouns	This	that		
			These	those		
		<ul style="list-style-type: none"> <li>• <b>Changes of time and place:</b></li> </ul>				
				<b>Direct speech</b>	<b>Reported speech</b>	
		Here	there			
		Now	then/ at that moment			
		today/ tonight	that day/ that night			
		Tomorrow	the day after; the next/ following day			
		the day after tomorrow	two days after; in two days' time			
		Yesterday	the previous day/ the day before			

		the day before yesterday	two days before		
		last week	the week before		
		next week	the week after; the next/ following week		
		ago	before		

	- To give Ss an opportunity to practise the use of reported speech.	<p><b>Task 2:</b> Change these sentences into reported speech.</p> <p>*Teacher asks Ss to work independently and rewrite the sentences using reported speech. T also reminds Ss of the changes needed: personal pronouns, tenses of verbs, and adverbs of time.</p> <p>** Teacher lets Ss work individually.</p> <p>*** T has Ss work in pairs to compare answers.</p> <p>**** Check answers as a class. Confirm the correct answers.</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>Mrs Le explained that the burning of coal led / leads to air pollution.</li> <li>Nam said he had to present his paper on endangered animals the following week.</li> <li>Linda asked the speaker if human activities had / have an impact on the environment.</li> <li>Nam asked Mai what environmental projects her school did.</li> <li>Tom said to / told Nam that he would read more articles before writing the essay.</li> </ol>	T-S	4 mins
Production	To give Ss a chance to revise what they have learnt.	<p><b>Revision game</b></p> <p>* Teacher introduces 7 questions and shows them one by one on the screen.</p> <p>**Ss read the questions and choose the correct answers.</p> <p>*** Ss can share their answers in pairs.</p> <p>**** T checks with the whole class and confirms the correct answers.</p>	T-S	4mins
Wrap up	To help Ss consolidate what they have learnt in the lesson.	T asks Ss to talk about what they have learnt in the lesson	T-S	3 mins
Homework	To revise the lesson and prepare for the next lesson:	- Do exercises in the workbook.	T-S	1 min

	Reading.			
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## UNIT 9: Protecting the environment

### Lesson 3: Reading

#### I. Objectives

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

##### 1. Knowledge

- Practise reading for the main idea and specific information in a text about *Environmental problems*

##### 2. Core competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skill
- Actively join in class activities

##### 3. Personal qualities

- Understand more about benefits of protecting the environment and raise Ss' awareness of taking part in environmental activities
- Develop self-study skills

#### II. Materials

- Grade 10 textbook, Unit 1, Reading
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. consequence	/'kɒnsɪkwəns/	a result of something that has happened, especially an unpleasant result	Hậu quả
2. respiratory	/rə'spɪrətəri/	connected with breathing	(Thuộc) hô hấp
3. upset	/ʌp'set/	to change the usual state or order of something, especially in a way that stops it from happening or working	Làm đảo lộn

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none"> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to read.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 9: Protecting the environment</b></p> <p><b>Lesson 3: Reading</b></p>
<p><b>* Warm-up</b></p> <p>Game: Slap the board</p> <p><b>* Reading</b></p> <p>Task 1: Look at the picture and answer the question.</p> <p>Task 2: Read the text and choose the best title for it</p> <p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. consequence (n)</li> <li>2. respiratory (a)</li> <li>3. upset (v)</li> </ol> <p>Task 3: Read the text again and decide which paragraph contains the following information</p> <p>Task 4: Complete the sentences with information from the text. Use no more than TWO words for each answer.</p> <p>Task 5: Discuss the question</p> <p><b>* Homework</b></p>

**Procedures**

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To introduce the topic of reading.</li> <li>- To enhance students' skills of cooperating with teammates.</li> </ul>	<p><b>* Game: Slap the board</b></p> <p>*Class is divided into 2 teams, 2 leaders of 2 teams will play the game, the others support and cheer.</p>	Team work	5 mins

		<p>*Teacher prepares 12 pictures of environmental issues.  **Teacher will say the name of one environmental issues and students will have to slap their hands on the appropriate picture.</p> <p>KEY:</p> <ol style="list-style-type: none"> <li>1. Global warming</li> <li>2. Acid rain</li> <li>3. Air pollution</li> <li>4. Deforestation</li> <li>5. Rubbish</li> <li>6. Water pollution</li> <li>7. Endangered animals</li> <li>8. Ozone layer depletion</li> <li>9. Noise pollution</li> <li>10. Urban sprawl</li> <li>11. Pesticide</li> <li>12. Ocean acidification</li> </ol>		
<p>Pre-Reading</p>	<p>To introduce the topic of the reading and get Ss involved in the lesson.</p>	<p><b>Task 1: Look at the picture and answer the question</b>  *Teacher leads students into the lesson by showing 4 pictures on P.103 and asks them the question in Task 1: <b><i>What environmental problems do you see in the pictures?</i></b>  **Ss work in groups of four and identify the environmental problems in the pictures.</p>	<p>T-Ss</p>	<p>5 mins</p>

		<p>***Ss discuss what they see in each picture before they come up with the environmental problems.</p> <p>**** Teacher shows each picture on the screen, names the problems and asks Ss to get ready for the first reading task.</p> <p><i>Suggested answers:</i></p> <p><b>a. Cutting of forests</b></p> <p><b>b. Global warming</b></p> <p><b>c. Air pollution</b></p> <p><b>d. Endangered animals</b></p>		
While-Reading	To help Ss practise reading for the main idea.	<p><b>Task 2: Read the text and choose the best title for it.</b></p> <p>*Teacher asks students to open the book, read through the text quickly and choose the best title for it.</p> <p>** Ss do as required</p> <p>*** Ss share their answer in pairs.</p>	T- Ss	5 mins

	<p>To provide students with some lexical items</p> <p>To develop reading skill for specific information.</p>	<p>****Teacher calls some students to give the answer, finalizes the answer and explains which sentence gives the information.</p> <p><b>Key:</b>  <i>a. Environmental problems: what are they?</i></p> <p><b>VOCABULARY</b>  *Teacher asks students to get the meaning of the following words in context.  1.Consequence (n)  2.Respiratory (a)  3.Upset (v)  ** Ss find these words in the reading passage and tell the T their meaning.  *** Ss share their answers in pairs.  ****T corrects if necessary</p> <p><b>Task 3: Read the text again and decide which paragraph contains the following information</b></p> <p>*Teacher asks students to read the whole text again and decide which paragraph contains the information in the table.  **Ss identify key words in the information first. they may include paraphrased information so when they read the text they should also look for synonyms or words with similar meaning.</p>	<p>T- Ss</p> <p>T-Ss</p>	<p>5 mins</p>
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	<p>To help Ss practise reading for specific information.</p>	<p>***Teacher asks students to work in pairs to discuss and compare their answers.          ****Teacher checks with the whole class.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. B</li> <li>3. A</li> <li>4. D</li> </ol> <p><b>Task 4: Complete the sentences with information from the text. Use no more than TWO words for each answer</b></p> <p>*T asks Ss to read the text again and complete the sentences using the information in the text.          ** Ss read through the text to locate the answers, then read again, but this time paying attention only to the parts of the text that contain the answers.          *** Have Ss work in pairs or groups to compare answers.          **** Check answers as a class.</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. weather events</li> <li>2. habitats</li> <li>3. waste gases</li> <li>4. ecosystem</li> </ol>	<p>Ss</p> <p>Pair work</p> <p>T-Ss</p>	<p>5 mins</p>
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			Pair work  T-Ss	5 mins
Post-Reading	<ul style="list-style-type: none"> <li>- To help Ss use the ideas and language in the reading to talk about the most serious environmental problem in Viet Nam.</li> <li>- Check Ss' understanding of the reading passage.</li> <li>- To help some Ss enhance presentation skills.</li> </ul>	<p><b>Task 5: Discuss the question</b></p> <p>*Teacher lets students work in groups and discuss the question:  <i>Which of the problems mentioned in the text do you think is the most serious in Vietnam?</i></p> <ol style="list-style-type: none"> <li>1. <i>Global warming</i></li> <li>2. <i>Cutting of forests</i></li> <li>3. <i>Air pollution</i></li> <li>4. <i>Endangered animals</i></li> </ol> <p>** Ss work in groups and decide which is the most serious one in Viet Nam.</p> <p>** Teacher calls some students to present their answers in front of the whole class.</p> <p>***Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation.</p>	Groupwork  T-Ss	10 mins

		****Teacher gives feedback and comments.		
Wrap-up	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To review the lesson they have learnt and prepare for the next lesson: Speaking.	<ul style="list-style-type: none"> <li>- Teacher asks students to write down their opinion about benefits of protecting the environment.</li> <li>- Do exercises in Workbook.</li> </ul>	T-Ss	2 mins

## Unit 9: Protecting the environment

### Lesson 4: Speaking

#### I. Objectives

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

##### 1. Knowledge

- Identify environmental problems and relevant solutions.
- Gain an overview about the outline and useful expressions for making oral presentations on solutions to an environmental problem.

##### 2. Core competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skill
- Actively join in class activities

##### 3. Personal qualities

- Understand more about Protecting the environment
- Develop self-study skills

#### II. Materials

- Grade 10 textbook, Unit 1, Speaking
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Example	Use
recycle (v)	/,ri:'saɪkl/	to treat things that have already been used so that they can be used again

illegal (a)	/ɪ'li:gl/	not allowed by the law
emission (n)	/ɪ'mɪʃn/	the act of sending out of light, heat, gas, etc.

Anticipated difficulties	Solutions
1. Students may lack knowledge about the organization and some useful language of oral presentations.	Provide students with the form and use of some useful structures in their talk.
2. Students may have underdeveloped speaking and co-operating skills.	<ul style="list-style-type: none"> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
3. Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>Have excessive talking students practise.</li> <li>- Continue to clarify task expectations in small chunks (before every activity).</li> </ul>

Board Plan

*Date of teaching*

**Unit 9: Protecting the environment**

**Lesson 4: Speaking**

**\* Warm-up**

Game: Lucky Wheel

**Vocabulary**

1.recycle(v)

2. illegal(a)

3. emission(n)

**\* Speaking: Solutions to environmental problems**

Task 1: Match the environmental problems to the suggested solutions

Task 2: Complete the presentation outline below with the information in the box

Task 3: Choose an environmental problem in 1 and make a presentation on the solutions to it. Use the expressions below to help you.

**\* Homework**

**Procedures**

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To introduce the topic of speaking.</li> <li>- To enhance students' skills of cooperating with teammates.</li> </ul>	<p><b><i>Game: Lucky wheel</i></b></p> <p>* T chooses 9 volunteer student players, gives instructions to play: Each players choose a question and gives his/ her answer. If answers correctly, the player can join the wheel of fortune and enjoy a random gift.</p> <p>**Ss start playing the game.</p>	Individual work	5 mins

		****Teacher checks their answers, gives feedback and starts their wheels of fortune.		
Pre-Speaking	To introduce more ideas for the main speaking task.	<p><b>Task 1: Match the environmental problems to the suggested solutions</b></p> <p>*Teacher asks students to work in pairs  **Teacher goes around and offers help if needed.  ***Teacher asks students to check in pairs.  ****Teacher calls some students to share their answers and gives feedback.</p> <p><b>Answer key:</b>  <b>Key:</b> 1. c - e 2. a - f 3. b - 4.d</p> <p><b>Vocabulary</b>  1. Recycle(v)  2. illegal(a)  3. emission(n)  *Teacher shows some words with their relevant pictures.  **Ss guess the meaning and practise reading them aloud.  ***Ss practice reading aloud in pairs.  ****Teacher calls some to read again and corrects if necessary</p>	T-Ss	5 mins
Presentation (Vocab pre-teach)	To provide Ss with essential vocabulary			5 mins

Pre-speaking	To introduce a model for a presentation on solutions to an environmental problem.	<p><b>Task 2: Complete the presentation outline below with the information in the box</b></p> <p>*Teacher tells students to work in pairs to complete the presentation outline using using information in the right box.</p> <p>**Teacher tells Ss to read the information carefully before deciding on their answers.</p> <p>***Ss exchange their answers with their partners.</p> <p>****T calls on some Ss to share their answers with the class and checks answers as a class.</p> <p><b>Key:</b> 1. D 2. A 3. C 4. B</p>	Pair work  T-Ss  T-Ss  S - S  T-Ss	5 mins
While-speaking	<ul style="list-style-type: none"> <li>- To give Ss an opportunity to discuss in groups, create a creative mind map/ diagram and deliver a group presentation on solutions to an environmental problem.</li> <li>- Check students' understanding about the topic.</li> <li>- To help some students enhance communication skill</li> </ul>	<p><b>Task 3:</b>  <b>Work in groups.</b></p> <p>*Teacher asks Ss work in groups. Each group:</p> <ul style="list-style-type: none"> <li>- Chooses an environmental problem in 1.</li> <li>- Designs a creative mind map / diagram on your environmental problem.</li> <li>- Prepares a 3-5 minute presentation on the solutions to it. Use the suggested organization and expressions to help you.</li> <li>- Join the contest: WHO'S THE BEST PRESENTER?</li> </ul> <p>. A suggested organization and expressions for an effective presentation:</p>	Group work  T-Ss	20 mins

		<p><b>I. INTRODUCTION: Welcoming the audience and introducing the topic</b></p> <ul style="list-style-type: none"> <li>- Hi everyone.</li> <li>- Good morning/ afternoon.</li> <li>- I'm here today to talk to you about/ discuss ...</li> <li>- I'd like to talk about ...</li> <li>- Today, I'd like to share with you ....</li> </ul>		
		<p><b>II.1 BODY – MAIN PART 1: Introduce the first point/ idea</b></p> <ul style="list-style-type: none"> <li>- Firstly, the problem can be solved by ...</li> <li>- The first solution is to ...</li> </ul>		
		<p><b>II.2. BODY – MAIN PART 2: Introduce the second point/idea</b></p> <ul style="list-style-type: none"> <li>- My next point is ...</li> <li>- Another solution is to ...</li> </ul>		
		<p><b>III. CONCLUSION: Finishing the presentation and thanking the audience</b></p> <ul style="list-style-type: none"> <li>- That concludes our presentation.</li> <li>- That's the end of our presentation today.</li> <li>- Thank you for listening.</li> </ul>		

		<p>- Thank you for your attention.</p>		
		<p>*Teacher gives each member of the BOARD OF JUDGES a marking sheet to give marks for all the presenters.          *** Ss work in groups to prepare their oral presentations.          ** Presenters join “Who’s the best presenter” contest, take turns giving their oral presentations as required.          ****Teacher collects marking sheets, add up the marks of each presenter, gives feedback, comments, decide the winner and gives a reward for the best presenter.</p>		
Wrap-up	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To review the lesson they have learnt and prepare for the next lesson: Listening.	- Do exercises in the workbook	T-Ss	2 mins



## UNIT 9: PROTECTING THE ENVIRONMENT

### Lesson 5: Listening

#### I. Objectives

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

##### 1. Knowledge

- Use the lexical items related to the topic *Protecting the environment*
- Listen for specific information in a conversation about ways to protect endangered animals.

##### 2. Core competence

- Develop listening skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

##### 3. Personal qualities

- Be well aware of saving endangered animals
- Be encouraged to attend activities organized to protect endangered animals

#### II. Materials

- Grade 10 textbook, Unit 9, Listening
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. Suffering (n)	/ˈsʌfərɪŋ/	physical or mental pain	Sự đau khổ
2. Ban (v)	/bæn/	to decide or say officially that something is not allowed	Cấm

**Assumptions**

Anticipated difficulties	Solutions
1. Students may have underdeveloped listening skills.	<ul style="list-style-type: none"> <li>- Play the recording many times if necessary.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
2. Some students might excessively talk in the class.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail. Have excessive talking students practise.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> </ul>

**Board Plan**

*Date of teaching*

**Unit 9: Protecting the environment**

**Lesson 5: Listening**

**\* Warm-up**

Ocean rescue

**\* Listening**

Task 1: Work in pairs and answer the question.

Task 2: Listen to the conversation and tick (✓) T (True) or F (False).

Task 3: Listen to the conversation again and complete the notes.

Task 4: Work in groups and answer the question

*Which is the most effective way to save endangered animals?*

**\* Homework**

**Procedures**

**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	- Check students' general knowledge about rhinos and tigers – two endangered animals.	<b>Game: Ocean rescue</b> *Teacher divides class into 2 teams. **2 team leaders compete by raising his/ her hand to be the first to give answers to the questions.	Team work	5 mins

- To introduce the topic of listening.
- To set the context for the very listening part.

\*\*\*Competitors may discuss with his/ her team members to find out the answers.  
 \*\*\*\*T gives comments or feedback.

***Ocean rescue game-questions:***



1. It is a large heavy animal with very thick skin and either one or two horns on its nose.

- A. An elephant
- B. A crocodile
- C. A hippo
- D. A rhino

2. Rhinos are large animals found in rivers and lakes in .....

- A. America
- B. South Africa
- C. Europe
- D. Australia

3. Rhinos are threatened by illegal hunting and loss of .....

- A. habitat
- B. water
- C. river
- D. ocean

4. The tiger is the largest living ....., and lives in forest habitats.

- A. Panda

		<p>B. Lion C. cat D. pangolin</p> <p>5. Tigers are endangered animals and there are not more than .....tigers in the wild now.</p> <p>A. 35 B. 350 C. 3500 D. 35000</p> <p><i>KEY: 1.D 2.B 3.A 4.C 5.C</i></p>		
Lead in	To lead in the listening tasks.	Teacher draws students' attention to the word <b>ENDANGERED ANIMALS</b> , then lets them know they are going to listen to a talk show related to this word.	T-Ss	1 min
Pre-Listening	To help students brainstorm and have an overview about what they are going to listen to.	<p><b>Task 1: Look at the picture and answer the questions.</b></p>  <p><b>*T</b> asks Ss to look at the picture and answer the questions:</p> <p>1. <i>What can you see in the picture?</i></p>	T-Ss  Pair work	7 mins

<p>Presentation</p>	<p>To provide Ss with essential vocabulary</p>	<p>2. <i>What is happening to the animals in the picture?</i>  <b>** Ss try to figure out the answer individually first.</b>  <b>***Teacher lets students work in pairs and discuss the questions. Encourage them to speak English and feel free to make guesses.</b>  <b>****Teacher calls some students to share their guesses.</b></p> <p>- <b>Answer:</b>  + Picture a: The rhino is being hunted.  + Picture b: The wild tiger is being kept in a cage.  / The wild tiger is being held in captivity.</p> <p><b>VOCABULARY</b>  T introduces the vocabulary by:  - giving explanation  - showing the pictures illustrating the words.  1. suffering (n) – explanation  2. ban (v) - visual</p> <p style="text-align: right;">1.</p>		
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		<p>*** Ss compare their answers.</p> <p>****Teacher calls on one student to write their answers on the board, then read the notes and check with the class.</p> <p>(1) – a noun  (2) – a noun  (3) – a noun  (4) – a noun or an adjective</p> <p><b>3.2. Listen and complete the notes with ONE word from the listening text</b></p> <p>*Teacher plays the recording and asks students to listen and complete each blank number with ONE word from the listening text.</p> <p>** Ss do as required.</p> <p>***Teacher asks students to compare their answers with their partner.</p> <p>****Teacher calls on some students to write their answers on the board, then play the recording once again and check with the class.</p> <p><b>Answer key:</b></p> <p>1.important  2.laws  3.trade  4. animal</p>		
Post-Listening	To check students' understanding of the listening part.	<p><b>Task 4: Discuss the following question:</b></p> <p>* T asks students to work in groups of four and answer the question:  <i>Which is the most effective way to save endangered animals?</i></p>	Group work	10 mins

		<p>**Each group prepares a 3-min summary on the most effective way to save endangered animals. Then some group leaders take turns presenting the summary of their discussions to the whole class.</p> <p>*** Teacher asks students to discuss the question and reminds them to refer to the ideas of the listening part. Teacher helps if necessary.</p> <p>****Teacher calls some groups to present their summary in front of the whole class.</p> <ul style="list-style-type: none"> <li>- Teacher allows students to give comments for their friends and vote for the best summary.</li> <li>- Teacher gives feedback and comments.</li> </ul>		
Wrap-up	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	1 mins
Homework	To review the lesson they have learnt and prepare for the next lesson: Writing.	- Teacher asks students to write a short paragraph about their opinion on how Students can help to save endangered animals.	T-Ss	1 min

## UNIT 9: PROTECTING THE ENVIRONMENT

### Lesson 6: Writing

#### I. Objectives

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

##### 1. Knowledge

- Use the lexical items related to the topic *Protecting the environment*
- Write about a wildlife organization

##### 2. Core competence

- Develop writing skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

##### 3. Personal qualities

- Develop more positive feelings towards their families
- Be encouraged to attend family activities.

#### II. Materials

- Grade 10 textbook, Unit 1, Writing
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

**Language analysis**

<b>Form</b>	<b>Pronunciation</b>	<b>Meaning</b>	<b>Vietnamese equivalent</b>
1. Originally (adv)	/ə'ri:dʒənəli/	In the beginning; when something first existed	khởi đầu
2. Non-governmental (a)	/,nɒn ˌɡʌvnməntl/	(especially of an organization) not part of or associated with any government	phi chính phủ
3. Organisation (n)	/'ɔ:ɡənəɪ'zeɪʃn/	a group of people who work together in an organized way for a shared purpose	tổ chức

**Assumptions**

<b>Anticipated difficulties</b>	<b>Solutions</b>
Students may have underdeveloped writing skills.	<ul style="list-style-type: none"> <li>- Get students to know the key information and the model for writing about a wildlife organization based on the text and the two tables in Task 2 and Task 3.</li> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

**Board Plan**

*Date of teaching*

**Unit 1: Family life**  
**Lesson 6: Writing**

**\* Warm-up**

Guessing game

**\* Writing**

Task 1: Work in pairs. Look at the picture and answer the questions.

Task 2: Read the text about WWF and complete the table.

Task 3: Write a paragraph about *Saving the Elephant*.

**\* Homework**

**Procedures**

**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To introduce the topic of writing.</li> <li>- To set the context for the writing part.</li> </ul>	<p><b>Guessing game- Which organization is it?</b></p>  <p>* Teacher divides the class into 2 teams and asks Ss to close the textbooks. There are two wildlife organizations. Thus, each team takes turns</p>	Team work	5 mins

		<p>choosing the hints and give their answers to the questions. The answers are also the hints/ clues from which Ss can guess the names of two wildlife organizations.</p> <p><b>**Two teams try to find out the answers the hint questions and guess the 2 wildlife organizations based on the very hints.</b></p> <p>- The team gains 10 points for each correct hint answer, and 50 points for each correct organization. The team with the highest point will be the winner.</p> <p><b>Answer key:</b></p> <p><b>(1) THE WORLD WIDE FUND FOR NATURE (WWF)</b></p> <p><b>(2) SAVE THE ELEPHANTS</b></p>		
Lead in	To lead in the writing tasks.	<p>Teacher draws students' attention to two organizations:</p> <p><b>(1) THE WORLD WIDE FUND FOR NATURE (WWF)</b></p> <p><b>(2) SAVE THE ELEPHANTS</b></p> <p>and lets them know they are going to learn about how to write a paragraph about these wildlife organizations.</p>	T-Ss	1 min
Pre-Writing	<ul style="list-style-type: none"> <li>- To activate Ss' prior knowledge about a wildlife organization.</li> <li>- To provide students with a good grap of WWF as a wildlife organization.</li> </ul>	<p><b>Task 1: Work in pairs. Look at the picture and answer the questions.</b></p> <p>* Teacher asks students to work in groups of four to answer the questions:</p>	Group work	8 mins

	<p>To provide Ss with essential vocabulary</p>	 <p>(1) Do you recognize the animal?          (2) Where does it come from?          (3) What do the letters WWF stand for?          ** Ss do as required individually first          *** Ss share their answers in groups          ****Teacher calls some groups to give their answers in front of the whole class and gives the final answers:          (1) <b>A panda.</b>          (2) <b>It comes from China.</b>          (3) <b>WWF stands for WORLD WIDE FUND FOR NATURE (formally The World Wildlife Fund).</b></p> <p>VOCABULARY          T introduces the vocabulary by:          - giving explanation          - showing the pictures illustrating the words.          1. originally (adv) – explanation          2. non-governmental (a) – visual          3. organization (n) – explanation and visual</p>	<p>T-Ss</p> <p>Groupwork</p> <p>T-Ss</p>	
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Presentation				
While-Writing	To provide further information about a wildlife organization and a model for the writing task.	<p><b>Task 2: Read the text about WWF and complete the table</b></p> <p>*Teacher asks students to work independently to read the text about WWF and complete the table with the information from it.</p> <p>**Ss do as required</p> <p>****Teacher lets students share their answers in pairs.</p> <p>****Teacher invites one or two students to share their answers and checks the answers with the whole class.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Non-governmental organisation</li> <li>2. 1961</li> <li>3. to stop the process of destroying the planet's natural environment</li> <li>4. the survival of endangered animals and the protection of their natural habitats</li> <li>5. 1,300</li> </ol> <p><b>Task 3: Complete the email about Dong's family routines using the information in the box.</b></p> <p>*T explains the writing task: Ss use the information about another a wildlife</p>	T-Ss	18 mins

	To help Ss practise developing ideas and writing about a wildlife organisation.	<p>organisation (Save the Elephants) and write a paragraph (120 – 150 words) about it following the model in 2. T sets a time limit for the task and remind Ss to refer to the text about WWF and use the sentence and paragraph structures as models for their writing.</p> <p>* *Ss do as required</p> <p>***T lets Ss discuss in pairs if needed.</p> <p>**** T calls one Student to write his/her writing on the board, checks and gives feedbacks.</p>		
Post-Writing	To do a cross-check and final check on students' writing.	<ul style="list-style-type: none"> <li>- Teacher has the groups swap and give feedback on each other's writing.</li> <li>- Teacher then gives feedback on one writing as a model.</li> <li>- T gives a sample answer:  <i>Save the Elephants (STE) is a non-profit organisation. It was set up in 1993 by Iain Douglas-Hamilton, and today it is one of the world's largest organisations to save elephants worldwide. It aims to make sure elephants do not die out and protect the habitats in which elephants are found.</i> </li> </ul>	Group work	8 mins

Wrap-up	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To allow students to finalize their versions after being checked by friends and teacher.	<ul style="list-style-type: none"> <li>- Rewrite the paragraph in the notebooks.</li> <li>- Prepare for the Communication and Culture/CLIL.</li> </ul>	T-Ss	2 min

## UNIT 9: PROTECTING THE ENVIRONMENT

### Lesson 7: Communication and Culture/ CLIL

#### I. Objectives

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

##### 1. Knowledge

- Use the lexical items related to the topic *Protecting the environment*
- Know how to make and respond to apologies
- Know what Earth Hour is and what people do in that hour.

##### 2. Core competence

- Develop creativity and communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

##### 3. Personal qualities

- Be ready to make and respond to apologies.
- Understand more about Earth Hour and actively take part in this lights-out event in Vietnam.

#### II. Materials

- Grade 10 textbook, Unit 9, Communication and Culture/CLIL
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. backup (n)	/ˈbækʌp/	a copy of a file, etc. that can be used if the original is lost or damaged	Bản sao lưu dữ liệu
2. device (n)	/dɪˈvaɪs/	an object or a piece of equipment that has been designed to do a particular job	thiết bị
3. territory (n)	/ˈterətri/	land that is under the control of a particular country or political leader.	lãnh thổ

Useful expressions	
Making apologies	Responding to apologies
<ul style="list-style-type: none"> <li>❖ (I hope you'll) excuse me for...</li> <li>❖ Sorry for... I am sorry to...</li> <li>❖ I'd like to apologise for...</li> <li>❖ Please accept my apology for...</li> </ul>	<ul style="list-style-type: none"> <li>❖ Don't mention it.</li> <li>❖ Never mind.</li> <li>❖ That's all right.</li> <li>❖ Don't worry about it.</li> </ul>

### Assumptions

Anticipated difficulties	Solutions
1. Students may have underdeveloped speaking and co-operating skills.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>

2. Some students will excessively talk in the class.

- Explain expectations for each task in detail.  
Have excessive talking students practise.
- Continue to explain task expectations in small chunks (before every activity).

**Board Plan**

*Date of teaching*

**Unit 9: Protecting the environment**  
**Lesson 7: Communication and Culture/ CLIL**

**\* Warm-up**

Video watching

**I. Everyday English**

1. Vocabulary

backup (n)

device (n)

territory (n)

2. Making and responding to apologies

Task 1: Listen and complete the conversations with the expressions in the box.

Task 2: Make similar conversations making and responding to apologies.

**II. Culture**

Task 1: Read the text and complete each blank of the fact file about Earth Hour with ONE word.

Task 2: Work in pair. Discuss the following questions.

**III. Production.**

Work in groups and talk about Earth Hour

**\* Homework**

**Procedures**
**Notes**

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	- To introduce the topic. - To activate students' communication skills.	<p><b>Video watching</b></p> <p>*Teacher lets students watch a video clip about making and responding to apologies and asks them to:</p> <p>(1) complete the conversation with the correct information.</p> <p>(2) Listen and repeat at the end of the clip.</p> <p><b>Conversation:</b></p> <p><b>Paul:</b> Noelia! I am so (1) _____! Are you OK?</p> <p><b>Noelia:</b> I think so. That was lucky.</p> <p><b>Paul:</b> I'm (2) _____ sorry! I didn't see you!</p> <p><b>Noelia:</b> That's (3) _____. I shouldn't have been running.</p> <p><b>Paul:</b> No, no, I should have been (4) _____.</p> <p><b>Noelia:</b> And they teach you (5) _____ inside at school!</p>	Team work T-Ss	5 mins

		<p><b>Paul:</b> Still, it was my (6) _____ and I'm sorry.  <b>Noelia:</b> I'm sorry (7) _____. It was both of us.  Honestly, (8) _____. I'm fine. Don't (9) _____  about it.  Hey, I saved the laptop though!  <b>Bob:</b> Yeah, I'll be there in ...  <b>Noelia:</b> Oh no!  <b>Bob:</b> Uh oh!  <b>Paul:</b> Ahhhh ...</p> <p>** Student watch the video and individually do the task.  *** Teacher lets Ss work in pairs and share the answers.  ****Teacher plays the video clip again on the screen and checks the answers with the whole class.</p> <p><a href="https://learnenglish.britishcouncil.org/skills/speaking/pre-intermediate-a2/apologising">https://learnenglish.britishcouncil.org/skills/speaking/pre-intermediate-a2/apologising</a></p> <p><b>Answer key:</b>  <b>Paul:</b> Noelia! I am so (1) <b>sorry!</b> Are you OK?  <b>Noelia:</b> I think so. That was lucky.  <b>Paul:</b> I'm (2) <b>really</b> sorry! I didn't see you!  <b>Noelia:</b> That's (3) <b>all right.</b> I shouldn't have been running.  <b>Paul:</b> No, no, I should have been (4) <b>paying attention.</b>  <b>Noelia:</b> And they teach you (5) <b>not to run</b> inside at school!</p>		
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		<p><b>Paul:</b> Still, it was my (6) <b>fault</b> and I'm sorry.</p> <p><b>Noelia:</b> I'm sorry (7) <b>too</b>. It was both of us. Honestly, (8) <b>it's fine</b>. I'm fine. Don't (9) <b>worry</b> about it. Hey, I saved the laptop though!</p> <p><b>Bob:</b> Yeah, I'll be there in ...</p> <p><b>Noelia:</b> Oh no!</p> <p><b>Bob:</b> Uh oh!</p> <p><b>Paul:</b> Ahhhh ...</p>		
Lead in	To lead in the everyday English: Making and responding to apologies	Teacher leads students into the lesson by introducing what they are going to learn: Making and responding to apologies.	T-Ss	2 mins
<b>I. EVERYDAY ENGLISH</b>				
Presentation	To prepare students with vocabulary.	<p><b>1. PRE-TEACH VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>- Teacher introduces the vocabulary by:</li> <li>+ giving synonyms;</li> <li>+ giving explanations.</li> </ul> <ol style="list-style-type: none"> <li>1. back up (n)</li> <li>2. device (n)</li> <li>3. territory (n)</li> </ol> <p><b>2. Making and responding to apologies.</b></p> <p><b>Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in pairs.</b></p>	T-Ss	3 mins

	<p>To introduce some structures to express opinions.</p>	<p>*Teacher asks students to listen and complete the conversations with the expressions in the box.          **Students do the task individually.          ***T lets Ss share their answers.          ****Teacher calls one student to share his answers and checks the answers with the whole class.  <b>Answer key:</b>          1. B          2. C          3. D          4. A          - Teacher gives more explanations and writes down some common structures for making and responding to apologies.</p> 	<p>T-Ss</p>	<p>5 mins</p>
<p>Practice</p>	<p>To revise and practice making and responding to apologies in a conversation.</p>	<p><b>Task 2: Work in pairs. Make similar conversations making and responding to apologies. Use the expressions in task 1.</b>          *Teacher asks students to work in pairs and make similar conversations using useful expressions of making and responding to apologies in task 1.</p>	<p>Group work  T-Ss</p>	<p>7 mins</p>

		<p>**Ss work in pairs and do the task.</p> <p>****T calls on some pairs to act out the conversations to the class and then praises Ss for interesting ideas and fluent delivery.</p>		
<b>II. CULTURE</b>				
Practice	<p>- To identify the meaning and importance of Earth Hour.</p> <p>To help Ss learn about Earth Hour through CLIL (Environmental studies) and learn some  - content vocabulary.</p>	<p><b>Task 1: Look at the pictures and answer the question: <i>What do you know about Earth Hour?</i></b></p> <p>*Teacher has students work independently to look at the pictures list out their answers.</p> <p>***Teacher lets students check their answers in pairs.</p> <p>****Teacher calls some students to share their answers and checks with the whole class.</p> <p><b>Answer key: (flexible)</b></p> <p><b>Task 2: Read the text and complete each blank about Earth Hour with ONE word.</b></p> <p>*T puts Ss into pairs. Ask them to read the text about Earth Hour and complete the table.</p> <p>** While Ss completing the task, T walks round the class and offers help, explains unfamiliar words.</p> <p>****Check answers as a class by calling on pairs to write their missing words on the board.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. Saturday</li> <li>2. support</li> <li>3. climate</li> </ol>	<p>T-Ss</p> <p>Pair work</p> <p>T-Ss</p>	12 mins

	To give Ss an opportunity to personalise the CLIL topic.	<p>4. activities 5. 2009</p> <p><b>Task 3: Watch a video about Earth Hour. Work in pairs. Discuss the following questions.</b></p> <p>*Ask Ss to work in pairs to answer the questions:  <i>(1). Do you want to take part in this lights- out event in Viet Nam? Why or why not?</i>  <i>(2). If you have a chance to take part in the event, what would you do?</i>  <i>(3). What can you do to prevent the Covid-19 pandemic from spreading in Vietnam?</i></p> <p>**Have Ss underline the ideas in the text so they can use them in their discussion.          In stronger classes, encourage Ss to come up with other ideas about what to do when having a chance to take part in the event.          ***T calls on some Ss to give their answers to class.          **** T gives comments and feedbacks</p> <p>LESSON</p>	<p>Pair work</p> <p>T-Ss</p>	
Production	To apply the knowledge they have learnt in this lesson.	<p><b>Work in groups and talk about Earth Hour</b></p> <p>*Teacher asks students to move to places of classmates they haven't got well acquainted with yet, form a new group and talk about Earth Hour.</p>	<p>Groupwork</p> <p>T-Ss</p>	8 mins

		<p>**Teacher calls some groups to model their talk in front of the class.</p> <p>***Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation.</p> <p>****Teacher gives feedback and comments.</p>		
Wrap-up	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To review what students have learnt in the lesson.	Write down the discussion results of Earth Hour.	T-Ss	1 min

## UNIT 9: PROTECTING THE ENVIRONMENT

### Lesson 8: Looking back & Project

#### I. Objectives

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

##### 1. Knowledge

- Review the vocabulary and grammar of *Unit 9*
- Apply what they have learnt (vocabulary and grammar) into practice through a project

##### 2. Core competence

- Develop communication skills and creativity
- Develop presentation skill
- Develop critical thinking skill
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

##### 3. Personal qualities

- Be more creative when doing the project
- Develop self-study skills

#### II. Materials

- Grade 10 textbook, Unit 1, Looking back & Project
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- sachmem.vn

<b>Anticipated difficulties</b>	<b>Solutions</b>
1. Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"><li>- Encourage students to work in pairs and in groups so that they can help each other.</li><li>- Provide feedback and help if necessary.</li></ul>
2. Some students might excessively talk in the class.	<ul style="list-style-type: none"><li>- Explain expectations for each task in detail. Have excessive talking student's practice.</li><li>- Continue to explain task expectations in small chunks (before every activity).</li></ul>

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 9: Protecting the environment</b></p> <p><b>Lesson 8: Looking back &amp; Project</b></p>
<p><b>* Warm-up</b></p> <p>Video watching, taking notes and summarizing</p> <p><b>I. Looking back</b></p> <p>PRONUCIATION: Listen and mark the stressed syllables in the words in bold.</p> <p>VOCABUIARY: Choose the correct word to complete each sentence.</p> <p>GRAMMAR: Change the following sentences into reported speech.</p> <p><b>II. Project</b></p> <p>Group presentations:</p> <p>A local or an international environmental organisation</p> <p><b>* Homework</b></p>

**Procedures**

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To revise the vocabulary related to the topic and lead in the next part of the lesson.</li> <li>- To enhance students' skills of cooperating with teammates.</li> </ul>	<p><b>Video watching</b></p> <p>*Teacher divides the class into groups of 4.</p> <p>**Members of each group watch the video clip about saving the earth and take notes individually.</p> <p>*** Ss in each group share the notes.</p> <p>****T calls 1-2 Ss to give a summary of the video content based on the group's notes, comments and checks.</p>	<p>Groupwork</p> <p>T-Ss</p>	5 mins

Looking back	To help Ss further revise sentence stress and practise speaking with a natural rhythm.	<p><b>PRONUNCIATION</b></p> <p><b>Listen and mark the stressed syllables in the words in bold. Then practise saying the sentences with a natural rhythm.</b></p> <p>*T asks Ss to listen to the recording and mark the stressed syllables in the words in bold in the sentences and then practise saying them with a natural rhythm. T plays the recording several times if necessary.</p> <p>**Ss listen and mark the stressed syllables.</p> <p>***T puts Ss into pairs and have them read the sentences to each other. T encourages them to use correct sentence stress and appropriate pausing.</p> <p>****T praises Ss who try to speak with a natural rhythm.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>'Don't 'buy 'products that are 'made from 'wild 'animal 'parts.</li> <li>'What can we 'do to 'help the 'animals in the 'wild?</li> <li>'Larger 'tigers tend to 'live in 'colder 'areas while 'smaller 'tigers 'live in 'warmer 'countries.</li> <li>'Elephants are en'dangered because of il'legal 'hunting and 'body 'part 'trade.</li> <li>Do you 'know why so many en'dangered 'animals are disap'pearing?</li> </ol> <p><b>VOCABULARY</b></p>	<p>S</p> <p>T-Ss</p> <p>S</p> <p>Ss-Ss</p> <p>T-Ss</p>	15 mins
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	<p>- To help Ss revise the vocabulary items they have learnt in the unit.</p>	<p><b>Choose the correct word to complete each sentence.</b></p> <p>*T asks Ss to choose the correct word to complete each sentence.</p> <p>** T has Ss do this activity individually</p> <p>***T then has Ss compare their answers with their partners.</p> <p>****T checks answers as a class. Ask some Ss to write the words on the board and explain their choices.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. Many wildlife habits/ <b>habitats</b> will be destroyed if people keep cutting down the forests.</li> <li>2. Researchers are looking for ways to reduce the environmental <b>impact</b>/ affect of air pollution on the local community.</li> <li>3. It is illegal to kill pandas, tigers or any other dangerous/ <b>endangered</b> animals.</li> <li>4. Global <b>warming</b>/ climate is mainly caused by pollution and clearing of forests.</li> </ol> <p><b>GRAMMAR</b></p> <p><b>Change the following sentences into reported speech.</b></p> <p>*T asks Ss to change the sentences into reported speech.</p> <p>**Ss do this activity individually.</p> <p>***Ss then compare their answers with a</p>	<p>Pair work</p> <p>T-Ss</p>	
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	<p>To help Ss revise the use of reported speech.</p>	<p>partner. ****T checks answers as a class. Ask some Ss to write the sentences on the board and explain the changes they made to the original statements and questions. <b>Answer key:</b></p> <ol style="list-style-type: none"><li>1. The teacher explained that the rising sea level was / is a result of global warming.</li><li>2. My friend told me that she would take part in the competition the following month.</li><li>3. The speaker said the clearing and burning of forests led / lead to air pollution.</li><li>4. Tuan asked Minh whether he was interested in joining the event that weekend.</li><li>5. Nam asked Mai when she was going to deliver the presentation on the environment.</li></ol>	<p>T-Ss</p>	
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Project	To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.	<p><b>Group presentations:</b>  <b>A local or an international environmental organisation</b></p> <p>As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation.</p> <p>*T gets Ss to work in their groups. Give them a few minutes to get ready for the presentation.</p> <p>- T gives Ss a checklist for peer and self-assessment, explains that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.</p> <p>- If necessary, T goes through the criteria for assessing their talk to make sure Ss are familiar with them.</p> <p>**Two or three groups give their presentations,  ***The rest of the class to ask questions and may hold further discussions at the end.  ****T showers praise on each presentation and gives Ss marks for their presentations as part of their continuous assessment or T can award a special prize to the group which has the most brilliant presentation.</p>	T-Ss  Group work	22 mins

Wrap-up	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To prepare for the next lesson.	Prepare for the next lesson: Unit 2 – Lesson 1. Getting started.	T-Ss	1 min

\* Pictures' source: From Internet

## UNIT 8: NEW WAYS TO LEARN

# Lesson 4: Speaking – Online learning

### I. OBJECTIVES

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

#### 1. Knowledge

- Gain an overview about the topic *Online learning*
- Memorize vocabulary to talk about online learning.

**2. Core competence**

- Gain some language expressions to talk about advantages and disadvantages
- Talk about the advantages and disadvantages of online learning and give reason for their ideas

**3. Personal qualities**

- Familiarize with online learning and ready to adapt this new way of learning.
- Develop self-study skills

**II. MATERIALS**

- Grade 10 textbook, Unit 8, Speaking
- Computer, smart phones connected to the internet
- Projector

**Assumptions**

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	<ul style="list-style-type: none"> <li>- Provide vocabulary and useful language before assigning tasks.</li> <li>- Encourage students to work in groups so that they can help each other.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>Unit 8: New ways to learn</b></p> <p><b>Lesson 4: Speaking – Online learning</b></p> <p>* <b>Warm-up:</b> Game ‘Jigsaw puzzle’</p> <p>* <b>I-Speak:</b></p>
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Task 1: Put the advantages and disadvantages of online learning from the box into suitable categories. You may add more to each category.

ONLINE LEARNING	
Advantages .....	Disadvantages .....

Task 2: Work in groups. Each group chooses to be either For or Against online learning. Discuss and provide explanations to support your side. use the table below to note your ideas.

Task 3: Work with a classmate from the opposite group. Discuss your opinions about online learning. Sse your notes in Task 2

\* **Homework**

### III. PROCEDURES

#### Notes:

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To activate students' knowledge on	<b>Game: Jigsaw puzzle</b> *T asks Ss to guess the name of each device in each puzzle and guess the key picture behind after each puzzle is opened.	T-S	5 mins

the topic of the unit.  
- To set the context for the speaking part.

Picture 1:



Picture 2:



Picture 3:



Picture 4:



Picture 5:



		<p>Key picture:</p>  <p>Answer:          Picture 1: earphones          Picture 2: headset          Picture 3: laptop          Picture 4: wifi router          Picture 5: Zoom          Key picture: Online learning T leads into the topic of today lesson: Online learning</p>										
BRAINSTORMING	To provide students with additional ideas for the following speaking task	<p><b>TASK 1: FILL IN THE TABLE</b></p> <p>*T shows on the screen the following table.          **T asks Ss to refer to the advantages and disadvantages of online learning when compared to face-to-face learning from the Reading lesson and fill in the table.</p> <table border="1" data-bbox="707 1031 1391 1225"> <thead> <tr> <th colspan="2">ONLINE LEARNING</th> </tr> <tr> <th>ADVANTAGES</th> <th>DISADVANTAGES</th> </tr> </thead> <tbody> <tr> <td>- .....</td> <td>- .....</td> </tr> <tr> <td>.....</td> <td>...</td> </tr> </tbody> </table> <p>*** T asks 2 Ss to give their answers          **** T gives feedbacks and shows the correct answers on the slide</p> <p><i>Suggested answers:</i></p>	ONLINE LEARNING		ADVANTAGES	DISADVANTAGES	- .....	- .....	.....	...	<p>T-S          T-S          S          S          S</p>	5 mins
ONLINE LEARNING												
ADVANTAGES	DISADVANTAGES											
- .....	- .....											
.....	...											

		ONLINE LEARNING												
		ADVANTAGES	DISADVANTAGES											
		- don't have to go to school	- can't discuss and communicate with friends - can't ask for answers or help from teachers immediately											
		- talk and exchange comments & ideas through emails and online discussion board	- lots of distractions - need a fast Internet connection											
CONTROLLED PRACTICE	To help students collect materials from the previous lesson for the following speaking tasks	<b>TASK 2: FILL IN THE CHART (p.90)</b> <b>Put the advantages and disadvantages of online learning from the box into suitable categories. You may add more to each category.</b> *T asks Ss to open the book, work in pairs and put the following 6 statements into 2 columns: Advantages and disadvantages of online learning ** Ss work in pairs and fill in the chart. *** T asks 2 pairs of Ss to give their answers. **** T gives correction on the slide. <i>Answers:</i> <i>Advantages: a, d, e</i> <i>Disadvantages: b, c, f</i>		T-S  S-S T-S										
LESS CONTROLLED PRACTICE		<b>TASK 3: FILL IN THE TABLE (p.90)</b> <b>Work in groups. Each group chooses to be either For or Against online learning. Discuss and provide explanations to support your side. Use the table below to note your ideas.</b> <table border="1" data-bbox="689 1209 1485 1326"> <thead> <tr> <th></th> <th>Online learning</th> <th>Examples / Evidence</th> </tr> </thead> <tbody> <tr> <td>For</td> <td>learn anytime and anywhere with an Internet connection</td> <td>don't go to school and save time</td> </tr> <tr> <td>Against</td> <td>harm our health</td> <td>can cause short-sightedness or backache</td> </tr> </tbody> </table> *T asks Ss to give examples/evidence for each advantage and disadvantage mentioned in Task 2 by filling in the table. ** Ss work in groups and fill in the chart.			Online learning	Examples / Evidence	For	learn anytime and anywhere with an Internet connection	don't go to school and save time	Against	harm our health	can cause short-sightedness or backache	T-S  S-S	10 mins
	Online learning	Examples / Evidence												
For	learn anytime and anywhere with an Internet connection	don't go to school and save time												
Against	harm our health	can cause short-sightedness or backache												

		<p>*** T asks one group to give their answers and asks if other groups want to add anything else.</p> <p>**** T gives correction on the slide.</p> <p><i>Suggested answers:</i></p> <p><b>FOR</b></p> <ul style="list-style-type: none"> <li>– We can learn anytime and anywhere with an Internet connection. (We don't have to go to school and we can save a lot of time travelling. We can do assignments when we have free time as they are uploaded online.)</li> <li>– We can organise our own study schedule. (We choose to attend the courses that are suitable for our schedule. The timetable may not be fixed.)</li> </ul> <p><b>AGAINST</b></p> <ul style="list-style-type: none"> <li>– This can harm our health. (If we sit in front of a computer for a long time, it can cause shortsightedness or backache.)</li> <li>– We may have technical problems. (We can't follow the teacher's lesson or submit homework.)</li> </ul>	T-S	
FREE PRACTICE	To provide Ss with useful expressions for the following speaking task	<p><b>TASK 4: ROLE-PLAY (p.90)</b></p> <p><b>Discuss your opinions about online learning. Use your notes in Task 1,2,3</b></p> <p>*T divides the class in 4 groups and play different roles as described below:</p> <ul style="list-style-type: none"> <li>- Group 1: Zoom CEO</li> <li>- Group 2: Students</li> <li>- Group 3: Teachers</li> <li>- Group 4: Parents</li> </ul> <p>**T explains the context of the role-play: It's an educational talk show where each member will take turns talking about the advantages and disadvantages of online learning from their point of view.</p>	T-S  T-S	15 mins

		<p>-Ss have to use the ideas provided in Task 1,2,3 and useful languages on the slides.</p> <p><b>USEFUL LANGUAGES:</b></p> <p><u>Advantages:</u>  A positive aspect of .....  A benefit of ..... is .....  A good point about... is ...  An argument in favor of .. is ...</p> <p><u>Disadvantages:</u>  A negative aspect of.... is .....  An argument against .... is .....  A drawback of .... is ....</p> <p>**T shows the marking criteria on the slides.</p> <p><u>Marking criteria: ..... / 40</u>  Useful expressions: .../10  Ideas (from task 1,2,3): .../10  Pronunciation: .../10  Fluency: ..../ 10</p> <p>*** Ss discuss in 7 minutes to prepare Ss work in  *** Each group send 1 member to the board to deliver the talk shows.  ****T gives feedback and marks each group's performance based on the marking criteria.</p>		
WRAP-UP	To consolidate what students have learnt in the lesson	Teacher asks students to talk about what they have learnt in the lesson.		3 mins
HOMEWORK	To review the lesson and	Do exercises in the workbook.		2 mins

	prepare for the next lesson			
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**UNIT 8: NEW WAYS TO LEARN**

## Lesson 5: Listening

### I. OBJECTIVES

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

#### 1. Knowledge

- Gain an overview about the topic *Blended-learning class*
- Memorize vocabulary to talk about blended learning.

#### 2. Core competence

- Develop listening skills: listen for specific details
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

#### 3. Personal qualities

- Familiarize with blended-learning class and identify the differences between traditional and blended-learning class.
- Develop self-study skills

### II. MATERIALS

- Grade 10 textbook, Unit 8, Listening
- Computer connected to the internet, projector

### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Students may not be familiar with the concept of 'blended learning'.</li> <li>- Students may not know how to compare traditional learning with blended learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain it at the beginning of the lesson</li> <li>- Provide a few criteria for students to base their comparison on</li> </ul>

## Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 8: New ways to learn</b></p> <p><b>Lesson 5: Listening – Blended learning</b></p>
<p><b>*Warm-up: ‘Blended learning’</b></p> <p><b>*Listening</b></p> <p>Task 1: Guess the words</p> <ol style="list-style-type: none"><li>1. upload (v)</li><li>2. e-class (n)</li><li>3. folder (n)</li><li>4. take notes</li><li>5. population growth (np)</li><li>6. log in (v) &gt;&lt; log out (v)</li></ol> <p>Task 2: Reorder the steps</p> <p>Task 3: Listen to the second part of the conversation and complete the flowchart with no more than TWO words</p> <p>Task 4: Work in groups. Discuss the questions.</p> <p><b>*Production: Group-work</b></p> <p><b>*Homework</b></p>

## III. PROCEDURES

### Notes:

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> <li>- To activate students' knowledge on the topic of the unit</li> <li>- To set the context for the listening part</li> </ul>	<p><b>Watch a video</b></p> <p>*T shows a video about “Blended learning” from Youtube: (from 0:00 - 1:28) <a href="https://www.youtube.com/watch?v=-bwhR1ZKGRE">https://www.youtube.com/watch?v=-bwhR1ZKGRE</a></p> <p>**T asks Ss to watch the video then name 3 components of blended learning.</p> <p>*** Ss watch the clip</p> <p>**** T asks 2 Ss to give their answers and gives corrections.</p> <p><i>Answers:</i>  <i>3 components are</i>  <i>- face-to face learning activities</i>  <i>- digital learning objects</i>  <i>- independent study time</i></p>	<p>T-S</p> <p>T-S S</p> <p>T-S</p>	5 mins
PRE-LISTENING	To provide students with vocabulary for the following listening task	<p><b>VOCAB GAME: GUESS THE WORD(S)</b></p> <p>*T asks Ss to look at the slides and guess the word(s) as instructed.</p> <p>** Ss look at the slides and raise hands to answer.</p> <p>Slide 1: Fill in the blank You can _____ your own videos on YouTube.</p> <p>Slide 2: Another word for ‘online class’?</p> <p>Slide 3: What is it?</p>	<p>T-S</p> <p>S</p>	4 mins

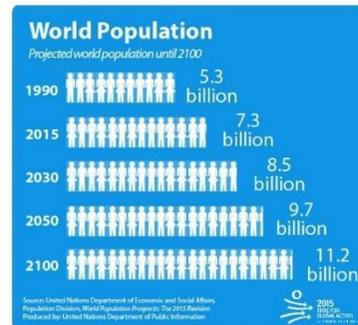


Slide 4: What is he doing?



Slide 5: Fill in the blanks

There has been a \_\_\_\_\_ from 5.3 billion to 11.2 billion.



Slide 6: Fill in the blank

To \_\_\_\_\_ to your email, you need to type in your account and password.

\*\*\* T gives correction after each question

\*\*\* T asks Ss to note these word(s) into their notebook.

Answers:

1. upload

T-S  
S



		<p>*T shows on the screen a list of 4 steps that should be done before a “fill-in-the-blank” listening task</p> <p>** Ss work in pairs and put them in the correct order.</p> <table border="1" data-bbox="938 400 1341 719"> <tr> <td>a. Decide what kind of information should be filled in the blank (noun, verb,...)</td> </tr> <tr> <td>b. Predict answers</td> </tr> <tr> <td>c. Read the question carefully and underline key words (verbs, nouns, ....)</td> </tr> <tr> <td>d. Listen, take notes</td> </tr> </table> <p>***T calls 2 pairs to give their answers          ****T corrects them if needed  <i>Correct order: c - a - b - d</i></p> <p><b>TASK 3: COMPLETE THE FLOW-CHART (p.91)</b>  <b>Listen to the second part of the conversation and complete the flowchart with no more than TWO words.</b></p> <p>* T asks Ss to work in pairs, and apply the 4 steps mentioned in Task 3 in 1 minute.</p> <p>** T can ask some Ss to answer if the blank should be a noun/verb...          T asks Ss to listen and complete the flow-chart with no more than 2 words.          T plays the recording again if 1/4 of the class don't get all the answers.</p> <p>*** T calls 2 pairs to share their answers</p>	a. Decide what kind of information should be filled in the blank (noun, verb,...)	b. Predict answers	c. Read the question carefully and underline key words (verbs, nouns, ....)	d. Listen, take notes	<p>T-S</p> <p>S-S</p> <p>T-S</p> <p>T-S</p> <p>T-S</p> <p>T-S</p>	<p>8 mins</p>
a. Decide what kind of information should be filled in the blank (noun, verb,...)								
b. Predict answers								
c. Read the question carefully and underline key words (verbs, nouns, ....)								
d. Listen, take notes								

		<p>**** T gives corrections.</p> <p><i>Cue:</i></p> <ol style="list-style-type: none"> <li>1. <i>an adj, noun</i></li> <li>2. <i>a verb (infinitive)</i></li> <li>3. <i>a noun/noun phrase</i></li> <li>4. <i>a verb (infinitive)</i></li> <li>5. <i>a verb (infinitive)</i></li> </ol> <p><i>Answers:</i></p> <ol style="list-style-type: none"> <li>1. <i>homework</i></li> <li>2. <i>take notes</i></li> <li>3. <i>information</i></li> <li>4. <i>discuss</i></li> <li>5. <i>email</i></li> </ol>																	
<p>POST-LISTENING</p>		<p><b>TASK 4: WORK IN GROUPS. DISCUSS THE QUESTIONS (p.91)</b></p> <p>*T shows this table on the screen:</p> <table border="1" data-bbox="801 981 1476 1270"> <thead> <tr> <th>Criteria</th> <th>Blended Learning</th> <th>Traditional Learning</th> </tr> </thead> <tbody> <tr> <td>Location</td> <td>E-class</td> <td>.....</td> </tr> <tr> <td>Activities</td> <td>read the materials, watch materials, take notes, mind-map, discuss</td> <td>.....</td> </tr> <tr> <td>Sources of information</td> <td>Libraries, newspapers, articles, Internet</td> <td>.....</td> </tr> <tr> <td>Means of communication</td> <td>Work in group, discuss with friends, email teacher</td> <td>.....</td> </tr> </tbody> </table> <p>*T divides the class into groups of 4 and asks each group to compare 'Blended Learning' and 'Traditional Learning' based on 4 criteria.</p> <p>***T calls 2 groups to share their ideas.</p>	Criteria	Blended Learning	Traditional Learning	Location	E-class	.....	Activities	read the materials, watch materials, take notes, mind-map, discuss	.....	Sources of information	Libraries, newspapers, articles, Internet	.....	Means of communication	Work in group, discuss with friends, email teacher	.....	<p>T-S</p>	<p>15 mins</p>
Criteria	Blended Learning	Traditional Learning																	
Location	E-class	.....																	
Activities	read the materials, watch materials, take notes, mind-map, discuss	.....																	
Sources of information	Libraries, newspapers, articles, Internet	.....																	
Means of communication	Work in group, discuss with friends, email teacher	.....																	

		<p>**** T shows possible answers on the slide</p> <p>***T asks 2 other groups which they prefer: blended or traditional learning and why.</p> <p><i>Suggested answers:</i></p> <table border="1" style="margin-left: 40px;"> <tr> <td style="text-align: center;"><b>Traditional Learning</b></td> </tr> <tr> <td>In class</td> </tr> <tr> <td>read materials, watch videos, take notes, mind-map, discuss</td> </tr> <tr> <td>textbooks, library, materials given by teachers</td> </tr> <tr> <td>work in group, discuss with friends</td> </tr> </table>	<b>Traditional Learning</b>	In class	read materials, watch videos, take notes, mind-map, discuss	textbooks, library, materials given by teachers	work in group, discuss with friends	<p>S-S</p> <p>T-S</p>	
<b>Traditional Learning</b>									
In class									
read materials, watch videos, take notes, mind-map, discuss									
textbooks, library, materials given by teachers									
work in group, discuss with friends									
WRAP-UP	To consolidate what students have learnt in the lesson	T asks Ss to talk about what they have learnt in the lesson.		3 mins					
HOMEWORK	To review the lesson and prepare for the next lesson	Do exercises in the workbook.		2 mins					

## UNIT 8: NEW WAYS TO LEARN

# Lesson 6: Writing

### I. OBJECTIVES

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

#### 1. Knowledge

- Use the lexical items related to the topic *New ways to learn*;
- Write a paragraph about the benefits of blended learning.

#### 2. Core competence

- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

#### 3. Personal qualities

- Recognize the benefits of blended learning so that students can make use of their time in class to study better;
- Be more active in blended learning classrooms.

### II. MATERIALS

- Grade 10 textbook, Unit 8, Writing
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

### Assumptions

Anticipated difficulties	Solutions
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<p>Students may have underdeveloped writing skills.</p>	<ul style="list-style-type: none"> <li>- Guide students to make an outline of the benefits of blended learning based on the ideas mentioned in Task 1 and the useful expressions in Task 3.</li> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
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### Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 8: New ways to learn</b></p> <p><b>Lesson 6: Writing</b></p>
<p><b>* Warm-up</b></p> <p>Menti game</p> <p><b>* Writing</b></p> <p>Task 1: Discuss and tick the benefits of blended learning.</p> <p>Task 2: Use the benefits in Task 1 and your own ideas to complete the following outline.</p> <p>Task 3: Use the outline in Task 2 and write a paragraph about the benefits of blended learning.</p> <p><b>* Wrap up &amp; Homework</b></p>

### III. PROCEDURES

#### Notes:

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> <li>- To introduce the topic of writing</li> <li>- To set the context for the writing part</li> </ul>	<p><b>MENTI GAME</b></p> <ul style="list-style-type: none"> <li>* T provides the link to the website MENTI.COM and asks Ss to use their smart devices to get access to the link.</li> <li>** Ss do as required in the link: Write down all types of learning that you have learnt.</li> <li>*** Ss share the answers with each other.</li> <li>**** T checks if the answers are correct or incorrect, and reviews the meaning of the learning methods. T draws Ss' attention to the phrase BLENDED LEARNING and lets them know they are going to learn about this topic.</li> </ul> <p><i>Lead-in: Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. Today we are going to learn how to write a paragraph about the benefits of it.</i></p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins
PRE-WRITING	<ul style="list-style-type: none"> <li>- To provide students with some ideas about the benefits of blended learning.</li> </ul>	<p><b>TASK 1: DISCUSS AND TICK THE BENEFITS OF BLENDED LEARNING.</b> (p.92)</p> <ul style="list-style-type: none"> <li>* T gives instruction.</li> <li>** Ss work in pairs to discuss and agree on the answers.</li> <li>*** T calls some pairs to present their answers in front of the whole class</li> <li>**** T checks if the answers are correct or incorrect and gives feedback.</li> </ul> <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> <li>1. It helps Ss have more control of their own learning.</li> <li>2. It is easier to get access to lesson materials.</li> <li>4. Ss can develop better communication and teamwork skills.</li> </ol> <p>BRAINSTORMING</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	12 mins



	benefits of blended learning.	<p>* T asks Ss for some useful phrases or expressions that can be used in the writing.</p> <p>** Ss speak out the expressions.</p> <p>*** Ss discuss whether the expressions are appropriate or not.</p> <p>**** T gives feedback, adds more if necessary and shows the table containing all the useful expressions to help Ss with their writing task.</p> <p><i>Suggested answers:</i></p> <p>+ <i>The first/second benefit is ... N/V-ing</i></p> <p>+ <i>Firstly, Secondly, Finally ...</i></p> <p>+ <i>First, Second,...</i></p> <p>+ <i>To conclude, In conclusion, In brief, ...</i></p> <p>+ <i>We will be able to ...</i></p> <p>+ <i>This enables + O + to-V</i></p> <p><b>Writing:</b></p> <p>* T asks Ss to work in groups, gives them a large piece of paper and asks them to write the full paragraph into the paper in 6 minutes.</p> <ul style="list-style-type: none"> <li>- T asks Ss to pay attention to punctuation, structures, word choice, linking words, etc.</li> <li>- T reminds Ss to use some linking words to list out the ideas as well as some expressions to talk about the benefits of blended learning.</li> </ul> <p>** Ss work in groups, do the task as required.</p> <p>*** Ss discuss while writing.</p> <p>**** T walks around the class and manages the process, provides more guidance if necessary.</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p> <p>T-S</p> <p>S-S</p> <p>T-S</p>	
POST-WRITING	To do a cross-check and final check on students' writing.	<p><b>CROSS-CHECKING</b></p> <p>* T has the groups swap and give feedback on each other's writing. T shows a writing rubric to help Ss do the peer review.</p> <p>1. <i>Topic sentence: .../10</i></p>	T-S	10 mins

		<p>2. <i>Supporting detail sentences: .../10</i>  3. <i>Elaborating detail sentences: .../10</i>  4. <i>Legibility: .../10</i>  5. <i>Spelling and grammar: .../10</i>  TOTAL: .../50</p> <p>** Ss do the task as required.  *** Ss discuss in groups to complete the cross-checking.  **** T then gives feedback on one writing as a model.</p> <p>- choose some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss  - choose some typical errors and correct as a whole class without nominating the Ss' names</p>	S-S  T-S	
WRAP-UP	To consolidate what students have learnt in the lesson	T asks Ss to talk about what they have learnt in the lesson.	T-S	2 mins
HOMEWORK	To allow students to finalize their versions after being checked by friends and teacher	<p>- Rewrite the paragraph in the notebooks.  - Prepare for the Communication and Culture/CLIL.</p>	T-S	1 min

## UNIT 8: NEW LEARNING ACTIVITIES

# Lesson 7: Communication and Culture/ CLIL

### I. OBJECTIVES

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

#### 1. Knowledge

- Expand vocabulary with topic modern schools
- Share opinions about the learning activities at school

#### 2. Core competence

- Give instructions to download a learning app into their smartphone
- Be collaborative and supportive in class discussion

#### 3. Personal qualities

- Be ready to give instructions and share opinions
- Understand the main features of modern schools

### II. MATERIALS

- Grade 10 textbook, Unit 8, Communication and Culture/CLIL
- Computer connected to the internet
- Projector/ TV/ pictures
- sachmem.vn

### Assumptions

Anticipated difficulties	Solutions
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<ul style="list-style-type: none"> <li>- Students may have underdeveloped speaking and co-operating skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
<ul style="list-style-type: none"> <li>- Students may lack vocabulary to deliver a speech</li> </ul>	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> <li>- Provide vocabulary and useful language before assigning tasks</li> <li>- Encourage students to work in groups so that they can help each other.</li> </ul>

### Board plan

<p><i>Date of teaching</i></p> <p><b>Unit 8: New Learning Activities</b></p> <p><b>Lesson 7: Communication and Culture/ CLIL</b></p> <p><b>*Warm-up: KAHOOT!</b>            Game: Which learning app?</p> <p><b>Everyday English</b>            Task 1: Listen and complete the conversation with the words in the box. Then practice it in pairs.            Task 2: Work in pairs. Make a similar conversation about how to install another study app on a smartphone.</p> <p><b>Culture</b>            Task 1: Read a text about modern schools and answer the questions.            Task 2: Work in groups. Discuss whether your school has similar features and learning activities.</p> <p><b>* Homework</b></p>
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**PROCEDURES**
**Notes:**

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To introduce the topic - To enhance students' skills of cooperating with teammates	<b>GAME: Which learning app?</b> *T introduces to the Ss about the Kahoot! Game: getting to know about 6 popular English learning apps. **Ss choose the right answer as quickly as possible by touching the option shown on their smartphone. The 3 students with the most correct answers will get a reward. Link to the game: <a href="https://create.kahoot.it/share/which-app/d237562c-85d3-4f10-9ca7-30facb238f4a">https://create.kahoot.it/share/which-app/d237562c-85d3-4f10-9ca7-30facb238f4a</a> **** T announces the winner of the game Answers: 1. A 2. A 3. D 4. C 5. B 6. A	T-S  S	5 mins
LEAD-IN	To lead in the targeted vocabulary.	<b>Q&amp;A</b> **T asks the whole class: "How many steps are there to download an app on your phone?"	T-S	

		<p>***Ss raise hand to give answer.          *T leads in the context of the listening activity.</p>		
EVERYDAY ENGLISH	<p>- To prepare students with vocabulary          - To introduce some expressions to give instructions for later practice</p>	<p><b>TASK 1: COMPLETE THE CONVERSATION</b>  <b>Listen and complete the conversation with the words in the box. Then practise it in pairs. (p. 93)</b>          *T introduces the context: You are going to listen to Tam and Mai talking about how to install I-speak app on a smartphone.          **Ss fill in the conversation with ONE verb only.          T asks 1 student to write his/her answers first on the board based on the context.          ***Teacher calls another S to give their answer on          **** T gives corrections</p> <p><i>Answers:</i>          1. go          2. type          3. click          4. click          5. wait</p> <p>***T asks the class to find words/phrases used to give instructions in the conversation (linking words and instruction verbs)          ****T gives correction on the slide  <i>Answers: First, Second, Then, Now</i></p>	<p>T-S          S          T-S          S          T-S</p>	7 mins
	To practice giving instructions	<p><b>TASK 2: MAKE A CONVERSATION</b>  <b>Make a similar conversation about how to download a learning app on a smartphone. (p.93)</b></p>	T-S	5 mins

		<p>*T asks Ss to make a similar conversation based on the conversation in Task 1, pick 1 from 6 learning apps from the Warm-up section. T shows an example on the slides: How to download 'Zoom'</p> <p>**Ss work in pairs</p> <p>***T calls 2 pairs to make a conversation in front of the whole class</p> <p>****T gives feedback and corrections</p> <p><i>Suggested answer:</i>  <i>A: Can you show me how to install the Zalo app on my smartphone? I want to text or make video calls with my friends.</i>  <i>B: Of course. First, go to the Apple store or Google play. Second, type 'Zalo' in the search box at the top of the screen, then click the 'Search' button.</i>  <i>A: Let me try. OK, I can see the app Zalo. What do I do next?</i>  <i>B: Now, click 'Get' next to the 'Zalo' icon and wait until the download is complete.</i></p>	<p>S-S T-S</p>	
<p>CULTURE &amp; CLIL</p>	<p>To get to know main features of modern schools</p>	<p><b>TASK 1: READ A TEXT ABOUT MODERN SCHOOLS AND ANSWER THE QUESTIONS (p. 93)</b></p> <p>*T asks Ss to read the text in pairs and answer the questions.</p> <p>** Ss read the text in pairs.</p> <p>***T calls one student to answer each question and give reasons for their answer.</p> <p>****T shows evidence for each answer on the slide</p> <p><i>Answers:</i></p> <ol style="list-style-type: none"> <li>1. Teachers play the role of a guide for students.</li> <li>2. Two common features of modern schools are class discussion and group learning.</li> <li>3. They use them to access digital learning resources.</li> <li>4. They participate in field trips and school camps.</li> </ol>	<p>T-S S-S T-S</p>	<p>8 mins</p>

	<p>To apply the knowledge they have learnt in this lesson</p>	<p><b>TASK 2: VOTE AND DISCUSS</b> (p. 93)</p> <p><b>Part 1. VOTE</b></p> <p>*T asks Ss to give their votes for the question “DOES YOUR SCHOOL HAVE SIMILAR FEATURES AND LEARNING ACTIVITIES” on Menti.com  T asks Ss to choose as many options as they want</p> <p>** Ss go to this link and vote in 1 minute.  <a href="https://www.mentimeter.com/s/fe6c01ee75718dbc538aaa0665509af6/22db24998c7f/edit">https://www.mentimeter.com/s/fe6c01ee75718dbc538aaa0665509af6/22db24998c7f/edit</a></p> <p>Questions: DOES YOUR SCHOOL HAVE THESE FOLLOWING FEATURES and LEARNING ACTIVITIES?  9 options to choose from:</p> <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Group learning</li> <li>- Express personal opinions</li> <li>- Ask questions</li> <li>- Work in small groups</li> <li>- Access digital learning resources</li> <li>- Use audio-visual materials</li> <li>- Participate in field trips</li> <li>- Attend school camps</li> </ul> <p>*** Teacher reports the results to the whole class (the highest voting, the lowest voting,...)</p> <p><b>Part 2. DISCUSS</b></p> <p>*T informs Ss that now they will have a discussion based on their votes.  **T shows the following questions on the slides:</p> <ul style="list-style-type: none"> <li>- For the highest-voting activities:</li> </ul> <p>Do you like this feature/learning activities?  In which subjects are they used?</p>	<p>T-S</p> <p>S</p> <p>T-S</p> <p>T-S</p> <p>T-S</p>	<p>15 mins</p>
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		<p>- For the lowest-voting activities: Do you want to have more learning activities like these? Why/Why not?</p> <p>***Ss share their answers and give explanations for their choices. ****T allows Ss to give comments for their friends and gives feedback.</p>	<p>S-S T-S</p>	
WRAP-UP	To consolidate what students have learnt in the lesson	T asks Ss to talk about what they have learnt in the lesson.		3 mins
HOMEWORK	To review what students have learnt in the lesson	Write about your dream schools with selective learning activities. Explain them in specific subjects and examples.		2 mins

## UNIT 8: NEW WAYS TO LEARN

# Lesson 8: Looking back & Project

### I. OBJECTIVES

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

#### 1. Knowledge

- Review the vocabulary and grammar of *Unit 8*;
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

#### 2. Core competence

- Develop communication skills and creativity;
- Develop presentation skills;
- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

#### 3. Personal qualities

- Be more creative when doing the project;
- Develop self-study skills.

### II. MATERIALS

- Grade 10 textbook, Unit 8, Looking back & Project
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- sachmem.vn

### Assumptions

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Have excessive talking students practise.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> </ul>

### Board Plan

<p><i>Date of teaching</i></p> <p><b>Unit 8: New ways to learn</b></p> <p><b>Lesson 8: Looking back &amp; Project</b></p> <p><b>* Warm-up</b> Brainstorming</p> <p><b>I. Looking back</b> Task 1: Listen and underline the stressed words in the sentences. Then practice reading them. Task 2: Complete the sentences using the words in the box Task 3: Complete the sentences with <i>who, which, that</i> or <i>whose</i>. You may use more than one relative pronoun in some sentences.</p> <p><b>II. Project</b> Technology for learning</p> <p><b>* Homework</b></p>
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### III. PROCEDURES

#### Notes:

In each activity, each step will be represented as following:

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> <li>- To revise the vocabulary related to the topic and lead in the next part of the lesson</li> <li>- To enhance students' skills of cooperating with teammates</li> </ul>	<p><b>Brainstorming</b></p> <ul style="list-style-type: none"> <li>* T divides the class into 2 teams and gives instructions.</li> <li>** Members of each team take turns and write as many electronic devices that can be used in online learning in two minutes.</li> <li>*** The class discuss the answers.</li> <li>**** T checks if the answers are correct or incorrect. The group having more correct answers is the winner.</li> </ul> <p><i>Suggested answers: desktop computer, laptop, tablet, smartphone, headphones, microphones, touch pen, electronic dictionary, etc.</i></p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins
LOOKING BACK	<ul style="list-style-type: none"> <li>- To help students revise the words that are stressed in the sentences</li> </ul>	<p><b>TASK 1: LISTEN AND UNDERLINE THE STRESSED WORDS IN THE SENTENCES. THEN PRACTICE READING THEM. (p.94)</b></p> <ul style="list-style-type: none"> <li>* T encourages Ss to complete the task individually.</li> <li>- Before Ss do Task 1, T reminds Ss of the knowledge they have learnt about sentence stress.</li> <li>+ Content words (nouns, verbs, adjectives, adverbs) ☑ often stressed in a sentence.</li> <li>+ Structure words (determiners, pronouns, prepositions, conjunctions, auxiliary verbs) ☐ often unstressed in a sentence.</li> <li>** Ss do the task as required.</li> <li>*** Ss exchange their textbooks with their partners.</li> <li>**** T gives feedback and discusses with the class.</li> </ul>	<p>T-S</p> <p>S</p> <p>S-S</p>	15 mins

	<p>- To help students revise vocabulary related to different ways of learning</p> <p>- To help students revise the relative clauses and relative pronouns</p>	<p>**** T plays the audio file for Ss to listen and repeat.  <i>Answers:</i>  1. <u>Many students bring smartphones to school nowadays.</u>  2. <u>You can download the app to study English.</u>  3. <u>Thanks to technology, students can learn anywhere.</u>  4. <u>My sister is looking for information for her presentation tomorrow.</u></p> <p><b>TASK 2: COMPLETE THE SENTENCES USING THE WORDS IN THE BOX (p.94)</b>  * T encourages Ss to complete the task individually.  ** Ss do the task as required.  *** Ss exchange their textbooks with their partners.  **** T gives feedback and discusses with the class.  <i>Answers:</i>  1. <i>online</i>  2. <i>traditional</i>  3. <i>connection</i>  4. <i>blended</i>  5. <i>teamwork</i></p> <p><b>TASK 3: COMPLETE THE SENTENCES WITH WHO, WHICH, THAT OR WHOSE. (p.94)</b>  * T gives instructions and has Ss complete the task individually.  - Before Ss do the task, T helps them revise quickly about defining and non-defining relative clauses, especially the use of ‘that’ in each type.  - A relative clause gives more information about a person or thing by defining the noun before it.  - It usually begins with a relative pronoun: who, whom, which, that or whose.</p>	<p>T-S</p> <p>T-S S S-S T-S</p> <p>T-S</p>	
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		<p>- There are 2 types of relative clauses: Defining relative clause and Non-defining relative clause</p> <p>+ Defining relative clause: give essential information about someone or something – information that we need in order to understand what or who is being referred to.</p> <p>+ Non-defining relative clause: give extra information about the person or thing. It is not necessary information. We don't need it to understand who or what is being referred to.</p> <p>** Ss do the task as required.</p> <p>*** Ss exchange their textbooks and give feedback to each other.</p> <p>**** T gives feedback and discusses with the class.</p> <p><i>Answers:</i></p> <ol style="list-style-type: none"> <li>1. <i>who/that</i></li> <li>2. <i>which/that</i></li> <li>3. <i>which</i></li> <li>4. <i>whose</i></li> <li>5. <i>which/that</i></li> <li>6. <i>who</i></li> </ol>	<p>S</p> <p>S-S</p> <p>T-S</p>	
PROJECT	To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project	<p><b>Technology for learning</b></p> <p>* T assigns the project one week in advance of the lesson. T divides class into 4 groups.</p> <p>** Ss work in groups and conduct a survey about how Ss use electronic devices to learn as required in the textbook (p.95)</p> <p>T encourages Ss to interview as many people as possible (maybe more than 15 Ss and they can be from other classes)</p> <p>T guides Ss to use different tools to collect data (face-to-face interviews, questionnaires, online surveys)</p> <p>Ss summarize the data collected and visualize them to make big posters around the classroom.</p>	<p>T-S</p> <p>S-S</p>	22 mins

		<p>*** T asks the class to listen to the reports and ask questions if they would like to.</p> <ul style="list-style-type: none"> <li>- Ss have peer assessment by taking notes on a checklist and then vote for the most attractive poster and the most interesting presentation.</li> </ul> <p>**** T gives comments and feedback to all posters and presentations, and awards a prize to the group which has the most votes.</p>	T-S	
WRAP-UP	To consolidate what students have learnt in the lesson.	T asks Ss to talk about what they have learnt in the lesson.	T-S	2 mins
HOMEWORK	To prepare for the next lesson.	Prepare for the next lesson: Unit 9 – Lesson 1. Getting started.	T-S	1 min

## UNIT 10: ECOTOURISM

### Lesson 1: Getting started – An eco-friendly fieldtrip to Phong Nha Cave

#### I. Objectives

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

##### 1. Knowledge

- an overview about the topic ecotourism
- words and phrases related to ecotourism

##### 2. Core competence

- Develop communication skills and awareness of tourism and their impact on the environment
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

##### 3. Personal qualities

- Develop a sense of being an ecotourist

- Be aware of tourism and their impact on the environment

## II. Materials

- Grade 10 textbook, Unit 10, Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. stalactite (n)	/'stæləktart/	piece of rock hanging down from the roof of a cave	nhũ đá, thạch nhũ, vú đá
2. fieldtrip (n)	/'fi:ld ,trip/	a visit made by students to study something away from their school or college	chuyến tham quan
3. packaging (n)	/'pæk.ɪ.dʒɪŋ/	the materials in which objects are wrapped before being sold	bao bì, giấy gói hàng

### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Students may not know some words in the conversation.</li> <li>- Students may not know how to work in teams.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide students with some lexical items before listening and reading the conversation.</li> <li>- Give short, clear instructions and help if necessary.</li> </ul>

### Board Plan

<p><i>Date of teaching</i></p> <p><b>UNIT 10: ECOTOURISM</b></p> <p><b>Lesson 1: Getting started – An eco-friendly fieldtrip to Phong Nha Cave</b></p> <p><b>* Warm-up: Brainstorming</b></p>
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**I. Vocabulary**

1. stalactite (n)
2. fieldtrip (n)
3. packaging (n)

**II. Practice**

Task 1. Listen and read. (p. 110)

Task 2: Read the conversation again. Then find and correct a mistake in each sentence below. (p. 111)

Task 3: Put each phrase into the correct column. (p. 111)

Task 4: Complete these sentences from Task 1. (p. 111)

\* **Project preparation**

\* **Homework**

Choose a local tourist attraction and find information about it.

### Procedures

#### Notes

In each activity, each step will be represented as following

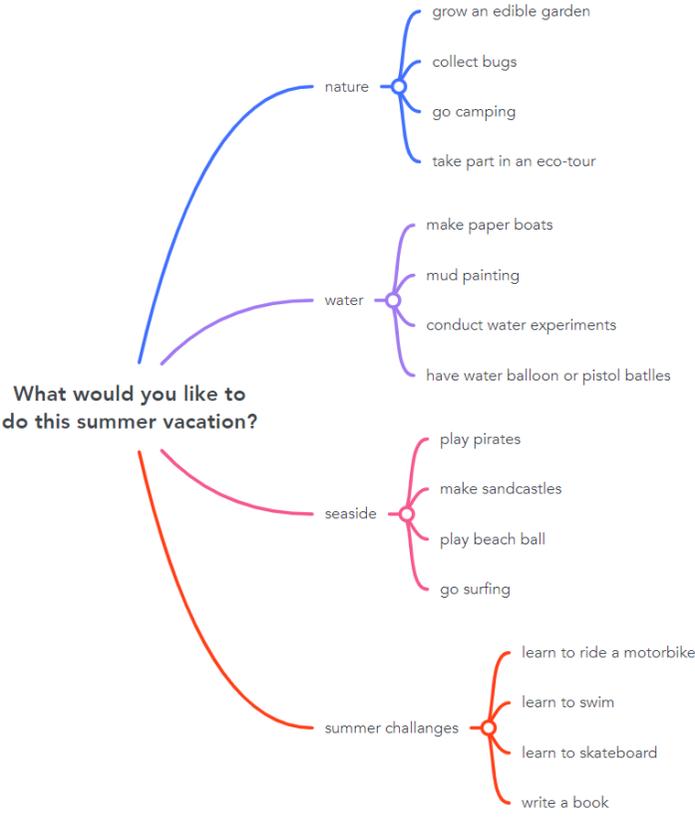
\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To activate students' knowledge on the topic of the unit.</li> <li>- To create a lively atmosphere in the classroom</li> <li>- To lead into the new unit</li> </ul>	<p><b>Brainstorming: What would you like to do this summer vacation?</b></p> <p>* Teacher asks students to brainstorm answers for the question: What would you like to do this summer vacation?</p> <p>** Students work in groups to do brainstorming.</p> <p>*** Teacher and students discuss the answers.</p> <p>**** Teacher provides suggested answers and focuses on the phrase “take part in an eco-tour” to lead in the topic of the unit.</p> <p><b>Suggested answers:</b></p>		5 mins

		<p>What would you like to do this summer vacation?</p> 		
<p>Vocabulary - pre-teach</p>	<p>To help students use key language more appropriately before they read and listen</p>	<p><b>VOCABULARY</b>          * Teacher asks students to look at the explanation and the photos to guess the meaning of new words.</p>	<p>T-Ss  Ss Ss-Ss T-Ss</p>	<p>4 mins</p>

1. stalactite (n)



2. fieldtrip (n)



3. packaging (n)



\*\* Students say the Vietnamese meaning of the word.

\*\*\* Other students correct if the previous answers are incorrect.

\*\*\*\* Teacher shows the Vietnamese meaning, says the words aloud and asks students to repeat them.



		<p>*** Teacher has students work in pairs to discuss and compare their answers.          **** Teacher checks the answers as a class.</p> <ul style="list-style-type: none"> <li>➤ Have them call out the part of the sentence which is incorrect first. Then ask them to give the corrections.</li> <li>➤ Finally, have some students read the complete correct sentences.</li> </ul> <p><b>Suggested answers:</b></p> <p>1. On an eco-friendly fieldtrip, tourists enjoy, explore <b>and</b> damage the environment.          → but not (OR: and protect / learn about)</p> <p>2. Nam <b>will</b> take pieces of stalactites because they take a long time to form.          → will not / won't</p> <p>3. Mai <b>will</b> bring snacks with a lot of packaging on the trip.          → will not / won't (OR: will bring ... less ...)</p>	Pair work T-Ss							
	To help students revise phrases related to ecotourism	<p><b>Task 3: Put each phrase into the correct column. (p. 111)</b></p> <p>* Teacher has students read the phrases in the box and explains that these are things that tourists should do or shouldn't on an eco-friendly fieldtrip.          ** Teacher asks students to sort the phrases into the columns of Dos and Don'ts.          *** Teacher puts students in pairs and asks them to compare their answers.          **** Teacher checks answers as a class and elicit the meaning of any words students don't know or find hard to understand.</p> <p><b>Answers:</b></p> <table border="1" data-bbox="734 1129 1718 1249"> <thead> <tr> <th style="background-color: #cccccc;">Dos</th> <th style="background-color: #cccccc;">Don'ts</th> </tr> </thead> <tbody> <tr> <td>explore the place</td> <td>damage the environment</td> </tr> <tr> <td>learn about the place</td> <td>leave litter behind</td> </tr> </tbody> </table>	Dos	Don'ts	explore the place	damage the environment	learn about the place	leave litter behind	T-Ss  Ss  Pair work T-Ss	4 mins
Dos	Don'ts									
explore the place	damage the environment									
learn about the place	leave litter behind									
	To help students identify conditional sentences Type 1 and Type 2.	<p><b>Task 4: Complete these sentences from Task 1. (p. 111)</b></p> <p>* Teacher asks students to read the two incomplete sentences and focus attention on the word 'if', elicits what kind of words are missing (verbs).          ** Teacher asks students to complete the sentences, using words from Task 1.</p>	T-Ss  Ss Pair work	4mins						



Wrap up Homework	- To help students memorise the target language and skills that they have learned	- Some lexical items about ecotourism - Reading for specific information - Scanning <b>Homework:</b> - Choose a local tourist attraction and find information about it. - Exercises in the workbook	T-Ss	1min
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**UNIT 10: ECOTOURISM**
**Lesson 2: Language**
**I. Objectives**

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

**1. Knowledge**

- Use the lexical items related to the topic ecotourism;
- Identify intonation patterns and use appropriate intonation (i.e. rising or falling tone);
- Use conditional sentences Type 1 and Type 2 correctly.

**2. Core competence**

- Be collaborative and supportive in pair work and teamwork
- Access and consolidate information from a variety of sources
- Actively join in class activities

**3. Personal qualities**

- Develop a sense of an ecotourist
- Be aware of tourism and their impact on the environment

**II. Materials**

- Grade 10 textbook, Unit 10, Language
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

**Language analysis**

Conditional sentences	Form	Use & Examples
Type 1	If + present simple, ... (will) ...	Conditional sentences type 1 talk about real situations in the present or future that we believe are possible or likely to happen. → <i>If you work hard, you will pass the exam.</i>
Type 2	If + past simple, ... (would) ...	Conditional sentences type 2 talk about imaginary situations that are impossible or unlikely to happen. → <i>If I were a bird, I would fly</i>

**Assumptions**

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Students may be confused when using conditional sentences type 1 and type 2.</li> <li>- Students may have underdeveloped speaking and co-operating skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Give short and clear explanations with legible examples for each case.</li> <li>- Give clear instructions, give examples before letting students work in groups.</li> <li>- Provide feedback and help if necessary.</li> </ul>

**Board Plan**

<p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;"><b>UNIT 10: ECOTOURISM</b></p> <p style="text-align: center;"><b>Lesson 2: Language</b></p> <p><b>* Warm-up:</b> Matching: Caves in Phong Nha – Ke Bang National Park</p> <p><b>I. Pronunciation</b> Task 1: Listen to these sentences. Pay attention to the intonation and repeat. (p. 111) Task 2: Work in pairs and role-play this conversation. Pay attention to the intonation. Then listen and check. (p. 111)</p> <p><b>II. Vocabulary:</b> Task 1. Below is what ecotourists do. Match each sentence on the left with its explanation on the right. (p. 112) Task 2: Complete these sentences with the highlighted words in Task 1. (p. 112)</p> <p><b>III. Grammar:</b> Task 1: Decide whether these statements can be real (R) or not (N). (p. 112) Task 2: Put the verbs in brackets in the correct forms. (p. 112)</p> <p><b>IV. Production</b> Game: Surprising matching!</p>
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\* Homework

**Procedures**

**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	- To activate students' prior knowledge and introduce caves in Phong Nha – ke Bang National Park.	<p><b>Matching: Caves in Phong Nha – Ke Bang National Park</b></p> <p>* Teacher reveals that beside Phong Nha Cave, there are 9 other caves in Phong Nha – Ke Bang National Park and asks students to match the pictures with the correct names of the caves.</p> <p>** Students work in groups of four to do the matching task.</p> <p>*** Teacher and students discuss the answers.</p> <p>**** Teacher confirms the answers as a class.</p> <p><b>Answers:</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Phong Nha Cave</p> </div> <div style="text-align: center;">  <p>Son Doong Cave</p> </div> </div>	<p>T-Ss</p> <p>Group work Ss-Ss T-Ss</p>	5 mins



**Hang En Cave**



**Hang Toi Cave (Dark Cave)**



**Hang Voi Cave (Elephant Cave)**



**Thien Duong Cave (Paradise Cave)**



**Tra Ang Cave**



**Tu Lan Cave**

					
<p>Presentation (Pronunciation)</p>	<p>To help students recognise the intonation patterns in different types of sentences.</p>	<p><b>PRONUNCIATION</b>  <b>Task 1: Listen to these sentences. Pay attention to the intonation and repeat. (p. 111)</b>          * Teacher asks students to listen to some sentences and has them pay attention to the arrows at the end.          ** Teacher asks students to listen to the sentences again, but this time have them use their hands to indicate the falling and rising tones at the end of each sentence. Teacher then asks students to read the notes in the Remember! Box and checks understanding by asking individual students to briefly explain the intonation patterns in the three types of sentences: statements, Wh-questions and Yes-No questions and provide an example for each kind.</p> <div data-bbox="943 1070 1503 1385" style="border: 1px solid black; padding: 10px; background-color: #e0f2f1;"> <p><b>Remember!</b></p> <ul style="list-style-type: none"> <li>- Statements often have a falling tone at the end.</li> <li>- <i>Wh</i>-questions often have a falling tone at the end.</li> <li>- <i>Yes-No</i> questions often have a rising tone at the end.</li> </ul> </div>	<p>T-Ss T-Ss</p>	<p>5 mins</p>	

		<p>***Teacher plays the recording again, pausing after each sentence for students to repeat. Encourage them to use their hands to indicate the intonation pattern.</p> <p>**** Teacher confirms the correct intonation.</p> <p>1. I'll also try to bring snacks with less packaging. ↷</p> <p>2. What's an eco-friendly fieldtrip? ↷</p> <p>3. Can we bring snacks? ↷</p>	T-Ss T-Ss	
Practice	To help students practise different intonation patterns in a conversation.	<p><b>Task 2: Work in pairs and role-play this conversation. Pay attention to the intonation. Then listen and check. (p. 111)</b></p> <p>* Teacher asks students to read quickly through the conversation and checks understanding.</p> <p>** Teacher has students work in pairs to role-play the conversation.</p> <p>*** Teacher asks students to peer check and give comments to their partners.</p> <p>**** Teacher asks students to pay attention to the three intonation patterns they have just learnt.</p> <p><b>Audio script:</b></p> <p><i>Mum:</i> Have you packed for the trip tomorrow? ↷</p> <p><i>Mai:</i> Yes, I have. ↷</p> <p><i>Mum:</i> Why are you taking so little food? ↷</p> <p><i>Mai:</i> Because I don't want to leave litter behind. ↷ It's not good for the environment. ↷</p> <p><i>Mum:</i> That's a good idea. ↷</p>	T-Ss Pair work T-Ss	5 mins
Presentation (Vocab – pre-teach)	To help students understand the meanings of words / phrases related to ecotourism.	<p><b>VOCABULARY</b></p> <p><b>Task 1. Below is what ecotourists do. Match each sentence on the left with its explanation on the right. (p. 112)</b></p> <p>* Teacher explains the context of the activity and tells students that the statements represent things that ecotourists do.</p>	T-Ss	4 mins

		<p>** Students read the statements, focusing their attention on the key word highlighted in each sentence.</p> <p>*** Teacher puts students in pairs and asks them to compare their answers.</p> <p>**** Teacher checks answers as a class:</p> <ul style="list-style-type: none"> <li>➤ Explain or elicit any new or difficult words</li> <li>➤ Draw attention to the prepositions after some of the highlighted words</li> <li>➤ Tell students they should try to memorise both the words and the prepositions that go with them.</li> </ul> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. b</li> <li>2. a</li> <li>3. e</li> <li>4. d</li> <li>5. c</li> </ol>	<p>Ss</p> <p>Pair work</p> <p>T-Ss</p>	
Practice	To help students practise these words in meaningful contexts.	<p><b>Task 2: Complete these sentences with the highlighted words in Task 1. (p. 112)</b></p> <p>* Teacher asks students to work in pairs and tells them to read the sentences carefully and decide which highlighted word in Task 1 can be used to complete each of the sentences.</p> <p>** Students work in pairs to complete the task.</p> <p>*** Teacher asks students to peer check and give comments to their partners.</p> <p>**** Teacher checks answers as a class:</p> <ul style="list-style-type: none"> <li>➤ Have Ss call out the word they have used in each sentence first.</li> <li>➤ Confirm the correct answers.</li> <li>➤ Ask Ss to explain the meaning of each word using the definitions in Task 1.</li> <li>➤ Ask some students to read the complete sentences.</li> </ul> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. profit; crafts</li> <li>2. aware; impact</li> </ol>	<p>T-Ss</p> <p>Pair work</p> <p>T-Ss</p>	10 mins

		3. responsible		
Presentation (Grammar – pre-teach)	To help students recognise the differences between Types 1 and Type 2 conditional sentences.	<p><b>GRAMMAR:</b>  <b>Task 1: Decide whether these statements can be real (R) or not (N). (p. 112)</b></p> <p>* Teacher asks students to study the sentences individually.  ** Students decide which statement is possible or likely to happen, and which one is imaginary or unlikely to happen.  *** Teacher asks students to peer check and give comments to their partners.  **** Teacher checks answers as a class:</p> <ul style="list-style-type: none"> <li>➤ Tell students that all sentences that are ‘possible or likely to happen’ are conditional sentences Type 1, while sentences that are ‘imaginary or unlikely to happen’ are conditional sentences Type 2.</li> <li>➤ Ask students to read the notes in the Remember! box. Check understanding by asking questions about each type.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remember!</b></p> <p>Conditional sentences Type 1 talk about real situations in the present or future that we believe are possible or likely to happen.  <i>If + present simple, ... (will) ...</i>  <i>Example: If you work hard, you will pass the exam.</i></p> <p>Conditional sentences Type 2 talk about imaginary situations that are impossible or unlikely to happen.  <i>If + past simple, ... (would) ...</i>  <i>Example: If I were a bird, I would fly.</i></p> <p><b>Note:</b> We can use <i>were</i> instead of <i>was</i> after <i>If</i> in Conditional sentences Type 2.</p> </div>	T-Ss Ss  Pair work T-Ss	6 mins

		<b>Answers:</b> 1. N 2. R 3. N 4. R		
Practice	To help students practise conditional sentences Types 1 and Type 2.	<b>Task 2: Put the verbs in brackets in the correct forms. (p. 112)</b> * Teacher asks students to put the verbs in brackets in the correct forms and tells them to pay attention to the meaning of each sentence, and whether the situation is possible (Conditional sentence Type 1) or not (Conditional sentence Type 2). ** Students complete the task individually. *** Teacher asks students to peer check and give comments to their partners. **** Teacher checks answers as a class: <ul style="list-style-type: none"> <li>➤ Check answers as a class:</li> <li>➤ Have individual students write the sentences on the board.</li> <li>➤ Go through each sentence and ask Ss to explain why they have used that particular form.</li> </ul> <b>Answers:</b> 1. will stay 2. would grow 3. were / was. would be 4. give. will reduce	T-Ss  Ss Pair work T-Ss	5 mins
Production	To give students a chance to apply what they have learnt.	<b>* Game: Surprising matching!</b> *Teacher divides the class into 4 groups. <ul style="list-style-type: none"> <li>➤ Group A will write If clause type 1. Group B will write Main clause type 1.</li> <li>➤ Group C will write If clause type 2 Group D will write Main clause type 2.</li> </ul> ** Teacher then will match members of group A with ones of group B, and do the same with group C and D. *** Teacher and students discuss and give comments to the surprising results.	Group work	4 mins

		**** Teacher confirms the possible answers and restates the use of Conditional sentences type 1 and type 2.		
Wrap up Homework	- To help Ss memorise what they have learned	<ul style="list-style-type: none"> <li>- Use the lexical items related to the topic ecotourism;</li> <li>- Identify intonation patterns and use appropriate intonation (i.e. rising or falling tone)</li> <li>- Use conditional sentences Type 1 and Type 2 correctly.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Prepare for the next lesson: Unit 10_Reading</li> <li>- Exercises in the workbook</li> </ul>	T-Ss	1min

**UNIT 10: ECOTOURISM**  
**Lesson 3: Reading \_ Ecotour brochures**

### I. Objectives

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

#### 1. Knowledge

- Develop reading skill for specific information in a brochure about ecotours.

#### 2. Core competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skill
- Actively join in class activities

#### 3. Personal qualities

- Develop a sense of an ecotourist
- Be aware of tourism and their impact on the environment

### II. Materials

- Grade 10 textbook, Unit 10, Reading
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

### Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. protect (v)	/prə'tekt/	to keep someone or something safe from injury, damage, or loss	bảo vệ
2. souvenir (n)	/,su:vən'ɪər/	something you buy or keep to help you remember a holiday or special event	quà lưu niệm
3. explore (v)	/ɪk'splɔ:r/	to search and discover (about something)	khám phá

### Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Students may lack knowledge about some lexical items.</li> <li>- Students may have underdeveloped reading, speaking and co-operating skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide students with the meaning and pronunciation of words.</li> <li>- Let students read the text again (if necessary).</li> <li>- Create a comfortable and encouraging environment for students to speak.</li> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- - Provide feedback and help if necessary.</li> </ul>

### Board Plan

<i>Date of teaching</i>	
<b>UNIT 10: ECOTOURISM</b>	
<b>Lesson 3: Reading _ Ecotour brochures</b>	
<b>* Warm-up</b>	
Name the tours	
<b>* Reading</b>	
<i>Vocabulary</i>	
1. protect (v)	
2. souvenir (n)	
3. explore (v)	
Task 1: Work in pairs. answer these questions. (p. 113)	
Task 2: Read the brochures below. Then work in pairs to solve the crossword using words from the brochures. (p. 113)	
Task 3: Which tour does each statement below talk about? Write a, b, c or d. (p. 113)	
Task 4: Work in groups. Think of new ideas for making one of the tours better for the environment. (p. 114)	
<b>* Homework</b>	

### Procedures

### Notes

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	- To introduce the topic of reading.	<p><b>Name the tours</b></p> <p>* Teacher shows the pictures and asks students to name the tours based in these pictures.</p> <p>** Students raise hands to provide the answers.</p> <p>*** Teacher and students discuss the answers.</p> <p>**** Teacher confirms the appropriate names of the tours and provides suggested answers.</p> <p><b>Suggested answers:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><b>Reef Tour</b></p> </div> <div style="text-align: center;">  <p><b>Trekking Tour</b></p> </div> </div>	<p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p>	5 mins

		 <p style="text-align: center;"><b>National Park Tour</b></p>	 <p style="text-align: center;"><b>Whale-watching Tour</b></p>		
Pre-Reading	<p>To provide students with some lexical items before reading the text.</p> <p>To introduce the topic of the reading and get students involved in the lesson.</p>	<p><b>VOCABULARY</b></p> <p>* Teacher asks students to look at the explanation and the photos to guess the meaning of new words.</p> <ol style="list-style-type: none"> <li>1. protect (v)</li> <li>2. souvenir (n)</li> <li>3. explore (v)</li> </ol> <p>** Students say the Vietnamese meaning of the word.</p> <p>*** Other students correct if the previous answers are incorrect.</p> <p>**** Teacher shows the Vietnamese meaning, says the words aloud and asks students to repeat them.</p> <p><b>Task 1: Work in pairs. answer these questions. (p. 113)</b></p> <p>* Teacher puts students in pairs to ask and answer the questions.</p> <p>**Teacher explains that each photo is part of a brochure advertising a tour in four different places: Australia, Viet Nam, Zimbabwe, Hawaii and asks them to discuss what tourists can do on the tours without reading the texts.</p> <p>*** Teacher has some students share their answers with the whole class.</p> <p>**** Teacher gives comments and checks students' pronunciation if necessary.</p>	<p>T-Ss</p> <p>Ss Ss-Ss T-Ss</p> <p>T-Ss T-Ss</p> <p>Ss T-Ss</p>	7 mins	
While-Reading	To help students practise	<b>Task 2: Read the brochures below. Then work in pairs to solve the crossword using words from the brochures. (p. 113)</b>		20 mins	



		<p>➤ Remind Ss that the statements may include paraphrased information. Tell them to read through the brochures again looking for the key words they underlined in the statements or words with the same or similar meaning</p> <p>** Teacher asks students to match each statement with the correct brochure.          *** Teacher asks students to peer check and give comments to their partners.          **** Teacher checks answers as a class:</p> <p><b>Answers:</b></p> <p>1. d (Clue: Buy local souvenirs to help the local Whale Protection Program)          2. c (Clue: Learn how you can help save wild animals in the local research centre)          3. b (Clue: Children not allowed)          4. a (Clue: Watch 3D documentaries to learn about sea animals and the coral reef, and what you can do to protect it)</p>	<p>T-Ss          Pair work          T-Ss</p>	
<p>Post-Reading</p>	<p>To help students use the language and ideas from the unit to make suggestions for more eco-friendly tours.</p>	<p><b>Task 4: Work in groups. Think of new ideas for making one of the tours better for the environment. (p. 114)</b></p> <p>* Teacher asks students if they think the four tours in Task 2 are friendly to the environment and has students read the brochures again and underline things that make them eco-friendly.          ** Teacher puts students into groups. Each group should choose a tour and brainstorm ideas for making it more eco-friendly. Students read the example, then elicit which brochure it refers to (c) and how it will help the environment          *** Teacher asks students some groups to present a summary of their ideas or just the most useful ones in front of the class.          **** Teacher encourages the rest of the class to give comments and praises for good effort and interesting ideas.</p> <p><b>Suggested answers:</b></p> <p><i>A. If they ban swimming with fish, the Great Barrier Reef will be better protected. Tourists should not be allowed to dive very close to the coral reefs.</i></p>	<p>T-Ss          Group work          Ss          Ss-Ss</p>	<p>10 mins</p>

		<p><i>B. Tourists should always follow the walking paths and trails on the Sapa Trekking Tour. The local people with whom the tourists stay should only use local ingredients. If they only use local ingredients, their carbon footprint will be lower.</i></p> <p><i>D. The boats on the Whale-watching Tour should not get too close to the whales or make too much noise. If the boats are environmentally friendly, they will not harm the whales or their habitats. This is because environmentally-friendly boats use less fuel and oil, make small waves and are quiet.</i></p>		
<p>Wrap up Homework</p>	<p>- To help Ss memorise the target language and skills that they have learned</p>	<p>- Some lexical items about ecotourism. - Reading for general and specific information in a brochure about ecotours.. <b>Homework:</b> - Prepare for the next lesson: Unit 10: Speaking - Exercises in the workbook</p>	T-S	3 mins

## UNIT 10: ECOTOURISM

### Lesson 4: Speaking \_ How to become an ecotourist

#### I. Objectives

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

##### 1. Knowledge

- Talk about how to become an ecotourist

##### 2. Core competence

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Develop presentation skill
- Actively join in class activities

##### 3. Personal qualities

- Develop a sense of being an ecotourist
- Be aware of tourism and their impact on the environment

#### II. Materials

- Grade 10 textbook, Unit 10, Speaking
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Language analysis

Functions	Useful expressions	Examples
<b>Giving suggestions</b>	... should (not) / ought (not) to / do sth.	We should not litter on the beach or the street.
	One of the things ... can / should (not) do / is (to) do sth.	One of the things we should not do is to litter on the beach or the street.
	I suggest that ... (should / should not) do sth.	I suggest that we should not litter on the beach or the street.

	It will (be better / good ...) if .../ do / avoid doing sth.	It will be better for the environment if we avoid littering on the beach or the street.
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### Assumptions

Anticipated difficulties	Solutions
- Students may lack knowledge about some useful structures.	- Provide students with the form and use of some useful structures in their talk.
- Students may have underdeveloped speaking and co-operating skills.	- Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
- Some students will excessively talk in the class.	- Explain expectations for each task in detail. - Have excessive talking students practise. - Continue to clarify task expectations in small chunks (before every activity).

### Board Plan

<p><i>Date of teaching</i></p> <p><b>UNIT 10: ECOTOURISM</b></p> <p><b>Lesson 4: Speaking _ How to become an ecotourist</b></p>	
<p><b>* Warm-up</b></p> <p>Matching game:</p> <p>Task 1: Match each verb on the left with a phrase on the right. use the pictures to help you. (p. 114)</p>	
<p><b>* Speaking: Benefits of volunteering activities</b></p> <p>Task 2: Work in pairs. discuss which of the things in Task 1 we should or should not do to become ecotourists. Use the expressions below to help you. (p. 115)</p>	
<b>Useful expressions</b>	<b>Examples</b>

... should (not) / ought (not) to / do sth.	We should not litter on the beach or the street.
One of the things ... can / should (not) do / is (to) do sth.	One of the things we should not do is to litter on the beach or the street.
I suggest that ... (should / should not) do sth.	I suggest that we should not litter on the beach or the street.
It will (be better / good ...) if .../ do / avoid doing sth.	It will be better for the environment if we avoid littering on the beach or the street.

Task 3: Work in groups. Talk about what tourists should or should not do if they are on an ecotour to a tourist attraction in your local area. use the discussion questions below to help you. (p. 115)

Task 4: Share your ideas with the whole class. Vote for the best ideas. (p. 115)

**\* Homework**

### Procedures

#### Notes

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To introduce the topic of reading.</li> <li>- To enhance students' skills of cooperating with teammates.</li> </ul>	<p><b>Matching game:</b>  <b>Task 1: Match each verb on the left with a phrase on the right. use the pictures to help you. (p. 114)</b></p> <ul style="list-style-type: none"> <li>* Teacher puts students work in groups of four. Each group will have to match a verb with the appropriate phrase. The fastest groups with the correct answers will be the winner.</li> <li>** Students work in groups.</li> <li>*** Students give comments to other groups.</li> <li>**** Teacher confirms the answers.</li> </ul>	<p>Group work</p> <p>T-Ss</p>	5 mins

		<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;">  <p>1. litter</p> </div> <div style="text-align: center;">  <p>2. avoid</p> </div> <div style="text-align: center;">  <p>3. follow</p> </div> <div style="text-align: center;">  <p>4. hunt</p> </div> <div style="text-align: center;">  <p>5. waste</p> </div> <div style="text-align: center;">  <p>6. buy</p> </div> </div> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. c (on the beach or the street)</li> <li>2. d (crowded places)</li> <li>3. a (walking paths and trails)</li> <li>4. b (wild animals)</li> <li>5. f (water and electricity)</li> <li>6. e (locally made souvenirs)</li> </ol>		
Pre-Speaking	To help students brainstorm more ideas for the main speaking task.	<p><b>Task 2: Work in pairs. discuss which of the things in Task 1 we should or should not do to become ecotourists. use the expressions below to help you. (p. 115)</b></p> <p>* Teacher asks students to read the useful expressions and the examples in the box.</p>	T-Ss	10 mins

		<div data-bbox="904 248 1536 1078" style="border: 1px solid black; border-radius: 10px; background-color: #e0f2f1; padding: 10px; margin-bottom: 10px;"> <p><b>Useful expressions:</b></p> <p>... should (not) / ought (not) to / do sth.</p> <p><i>Example: We should not litter on the beach or the street.</i></p> <p>One of the things ... can / should (not) do / is (to) do sth.</p> <p><i>Example: One of the things we should not do is to litter on the beach or the street.</i></p> <p>I suggest that ... (should / should not) do sth.</p> <p><i>Example: I suggest that we should not litter on the beach or the street.</i></p> <p>It will (be better / good ...) if .../ do / avoid doing sth.</p> <p><i>Example: It will be better for the environment if we avoid littering on the beach or the street.</i></p> </div> <p>** Teacher asks students to work in pairs and discuss which of the activities in Task 1 they should do, and which they should not do to become ecotourists.</p> <p>*** Teacher walks round the class and provide help and encourages pairs to try to use the structures in the box.</p> <p>**** Teacher asks some pairs to present their ideas in front of the whole class and praises for interesting suggestions and fluent delivery.</p>	<p>Pair work</p> <p>T-Ss</p> <p>Ss-Ss</p>	
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Post-Speaking	To help students present their ideas in front of the class.	<p><b>Task 4: Share your ideas with the whole class. Vote for the best ideas. (p. 115)</b></p> <p>* Teacher has each group prepare a brief presentation of their ideas.</p> <p>** Teacher allows a time limit of 3 - 4 minutes for students to practise their presentations in their group.</p> <p>*** Teacher invites some groups to present in front of the class while the rest of the class give feedback and say what they like about it. When students finish their presentations, let them reflect on their performance</p> <p>**** Teacher then asks other students to give further comments. Teacher then praises for good effort, highlight the presenters' strong points and makes suggestions for better organisation and presentation of their ideas.</p>	T-Ss Group work  Ss-Ss	17 mins
Wrap up Homework	- To help students memorise the target language and skills that they have learned	<p>Talk about how to become an ecotourist</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Prepare for the next lesson: Unit 10: Listening</li> <li>- Exercises in the workbook</li> </ul>	T-S	3 mins

**UNIT 10: ECOTOURISM**  
**Lesson 5: An ecotour in the Mekong Delta**

**I. Objectives**

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

**1. Knowledge**

- Use the lexical items related to the topic *ecotourism*
- Listen for specific information in a tour guide speech welcoming ecotourists in the Mekong Delta

**2. Core competence**

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

**3. Personal qualities**

- Develop a sense of an ecotourist
- Be aware of tourism and their impact on the environment

**II. Materials**

- Grade 10 textbook, Unit 10, Listening
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

**Assumptions**

Anticipated difficulties	Solutions
- Students may have underdeveloped listening skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
- Some students will excessively talk in the class.	- Explain expectations for each task in detail. Have excessive talking students practice. - Continue to explain task expectations in small chunks (before every activity).

**Board Plan**





		<ul style="list-style-type: none"> <li>- Visit a weaving village, buying traditional arts and crafts</li> <li>- Have a traditional meal / food (with a host family or at a local restaurant)</li> </ul>		
While-listening	To help students practise listening for specific information to order pictures.	<p><b>Task 2: Listen to a tour guide introducing the tour. Number the pictures in Task 1 in the order you hear them. (p. 115)</b></p> <p>* Teacher tells students to listen to a tour guide introducing an eco-friendly tour in the Mekong Delta.</p> <p>** Teacher asks students to order the pictures while they are listening to the recording.</p> <p>*** Teacher has students to swap their textbook for peer checking.</p> <p>**** Teacher checks the answers as a class.</p> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. a</li> <li>2. b</li> <li>3. c</li> </ol>	T-Ss Ss Pair work T-Ss	10 mins
	To help students practise listening for specific information.	<p><b>Task 3: Listen again. Fill in each gap in the brochure below with one word. (p. 115)</b></p> <p>* Teacher tells students that they are going to listen to the recording again.</p> <p>** Students have some time to study the brochure first then fill in the gaps in a brochure.</p> <p>*** Teacher asks students to discuss their answers in pairs when they finish.</p> <p>**** Teacher checks the answers as a class, plays the recording again, pausing after each answer.</p> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. eco-friendly</li> <li>2. local</li> <li>3. souvenirs</li> <li>4. traditional</li> </ol>	T-Ss Ss Pair work T-Ss	10 mins

		<p><b>Audio script:</b></p> <p><i>Good morning and welcome everyone. I'm Hoang, your guide today. I promise you are going to enjoy this eco-friendly tour in the Mekong Delta. On the first day of our tour, we will start by visiting the famous Cai Be Floating Market to experience the daily life of the people on the river. Our next stop will be a weaving workshop in a Cham River Village where you'll discover the amazing weaving skills of the local people. In the afternoon, join us on a trip to visit the local arts and crafts market. Here you can buy lovely souvenirs made by local people. After a long day, you can enjoy a delicious evening meal full of traditional foods prepared by your host family and learn more about local culture.</i></p> <p><i>I would also like to remind you that this is an ecotour and we try to reduce our impact on the environment. So when you are on a boat, please avoid throwing anything into the river. Please put all your rubbish in the paper bags here.</i></p> <p><i>Thank you for joining our ecotour and helping protect the local environment. Now please sit back and enjoy the view of the Mekong Delta.</i></p>		
Post-listening	To give students the opportunity to use the ideas and language in the listening to talk about their opinions and give reasons.	<p><b>Task 4: Work in groups and discuss the question. (p. 115)</b></p> <p>* Teacher has students look at the brochure in 3 again and underline the activity they find most interesting.</p> <p>** Teacher puts students in pairs to discuss their choices</p> <p>*** Teacher invites some groups to share their ideas in front of the class.</p> <p>**** Other groups discuss the questions, take notes of the ideas and give feedback to their friends.</p>	T-Ss  Group work	10 mins
Wrap up Homework	- To help Ss memorise the target language and skills that they have learned	<p>- Some lexical items related to the topic <i>Ecotourism</i></p> <p>- Listen for specific information in a tour guide speech welcoming ecotourists in the Mekong Delta</p> <p><b>Homework:</b></p> <p>- Prepare for the next lesson: Unit 10: Writing</p>	T-S	3 mins

		- Exercises in the workbook		
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**UNIT 10: ECOTOURISM**
**Lesson 6: Writing \_ Writing a website advertisement for an ecotour**
**I. Objectives**

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

**1. Knowledge**

- Use the lexical items related to the topic *Ecotourism*
- Write a website advertisement for an ecotour

**2. Core competence**

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

**3. Personal qualities**

- Develop a sense of an ecotourist
- Be aware of tourism and their impact on the environment

**II. Materials**

- Grade 10 textbook, Unit 10, Writing
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

**Assumptions**

Anticipated difficulties	Solutions
- Students may have underdeveloped writing skills.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.

**Board Plan**

<p><i>Date of teaching</i></p> <p><b>UNIT 10: ECOTOURISM</b></p> <p><b>Lesson 6: Writing _ Writing a website advertisement for an ecotour</b></p> <p>* Warm-up</p>
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Watch a video and guess the place: → Hoi An Ancient Town

**\* Writing**

Task 1: Look at the photos of an ecotour to Hoi an villages (Da Nang, Viet Nam), and complete the notes below. Then discuss your ideas in pairs. (p. 116)

Task 2: Rewrite these sentences about Hoi an villages. Use the expressions below to help you. (p. 116)

Task 3: Write a website advertisement (120 – 150 words) for an ecotour to Hoi An villages. Use what you have learnt in Task 1 and Task 2 and the suggested outline below to help you. (p. 116)

**\* Homework**

**Procedures**

**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	<ul style="list-style-type: none"> <li>- To introduce the topic of writing.</li> <li>- To set the context for the writing part.</li> </ul>	<p><b>Watch a video and guess the place</b></p> <ul style="list-style-type: none"> <li>* Teacher plays a video and ask students to guess the place in the video.</li> <li>** Students raise hands to provide the name of the place.</li> <li>*** Students discuss their friends' answers.</li> <li>**** Teacher confirms the answer as a class.</li> </ul> <p>Video link: <a href="https://www.youtube.com/watch?v=ZSyoQflfkyU">https://www.youtube.com/watch?v=ZSyoQflfkyU</a>            (Nhờ BTV download video về)</p> <p><b>Answers:</b>            Hoi An Ancient Town</p>	T-Ss Ss Ss-Ss T-Ss	5 mins

<p>Pre-writing</p> <p>To brainstorm ideas for their writing task</p>		<p><b>Task 1: Look at the photos of an ecotour to Hoi an villages (Da Nang, Viet Nam), and complete the notes below. Then discuss your ideas in pairs. (p. 116)</b></p> <p>* Teacher tells students that they are going to write about an ecotour in Hoi An.</p> <p>** Teacher puts students in pairs to work on the notes together:</p> <ul style="list-style-type: none"> <li>➢ Ask Ss to focus attention on the pictures on page 54 and study them.</li> <li>➢ Ask each question and have students read the examples.</li> </ul> <p>*** Students discuss their answers.</p> <p>**** Teacher checks the answers as a class.</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>T-Ss</p> <p>Pair work</p> <p>Ss-Ss</p> <p>T-Ss</p>	<p>7 mins</p>
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**Suggested answers:**

*What do you think is special about Hoi An villages?*

- coconut palms near Thu Bon River
- traditional crafts such as colourful paper lanterns

*What do you think tourists can do there?*

- do the gardening at a local farm
- ride bicycles through the villages
- travel on basket boats
- visit craft villages

*What can tourists do to make their trip more eco-friendly?*

- use eco-friendly transport such as bicycles
- buy traditional crafts to help local people

**Task 2: Rewrite these sentences about Hoi an villages. use the expressions below to help you. (p. 116)**

\* Teacher asks students to study the useful expressions in the box, then focuses attention on the sentences and checks comprehension.

To help students revise expressions and structures to use in their writing task.

T-Ss

8 mins

		<p><b>Useful expressions:</b></p> <p><b>What is special about the place?</b></p> <ul style="list-style-type: none"> <li>- ... is / are famous for sth.</li> <li>- ... is / are well-known for sth.</li> </ul> <p><b>What can tourists do / explore there?</b></p> <ul style="list-style-type: none"> <li>- ... can enjoy doing sth.</li> <li>- ... can spend time doing sth.</li> <li>- Favourite leisure activities are / include doing sth.</li> </ul> <p><b>What can tourists do to make their trip more eco-friendly?</b></p> <ul style="list-style-type: none"> <li>- ... ought (not) to / should (not) do sth ...</li> <li>- ... are encouraged / recommended (not) to do sth.</li> </ul> <p>** Teacher asks students to rewrite them, using the suggested words and the structures in the box.          *** Teacher asks students to swap their textbook for peer checking          **** Teacher checks answers as a class.</p> <p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. Hoi An villages <b>are well-known for</b> their beautiful vegetable and herb gardens.</li> <li>2. Tourists <b>can spend the morning working</b> on a local farm.</li> <li>3. Tourists <b>are recommended to buy</b> handmade products to help local businesses</li> </ol>	<p>Ss</p> <p>Pair work T-Ss</p>	
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<p>While-writing</p>	<p>To help students practise writing a website advertisement for an ecotour to Hoi An villages.</p>	<p><b>Task 3: Write a website advertisement (120 – 150 words) for an ecotour to Hoi An villages. Use what you have learnt in Task 1 and Task 2 and the suggested outline below to help you. (p. 116)</b> * Teacher asks students to study the suggested outline in their Student’s Book.</p> <div data-bbox="862 432 1585 959" data-label="Image"> <p>Welcome to Hoi An villages in Da Nang (Viet Nam)! <i>(Describe what is special about the place)</i></p> <hr/> <p><i>(Describe what tourists can do there)</i></p> <hr/> <p><i>(Describe what tourists should do on an ecotour there)</i></p> <hr/> <p>Call us at 0929292929 and book your tour today!</p> </div> <p>** Teacher gives students a time limit to do the writing task. *** Teacher walks round the class to provide help when necessary.</p>	<p>T-Ss</p> <p>Ss T-Ss</p>	<p>15 mins</p>
<p>Post-writing</p>	<p>- To do a cross-check and final check on students’ writing.</p>	<p>* Teacher has the groups swap and give feedback on each other’s writing. ** Students work in pairs and swap their draft letters for peer review. *** Teacher then gives feedback on one writing as a model. ****Teacher collects Ss’ writings to mark and provide written feedback in the next lesson.</p>	<p>T-Ss Pair work T-Ss T-Ss</p>	<p>7 mins</p>

Wrap up Homework	- To help Ss memorise the target language and skills that they have learned	- Some lexical items related to the topic <i>Ecotourism</i> - Write a website advertisement for an ecotour <b>Homework:</b> - Rewrite the paragraph in the notebooks. - Prepare for the next lesson: Unit 10: Communication and culture/ CLIL - Exercises in the workbook	T-S	3 mins
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**UNIT 10: ECOTOURISM**  
**Lesson 7: Communication and Culture/ CLIL**

**I. Objectives**

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

**1. Knowledge**

- Use the lexical items related to the topic *Ecotourism*;
- Ask for and give advice
- Know more information about tourism impact on the environment.

**2. Core competence**

- Be collaborative and supportive in pair work and teamwork
- Access and consolidate information from a variety of sources
- Actively join in class activities

**3. Personal qualities**

- Develop a sense of an ecotourist
- Be aware of tourism and their impact on the environment

**II. Materials**

- Grade 10 textbook, Unit 10, Communication and culture/ CLIL
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

**Language analysis**

Useful expressions	
Asking for advice	Giving advice
<ul style="list-style-type: none"> <li>- Can you help me with (sth)?</li> <li>- I have a problem and I need your help / advice.</li> <li>- Should I (do sth)?</li> <li>- What do you think I should (do / bring...)?</li> </ul>	<ul style="list-style-type: none"> <li>- You should / ought to / had better (do sth).</li> <li>- It's / It'll be a good idea (to do sth).</li> <li>- If I were you, I would (do sth).</li> <li>- What about / How about (doing sth)?</li> <li>- Why don't you (do sth)?</li> <li>- I'd recommend (doing sth).</li> </ul>

**Assumptions**

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> <li>- Students may have underdeveloped speaking and co-operating skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs and in groups so that they can help each other.</li> <li>- Provide feedback and help if necessary.</li> </ul>
<ul style="list-style-type: none"> <li>- Some students will excessively talk in the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain expectations for each task in detail.</li> <li>- Have excessive talking students practise.</li> <li>- Continue to explain task expectations in small chunks (before every activity).</li> </ul>

**Board Plan**

*Date of teaching*

**UNIT 10: ECOTOURISM**

**Lesson 7: Communication and Culture/ CLIL**

\* Warm-up  
Brainstorming:

What kind of advice do you need before a tour / trip?

- what to bring
- what not to bring
- where to eat
- where to shop
- what to wear

**I. Everyday English**

### Asking for and giving advice

Useful expressions	
Asking for advice	Giving advice
<ul style="list-style-type: none"> <li>- Can you help me with (sth)?</li> <li>- I have a problem and I need your help / advice.</li> <li>- Should I (do sth)?</li> <li>- What do you think I should (do / bring...)?</li> </ul>	<ul style="list-style-type: none"> <li>- You should / ought to / had better (do sth).</li> <li>- It's / It'll be a good idea (to do sth).</li> <li>- If I were you, I would (do sth).</li> <li>- What about / How about (doing sth)?</li> <li>- Why don't you (do sth)?</li> <li>- I'd recommend (doing sth).</li> </ul>

Task 1: Listen to a conversation between a woman and a tour guide. Fill in each gap with one word you hear. Then practise it with your partner. (p. 117)

Task 2: Work in pairs. make similar conversations asking for and giving advice about trips. Use the expressions below to help you. (p. 117)

### II. Culture

#### Environmental studies

Task 1: Read the text below and fill in each gap in the table below with one of the highlighted words from the text. (p. 117)

### III. Production

Task 2: Which kind of tourism does each description below fit best? Tick the appropriate column. (p. 118)

#### \* Homework

### Procedures

#### Notes

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	- To introduce the topic.	<p><b>Brainstorming:</b></p> <ul style="list-style-type: none"> <li>* Teacher asks students to answer the question:               <ul style="list-style-type: none"> <li>➤ “What kind of advice do you need before a tour/trip?”</li> </ul> </li> <li>** Students raise hands to do brainstorming.</li> <li>*** Teacher and students discuss the answers.</li> <li>**** Teacher provides the suggested answers and introduce the topic of the listening task.</li> </ul> <p><b>Suggested answers:</b></p> <div style="text-align: center;">  <p>What kind of advice do you need before a tour / trip?</p> <ul style="list-style-type: none"> <li>what to bring</li> <li>what not to bring</li> <li>where to eat</li> <li>where to shop</li> <li>what to wear</li> </ul> </div>	<p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p>	5 mins
<b>I. EVERYDAY ENGLISH</b>				
Presentation	To introduce and help students remember different structures to ask for and give advice.	<p><b>Asking for and giving advice</b></p> <p><b>Task 1: Listen to a conversation between a woman and a tour guide. Fill in each gap with one word you hear. Then practise it with your partner. (p. 117)</b></p> <ul style="list-style-type: none"> <li>* Teacher tells students that they are going to listen to a conversation between a woman and a tour guide:               <ul style="list-style-type: none"> <li>➤ While listening, they should complete the conversation with the words they hear.</li> </ul> </li> </ul>	T-Ss	7 mins



			<table border="1"> <thead> <tr> <th colspan="2">Useful expressions</th> </tr> <tr> <th>Asking for advice</th> <th>Giving advice</th> </tr> </thead> <tbody> <tr> <td>Can you help me with (sth)?</td> <td>You should / ought to / had better (do sth).</td> </tr> <tr> <td>I have a problem and I need your help / advice.</td> <td>It's / It'll be a good idea (to do sth).</td> </tr> <tr> <td>Should I (do sth)?</td> <td>If I were you, I would (do sth).</td> </tr> <tr> <td>What do you think I should (do / bring...)?</td> <td>What about / How about (doing sth)?</td> </tr> <tr> <td></td> <td>Why don't you (do sth)?</td> </tr> <tr> <td></td> <td>I'd recommend (doing sth).</td> </tr> </tbody> </table>	Useful expressions		Asking for advice	Giving advice	Can you help me with (sth)?	You should / ought to / had better (do sth).	I have a problem and I need your help / advice.	It's / It'll be a good idea (to do sth).	Should I (do sth)?	If I were you, I would (do sth).	What do you think I should (do / bring...)?	What about / How about (doing sth)?		Why don't you (do sth)?		I'd recommend (doing sth).		
Useful expressions																					
Asking for advice	Giving advice																				
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What do you think I should (do / bring...)?	What about / How about (doing sth)?																				
	Why don't you (do sth)?																				
	I'd recommend (doing sth).																				

## II. CULTURE

Practice	<p>To help students learn about types of tourism through CLIL (Environmental studies) and learn some content vocabulary.</p>	<p><b>ENVIRONMENTAL STUDIES</b></p> <p><b>Task 1: Read the text below and fill in each gap in the table below with one of the highlighted words from the text. (p. 117)</b></p> <p>* Teacher sets the context:</p> <ul style="list-style-type: none"> <li>➤ Ask Ss some questions to find out what they already know about the topic: <ul style="list-style-type: none"> <li>○ <i>What kinds of impact does tourism have on the environment?</i></li> <li>○ <i>Name different kinds of tourism which are good / bad for the environment that you know?</i></li> </ul> </li> <li>➤ Ask Ss what they want to know about the topic. Write their questions on the board: <ul style="list-style-type: none"> <li>○ <i>How much damage will tourism do to the environment in the future? (CO2-emissions from tourism will increase by 25% in the next 15 years);</i></li> <li>○ <i>What are the main ways for tourism to damage the environment? (direct and indirect: When tourists are littering on the street, they are</i></li> </ul> </li> </ul>	T-Ss	10 mins
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		<p><i>damaging the environment directly. When tourists are travelling by plane and vehicles which emit CO2, they are damaging the environment indirectly).</i></p> <ul style="list-style-type: none"> <li>➤ Ask Ss to look at the two pictures and think of two opposite adjectives to describe each, e.g. crowded vs. private, noisy vs. quiet, polluted vs. eco-friendly.</li> </ul> <p>** Teacher tells students that they are going to read about four popular types of tourism and put them into categories in the table according to their negative or positive impact on the environment.</p> <p>*** Teacher and students elicit any new or difficult words, e.g. Why is tourism called ‘the smokeless industry’? (Because it is an industry without chimneys and is considered environmentally friendly).</p> <p>**** Teacher confirms the answers as a class.</p> <p><b>Answers:</b></p> <table border="1" data-bbox="734 794 1720 946"> <thead> <tr> <th data-bbox="734 794 1211 826">Negative impact</th> <th data-bbox="1211 794 1720 826">Positive impact</th> </tr> </thead> <tbody> <tr> <td data-bbox="734 826 1211 863">1. Mass tourism</td> <td data-bbox="1211 826 1720 863">2. Ecotourism</td> </tr> <tr> <td data-bbox="734 863 1211 900"></td> <td data-bbox="1211 863 1720 900">3. Sustainable tourism</td> </tr> <tr> <td data-bbox="734 900 1211 946"></td> <td data-bbox="1211 900 1720 946">4. Responsible tourism</td> </tr> </tbody> </table>	Negative impact	Positive impact	1. Mass tourism	2. Ecotourism		3. Sustainable tourism		4. Responsible tourism	<p>Ss</p> <p>Ss-Ss</p> <p>T-Ss</p>	
Negative impact	Positive impact											
1. Mass tourism	2. Ecotourism											
	3. Sustainable tourism											
	4. Responsible tourism											
Production	To help students understand differences between four main types of tourism.	<p><b>Task 2: Which kind of tourism does each description below fit best? Tick the appropriate column. (p. 118)</b></p> <p>* Teacher tells students to read the text again to decide which statement fits which type of tourism.</p> <p>** Students do the task in groups.</p> <p>*** Teacher lets students discuss their answers.</p> <p>**** Teacher checks answers as a class:</p> <ul style="list-style-type: none"> <li>➤ Have Ss call out their answers first.</li> <li>➤ Then provide, or ask some Ss to provide the clue for the answers in the text</li> </ul> <p><b>Answers:</b></p>	<p>T-Ss</p> <p>Group work</p> <p>Ss-Ss</p> <p>T-Ss</p>	10 mins								

			Mass tourism	Ecotourism	Sustainable tourism	Responsible tourism		
			X					
						X		
					X			
Wrap up Homework	- To help Ss memorise what they have learned	<ul style="list-style-type: none"> <li>- Use the lexical items related to the topic <i>Ecotourism</i>;</li> <li>- Ask for and give advice</li> <li>- Know more information about tourism impact on the environment.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Prepare for the next lesson: Unit 10_Looking back and project</li> <li>- Exercises in the workbook</li> </ul>					T-S	3 min

**UNIT 10: ECOTOURISM**  
**Lesson 8: Looking back and project**

**I. Objectives**

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

**1. Knowledge**

- Review the vocabulary and grammar of *Unit 10*
- Apply what they have learnt (vocabulary and grammar) into practice through a project

**2. Core competence**

- Develop communication skills and creativity
- Develop presentation skill
- Develop critical thinking skill
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

**3. Personal qualities**

- Be more creative when doing the project
- Develop self-study skills

**II. Materials**

- Grade 10 textbook, Unit 10, Looking back and project
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

**Assumptions**

Anticipated difficulties	Solutions
- Students may have underdeveloped speaking and co-operating skills.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
- Some students will excessively talk in the class.	- Explain expectations for each task in detail. - Have excessive talking students practise. - Continue to explain task expectations in small chunks (before every activity).

## Board Plan

*Date of teaching*

### **UNIT 10: ECOTOURISM**

#### **Lesson 8: Looking back and project**

#### **\* Warm-up**

Watch the video and guess the name of the place.

→ Trang An Ecotourism Complex



#### **I. Looking back**

##### **Vocabulary**

Choose the correct words to complete the conversation. (p. 118)

##### **Pronunciation**

Work in pairs. Role-play the conversation above. Try to use appropriate intonation. (p. 118)

##### **Grammar**

Put the verbs in brackets in the correct forms. (p. 118)

#### **II. Project**

Design an ecotour

\* Homework

**Procedures**

**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	- To introduce an ecotourism complex and lead in the next part of the lesson.	<p><b>Watch the video and guess the name of the place.</b></p> <p>* Teacher plays the video and asks students to guess the name of the place.</p> <p>** Students watch the video and try to find out the name of the place based on the sights in the video as soon as possible.</p> <p>*** Teacher and students discuss the answers.</p> <p>**** Teacher confirms the answers as a class.</p> <p>Link video: <a href="https://www.youtube.com/watch?v=iCspAti-0T8&amp;t=18s">https://www.youtube.com/watch?v=iCspAti-0T8&amp;t=18s</a>            (Nhờ BTV download video và cắt đoạn có tên Trảng An ở timeline 0:06-0:10)</p> <p><b>Answer:</b>            → Trảng An Ecotourism Complex</p>	<p>T-Ss Ss</p> <p>T-Ss T-Ss</p>	5 mins

				
Looking back	To revise words students have learnt in this unit	<p><b>Vocabulary</b>  <b>Choose the correct words to complete the conversation. (p. 118)</b>          * Teacher asks students to read each sentence and check comprehension and asks students study the context carefully and decide on the correct words to complete the conversation.          ** Students complete the task individually.          *** Teacher asks students to exchange their textbooks for peer checking..          **** Teacher checks answers as a class by asking individual student to read the sentences.</p> <p><b>Answers:</b>          1. sustainable          2. protect          3. profits          4. litter          5. aware          6. ecotourism          7. impact</p>	T-Ss  Ss Pair work T-Ss	5 mins
	To practise different intonation patterns	<p><b>Pronunciation</b>  <b>Work in pairs. Role-play the conversation above. Try to use appropriate</b></p>		5 mins

		<p><b>intonation. (p. 118)</b>  * Teacher asks students to work in pairs to role-play the conversation in Vocabulary.  ** Students role-play the conversation, using the appropriate intonation.  *** Teacher asks some pairs to role-play or read out loud the conversation in front of the class.  **** Teacher praises for good effort and natural delivery.</p>	T-Ss  Pair work  T-Ss	
	To revise conditional sentences Type 1 and Type 2.	<p><b>Grammar</b>  <b>Put the verbs in brackets in the correct forms. (p. 118)</b>  * Teacher explains to students that they are going to review the use of conditional sentences Type 1 and Type 2, gives students some time to review the grammar rules in the Language lesson before doing the activity.  ** Students complete the task individually.  *** Teacher asks students to swap their textbooks for peer checking.  **** Teacher corrects the answers as a class by asking individual student to read the sentences and explain why they used conditional sentences Type 1 or Type 2.</p> <p><b>Answers:</b>  1. were / was; would live  2. work; will be  3. allow; will have  4. had; would go</p>	T-Ss  Ss Pair work T-Ss	7 mins
Project	To provide an opportunity for students to develop their research and collaboration skills, and to practise giving an oral presentation.	<p><b>Design an ecotour</b>  * As students have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation.  ** Teacher has students work in their groups.</p> <ul style="list-style-type: none"> <li>➤ Give them a few minutes to get ready for the presentation.</li> <li>➤ Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any.</li> <li>➤ The presenters should complete their self-assessment checklist after completing their presentation.</li> </ul>	T-Ss  Group work	20 mins

		<ul style="list-style-type: none"> <li>➤ If necessary, go through the assessment criteria to make sure Ss are familiar with them.</li> <li>*** Teacher invites two or three groups to give their presentations, encourages the rest of the class to ask questions at the end.</li> <li>**** Teacher gives praise and feedback after each presentation.</li> </ul>	<p>Ss-Ss</p> <p>T-Ss</p>	
<p>Wrap up</p> <p>Homework</p>	<p>- To help students memorise what they have learned</p>	<ul style="list-style-type: none"> <li>- Review the vocabulary and grammar of <i>Unit 10</i></li> <li>- Apply what they have learnt (vocabulary and grammar) into practice through a project</li> <li><b>Homework:</b></li> <li>- Exercises in the workbook</li> </ul>	<p>T-S</p>	<p>3 min</p>

## REVIEW 4 (Unit 9+10)

### Lesson 1: Language

#### I. Objectives

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

##### 1. Knowledge

- use words related to protecting the environment and ecotourism;
- pronounce the sentences with suitable rhythm and intonation;
- apply the knowledge of grammar points learnt in the previous units (reported speech and conditional sentences type 1 and 2) to do the tasks;

##### 2. Core competence

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

##### 3. Personal qualities

- Develop self-study skills

- Raise students' awareness of the need to protecting the environment.

## II. Materials

- Grade 10 textbook, Review 4 - Language
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

## Assumptions

Anticipated difficulties	Solutions
1. Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Design as many exercises as games as possible.</li> <li>- Provide feedback and help if necessary.</li> </ul>
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Define expectation in explicit detail.</li> <li>- Have excessive talking students practise.</li> <li>- Continue to define expectations in small chunks (before every activity).</li> </ul>

## Board Plan

<p><b>* Warm-up</b> Video watching</p> <p><b>I. Practice</b></p>	<p><i>Date of teaching</i>  <b>REVIEW 4 (Unit 9 + 10)</b>  <b>Lesson 1: Language</b></p>
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**\* Pronunciation**

Task 1: Mark the stressed syllables in the words in bold. Listen and repeat, paying attention to the rhythm. (p. 120)

**\* Vocabulary**

Task 1: Complete the following sentences using the phrases from the box. (p. 120)

Task 2: Choose the correct word or phrase to complete each of the following sentences. (p. 120)

**\* Grammar**

Task 1: Change these sentences into reported speech. (p. 121)

Task 2: Match the two parts to make complete sentences. (p. 121)

**\* Homework**

**Procedures**

**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To lead in the lesson.	<p><b>Game: Video watching</b></p> <p>* Teacher plays the video of ecotourism.</p> <p>** Students watch the video write down the main ideas.</p> <p>*** Teacher and students discuss the contents of the video.</p> <p>**** Teacher confirms the answers and lead in the lesson.</p> <p>Link: <a href="https://www.youtube.com/watch?v=1i4ioqlaXrE">https://www.youtube.com/watch?v=1i4ioqlaXrE</a></p>	<p>T-S</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p>	5 mins

Practice	<p>To help Ss review sentence stress and practise speaking with a natural rhythm.</p> <p>To help Ss review phrases related to environment and tourism.</p>	<p><b>PRONUNCIATION</b></p> <p><b>Task 1: Mark the stressed syllables in the words in bold. Listen and repeat, paying attention to the rhythm. (p. 120)</b></p> <p>* Teacher asks Ss to read the sentences and mark the stressed syllables in the words in bold.</p> <p>** Students listen to the recording and check the answers.</p> <p>*** Teacher plays the recording again, pausing after each sentence for Ss to repeat as naturally as possible.</p> <p>**** Teacher checks students' pronunciation and give feedback.</p> <p><b>Audio script:</b></p> <ol style="list-style-type: none"> <li>1. I 'like 'trekking in the 'mountains.</li> <li>2. The 'children are 'looking 'forward to the 'boat 'trip.</li> <li>3. Are you going to 'visit the mu'seum to'morrow?</li> <li>4. 'Don't 'litter while you are on the 'ecotour.</li> </ol> <p><b>VOCABULARY</b></p> <p><b>Task 1: Complete the following sentences using the phrases from the box. (p. 120)</b></p> <p>* Teacher tells students to read the sentences carefully and make sure they understand their meanings.</p> <p>** Students do this exercise individually.</p> <p>*** Teacher allows students to share their answers before discussing as a class and encourages them to pronounce the sentences correctly.</p> <p>**** Teacher checks the answers as a class and gives feedback.</p> <p><b>Answer key:</b></p>	<p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>Ss</p> <p>Pair work</p> <p>T-Ss</p>	<p>5 mins</p> <p>5 mins</p>

	<p>To help Ss further practice the use of the words related to environment and tourism.</p>	<p>1. <i>c</i>  2. <i>e</i>  3. <i>b</i>  4. <i>d</i>  5. <i>a</i></p> <p><b>Task 2: Choose the correct word or phrase to complete each of the following sentences. (p. 120)</b>  * Teacher asks students to work in pairs to complete the sentences with the given words and phrases.  ** Students work in pairs to complete the task.  *** Teacher allows students to share answers before discussing as a class.  **** Teacher asks students to say the sentences aloud and makes sure they pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding.</p> <p><b>Answer key:</b>  1. <i>ecosystem</i>  2. <i>eco-friendly</i>  3. <i>litter</i>  4. <i>Ecotourism</i>  5. <i>biodiversity</i></p> <p><b>GRAMMAR</b>  <b>Task 1: Change these sentences into reported speech. (p. 121)</b>  * Teacher elicits when we use reported speech and what changes we make when we convert direct speech to reported and asks students to do the activity individually.  ** Students do the task individually.</p>	<p>T-Ss  Ss  Pair work  T-Ss</p> <p>T-Ss  Ss  T-Ss  T-Ss</p>	<p>7 mins</p> <p>10 mins</p>
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	<p>To help Ss review conditional sentences Types 1 and 2.</p>	<p>*** Teacher allows students to share answers before discussing as a class.          **** Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>My brother said he was doing research into sustainable tourism.</i></li> <li>2. <i>Minh asked Nam whether he liked watching programmes about wildlife and nature.</i></li> <li>3. <i>Hoa asked Mr Smith what they could / can do to reduce the impact of global warming on the environment.</i></li> <li>4. <i>The club's secretary said they were going to organise a lot of activities during Earth Hour that year.</i></li> <li>5. <i>The teacher explained that the animals would / will not survive extreme cold weather in the North.</i></li> </ol> <p><b>Task 2: Match the two parts to make complete sentences. (p. 121)</b>          * Teacher elicits the structure and use of conditional sentences Types 1 and 2 and asks students to do the task.          ** Students do the task individually.          *** Teacher asks students to compare their answers in pairs.          **** Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. <i>d</i></li> <li>2. <i>a</i></li> <li>3. <i>c</i></li> <li>4. <i>e</i></li> </ol>		<p>8 mins</p>
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		5. b		
Wrap-up	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To prepare vocabulary for the next lesson.	Prepare for Review 4 – Skills 1_ Listening and speaking.	T-Ss	2 min

### REVIEW 4 (Unit 9 + 10)

#### Lesson 2: Skills 1\_ Listening and speaking

#### I. Objectives

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

##### 1. Knowledge

- practice listening for general and specific information about a day trip;
- practice talking about the plan of a day trip.

##### 2. Core competence

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

##### 3. Personal qualities

- Develop self-study skills
- Raise students' awareness of the need to protect the environment.

#### II. Materials

- Grade 10 textbook, Review 4 – Skills 1\_ Listening and speaking
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

### Assumptions

Anticipated difficulties	Solutions
1. Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Design as many exercises as games as possible.</li> <li>- Provide feedback and help if necessary.</li> </ul>
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"> <li>- Define expectation in explicit detail.</li> <li>- Have excessive talking students practise.</li> <li>- Continue to define expectations in small chunks (before every activity).</li> </ul>

### Board Plan

<p><i>Date of teaching</i></p> <p><b>REVIEW 4 (Unit 9 + 10)</b></p> <p><b>Lesson 2: Skills 1_ Listening and speaking</b></p> <p><b>* Warm-up</b></p> <p>Video watching: Travel plans</p> <p><b>I. Practice</b></p> <p><b>* Listening</b></p> <p>Task 1: Listen and choose the best title for the talk. (p. 122)</p> <p>Task 2: Listen again and complete the notes with no more than TWO words. (p. 122)</p>
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**\* Speaking**

Task 1: Imagine that you are going on a day trip. Work in pairs. Discuss and plan your trip. Use the following points to help you. (p. 122)

\* Homework

**Procedures**

**Notes**

In each activity, each step will be represented as following

- \* Deliver the task
- \*\* Implement the task
- \*\*\* Discuss
- \*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To lead in the lesson.	<p><b>Video watching: Travel plans</b></p> <p>* Teacher plays the video of ecotourism.</p> <p>** Students watch the video write down the main ideas.</p> <p>*** Teacher and students discuss the contents of the video.</p> <p>**** Teacher confirms the answers and lead in the lesson.</p> <p>Link: <a href="https://www.youtube.com/watch?v=ePtKgkMVtOc">https://www.youtube.com/watch?v=ePtKgkMVtOc</a></p>	<p>T-S</p> <p>Ss</p> <p>T-Ss</p> <p>T-S</p>	5 mins
Practice	To help Ss practise listening for gist.	<p><b>LISTENING</b></p> <p><b>Task 1: Listen and choose the best title for the talk. (p. 122)</b></p> <p>* Teacher has Ss read the three options for the title of the talk.</p> <p>** Students look at three options, read and underline key words.</p>	<p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p>	7 mins

	<p>To help Ss practise listening for specific information and key words.</p>	<p>*** Teacher plays the recording once for Ss to listen and choose the best answer.          **** Teacher confirms the answers as a class.  <b>Answer key:</b>          A  <b>Task 2: Listen again and complete the notes with no more than TWO words. (p. 122)</b>          * Teacher asks students to look at the notes, underline the key words and decide what kind of information they need to fill in each blank, (e.g. 1: number; 2: noun (phrase); 3: noun (phrase); 4: noun (phrase); 5: noun (phrase)).          ** Students listen and do the task individually.          *** Teacher calls on some students to report their answers for the class.          **** Teacher checks the answers and add more information if necessary.  <b>Answer key:</b>          1. 8          2. house          3. local family          4. pagoda          5. litter  <b>Audio script – Track 26 + 27:</b>  <i>Hello everybody. This Saturday we're all going on a trip to an ancient village just outside the city and I'd just like to give you some information about the trip. We're leaving from here at 8.30 in the morning. It's an 8-hour trip so we'll probably be back at 4.30 p.m. We're going to visit</i></p>	<p>T-Ss          Individual work          T-Ss          T-Ss</p>	<p>13 mins</p>
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	<p>To help Ss practise discussing and planning about a day trip.</p>	<p><i>three of the most famous attractions in the village. The first one is a large ancient house. It was built 600 years ago and its architecture is very impressive. After that we're going to have lunch with a local family. The family is going to prepare the most delicious locally made food for us and I'm sure we'll enjoy it. I think we'll stay there about 45 minutes. Then we're going to walk to the third attraction – the village pagoda. It's one of the oldest and biggest pagodas in the country and is surrounded by different types of trees. We can walk around the pagoda and learn about its interesting history. The pagoda is very beautiful so you can take some excellent photographs there. So don't forget to bring your camera with you. And remember: Don't drop litter or pick flowers on the roadside while you are visiting the places.</i></p> <p><b>SPEAKING</b></p> <p><b>Task 1: Imagine that you are going on a day trip. Work in pairs. Discuss and plan your trip. Use the following points to help you. (p. 122)</b></p> <p>* Teacher asks students to read through the suggestions and take notes of the ideas.</p> <p>** Students work in pairs to exchange their ideas about their day trip plan.</p> <p>*** Teacher calls on some students to report their answers for the class.</p> <p>**** Teacher checks the answers and add more information if necessary.</p>	<p>T-Ss Ss Pair work T-Ss</p>	<p>15 mins</p>
<p>Wrap-up</p>	<p>To consolidate what students have learnt in the lesson.</p>	<p>Teacher asks students to talk about what they have learnt in the lesson.</p>	<p>T-Ss</p>	<p>3 mins</p>

Homework	To prepare vocabulary for the next lesson.	Prepare for Review 1 – Skills 2_ Reading and writing.	T-Ss	2 min
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## REVIEW 4 (Unit 9+10)

### Lesson 2: Skills 2\_ Reading and writing

#### I. Objectives

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

##### 1. Knowledge

- practice reading for general and specific information about how to protect the environment;
- practice writing a short paragraph about things they should or shouldn't do to reduce the negative impact of travelling on the environment.

##### 2. Core competence

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

##### 3. Personal qualities

- Develop self-study skills
- Raise students' awareness of the need to protect the environment.

#### II. Materials

- Grade 10 textbook, Review 4 – Skills 2\_ Reading and writing
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

#### Assumptions

Anticipated difficulties	Solutions
1. Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Design as many exercises as games as possible.</li> <li>- Provide feedback and help if necessary.</li> </ul>

2. Some students will excessively talk in the class.

- Define expectation in explicit detail.
- Have excessive talking students practise.
- Continue to define expectations in small chunks (before every activity).

### Board Plan

*Date of teaching*

**REVIEW 4 (Unit 9 + 10)**

**Lesson 2: Skills 2\_ Reading and writing**

**\* Check-up**

Talk about your plan for a day trip

**I. Practice**

**\* Reading**

Task 1: Read the text. Match the highlighted words in the text with their meanings. (p. 123)

Task 2: Read the text again and choose the best answers. (p. 123)

**\* Writing**

Task 1: Write a paragraph (120 - 150 words) about things you should or shouldn't do to reduce the negative impact of travelling on the environment. You may use the ideas in the reading to help you. (p. 123)

**\* Homework**

### Procedures

#### Notes

In each activity, each step will be represented as following

- \* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To check the knowledge in the previous lesson and give students more chance to practice speaking	<p><b>Talk about your plan for a day trip</b></p> <p>* Teacher elicits the requirement of talking about your plan for a day trip.</p> <p>** Students raise hands to answer.</p> <p>*** Teacher listens to students 's answers and takes notes for comments.</p> <p>**** Teacher provides comments and feedback.</p>	<p>T-S</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p>	5 mins
Practice	To help Ss practise understanding word meanings from context.	<p><b>READING</b></p> <p><b>Task 1: Read the text. Match the highlighted words in the text with their meanings. (p. 123)</b></p> <p>* Teacher asks Ss to read the whole text once to get an overall idea.</p> <p>** Students read again paying attention to the context of each highlighted word, then look at the three definitions.</p> <p>*** Teacher tell students to work in groups to discuss the context clue for each word and compare answers.</p> <p>**** Teacher confirms the answers as a class.</p> <p><b>Answer key:</b></p> <p>1. <i>b</i></p> <p>2. <i>a</i></p> <p>3. <i>c</i></p> <p><b>Task 2: Read the text again and choose the best answers. (p. 123)</b></p>	<p>T-Ss</p> <p>Ss</p> <p>T-Ss</p> <p>T-Ss</p>	10 mins

	<p>To help Ss practise reading for main ideas and specific information.</p> <p>To help Ss practise writing a paragraph about things they should or shouldn't do to reduce the negative impact of travelling on the environment.</p>	<p>* Teacher asks students to read through the questions and check understanding of the vocabulary.  ** Students read the text again and look for the answers to the questions.  *** Teacher calls on some students to report their answers for the class.  **** Teacher checks the answers and add more information if necessary.  <i>Answer key:</i>  1. A  2. B  3. C  <b>WRITING</b>  <b>Task 1: Write a paragraph (120 - 150 words) about things you should or shouldn't do to reduce the negative impact of travelling on the environment. You may use the ideas in the reading to help you. (p. 123)</b>  * Teacher asks students to read the text again and extract some ideas for their writing, e.g. walk, cycle or use public transport.  ** Students complete the task individually and write a paragraph (120 – 150 words), then swap their paragraphs for peer review with a partner.  *** Teacher gives Ss enough time to complete the paragraph. Set a time limit depending on the Ss' ability level.  **** Teacher asks individual Ss to read their paragraphs or collect them to check after class and provide written feedback.  <i>Sample answer:</i></p>	<p>T-Ss Individual work T-Ss  T-Ss   T-Ss Ss Pair work  T-Ss</p>	<p>10 mins</p> <p>15 mins</p>
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		<i>There are several things that we should do to reduce the negative impact of travelling on the environment. Firstly, we should reduce our carbon footprint during the trip. We should only fly when the trip is long and choose environmentally-friendly means of transport such as cycling or public transport. Secondly, wherever we go, we should always protect our environment. By keeping it clean and safe, we can reduce the negative impact of travelling on the environment.</i>		
Wrap-up	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To further practice writing	Write the final draft for the paragraph about things they should or shouldn't do to reduce the negative impact of travelling on the environment.	T-Ss	2 min