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| **Trường: THPT Đỗ Đăng Tuyển**  **Tổ: Ngoại Ngữ** | Họ và tên giáo viên:  Đặng Bảo Vinh |

**Period: 1 LESSON 1: INTRODUCTION**

Subject: English - Grade: 10

(1 period)

**I. Objectives**

**1. Knowledge:**

- Giving self introduction

- The content of English book grade 10 (units and themes)

- Tests (oral test, regular test, mid-term test, final test)

- Some requirements of studying English

**2. Competences:**

- Introduce themselves

- Know about the content of English book grade 11, tests and some requirements of studying English

**3. Qualifications:** Develop students’ hard work: self-study, learning enjoyment

**II. Teaching aids and learning materials**

**1. Teaching aids:** Chalks, blackboard

**2. Learning materials:** Textbooks

**III. Teaching process**

**1. Activity 1: Warm-up (15 mins)**

**a. Aims: Learn how to give self-introduction**

**b. Procedure:**

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| **Teachers and students’ activities** | **Expected outcomes** |
| **\*Step 1: Task transformation (T)**  - Ask students to introduce themselves  +Name  +Address  +Family members  +Favorite subjects/ reasons  + Hobbies  **\*Step 2: Task performance (Ss)**  - Listen to teacher’s instruction  - Prepare the presentation  **\*Step 3: Discussion and report (Ss)**  - Present to the whole class. (4, 5 students)  **\*Step 4: Conclusion and judgment (T)**  - Give feedbacks  - Give specific explanations  - Suggest answers and lead in the new lesson | - My name’s...........  - I live in..........  - I come from a family of........: my parents, my older sister....and me  - My favorite subject is............because.......  - My hobby is .............. |

**2. Activity 2: Knowledge building (25 mins)**

**a. Aims:** Know about the content of English book grade 11, tests and some requirements of studying English

**b. Procedure:**

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| **Teachers and students’ activities** | **Expected outcomes** |
| **\*Step 1: Task transformation (T)**  - Introduce textbooks (units and themes), tests  - Give some requirements of studying English  **\*Step 2: Task performance (Ss)**  - Listen to teacher’s instruction  - Take notes  **\*Step 3: Discussion and report (Ss)**  - Repeat teacher’s instructions. (2, 3 students)  **\*Step 4: Conclusion and judgment (T)**  - Give feedbacks | **1. The text- book English 12**  **- The 1st term:** \* Unit 1🡪 Unit 5: 8 parts for each unit: getting started, language, reading, speaking, listening, writing, culture and project   * Review 1, 2 + Sample test 1, 2 * Tests: 6:   - 4 regilar tests  - 1 mid-term test  - 1 final test  **- The 2nd term:** \* Unit 6🡪 Unit 10: 8 parts for each unit: getting started, language, reading, speaking, listening, writing, culture and project   * Review 3, 4+ Sample test 3, 4 * Tests: 6:   - 4 regilar tests  - 1 mid-term test  - 1 final test  **2. Teacher’s demand:**  - Prepare the lesson before studying in class.  - Pay attention to the teacher’s explanation  - Take part in the activities that the teacher required such as pairs work, group work or individual  - Each Ss has a notebook and a book |

**Period 2 UNIT 1: FAMILY LIFE**

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

**I/ Learning outcomes:**

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

1. **Knowledge:**

- have an overview about the topic Family life;

- gain vocabulary to talk about household chores.

1. **Competences:**

- develop communication skills.

- be collaborative and supportive in pair work and teamwork.

- actively join in class activities.

1. **Attributes:**

- be aware of responsibilities towards family

**II/ Teaching and learning resources:**

Tape (CD), Tivi, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, posters

**III/** **PROCEDURE:**

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| **Aims** | **Contents** | **Outcomes** | **Steps** |
| **ACTIVITY 1: INTRODUCTION & ENGAGE/ WARM UP (5’)** | | | |
| - Introduce the unit topic (Family life);  - Introduce some vocabulary to be learnt in the unit. | **1. Guessing picture(2’)**  **What is the picture about?**  A cartoon of kids doing housework  Description automatically generated | Students’ oral prediction about the topic  **Suggested answer:**  Family life/ doing household chores | **Elicit**  Show the picture to elicit the topic |
| **2.Vocabulary: (3’)**  **List the household chores that you** **see in the picture (3’)** | Lists of some household chores  **Expected answers:**  *Clean the house*  *Wash the dishes*  *Iron clothes*  *Do the cooking* | **List**  Work in groups of two to list the household chores on the board |
| **ACTIVITY 2: STUDY/ PRESENTATION (15’)** | | | |
| - Understand the related words in the conversation  - Introduce the grammar points to be learnt in the unit. | 1. **Vocabulary**: **(10’)**  **Look at the photos to guess the meaning of new words**  - household (n) /ˈhaʊs.həʊld/  - chore (n) /tʃɔːr/  - breadwinner /ˈbredwɪnə(r)/ (n)  - heavy lifting /ˌhevi ˈlɪftɪŋ/ (np):  - homemaker /ˈhəʊmmeɪkə(r)/ (n):  - laundry /ˈlɔːndri/ (n): | A list of words in notebook | **Elicit**  Give synonym/ Vietnamese equivalent/ example to elicit vocabulary from Ss |
|  | \* ***Check vocabulary:*** | The missing words on the board | **Rub out and remember** |
|  | **2**.**Listen & read (5’)**  look at the picture (p.8 - 9) and answer the questions:   * Who are they? * Where are they? * What are they doing?   A picture containing toy  Description automatically generated | Ss’prediction about the picture  **Suggested answers:** They are Nam and Minh. They are at Nam’s home. **Nam is cooking**. | **Set the context for listening and reading the conversation** |
| **ACTIVITY 3: ACTIVATE/ PRACTICE (20’)** | | | |
| Practise reading for specific information | **1/ True/False (7’)**  **Read the conversation again and decide whether the following statements are true (T) or false (F).** (p.9)  . | - Ss’ oral prediciton  - Statements identified as true or false  ***Key:***  1.F → Nam is cooking now.  2.T 3.T | **Predict then listen and read the conversation**  - Work in pairs  - Peer correction  - Teacher’s feedback |
| - Practise scanning  - Develop students' knowledge of vocabulary for household chores | **2/ Fill in the table (7’)**  **Write the verbs/verb phrases that are used with the words or phrases in the conversation in 1.** (p.9) | Some collocations for household chores  *1.put out the rubbish*  *2.do the laundry*  *3.shop for groceries*  *4.do the heavy lifting*  *do the washing-up* | **Filling in the table**  - Work in pairs  - Peer correction  -Teacher’s feedback |
| - Identify the present simple and the present continuous, and how they are used in sentences | **3/ Sentence completion (6’)**  **Complete the sentences from the conversation with the correct forms of the verbs in brackets. (p.9)**   1. I’d love to, but I’m afraid I can’t. I (prepare) \_\_\_\_\_\_ dinner. 2. My mum usually (do) \_\_\_\_\_\_\_\_ the cooking, but she (work) \_\_\_\_\_\_\_\_\_ late today. | Completed verbs using th present simple or the present continuous  ***Answers****:*  *1.‘m preparing*  *2. does – ‘s working* | - Do the task individually  - share the answers with a peer.  - Teacher’s feedback |
| **ACTIVITY 4: CONSOLIDATION/ PRODUCTION (5’)** | | | |
| Help students memorise the target language and skills that they have learned | **1. Wrap up (3’)**  Watch the video clip and list all the household chores done in the video | - Ss’ list of household chores on the poster  **Suggested answers:**   * *Clean the toilet* * *Wash the clothes* * *Vacuum the carpet* * Feed the chicken | **Watching and listening**  -Work in 4 groups  -Peer correction  - Teacher’s feedback |
| Inform students what the final product of the project should be and how students can prepare for it. | **2.** **Homework (2’)**  a/ Exercises in the workbook  b/ Project preparation  - Tell Ss the project requirements: Do research on Family Day in Viet Nam or other countries in the world  (**related information**:time, place, history and reason to celebrate; food, activities)  - Ask Ss to present their plans in the last lesson of the unit. | Ss’ oral presentation of the research results | Groupwork |

**Period 3 UNIT 1: FAMILY LIFE**

**Lesson 2: Language**

**I/ Learning outcomes:**

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. Competences:**

- 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.** **Attributes:**

- Be aware of responsibilities towards family

**II/ Teaching and learning resources:**

Tape (CD), T.V, speakers, textbook, teacher's book, copies of pictures, handouts, laptop, posters…..

**III/** **PROCEDURE:**

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| **Aims** | **Content** | **Outcomes** | **Steps** |
| **ACTIVITY 1: PRONUNCIATION/ WARM UP (10’)** | | | |
| - To help students recognise and practise the consonant blends /br/, /kr/, and /tr/ in words. | **1. GAME: Guess the words**  \* T gives instructions:   * There are 3 picturesrelated to the consonant blends /br/, /kr/, and /tr/ * Ss have 5 seconds to think, then guess the word corresponding to the pictures.   A green leaf on a white background  Description automatically generated with medium confidenceA picture containing food, bread  Description automatically generatedA picture containing diagram  Description automatically generated | Students’ oral prediction about the pictures.  **Suggested answers:**  1. tree  2. bread  3. cream | **Elicit**  Show the pictures to elicit the three consonants. |
|  | **2. TASK 1: LISTEN AND REPEAT.**  **Pay attention to the consonant blends /br/, /kr/, and /tr/** (p.9)  \* Teacher:  - plays the recording and asks Ss to listen to the words and repeat; tell them to pay attention to the consonant blends.  - makes sure Ss know the meaning of each word. | Repeated words with the consonant blends | Listen to the recording/  teacher & repeat in chorus then individually |
|  | **TASK 2: LISTEN TO THE SENTENCES AND CIRCLE THE WORDS YOU HEAR.** (p.9)  \* Teacher gives the instruction clearly | Circled words.  **Suggested answers:**  *1. b, 2. c , 3. a* | Listen to the recording/  teacher and circle the correct words individually. |
| **ACTIVITY 2: VOCABULARY (10’)** | | | |
| To make sure that students understand the meaning of some lexical items about household chores. | **TASK 1: MATCH THE WORDS WITH THEIR MEANINGS.** (p.10)  \* T gives clear instructions. | Marched words with their meaning  *Key:*  *1. b, 2. d, 3. e, 4. a, 5. c* | - Work in pairs.  - Peer correction.  -Teacher’s feedback. |
|  | **TASK 2: COMPLETE THE SENTENCES USING THE WORDS IN TASK 1**.(p.10)  \* T gives clear instructions. | Completed sentences with the words provided  *Key:*  *1. homemaker*  *2. groceries*  *3. heavy lifting*  *4. housework*  *5. breadwinner* | - Work in pairs.  - Peer correction.  -Teacher’s feedback. |
| **ACTIVITY 3: GRAMMAR (12’)** | | | |
| To give students an opportunity to revise the use of present simple and present continuous | **TASK 1: CHOOSE THE CORRECT FORM OF THE VERB IN EACH SENTENCE.** (p.10)  \* Teacher:  - tells Ss to read the sentences in 4 in Getting Started. T asks them what tense(s) is / are used in each of them. | Completed sentences using the correct form of the verbs  *Key:*  *1. does*  *2.is putting out*  *3. cleans*  *4. is studying*  *5. does* | - Work in pairs.  - Peer correction.  -Teacher’s feedback. |
| - Practise scanning  - Develop students' knowledge of vocabulary for household chores. | **TASK 2: COMPLETE THE PARAGRAPH.**  - T asks Ss to look at Remember! box again to master the differences  between Present simple and Present continuous.  - T asks Ss to work in pairs. | Completed paragraph using the simple present or present ontinuous  Key:  1. does  2. is not/isn’t doing  3. is watching  4. are doing  5. is tidying up  6. is trying | - Work in pairs.  - Peer correction.  -Teacher’s feedback. |
| **ACTIVITY 4: EXTRA ACTIVITY (8’)** | | | |
| To help students further practise the present tenses forms. | **Extra exercise : 10 questions**  ***Put the verbs into the correct forms: present simple or present continuous.***  1. Listen! My sister (sing)\_\_\_\_\_\_a song.  2. Every night, we (go)\_\_\_to bed at 11p.m.  3. Now, they (stay)\_\_\_\_\_\_ in Ha Noi .  4. My grandfather often (read) \_\_\_\_\_\_\_\_ a newspaper in the morning.  5. Look! Hoa (run)\_\_\_\_\_\_\_\_\_\_\_\_.  6. Thuy usually (listen)\_\_\_\_\_ to the teacher in the class, but she (not listen) \_\_\_\_now.  7.Everyday, Mr. Hoang (not go) \_\_\_\_\_\_to work by car.  8. In the autumn, he rarely (go)\_\_\_\_\_\_\_ sailing and (go)\_\_\_\_\_\_\_\_ to school.  9. I (write)\_\_\_\_\_\_\_\_\_\_\_\_ a letter to my best friend now.  10. At 11 a.m every day, I (have)\_\_\_\_\_\_\_ lunch and (go)\_\_\_\_\_\_\_\_ to bed. | Completed sentences using the present simple or present continuous  **\* Key:**  1. is singing 2. go  3. are staying 4. reads  5. is running  6. listens/ isn’t listening  7. doesn’t go  8. goes/ goes  9. am writing  10. have / go | - Give the handouts.  - Work in pairs.  - Peer correction.  -Teacher’s feedback. |
| **ACTIVITY 5: CONSOLIDATION:** **(5’)** | | | |
| To help students memorize the target language and skills that they have learnt | **WRAP-UP**  - the consonant blends /br/, /kr/, and /tr/  - present simple or present continuous***.***  **HOMEWORK:**  - Exercises in the workbook.  - Prepare for lesson 3 Unit 1. | \* Students’ list of what they have learnt.  - consonant blends /br/, /kr/, and /tr/.  - some lexical items about household chores.  - present simple vs. present continuous. | \* Ss work individually. |

Hand – out:

**Language analysis**

|  |  |  |
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|  | **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 *present simple* to talk about habits or things we do regularly.  Example: *My mother cooks every day.* | We use *present continuous* to talk about things which are happening at the moment of speaking.  Example: *My mother isn’t cooking now. She’s working in her office.* |
| 3. Time expressions | usually, always, every day, often, never, seldom…  🡪 adverbs of frequency | now, at the moment, at present, presently, … |

***Put the verbs into the correct forms: present simple or present continuous.***

1. Listen! My sister (sing)\_\_\_\_\_\_a song.

2. Every night, we (go)\_\_\_to bed at 11p.m.

3. Now, they (stay)\_\_\_\_\_\_ in Ha Noi .

4. My grandfather often (read) \_\_\_\_\_\_\_\_ a newspaper in the morning.

5. Look! Hoa (run)\_\_\_\_\_\_\_\_\_\_\_\_.

6. Thuy usually (listen)\_\_\_\_\_ to the teacher in the class, but she (not listen) \_\_\_\_now.

7.Everyday, Mr. Hoang (not go) \_\_\_\_\_\_to work by car.

8. In the autumn, he rarely (go)\_\_\_\_\_\_\_ sailing and (go)\_\_\_\_\_\_\_\_ to school.

9. I (write)\_\_\_\_\_\_\_\_\_\_\_\_ a letter to my best friend now.

10. At 11 a.m every day, I (have)\_\_\_\_\_\_\_ lunch and (go)\_\_\_\_\_\_\_\_ to bed.