**School:**

**Teacher’s name:**

**Class:**

**LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

REVIEW 1

# **Lesson 1: Language**

I. OBJECTIVES

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

**1. Knowledge**

- Review words related to family life, humans and environment, and music;

- Review the pronunciation of the consonant blends /br/, /kr/, /tr/, /gr/, /pr/;

- Apply the knowledge of grammar points learnt in the previous units to do the tasks;

(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 critical thinking skills;

- 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, Review 1

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- *hoclieu.vn*

**Assumptions**

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| **Anticipated difficulties** | **Solutions** |
| Students may find the lesson boring due to a large number of language exercises. | - 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 excessively talkative students practise.  - Continue to explain task expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To revise the vocabulary related to the topic of Unit 1, Unit 2 and Unit 3.

**b. Content:**

**-** Game: Finding keywords

**c. Expected outcomes:**

**-** Students can recall the vocabulary that they have learnt.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Game: Finding keywords (PPT slides)**  - 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.  - Teacher and students discuss the answers.  - Teacher checks the answers as a class. | - Students raise hands to answer.  - Students check the answes. | **Key:**  Set 1: Family life/family  Set 2: Humans and the environment/ go green/ green lifestyle/ living green  Set 3: Traditional music/music |

**e. Assessment**

- Teacher observes the groups and gives feedback.

**2. ACTIVITY 1: PRONUNCIATION** (7 mins)

**a. Objectives:**

- To check if students can identify consonant blends and provide further pronunciation practice. **b. Content:**

- Task 1. Listen and write the words in the correct columns. Then practise saying the words.(p.38)

**c. Expected outcomes:**

- Students can identify consonant blends and practise pronouncing them.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Listen and write the words in the correct columns. Then practise saying the words.** | | |
| - 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.  - Teacher can invite some pairs of students to read aloud.  - Teacher checks students’ pronunciation and gives feedback. | - Students do the task by writing the words in a suitable column.  - Students practise reading aloud the words.  - Check the answers. | **Answer key:**  /br/:brain, breakfast, breadwinner  /gr/: green, grow, great  /kr/: crash, create, cream  /pr/: practise, protect, product  /tr/: train, treat, tree |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

- Students in class listen and give feedback on their friends’ performance.

**3. ACTIVITY 2: VOCABULARY** (14 mins)

**a. Objectives:**

- To check if students remember collocations they have learnt in the previous units.

- To check if students can use words they have learnt in the previous units.

**b. Content:**

- Task 1: Match the two parts to make complete sentences. (p.38)

- Task 2: Complete the following sentences using the words from the box.(p.38)

**c. Expected outcomes:**

- Students understand the meaning of words, memorise them and are able to use them in a meaningful context.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Match the two parts to make complete sentences. (7 mins)** | | |
| - Teacher tells students to read the given parts of the sentences carefully and make sure they understand their meanings.  - Teacher allows students to share their answers before discussing as a class and encourages them to pronounce the sentences correctly.  - Teacher checks the answers as a class and gives feedback. | - Students do this exercise individually by matching the halves to complete the sentences.  - Work with a partner and share the answer. | **Answer key:**  1. e  2. d  3. a  4. b  5. c |
| **Task 2. Complete the following sentences using the words from the box. (7 mins)** | | |
| - Teacher asks students to work individually to complete the sentences with the given words and phrases.  \*\*\* 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. | - Students work individually to complete the task.  - Work with a partner and share the answer.  - Students say the complete sentences aloud. | **Answer key:**  1. laundry  2. groceries  3. perform  4. audience  5. eco-friendly |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. ACTIVITY 3: GRAMMAR** (17 mins)

**a. Objectives:**

- To check if students can use the grammar points learnt in the previous units in

sentences.

**-** To check if Ss can use the passive voice.

- To check if Ss can use coordinating conjunctions (and, or, but, so) to make compound sentences.

**b. Content:**

- Task 1. Complete the sentences with the correct forms of the verbs in brackets. (p.39)

- Task 2. Complete the sentences. Make sure they mean the same as the sentences above them. (p.39)

- Task 3. Match the two parts to make complete sentences. (p.39)

**c. Expected outcomes:**

- Students know how to use the passive voice and coordinating conjunctions to make compound sentences.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Complete the sentences with the correct forms of the verbs in brackets. (5 mins)** | | |
| - Teacher asks students to work independently to fill in the blanks with the correct forms of the verbs in brackets.  - 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.  - Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed. | - Students read the sentences first and underline the clues that help them decide the correct forms of the verbs in brackets. | **Answer key:**  1. cleans – is helping  2. to improve – take  3. practise – are practising  4. am going to watch – will win |
| **Task 2. Complete the sentences. Make sure they mean the same as the sentences above them. (6 mins)** | | |
| - Teacher asks students to read the sentences first.  - 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.  - Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed. | - Students do the task individually.  - Students share the answers with a partner and check with the whole class. | **Answer key:**  1. The rubbish in the neighbourhood is collected three times a week.  2. All the electrical devices in the house were turned off.  3. His music videos will be watched online (by millions of people). |
| **Task 3. Match the two parts to make complete sentences. (6 mins)** | | |
| - Teacher asks students to read the two halves given of the sentence.  - 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. | - Students do the task individually.  - Students share the answers with a partner and check with the whole class. | **Answer key:**  1. b  2. c  3. d  4. a |

**e. Assessment**

- Teacher’s observation on Ss’ performance.

- Teacher’s feedback and peers’ feedback.

**4. CONSOLIDATION (2 mins)**

**a. Wrap-up**

- T asks Ss to talk about what they have reviewed in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Prepare for Review 1 - Lesson 2. Listening and Speaking.

**Board Plan**

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| *Date of teaching*  **REVIEW 1**  **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.  **\*Homework** |