

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

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none">- 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

<p><i>Date of teaching</i> Review 2 Lesson 1: Language</p>
<p>* Warm-up: Miming game</p> <p>Pronunciation Task 1: Escape the maze. Task 2: Pair the cards.</p> <p>Vocabulary Task 1: Find the missing letters. Task 2: Complete the sentences.</p> <p>Grammar Task 1: Read and circle the correct answers. Task 2: Recall the information.</p> <p>* Homework</p>

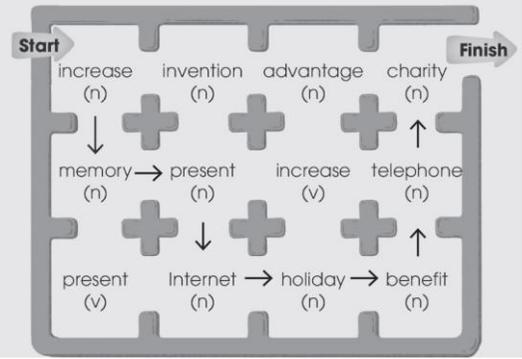
III. PROCEDURES

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 revise the vocabulary related to the topic of Unit 4 and Unit 5.	<p>MIMING GAME</p> <p>* Teacher:</p> <ul style="list-style-type: none"> - lists out some key words of Unit 4 and Unit 5, e.g. <i>generous, benefit, community, application, invention, laptop, smartphone, experiment, hardware, software, laboratory, equipment.</i> - has a volunteer come to the front then whispers one of the words into his/her ears. <p>** Ss have to draw or mime the word. The rest of the class makes guesses. The first student who correctly calls out the word gets a point.</p> <p>*** The class plays the game together.</p> <p>**** T checks if the answers are correct or incorrect and leads in the lesson.</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins
PRONUNCIATION	To check if students can identify the correct stress placement and provide further pronunciation practice.	<p>TASK 1. ESCAPE THE MAZE (p.62)</p> <p>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> <p>* T 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. T asks them to say these words aloud (increase, memory) with stress on the first syllable.</p> <p>*** Ss work in pairs.</p> <p>**** T gives feedback and discusses with the class. T plays the audio file for students to listen and repeat.</p> <p>Key:</p>	<p>T-S</p> <p>S-S</p> <p>T-S</p>	6 mins

				
	<p>To further practise putting stress on three-syllable words</p>	<p>TASK 2: PAIR THE CARDS. * T explains the activity. - Put Ss in pairs and give each pair 10 cards. - Write 20 familiar three-syllable words on the board: + 10 words with stress on the 1st syllable + 10 words with stress on the 2nd syllable. - Ask Ss to copy words on their cards then shuffle the cards and spread them 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 the most cards. *** Ss work in pairs. **** T gives feedback and discusses with the class.</p>	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</p>	<p>6 mins</p>
<p>VOCABULARY</p>	<p>To check if students can use words and phrases related to volunteering and inventions</p>	<p>TASK 1: FIND THE MISSING LETTER. What are the missing letters? Complete the sentences using the pictures to help you. (p.62) * T explains the activity. T demonstrates with the example by asking Ss to guess what the picture shows and elicits the answer from the Ss.</p>	<p>T-S</p> <p>S-S</p>	<p>6 mins</p>

		<p>** Ss work out the missing letters of the item by using the pictures. T reminds them that these are the words they learnt in Unit 4 and 5.</p> <p>*** Ss work in pairs.</p> <p>**** T gives feedback and discusses with the class.</p> <p><i>Key:</i></p> <p>1. <i>devices, communicate</i></p> <p>2. <i>donate, volunteer</i></p>	<p>S-S</p> <p>T-S</p>	
	<p>To check if students recognize the differences between -ing and -ed, -ful and -less adjectives</p>	<p>TASK 2. COMPLETE THE SENTENCES USING THESE WORDS. THERE ARE SOME EXTRA ONES. (p.63)</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 and reminds them that there are some extra words that they might not need.</p> <p>** Ss do the task as required.</p> <p>*** Ss exchange the answers.</p> <p>**** T gives feedback and discusses with the class.</p> <p><i>Key:</i></p> <p>1. <i>interesting / useful, careful</i></p> <p>2. <i>useless, interested</i></p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	<p>6 mins</p>
<p>GRAMMAR</p>	<p>To check if students can use the past simple, past continuous, present perfect, gerunds, and to-infinitives.</p>	<p>TASK 1: READ THE TEXT AND CIRCLE THE CORRECT ANSWERS. (p.63)</p> <p>* T explains the context of the text.</p> <p>- T tells Ss that new ideas are usually the result of careful planning and analysis, but sometimes there are accidents which lead to useful inventions.</p> <p>- T asks 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 gives feedback and discusses with the class.</p> <p><i>Key:</i></p> <p>1. <i>find</i></p> <p>2. <i>Discovering</i></p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	<p>6 mins</p>

		<p>3. <i>was sitting</i> 4. <i>fell</i> 5. <i>was cleaning</i> 6. <i>discovered</i> 7. <i>have used</i> 8. <i>to make</i> 9. <i>making</i></p>		
	<p>- To memorise information about the origin of some famous inventions. - To practise the use of past tenses.</p>	<p>TASK 2: RECALL THE INFORMATION * T divides the class into groups of three. T has each student in the groups choose a different invention from the text and pretend he/she is the person who has invented or discovered the thing. ** Each student should try to explain how they did it using the information from the text. <i>E.g. I'm Isaac Newton and I discovered the law of gravity. I was sitting under the apple tree when an apple fell on my head. I realized that something made apples fall straight to the ground. That's how I discovered gravity.</i> *** Ss work in groups and then report to the whole class. **** T gives feedback.</p>	<p>T-S S-S S-S T-S</p>	7 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.	T-S	2 mins
HOMEWORK	To prepare for the next lesson.	Prepare for the next lesson: Review 2, Lesson 2 – Skills (1).	T-S	1 min

REVIEW 2

Lesson 2: Skills (1) - Listening & Speaking

I. OBJECTIVES

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

1. Knowledge

- Review the Listening and Speaking skills 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

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none"> - 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>Review 2</p> <p>Lesson 2: Skills (1)</p> <p>* Warm-up. Game: Hangman</p> <p>Listening</p> <p>Task 1: Listen and choose the best title.</p> <p>Task 2: Listen and fill in the blanks.</p> <p>Task 3: Complete the sentences.</p> <p>Speaking</p> <p><i>What other features should a smart home have? How will they help us?</i></p> <p>Task 1: Brainstorming and mind mapping</p> <p>Task 2: Presentation</p> <p>* Homework</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 give excitement to students and lead in the lesson.	<p>GAME: HANGMAN</p> <p>* T writes 9 blank letters on the board.</p> <p style="text-align: center;">-----</p> <p>** Ss guess the letters in turn.</p> <p>*** The class plays the game together. The first student to get the correct answer is the winner.</p> <p>**** T checks if the answers are correct or incorrect and leads in the lesson.</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	5 mins
LISTENING	To practise listening for main ideas	<p>TASK 1. LISTEN AND CHOOSE THE BEST TITLE FOR THE TALK. (p.64)</p> <p>* T 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>*** Ss work individually and then compare their answers with their friends.</p> <p>**** T gives feedback and discusses with the class.</p> <p><i>Key: A</i></p>	<p>T-S</p> <p>S-S</p>	7 mins
	To practise listening for specific information	<p>TASK 2: LISTEN AGAIN AND FILL IN EACH BLANK WITH ONE WORD. (p.64)</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 having Ss do 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>*** Ss work individually and then compare their answer with the friend's.</p> <p>**** T gives feedback and discusses with the class.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. voice 2. Lights 3. alarm 	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</p>	7 mins

		4. devices		
	To further practise listening for specific information	<p>TASK 3. WORK IN GROUPS. COMPLETE THE SENTENCES WITH AS MANY WORDS AS POSSIBLE.</p> <p>* T puts Ss in groups and explains the task.</p> <p>** T gives each group a handout with 4 sentences. Each sentence has only 3 words given. T plays the audio (track 43). T can pause longer between sentences or play the audio several times if necessary.</p> <p>*** Ss listen to the audio and complete each sentence with as many words as they can.</p> <p>**** T 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>Key:</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 practise speaking about smart homes	<p>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)</p> <p>Task 1: Brainstorming and mind mapping</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> <p>** Ss work in groups, try to brainstorm and make a mind map on the paper given. Ss can draw and colour the mind map.</p> <p>*** T walks round the class and gives support if necessary.</p>	T-S S-S S-S	7 mins

		**** T gives feedback to each group before they present their work in front of theclass.	T-S	
		Task 2: Presentation * T asks Ss to look at the expressions in the box and reminds them to use them in their discussion. ** Ss work in groups, use the mind map to prepare for a short presentation about smart homes and suggesting new features. *** T walks round the class and gives support if necessary. T encourages them to use the expressions provided. **** T asks some groups to share their ideas with the rest of the class. T gives feedback and discusses with the class. T praises for interesting ideas and good delivery.	T-S S-S S-S T-S	9 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.	T-S	2 mins
HOMEWORK	To prepare for the next lesson.	Prepare for the next lesson: Review 2 - Skills (2) - Reading and Writing.	T-S	1 min

REVIEW 2

Lesson 3: Skills (2) - Reading and Writing

I. OBJECTIVES

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

1. Knowledge

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

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

Assumptions

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none"> - 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 style="text-align: center;">Review 2</p> <p style="text-align: center;">Lesson 3: Skills (2)</p> <p>* Warm-up: Guessing game</p> <p>Reading</p> <p>Task 1: Match the highlighted words with their meanings.</p> <p>Task 2: Read and choose the best answers.</p> <p>Task 3: Play with cards.</p> <p>Writing</p> <p>Task 1: Brainstorm.</p> <p>Task 2: Complete the application letter.</p> <p>* Homework</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
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WARM-UP	To give excitement to students and lead in the lesson.	<p>GUESSING GAME</p> <p>* T asks a student to come to the board. T shows him/her the key word <i>community service</i> and asks him/her to explain this word to the whole class.</p> <p>** This student can use any ways to describe the word, except for saying it directly.</p> <p>*** The class plays the game together. The fastest student to guess the correct key word is the winner of the game.</p> <p>**** T checks if the answers are correct or incorrect and leads in the lesson.</p>	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>S-S</p>	5 mins
READING	To practice understanding words from context.	<p>TASK 1. READ THE TEXT. MATCH THE HIGHLIGHTED WORDS WITH THEIR MEANINGS (p.64-65)</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.</p> <p>- T asks if Ss know the difference between them and tells 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 the answers as a class.</p> <p>**** T gives feedback and discusses with the class and elicits 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>Key:</p> <p>1. <i>c</i></p> <p>2. <i>b</i></p> <p>3. <i>a</i></p>	<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>TASK 2. READ THE TEXT AGAIN AND CHOOSE THE BEST ANSWERS. (p.65)</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>**** T gives feedback.</p> <p>1. <i>B</i></p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	6 mins

		<p>2. C (Clue: For example, they may volunteer to meet new people, to develop social skills, or to 'find themselves' (learn what they truly want in life))</p> <p>3. A (Clue: In general, people may volunteer not just to help others, but to help themselves)</p>		
	To further practice reading for main ideas and specific information	<p>TASK 3. PLAY WITH CARDS.</p> <p>* T puts Ss into pairs. Ask each pair to prepare two quiz questions based on the reading text and write them on cards or pieces of paper, e.g. <i>How many types of community service are there? Why does the writer think volunteering isn't always selfless?</i></p> <p>** T collects the cards, shuffles them and spreads them (face down), on a table in front of the class. Invite pairs to take turns to come to the table and turn over a card.</p> <p>*** Ss read the question and answer it. Ss get one point for a correct answer. If the answer is wrong, they should put the card face down in the same position.</p> <p>**** T checks the answers and gives feedback.</p>	T-S S-S T-S	6 mins
WRITING	To practice writing a job application letter	<p>COMPLETE THIS APPLICATION LETTER FOR A VOLUNTEER JOB BY WRITING A SHORT PARAGRAPH. YOU MAY USE THE IDEAS BELOW TO HELP YOU. (p.65)</p> <p>Task 1: Brainstorm</p> <p>* T asks Ss to work in groups and brainstorm ideas to answer the question: <i>Which skills and qualities are needed to be a volunteer for an organization collecting books for children?</i></p> <p>** T asks Ss to share their ideas and write them on the board. Ss can use the ideas in students' book page 65.</p> <p>*** Ss contribute to the discussion and note down the important points in their notebooks.</p> <p>**** T checks the answers and gives feedback.</p> <p><i>Suggested ideas:</i></p> <ul style="list-style-type: none"> - Fond of reading - Love helping others - Love meeting new people - Good interpersonal skills 	T-S S T-S	10 mins

		<p>- <i>Be enthusiastic and helpful</i> - <i>Develop social skills</i></p>		
		<p>Task 2: Complete the application letter. * T explains the task: Ss must finish an application letter for a volunteer job. Specifically, they need to write the reasons why they are interested in the job. They should write 50 - 70 words. T draws their attention to the suggested ideas and tells Ss they can incorporate them in their letters. ** Ss complete the application letter. *** T gives Ss enough time to write their letters. T walks round the class and offers help. **** T collects some or all Ss' writings to give written feedback. <i>Sample answer:</i> <i>I am very interested in the job because I am very fond of reading and I can sort books very well. I also love helping others and meeting new people, especially children. In fact, reading books to children is my favourite hobby. I am also interested in this job because it will help me to develop my social skills, such as communication and teamwork skills.</i></p>	<p>T-S</p> <p>S T-S</p> <p>T-S</p>	<p>10 mins</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.	T-S	2 mins
HOMEWORK	To prepare for the next lesson.	Prepare for the next lesson: Unit 6, Lesson 1 – Getting Started.	T-S	1 min