

## REVIEW 3 (Unit 6+7+8)

### Lesson 1: Language

#### I. OBJECTIVES

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

##### 1. Knowledge

- Review words related to gender equality, Vietnam and international organisations, and new ways to learn;
- Review stress in three-syllable adjectives and verbs, stress in words with more than three syllables, and sentence stress;
- Review the passive voice;
- Review comparative and superlative adjectives;
- Review 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.	<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>
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## Board Plan

<p><i>Date of teaching</i></p> <p><b>REVIEW 3</b></p> <p><b>Lesson 1: Language</b></p> <p><b>* Warm-up</b>  Game: Board race  <b>Pronunciation</b>  Underline the stressed words, then mark the stressed syllables.  <b>Vocabulary</b>  Task 1: Match the words that go together.  Task 2: Complete the sentences.  <b>Grammar</b>  Task 1: Choose the best relative pronoun.  Task 2: Rewrite the sentences.  <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 lead in the lesson.	<p><b>GAME: BOARD RACE</b></p> <p>* T splits the class into teams and gives each team a colored marker. T creates 3 columns on the board and writes 3 topics at the top of each column. T asks Ss to write as many words as possible related to the 3 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>S</p> <p>T-S</p> <p>T-S</p>	5 mins
PRONUNCIATION	To give Ss an opportunity to review word and sentence stress.	<p><b>READ THE FOLLOWING SENTENCES. UNDERLINE THE STRESSED WORDS IN EACH SENTENCE, THEN MARK THE STRESSED SYLLABLES IN THESE WORDS. LISTEN AND CHECK.</b> (p. 96)</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 and do as instructed.</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>Key:</p> <ol style="list-style-type: none"> <li>1. Our <u>responsi'bility</u> is to <u>help</u> the '<u>children</u> in <u>re'mote</u> '<u>areas</u>.</li> <li>2. <u>Viet Nam</u> is an '<u>active</u> '<u>member</u> of '<u>many</u> <u>inter'national</u> <u>organi'sations</u>.</li> <li>3. Our '<u>company</u> has <u>gained</u> <u>eco'nomi</u>c '<u>benefits</u> from '<u>selling</u> '<u>local</u> '<u>products</u>.</li> <li>4. There are <u>many</u> <u>new</u> '<u>learning</u> <u>ac'tivities</u> at <u>schools</u> <u>now</u>.</li> </ol>	<p>T-S</p> <p>S</p> <p>T-S</p> <p>T-S</p>	8 mins
VOCABULARY	To help Ss review the collocations they have learnt in the previous units.	<p><b>TASK 1: MATCH THE WORDS THAT GO TOGETHER.</b> (p. 96)</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.</p> <p><i>E.g. 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-S</p> <p>S</p> <p>Pair work</p> <p>T-S</p>	5 mins

		<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>Key:</p> <ol style="list-style-type: none"> <li>1. c</li> <li>2. d</li> <li>3. a</li> <li>4. b</li> </ol>		
	To help Ss practise using the words in meaningful contexts.	<p><b>TASK 2: COMPLETE THE SENTENCES WITH THE CORRECT FORM OF THE WORDS IN BRACKETS.</b> (p. 96)</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. T explains 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. T has Ss call out the word they have used for each sentence first, asks some Ss to read the complete sentences. T confirms the correct answers.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. <i>equally</i></li> <li>2. <i>organisations</i></li> <li>3. <i>traditionally</i></li> <li>4. <i>Education</i></li> </ol>	T-S  S Pair work T-S	7 mins
GRAMMAR	To help Ss revise the relative pronouns <i>who</i> , <i>that</i> , <i>which</i> and <i>whose</i> .	<p><b>TASK 1: CHOOSE THE BEST RELATIVE PRONOUN TO COMPLETE EACH SENTENCE.</b> (p. 97)</p> <p>* T asks Ss to work independently to choose the correct relative pronouns to complete the sentences.</p> <p>** Ss read the sentences first and decide the best relative pronouns to complete the sentences.</p> <p>*** Ss compare the answers with their deskmates.</p> <p>**** T checks answers as a class. T can ask Ss to read aloud the full sentences and corrects their pronunciation if needed.</p>	T-S  S  T-S T-S	7 mins

		<p><i>Key:</i></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. A</li> <li>3. C</li> <li>4. B</li> </ol>		
	To help Ss revise comparative and superlative adjectives, and the passive voice with modal verbs.	<p><b>TASK 2: REWRITE THE SENTENCES USING COMPARATIVE AND SUPERLATIVE ADJECTIVES OR THE PASSIVE VOICE WITHOUT CHANGING THEIR MEANINGS.</b> (p. 97)</p> <p>* 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.</p> <p>** Ss do the task in pairs.</p> <p>*** T calls on individual Ss to read their completed sentences</p> <p>**** T checks as a class and confirms the correct answers.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <li>1. <i>is larger than</i></li> <li>2. <i>can't be accepted</i></li> <li>3. <i>is more active</i></li> <li>4. <i>the most interesting online course</i></li> <li>5. <i>should be provided for women</i></li> </ol>	T-S  S T-S	8 mins
WRAP-UP HOMEWORK	<ul style="list-style-type: none"> <li>- To consolidate what students have learnt in the lesson.</li> <li>- To prepare vocabulary for the next lesson.</li> </ul>	<p><b>WRAP-UP</b></p> <p>T asks Ss to talk about what they have learnt in the lesson.</p> <p><b>HOMEWORK</b></p> <p>Prepare for Review 3 – Skills (Listening and speaking).</p>	T-S	5 mins

## REVIEW 3 (Unit 6+7+8)

### Lesson 2: Skills (Listening & 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 online learning.

##### 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: 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 and 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

<i>Date of teaching</i> <b>REVIEW 3</b> <b>Lesson 2: Skills</b>
<b>* Warm-up</b> The A to Z game
<b>* Listening</b> Task 1: Choose the best title for the talk. Task 2: Complete the sentences.
<b>* Speaking</b> Share your opinions about the advantages of learning English and other subjects online.
<b>* Homework</b>

### 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>THE A TO Z GAME</b> * T gives Ss 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 ( <i>For example: Computer, Television, Mobile phone ...</i> ) ** Teams of Ss must race to write an appropriate word next to each letter on the board. *** T and Ss discuss the answers. **** T checks the answers as a class.	T-S  S  T-S T-S	5 mins

LISTENING	To help Ss practise listening for gist.	<p><b>TASK 1: LISTEN AND CHOOSE THE BEST TITLE FOR THE TALK.</b> (p. 97)</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. T asks Ss to explain why A and C are not suitable titles. <i>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.</i></p> <p>Key: B</p>	T-S S T-S T-S	10 mins
	To help Ss practise listening for specific information and key words.	<p><b>TASK 2: LISTEN AGAIN AND COMPLETE EACH SENTENCE WITH ONE WORD.</b> (p. 97)</p> <p>* T asks Ss to look at the sentences, underline the key words and decide what part of speech they need to fill in each blank (<i>e.g. 1: adj; 2: adj; 3: noun; 4: noun</i>).</p> <p>** T plays the recording again and has Ss write down their answers in their notebooks.</p> <p>*** Ss work in pairs to compare their answers.</p> <p>**** T checks the answers as a class.</p> <p>Key:</p> <p>1. <i>bored</i></p> <p>2. <i>useful</i></p> <p>3. <i>activities</i></p> <p>4. <i>answers</i></p>	T-S  T-S  S T-S	10 mins
SPEAKING	To provide an opportunity for Ss to practice expressing opinions about the advantages of learning English and other subjects online.	<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.</b> (p. 97)</p> <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.</p> <p>** Ss work in pairs, expressing opinions about the advantages of learning English and other subjects online.</p> <p>*** T calls on two or three pairs to share their opinions with the class.</p>	T-S  S  Pair work	15 mins

		**** T comments Ss' answers, praises for interesting ideas and fluent delivery.	T-S	
HOMEWORK	<ul style="list-style-type: none"> <li>- To consolidate what students have learnt in the lesson.</li> <li>- To prepare vocabulary for the next lesson.</li> </ul>	<p><b>WRAP-UP</b> Teacher asks students to talk about what they have learnt in the lesson.</p> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Do exercises in the workbook</li> <li>- Prepare for Review 3 – Skills: Reading and writing.</li> </ul>	T-S	5 mins

## REVIEW 3 (Unit 6+7+8)

### Lesson 2: Skills (Reading & 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: 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 and in groups so that they can help each other.</li><li>- Design as many exercises and 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>  <b>REVIEW 1</b>  <b>Lesson 3: Skills</b></p>
<p><b>* Warm-up</b>          Quizzes  <b>* Reading</b>          Task 1: Read and match the highlighted words with their meanings.          Task 2: True or false.  <b>* Writing</b>          Write about an international organisation you have learnt about (e.g. UN, UNICEF, WTO).  <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	To check the knowledge about rugby and international organisations and lead in new lesson.	<p><b>QUIZZES</b></p> <p>* T asks Ss to work in pairs and answer questions about rugby and international organisations.            ** Ss do as instructed.            *** T calls Ss to give their answers to each questions.            **** T checks answers as a class.</p> <p><i>Key:</i>            1. B</p>	<p>T-S</p> <p>S</p> <p>T-S</p> <p>T-S</p>	5 mins

		<p>2. C 3. D 4. A 5. C</p>		
READING	To help Ss practise understanding word meanings from context.	<p><b>TASK 1: READ THE TEXT AND MATCH THE HIGHLIGHTED WORDS WITH THEIR MEANINGS.</b> (p. 98)  * T asks Ss to read the whole text once to get an overall idea. T has Ss read the text again. T tells them to pay attention to the context of each highlighted word, then look at the three definitions.  ** Ss work individually to work out the words.  *** T puts Ss into pairs to compare their answers and asks individual Ss to write the words on the board.  **** T checks the answers as a class.</p> <p><i>Key:</i>  1. <i>qualified</i>  2. <i>encourage</i>  3. <i>considered</i></p>	T-S  S T-S  T-S	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).</b> (p. 98)  * T asks Ss to read the statements and underline the key words. T checks what key words they have underlined, <i>e.g. 1. male, trained, become, rugby coaches, Fiji; 2. Kitiana, working, primary school; 3. Kitiana, qualified coach, rugby programme; 4. rugby, other sports, can't, change, behaviour, males and females.</i>  ** Ss read through the text to locate the answers, and decide which statements are true or false.  *** T calls on some Ss to write their answers on the board.  **** T checks the answers as a class.</p> <p><i>Key:</i>  1. <i>F</i>  2. <i>T</i>  3. <i>T</i>  4. <i>F</i></p>	T-S  Individual work T-S T-S	10 mins

WRITING	To help Ss practise writing a paragraph about an international organisation.	<p><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)</b></p> <p>* T tells Ss they are going to write a paragraph (120 – 150 words) about an international organization that they have learnt in Unit 7.</p> <p>- T asks Ss to read through the questions and brainstorm some ideas for their writing in groups.</p> <p>- T asks Ss to use the given outline. They should pay attention to punctuation, structures, word choice, linking words, etc.</p> <p>** Ss work individually and write the paragraph.</p> <p>*** T gives Ss enough time to complete the paragraph. T walks round the class and offers help.</p> <p>**** T asks individual Ss to read their paragraphs or collects them to check after class and provides written feedback.</p> <p><i>Sample answer:</i></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>	T-S  S  T-S	15 mins
HOMEWORK	<p>- To consolidate what students have learnt in the lesson.</p> <p>- To prepare vocabulary for the next lesson.</p>	<p><b>WRAP-UP</b></p> <p>T asks Ss to talk about what they have learnt in the lesson.</p> <p><b>HOMEWORK</b></p> <p>- Prepare for Unit 4 – Getting started.</p> <p>- Do exercise in workbook.</p>	T-S	5 mins