

School: DO DANG TUYEN HIGH SCHOOL

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Class: 10/5; 10/10; 10/13

LESSON PLAN

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

UNIT 1: FAMILY LIFE

Lesson 1: Getting started – Household chores

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

- Be aware of responsibilities towards family

4. Digital competence

- 1.1NC1a: Meet information needs (search for vocabulary and images related to the family topic).

II. MATERIALS

- Grade 10 textbook, Unit 1, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.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

Assumption

Anticipated difficulties	Solutions
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- Students may not know the household chores. - Students may not know how to work in teams.	- Use pictures/ photos or videos of some household chores to show them in the class. Give short, clear instructions and help if necessary.
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To introduce the unit topic (Family life);
- To introduce some vocabulary and the grammar points to be learnt in the unit.

b. Content:

- Game: Let's race!

c. Expected outcomes:

- Students have an overview about the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Let's race? (PPT slides) - 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 confirms the correct answers.	- 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.	Suggested answer: Mop the floor Clean the toilet Wash the clothes / Do the laundry Clean the house Vacuum the carpet

e. Assessment

- T observes and gives feedback.

2. ACTIVITY 1: PRESENTATION (4 mins)

a. Objectives:

- To help students use key language more appropriately before they read and listen.

b. Content:

- Vocabulary pre-teaching

c. Expected outcomes:

- Students can identify some new words related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - T asks Ss to look at the photos to guess the meaning of new words.	- Students listen to the teacher's explanation and guess the words.	New words: 1. household (n) 2. chore (n)

- T shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.	- Students write down the new words in their notebook.	
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes students' writing of vocabulary in their notebooks.

3. ACTIVITY 2: PRACTICE (24 mins)

a. Objectives:

- To get students interested in the topic.
- To develop students' knowledge of vocabulary for household chores.
- To help students identify present simple and present continuous and how they are used in sentences.

b. Content:

- Task 1: Listen and read. (p.8)
- Task 2: Read the conversation again and decide whether the following statements are true (T) or false (F). (p.9)
- Task 3: Write the verbs/verb phrases that are used with the words or phrases in the conversation in 1. (p.9)
- Task 4: Complete the sentences from the conversation with the correct forms of the verbs in brackets. (p.9)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (6 mins)		
- T asks Ss to look at the picture (p.8 - 9) and answer the questions. - T checks their answers with the whole class. - T has the Ss read the conversation in pairs. - T collects common mistakes and gives comments.	- Ss do the task individually. - Ss share their answers with a partner. - Ss read the conversation. One pair reads aloud.	Questions: Who are they? Where are they? What are they doing? Suggested answers: Nam and Minh are two friends. They are at Nam's home. Nam is cooking.
Task 2: Read the conversation again and decide whether the following statements are true (T) or false (F). (10 mins)		
- 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. - T corrects their answers as a class.	- Ss do Task 2 individually first. - Ss share and discuss with their partners about the key words.	Answer key: 1. F → Nam is cooking now. 2. T 3. T

- 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. - T has Ss share their answers with the class. T confirms the correct answers and has Ss correct the false statement. T writes the correct sentence on the board.	- Ss do the task in pairs.	
Task 3: Write the verbs/verb phrases that are used with the words or phrases in the conversation in 1. (4 mins)		
- 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. - T checks and gives the correct answers with the whole class, and has them say the meaning of each collocation.	- Ss work individually. Ss share their answers with a partner.	Answer key: 1. put out the rubbish 2. do the laundry 3. shop for groceries 4. do the heavy lifting 5. do the washing-up
Task 4: Complete the sentences from the conversation with the correct forms of the verbs in brackets. (4 mins)		
- T has Ss read each sentence, try to think of a verb or an auxiliary verb that will complete the gap. - T asks the whole class to call out the verb forms first, then calls on individual students to read the complete sentences.	- Ss do the task individually. - Ss share the answers with a peer.	Answer key: 1. 'm preparing 2. does – 's working

e. Assessment

- Teacher checks students' exercises individually and gives feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help students practise talking about activities which raise students' awareness of their responsibilities.
- To practise teamwork.
- To give students authentic practice in using target language.

b. Content:

- Make a poster!
- Digital Competence Integration (1.1NC1a): T allows students to use their smartphones or tablets to search for suitable images or specific vocabulary related to "household chores" to decorate and complete their posters.

c. Expected outcomes:

- Ss can design a poster about activities which they can do to raise other students' awareness of their responsibilities towards their family.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Make a poster! (8 mins)		
- T gives Ss clear instructions in order to make sure Ss can do effectively. - Divide Ss into 4 main groups . - Ask Ss to work in groups to discuss and make a poster of activities to raise Ss' awareness of their responsibilities towards their family. - Observe Ss while they are discussing, note their language errors. - T gives Ss feedback. - Choose some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other students. - Choose some typical errors and correct as a whole class without nominating the Ss' names.	- Students work in groups to follow teacher's instructions. - Students perform in front of the class.	<i>Students' own creativity</i>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the project in Lesson 8
- * Have Ss look at the last page of Unit 1, the Project lesson and ask them what topic of the project is.
- * Tell them the project requirements: Do research on Family Day in Viet Nam or other countries in the world
 - + suggest activities, provide the reasons and expected results of the activities;
 - + present their plans in the last lesson of the unit.
- * Remind Ss that besides brainstorming activities, they:
 - + can search for ideas on the Internet, in the newspaper, etc. for reference.
 - + should use photos/pictures to illustrate their ideas.
- * 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.
- * Help Ss set deadlines for each task.

Board plan

Date of teaching

Unit 1: FAMILY LIFE

Lesson 1: Getting started – Household chores

*** WARM-UP**

Game: Let's race!

I. Vocabulary

1. household (adj) /'haʊs.həʊld/: trong gia đình, dùng trong gia đình
2. chore (n) /tʃɔːr/: việc vặt (thường được dùng ở số nhiều: chores)

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

***CONSOLIDATION**

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. 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. Personal qualities

- Be aware of responsibilities towards family

4. Digital competence

- 5.3NC1a: Apply different digital tools and technologies to create knowledge (using online dictionaries/pronunciation apps).

II. MATERIALS

- Grade 10 textbook, Unit 1, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.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, ...

Assumption

Anticipated difficulties	Solutions
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Students may be confused when to use present simple or present continuous.	- Give short and clear explanations with legible examples for each case. - Remind them and give some legible examples
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To arouse the classroom atmosphere.
- To lead in the lesson

b. Content:

- Game: Guess the words

c. Expected outcomes:

- Students can revise vocabulary related to family life.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Guess the words (PPT slides) - T gives instructions: + There are 8 pictures related to the topic "Family life". + Ss have 5 seconds to think, then guess the word corresponding to the picture. + Correct answer → +1 + Wrong answer → -1 - T counts the points, decides the winner, asks some more questions and leads in the lesson.	- Students work in groups to do the activity. - Students look at the pictures and guess the word.	Answer: <i>split</i> <i>chore</i> <i>groceries</i> <i>washing-up</i> <i>breadwinner</i> <i>laundry</i> <i>homemaker</i> <i>heavy lifting</i>

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (12 mins)

a. Objectives:

- To help students recognise and practise the consonant blends /br/, /kr/, and /tr/ in words.
- To help students practise identifying the consonant blends /br/, /kr/, and /tr/ in sentences.

b. Content:

- Task 1: Listen and repeat. Pay attention to the consonant blends /br/, /kr/, and /tr/. (p.9)
- Task 2: Listen to the sentences and circle the words you hear. (p.9)

c. Expected outcomes:

- Students can correctly pronounce the consonant blends /br/, /kr/, and /tr/ in single words and in sentences.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and repeat. Pay attention to the consonant blends /br/, /kr/, and /tr/. (6 mins)		
- Teacher 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)	- Students listen to the recording, and then repeat the words.	<i>Students' practice</i>

- Teacher makes sure Ss know the meaning of each word. - Teacher checks whether Ss have improved their pronunciation by randomly calling on individual Ss to read the words aloud. - Teacher can also play the pronunciation video lesson of this Unit for students to watch before they do the task.	- Students read the words aloud.	
Task 2: Listen to the sentences and circle the words you hear. (6 mins)		
- Teacher asks Ss to read all the words once, paying attention to the different consonant blends in the words in each group; checks that Ss understand what the words mean. - Teacher plays the recording for Ss to listen and circle the words with the consonant blends they hear. - Teacher has Ss work in pairs to compare their answers; checks answers by asking individual Ss to read out the words they have circled. - Teacher plays the recording again, pausing after each sentence, for Ss to repeat. - Teacher goes round to offer help and collect common mistakes to correct as a class.	- Ss do as instructed. - Ss practise reading the sentences in pairs.	Answer key: 1. <i>b</i> 2. <i>c</i> 3. <i>a</i>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: VOCABULARY (12 mins)

a. Objectives:

- To make sure that students understand the meaning of some lexical items about household chores.
- To give students practice in using the words/phrases in meaningful contexts.

b. Content:

- Task 1: Match the words with their meanings. (p.10)
- Task 2: Complete the sentences using the words in task 1. (p.10)
- T asks Ss to use online dictionaries or pronunciation apps (e.g., Oxford, Cambridge, ELSA) on their devices to look up the meanings and pronunciation of the new words before matching (Applying Digital Competence 5.3NC1a).

c. Expected outcomes:

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

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match the words with their meanings. (6 mins)		
- T puts Ss in pairs and gives clear instructions. -T confirms the correct answer.	- Ss work in pairs to discuss and do the matching. - Ss share the answers with the whole class.	Answer key: 1. <i>b</i> 2. <i>d</i> 3. <i>e</i> 4. <i>a</i> 5. <i>c</i>
Task 2: Complete the following sentences using the words in Task 1. (6 mins)		
- Teacher has Ss work in pairs; tells them to read the sentences carefully and decides which word in task 1 can be used to complete each of the sentences. T explains that they should use the context clues to decide on the word / phrase, e.g. 'my mother' in sentence 1 refers to a person. - Teacher checks answers as a class, then has Ss call out the word they have used in each sentence first. - Teacher confirms the correct answers. T asks Ss to give reasons why they have chosen the word for each sentence, e.g. what context clues they have used. - Teacher asks some Ss to read the complete sentences. - Teacher confirms the correct answers and asks Ss to give the reasons why they have chosen the word/phrase for each sentence.	- Students read the sentences carefully and decide which words can be used. - Students explain the meaning of each phrase. - Students read the complete sentences.	Answer key: 1. <i>homemaker</i> 2. <i>groceries</i> 3. <i>heavy lifting</i> 4. <i>housework</i> 5. <i>breadwinner</i>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: GRAMMAR (7 mins)

a. Objectives:

- To give students an opportunity to revise the use of present simple and present continuous.
- To give students a further opportunity to revise the use of present simple and present continuous.

b. Content:

- Task 1: Choose the correct form of the verb in each sentence. (p.11)
- Task 2: Read the text and put the verbs in brackets in the present simple or present continuous. (p.11)

c. Expected outcomes:

- Students know how to use the present simple and present continuous and can apply them to complete a paragraph.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Choose the correct form of the verb in each sentence. (3 mins)		
- 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. For example, What does Nam say? Why is he using that tense? (<i>Nam says, 'I'm preparing dinner'. He uses the present continuous tense because he is talking about what he is doing at the moment of speaking.</i>) - In weaker classes, T has Ss read through the Remember! box and checks 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>) - 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. - Teacher 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. - Teacher checks answers and asks Ss to explain their choices (using the clues above). - Teacher check Ss' answers and asks them to explain their choices (using the clues above).	- Students read the notes in the Remember box. - Students do as instructed. - Students share their answers with a partner. - Students explain their answers.	Answer key: 1. does 2. is putting out 3. cleans 4. is studying 5. does
Task 2: Read the text and put the verbs in brackets in the present simple or present continuous. (4 mins)		
- T asks Ss to look at Remember! box again to master the differences between Present simple and Present continuous. - T asks Ss to work individually. - T checks Ss' answers and asks them to explain their choices (using the clues above).	- Ss do as instructed. - Ss share their answers with a partner.	Key: 1. does 2. is not/isn't doing 3. is watching 4. are doing 5. is tidying up 6. is trying

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. ACTIVITY 4: EXTRA ACTIVITY (8 mins)

a. Objectives:

- To help students further practise the present tenses forms.

b. Content:

- Game: 20 questions

c. Expected outcomes:

- Students revise the knowledge learnt in the lesson.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Choose the correct form of the verb in each sentence. (3 mins)		
- T explains the rules of the game. - T praises Ss for interesting ideas and having a good memory and decides the winner. Rules: + Ss are given a list of words related to the topic: Family life. + Ss ask each other using Present Simple and Present Continuous Yes/No questions until they guess which of the words their partner chose.	- Ss play the game individually. - Ss do as instructed.	<i>Suggested questions:</i> - <i>Are you doing this now?</i> - <i>Is anyone in this class doing this now?</i> - <i>Are many people in this city doing this now?</i> - <i>Do you do this every day?</i> - <i>Do you do this more than twice a week?</i>

e. Assessment

- Teacher observes and gives feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 3 - Reading.

Board plan

<i>Date of teaching</i> Unit 1: FAMILY LIFE Lesson 2: Language * Warm-up Guessing game * Pronunciation Task 1: Listen and repeat. Task 2: Listen to the sentences and circle the words you hear. * Vocabulary Task 1: Match the words with their meanings.

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

*** Grammar**

Task 1: Choose the correct form of the verb in each sentence.

Task 2: Read the text and put the verbs in brackets in the present simple or present continuous.

Game: 20 questions

*** Homework**

UNIT 1: FAMILY LIFE

Lesson 3: Reading – Benefits of doing housework

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. Competences

- 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

4. Digital Competence

- 1.1NC1b: Apply search techniques to obtain data and information related to the reading text (searching for additional benefits or facts about housework)

II. MATERIALS

- Grade 10 textbook, Unit 1, Reading
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
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)	/'grættɪtʃuːd/	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
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Assumption

Anticipated difficulties	Solutions
- Ss may lack knowledge about some lexical items. - Ss may lack skills to find specific information	- Provide them with the meaning and pronunciation of words. - Provide them with techniques to read for specific information.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To arouse the classroom's atmosphere
- To lead in the lesson

b. Content:

- Game: Who's in charge?

c. Expected outcomes:

- Students join the activity enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Who's in charge? - 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. - T confirms, checks the answers on the board, decides the winner and leads in the lesson.	- Ss discuss in their teams and list down the housework. One representative from each group comes and writes on the board.	Suggested answers: <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>

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-READING (9 mins)

a. Objectives:

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

b. Content:

- Task 1: Look at the picture and answer the questions. (p.11)

c. Expected outcomes:

- Students can have prior knowledge of the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Look at the picture and answer the questions. (4 mins)		
- T sets the context for the reading tasks, asks some questions about the picture and has Ss call out the answers as a class. - T asks Ss to work in pairs, look at the picture and answer the questions. - T tells Ss that there are no right or wrong answers and they should feel free to make any guesses. - Teacher confirms, shows the answers on the screen.	- Students work in pairs. - Students look at the picture and answer the questions.	Suggested questions: <i>Is this a family?</i> <i>Who do you think they are?</i> <i>Where do you think they are?</i> Suggested answers: 1. <i>The mother is cooking; the father is laying the table; the son is (vacuuming) cleaning the floor; the daughter is washing vegetables.</i> 2. <i>The people are happy because they are doing housework together, and all the family members are sharing the household chores.</i>
Vocabulary pre-teaching (5 mins)		
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the "Rub out and remember" technique. - Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.	- Students listen to the teacher's explanation and guess the words. - Students write down the new words in their notebook.	New words: 1. <i>responsibility (n)</i> 2. <i>gratitude (n)</i> 3. <i>strengthen (v)</i> 4. <i>bond (n)</i> 5. <i>character (n)</i>

e. Assessment

- Teacher observes and gives feedback.

3. ACTIVITY 2: WHILE-READING (20 mins)**a. Objectives:**

- To help students practise guessing the meanings of words in context.
- To help students understand the lexical items in the text.

b. Content:

- Task 2: Read the text and tick the appropriate meanings of the highlighted words. (p.11)
- Vocabulary
- Task 3: Read the text again and answer the questions. (p.12)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the text and tick the appropriate meanings of the highlighted words. (7 mins)		
- Teacher 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. - Teacher asks Ss to work in groups to discuss the clues for each correct option and compare their answers. - Teacher confirms, shows the answers on the screen and asks Ss to make corrections if they choose the wrong answers.	- Ss discuss in groups to find out the answers and raise their hands to give the answers.	Answer key: <i>1. a</i> <i>2. b</i> <i>3. a</i> <i>4. a</i> <i>5. b</i>
Vocabulary (5 mins)		
- 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. - T confirms, shows the items and their meanings on the screen; asks Ss to note down the vocabulary.	- Ss read the text again and try to define the highlighted words. (Ss can do this activity in pairs) - Ss explain the words in front of the class. Other Ss give comments.	Vocabulary: <i>1. responsibility (n)</i> <i>2. gratitude (n)</i> <i>3. strengthen (v)</i> <i>4. bond (n)</i> <i>5. character (n)</i>
Task 3: Read the text again and answer the questions. (8 mins)		
- T asks Ss to read the questions and underline the key words in each of them. - T checks which words Ss have underlined. - T tells Ss to go through the text to find the answers and has Ss work in pairs to compare their answers. - T checks answers by asking pairs or groups to give their answers and provide reason for their opinions. - T confirms, shows the answers on the screen and asks Ss to make corrections if they are wrong.	- Students underline the key words in each question. - Students discuss in pairs to find out the answer.	Answer key: <i>1. Most people think that housework is boring and is the responsibility of wives and mothers only.</i> <i>2. They want to give their children more time to play or study.</i> <i>3. These are doing the laundry, cleaning the house, and taking care of others.</i> <i>4. They learn that they have to try to finish their</i>

		tasks even though they do not enjoy doing them. 5. Because children learn to appreciate all the hard work their parents do around the house for them. They also start treating doing household chores as special moments shared with their parents.
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e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-READING (8 mins)

a. Objectives:

- To help students use the ideas and language in the reading to talk about themselves.

b. Content:

- Task 4: Work in pairs. Discuss the question. *What benefits do you think you can get from sharing housework?* (p.12)
- Digital Competence Integration (1.1NC1b): T guides Ss to use their smartphones/tablets to apply search techniques (using keywords like "benefits of chores for teenagers", "life skills from housework") to find one extra benefit or interesting fact/statistic to add to their mind map.

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about themselves.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the question. <i>What benefits do you think you can get from sharing housework?</i>		
- Teacher asks Ss to read the text again and underline the benefits of doing housework. - Teacher 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. - T invites Ss from different pairs to present a summary of their discussion to the whole class. - T gives feedback.	- Students discuss in pairs and prepare for their presentation. - Students share their answers with the whole class.	<i>Students' own answer.</i>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Speaking.

Board plan

<i>Date of teaching</i> Unit 1: FAMILY LIFE Lesson 3: Reading * Warm-up Game: Who's in charge? - Task 1: Work in pairs. Look at the picture and answer the questions. - Task 2: Read the text and tick the appropriate meanings of the highlighted words. Vocabulary - Task 3: Read the text again and answer the questions. - Task 4: Work in pairs. Discuss the question. * Homework

UNIT 1: FAMILY LIFE

Lesson 4: Speaking – Why should/shouldn't children do housework?

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.

4. Digital Competence

- 2.1NC1a: Use various digital technologies to interact (group discussion, voice recording).

II. MATERIALS

- Grade 10 textbook, Unit 1, Speaking
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
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 ˌskɪls/	a skill that is useful or important in everyone's life	kỹ năng sống

Assumption

Anticipated difficulties	Solutions
- Ss may lack knowledge about some lexical items. - Ss may lack the skills to give a presentation.	- Provide them with the meaning and pronunciation of words. - Provide them with techniques to present in front of the whole class.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To arouse the classroom atmosphere.
- To lead in the lesson.

b. Content:

- Matching time

c. Expected outcomes:

- Students join the game enthusiastically and gain knowledge on the topic.

d. Organisation:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Matching time - 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. - Teacher confirms, checks the answers from the fastest team. - T recaps the vocabulary and leads in the lesson.	- Students discuss in their teams and match the pictures with the name of chores. - Ss raise their hands when they finish.	Key: 1 - e. cook 2 - c. do the laundry 3 - a. do the washing-up 4 - d. do the heavy lifting 5 - b. shop for groceries 6 - g. feed pets 7 - h. water the plants 8 - j. clean the bathroom 9 - i. clean the house 10 - f. put out the rubbish

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: CONTROLLED PRACTICE (25 mins)

a. Objectives:

- 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.
- To provide students with an example conversation in which people express their opinions about whether children should or shouldn't do housework.

b. Content:

- 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)
- Task 2: Listen and complete the conversation. (p.12)

c. Expected outcomes:

- Students can have some ideas to prepare for the talk.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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. (10 mins)		

- Teacher recalls lexical items from previous lessons by asking Ss to call out the meaning of some words. - Teacher has Ss work in pairs / groups. - Teacher asks Ss if they can think of any reasons why children shouldn't do housework. - T asks Ss to read the task carefully and discuss in which column each sentence from task 1 should go. - T checks Ss' answers with the whole class. - T encourages Ss to add their own reasons.	- Students brainstorm in group and raise their ideas. - Ss do the task in groups and then write their answers on the board. Others Ss check their friends' answer.	Key: SHOULD 1. <i>Doing housework helps them develop life skills.</i> 2. <i>Doing housework teaches them to take responsibility.</i> 5. <i>Doing housework helps strengthen family bonds.</i> SHOULDN'T 3. <i>Kids should be given plenty of playtime when they are young.</i> 4. <i>They may break or damage things when doing housework.</i> 6. <i>They need more time to study and do homework.</i>
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Task 2: Listen and complete the conversation. (10 mins)

- Teacher has Ss read through the conversation once to get some general ideas about it. <i>Suggested questions: How many people are talking? What are they talking about?</i> - T 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. - T plays the recording for Ss to listen - T plays the recording again and checks Ss' answers; confirms the correct answers. - T asks Ss to read the conversation in groups of three, each taking turns to be Anna, Nam, and Minh.	- Students do the task in pairs and discuss the answers together. - Students practise the conversation in groups and present in front of the class.	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>
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e. Assessment

- Teacher observes students' performance and gives feedback.

3. ACTIVITY 2: LESS-CONTROLLED PRACTICE (13 mins)

a. Objectives:

- To help students practise having conversations in which they can express their opinions about why children should or shouldn't do housework.

b. Content:

- Task 3. Have conversations similar to the one in task 2. (p.12)

- Teacher asks students to use their smartphones to record their group conversation (Applying Digital Competence 2.1NC1a). This allows them to listen back and self-correct their pronunciation and intonation.

c. Expected outcomes:

- Students can use the language and ideas from the unit to create similar conversations.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Have conversations similar to the one in task 2.		
- Teacher has students work in groups of three. - Teacher reminds Ss to swap roles and role-play their conversations two more times to make sure each student has the opportunity to play the three roles. - Teacher asks some groups to act them out in front of the class after 6-7 minutes of preparation - T goes round the class to offer help when necessary while noting down Ss' participation in the activity and any difficulties they may have. - T asks other Ss to give comments and then give feedback to Ss' performance.	- Students practise making their own conversation in groups of three. - Some groups act out their conversation in front of the whole class.	<i>Students' own creativity.</i>

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Listening.

Board plan

<i>Date of teaching</i> Unit 1: FAMILY LIFE Lesson 4: Speaking * Warm-up: Matching time Task 1: Put the reasons in the correct column. Task 2: Listen and complete the conversation. Task 3: Make similar conversations. * Homework
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UNIT 1: FAMILY LIFE

Lesson 5: Listening – Family support

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.

4. Digital Competence

- 2.1NC1a: Use various digital technologies to interact (group discussion, recording speech)

II. MATERIALS

- Grade 10 textbook, Unit 1, Listening
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

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

Assumption

Anticipated difficulties	Solutions
- Ss may lack knowledge about some lexical items. - Ss may not catch the ideas to decide the statements are true or false.	- Provide them with the meaning and pronunciation of words. - Remind them to pay attention to the key words in each sentence.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To arouse the classroom atmosphere
- To lead in the lesson

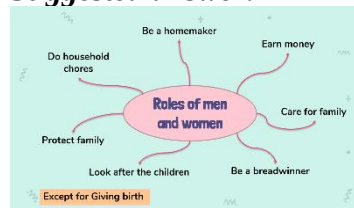
b. Content:

- Game: Web completion

c. Expected outcomes:

- Students can join the game and gain knowledge on the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Web completion - 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. - T confirms, checks the answers on the board, decides the winner and leads in the lesson.	- Students discuss in their teams and list down the housework. One representative from each group comes and writes on board.	Suggested answer: 

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-LISTENING (5 mins)

a. Objectives:

- To introduce the topic of the listening extract and activate students' prior knowledge.

b. Content:

- Task 1: Look at the picture and answer the questions. (p.13)

c. Expected outcomes:

- Students gain prior knowledge of the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Look at the picture and answer the questions. (5 mins)		
- Teacher has Ss look at the picture and describe it. - T asks Ss to work in pairs, look at the picture and answer the questions. - T tells Ss that there are no right or wrong answers and they should feel free to make any guesses.	- Students work in pairs and answer the questions.	Suggested questions: <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>

- T confirms, shows the answers on the screen.		Key: <i>A student and the host of a talk show</i> <i>In a studio</i> <i>Name of the show: Family Life Talking; The host is interviewing the student.</i> <i>A gold medal</i>
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e. Assessment

- Teacher observes and gives feedback.

3. ACTIVITY 2: WHILE-LISTENING (24 mins)

a. Objectives:

- To help students practise listening for specific information in an extract of a talk show and comparing their predictions with what they hear.
- To help students practise listening for details.
- To help students practise listening for keywords.

b. Content:

- Task 2: Listen to the introduction to the talk show and check whether your answer to question 2 above is correct or not. (p.13)
- Task 3: True or false. (p.13)
- Task 4: Listen and complete the sentences. (p.13)
- Digital Competence Integration (2.1NC1a): T asks student groups to use their smartphones to record their speaking performance. T encourages them to listen back to the recording to self-check pronunciation or upload it to the class Padlet/Zalo group for feedback.

c. Expected outcomes:

- Students can catch the main idea as well as specific details of the recording and complete the tasks successfully.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 2: Listen to the introduction to the talk show and check whether your answer to question 2 above is correct or not. (9 mins)		
- Teachers tells Ss that they are going to listen to part of the talk show and decide whether their guesses are correct. - T plays the recording. - T confirms, shows the answers on the screen and asks Ss to make correction if they made a wrong answer.	- Students make predictions before listening. - Listen and check their answer.	Answer key: <i>He's talking about his family life and how his family have helped him achieve success in his studies.</i>
Task 3: True or false. (8 mins)		
- Teacher asks Ss to read through the statements once and underline the key words in them. - T checks Ss' understanding. - T asks Ss to listen and then compare their answers in pairs before listen to the recording the second time. - T asks Ss to correct the false statements.	- Students read the statements and underline the key words. - Students listen and tick T or F. - Students compare their answers in pairs and correct the false statements.	Answer key: 1. <i>F</i> 2. <i>F</i> 3. <i>T</i> 4. <i>T</i>

- T plays the recording twice. Ss do the task and correct the false statements. - T checks answers.		
Task 4: Listen and complete the sentences. (7 mins)		
- Teacher explains the task and asks Ss to read the sentences before they listen to the recording again. - T checks comprehension of words / phrases that may be new to them. - T tells Ss to underline the key words while they read the sentences. - T plays the recording twice. - T checks answers as a class.	- Ss do the task. Ss compare their answers in pairs before listening to the recording the second time.	Key: 1. <i>difficulties</i> 2. <i>love</i> 3. <i>sad</i>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: POST-LISTENING (8 mins)

a. Objectives:

- To help students apply the language they have learnt in the listening in a speaking task about their own experiences.

b. Content:

- Task 5: Work in groups. Discuss the question.

How can parents help their children achieve success in their studies? (p.13)

c. Expected outcomes:

- Students can use the language and ideas from the unit to talk about family support.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Discuss the question.		
- Teacher has Ss work in groups of three and tells them to think about their own family to answer the question. - T gives feedback.	- Students work in groups of 3 and discuss. - Students share their ideas to the whole class.	<i>Students' own creativity.</i>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson – Writing.

Board Plan

Date of teaching
Unit 1: FAMILY LIFE
Lesson 5: Listening

***Warm-up**

Game: Web completion

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

Task 2: Listen to the introduction to the talk show and check whether your answer to Question 2 above is correct or not.

Task 3: True or False

Task 4: Listen again and complete the sentences.

Task 5: Discussion

***Homework**

UNIT 1: LIFE STORIES WE ADMIRE
Lesson 6: Writing – Writing about family routines

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.

4. Digital Competence

- 3.1NC1a: Apply methods to create and edit content in different formats (digital text drafting/word processing)

II. MATERIALS

- Grade 10 textbook, Unit 1, Writing
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
- Ss may want to use their own suggestions but they may not know how to express their ideas in English. - Ss in weaker classes may not know how to use connectors correctly to link sentences. - Ss may not know the structure of a paragraph.	- Be ready to provide them with words/ phrases which they can use to express their ideas in English. - Provide them with some connectors and some examples. - Give them some basic information about the structure of a paragraph.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

b. Content:

- Task 1: Which of the following activities in the pictures do you think can be family routines? (p.14)

c. Expected outcomes:

- Students can understand the concept of family routines and activities that can become part of them.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Which of the following activities in the pictures do you think can be family routines?		
- Teacher takes the 6 pictures in Task 1, prints them out and puts each picture on different tables. - T asks Ss to stand around the table with the activity they do most with their family. - 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.	- Students go to the table with the activity they do most with their family. - Students in each group share with the group how often they do that activity.	<i>Students' own answer.</i>

e. Assessment

- Teacher observes and gives feedback.

2. ACTIVITY 1: PRE-WRITNG (9 mins)

a. Objectives:

- To provide an example email about family routines, which students' can use as a model for their writing.

b. Content:

- Task 2: Read Joey's email about his family routines and complete the table with the information from it. (p.14)

c. Expected outcomes:

- Students can select the appropriate information and have ideas to write about family routines in the next part.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS												
Task 2: Read Joey's email about his family routines and complete the table with the information from it.														
- Teacher 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>). - T ask Ss to read the email and underline the relevant information. - T has Ss compare their answers with a partner before they complete the table.	- Students read the text and complete the table. - Students read the answers and check.	Answer key: <table border="1"> <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> - share daily experiences - talk about the latest news </td></tr> <tr> <td>2. watch favourite game show on TV together</td><td>every Friday evening</td><td> - discuss the questions - guess the answers (to the quizzes in the show) </td></tr> <tr> <td>3. clean the house together</td><td>every two weeks, on Saturday</td><td> - make a list of chores - choose tasks </td></tr> </tbody> </table>	Routines	When / How often	Things to do to strengthen family bonds	1. have dinner together	every day	- share daily experiences - talk about the latest news	2. watch favourite game show on TV together	every Friday evening	- discuss the questions - guess the answers (to the quizzes in the show)	3. clean the house together	every two weeks, on Saturday	- make a list of chores - choose tasks
Routines	When / How often	Things to do to strengthen family bonds												
1. have dinner together	every day	- share daily experiences - talk about the latest news												
2. watch favourite game show on TV together	every Friday evening	- discuss the questions - guess the answers (to the quizzes in the show)												
3. clean the house together	every two weeks, on Saturday	- make a list of chores - choose tasks												

- T asks individual Ss to call out their answers and confirms the correct ones.		
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e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: WHILE-WRITING (18 mins)

a. Objectives:

- To help students practise writing part of an email about family routines using given ideas.
- To help students practise developing ideas and writing a paragraph.

b. Content:

- Task 3: Complete the email about Dong's family routines using the information in the box. (p.15)
- Digital Competence Integration (3.1NC1a): T asks Ss to draft the middle paragraph of the email on their computers/tablets (using Word/Google Docs). T encourages them to use editing features (spell check, copy-paste to reorganize ideas).

c. Expected outcomes:

- Students can practise writing an email about family routines.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 3: Complete the email about Dong's family routines using the information in the box.		
- Teacher 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. - T gives Ss some basic information about the structure of a paragraph: + A paragraph is a group of sentences that develop ONE main idea. + A paragraph usually consists of three parts: a topic sentence, supporting sentences and a concluding sentence. + Two important qualities of a good paragraph are unity (i.e. one main idea is developed) and coherence (i.e. all the sentences and ideas flows smoothly to make clear and logical points about the topic). - T asks Ss read the information in the table and check comprehension. - T asks Ss to write the middle paragraph of the email individually, sets a limited time for this task and	- Students brainstorm for the ideas and the language necessary for writing - Students write the first draft individually using the ideas in task 1 and 2. - Ss share their answers with their group members.	Sample answer: <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</i>

walks round the class to give further support if needed. - Before they write, T reminds them to use some connectors to link the ideas: + To list ideas: First, Second, In addition, Additionally, Moreover, Furthermore, Another idea worth noting is that, Finally, + To give an example: For example/ For instance, To illustrate. + To conclude: In conclusion, In brief, In short. - T walks round the class to monitor, makes a note of some common mistakes.		<i>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>
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e. Assessment

- Teacher gives corrections and feedback.

4. ACTIVITY 3: POST-WRITING (12 mins)

a. Objectives:

- To do a cross-check and final check on students' writing.

b. Content:

- Students exchange their work for cross-checking.

c. Expected outcomes:

- Students can evaluate others' work as well as improve their own pieces of writing.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Cross-checking		
- Teacher has the pairs swap and gives feedback on each other's writing. Teacher shows a writing rubric to help Ss do the peer review. - Ss do the task as required. - After peer review, Ss give the writing back to the owner and discuss how to improve it. - Teacher then chooses one piece of writing and gives feedback on it as a model. - Teacher chooses some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss. - Teacher chooses some typical errors and corrects as a whole class without nominating the Ss' names.	- Students swap their piece of writing with their partners and give peer review.	Writing rubric 1. Organization: .../10 2. Legibility: .../10 3. Ideas: .../10 4. Word choice: .../10 5. Grammar usage and mechanics: .../10 TOTAL: .../50

e. Assessment

- Teacher's observation on Ss' performance, provides help if necessary.

- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Rewrite the paragraph in the notebooks.
- Do exercises in the workbook.

Board Plan

<i>Date of teaching</i> Unit 1: FAMILY LIFE Lesson 6: Writing *Warm-up - Task 1: Which of the following activities in the pictures do you think can be family routines? - Task 2: Read and complete the table. - Task 3: Complete the email using the information in the box. - Peer review *Homework
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UNIT 1: LIFE STORIES WE ADMIRE

Lesson 7: Communication and Culture / CLIL

I. OBJECTIVES

By the end of this lesson, Ss 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.

4. Digital Competence 2.1NC1a: Use various digital technologies to interact (group discussion, voice recording).

II. MATERIALS

- Grade 10 textbook, Unit 1, Communication and Culture / CLIL
- Computer connected to the Internet
- Projector / TV
- *hoclieu.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

Assumption

Anticipated difficulties	Solutions
- Students may have underdeveloped speaking and co-operating skills. - Students may lack knowledge about some lexical items	- Encourage students to work in pairs and in groups so that they can help each other. - Remind them to make use of the ideas and vocabulary items they have learnt in the previous lessons. - Provide them with the meaning and pronunciation of words/ phrases.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To arouse the classroom atmosphere.
- To help students revise words/ phrases related to the topic.

b. Content:

- Game: Listing

c. Expected outcomes:

- Students revise vocabulary related to the topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Listing - 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. - T confirms the correct word/ phrase and decides the winner (the team with most correct words/ phrases).	- Students join the game and do as instructed.	<i>Students' own answer.</i>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (15 mins)

a. Objectives:

- To provide students with an example conversation in which people exchange opinions about teenagers doing housework.
- To help Ss practise expressing their opinions in a conversation about whether family members should spend time together.

b. Content:

- Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in groups of three. (p.15)
- Task 2: Have similar conversations exchanging opinions about whether family members should spend time together. (p.15)

c. Expected outcomes:

- Students can use appropriate language to express opinions.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and complete the conversations with the expressions in the box. Then practise them in groups of three. (6 mins)		
- Ask 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.	- Students listen to the recording. - Students complete the conversation with words in the box.	Answer key: 1. A 2. C 3. B

- Play the recording once or twice. - Check the answers by asking individual Ss to read out the complete conversation. - Ask Ss to practise the conversation in groups of three. - In stronger classes, write some prompts on the board and asks Ss to role-play the conversation based on the prompts only.	- Students practise the conversation in groups.							
Task 2: Have similar conversations exchanging opinions about whether family members should spend time together. (9 mins)								
- Ask Ss to brainstorm some advantages and disadvantages of spending time together as a family. Give some suggestions, if necessary. <i>(e.g. Advantages: It strengthens family bonds; It makes children happy, develops their self-confidence; Children can learn life skills and how to behave from their parents.</i> <i>Disadvantages: Children may become too dependent on their parents, do not have enough time for friends or other relationships, etc.)</i> - Revise common expressions used to express opinions. - Have 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. - T praises Ss for good effort, clean pronunciation, fluent delivery and interesting ideas.	- Ss work in groups of 3 to practise their conversations. - Some groups act out their conversations to the class.	<table><tr><th colspan="2">Useful expressions</th></tr><tr><th>Strong opinion</th><th>Neutral opinion</th></tr><tr><td> - I strongly believe that ... - I'm sure that ... - I have no doubt that ... </td><td> - In my opinion, ... - To my mind ... - I suppose that ... </td></tr></table>	Useful expressions		Strong opinion	Neutral opinion	- I strongly believe that ... - I'm sure that ... - I have no doubt that ...	- In my opinion, ... - To my mind ... - I suppose that ...
Useful expressions								
Strong opinion	Neutral opinion							
- I strongly believe that ... - I'm sure that ... - I have no doubt that ...	- In my opinion, ... - To my mind ... - I suppose that ...							

e. Assessment

- Teacher checks students' answers as a whole class.

3. ACTIVITY 2: CULTURE (20 mins)

a. Objectives:

- To introduce words / phrases related to the topic;
- To help students learn about British family values and practise reading for specific information.
- To help students relate what they have learnt in the reading text to their own culture.

b. Content:

- Vocabulary
- Task 1. Read the text and list the five family values of British people in the 21st century in the table below. (p.16)
- Task 2. Work in pairs. Discuss whether Vietnamese people have similar family values. (p.16)

- Digital Competence Integration (2.1NC1a): T asks students to use their smartphones (voice recorder app) to record their role-play conversation. Then, ask them to listen back to check for pronunciation and flow

c. Expected outcomes:

- Students understand the meaning of words, memorise the information, and relate what they have learnt about British family values to their own country.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS												
Vocabulary (5 mins)														
- Show the words one by one and has Ss repeat the sound of the words - Have Ss guess the meaning of the words based on pictures, explanations and examples. - T confirms the meaning, calls on some individual Ss to make sentences with each word.	- Ss look at the pictures and guess the meaning of the words. - Ss make sentences with each word.	New words: <i>1. pass on sth (phr.v)</i> <i>2. truthful (a)</i> <i>3. respectively (adv)</i>												
Task 1: Read the text and list the five family values of British people in the 21st century in the table below. (10 mins)														
- Ask Ss read the text about British family values and complete the table. - Walk round the class to offer help, explaining unfamiliar words and answering questions. - T checks the answers as a class by calling on pairs to write their missing words on the board.	- Students do as instructed. - Students share their answers with a partner.	Key: <table><tr><th colspan="2">Traditional British family values</th></tr><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 say <i>please</i> and <i>thank you</i></td></tr><tr><td>5.</td><td>helping with family chores</td></tr></table>	Traditional British family values		1.	being truthful and honest	2.	respecting older people	3.	having good table manners	4.	remembering to say <i>please</i> and <i>thank you</i>	5.	helping with family chores
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3.	having good table manners													
4.	remembering to say <i>please</i> and <i>thank you</i>													
5.	helping with family chores													
Task 2: Work in pairs. Discuss whether Vietnamese people have similar family values. (5 mins)														
- Have 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>. - 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. - Tell 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. - Ask Ss to think of more family values observed in Viet Nam (<i>e.g. family unity and harmony, respect for the elders, etc.</i>) - T calls on some Ss to report back their answers to the class.	- Students work in pairs to discuss and take notes. - Students share their ideas in front of class.	Students' own answer.												

e. Assessment

- Teacher observes and gives feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Lesson 8 – Looking back and project.

Board Plan

Date of teaching

Unit 1: FAMILY LIFE

Lesson 7. Communication and Culture / CLIL

***Warm-up**

Game: Listing

***Everyday English**

Task 1: Listen and complete the conversations

Task 2: Make similar conversations

***Culture**

Vocabulary

Task 1: Read the text and complete the table.

Task 2: Discussion

*** Homework**

UNIT 1: LIFE STORIES WE ADMIRE

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 1;
- 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 proud and respectful of family values.
- Develop self-study skills.

4. Digital Competence

- 2.4NC1a: Propose different digital tools and technologies for collaborative processes (online teamwork).
- 3.1NC1b: Indicate ways to express oneself through creating digital content (PowerPoint/Video)

II. MATERIALS

- Grade 10 textbook, Unit 1, Looking back and project
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- *hoclieu.vn*

Assumption

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.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To stir up the atmosphere and activate students' knowledge on the topic;
- To enhance students' skills of cooperating with teammates.

b. Content:

- Brainstorming

c. Expected outcomes:

- Students can recall the vocabulary they have learnt in Unit 1.

d. Organisation

- T asks Ss to complete the text by using the correct form of the word and phrases in the box individually. - T checks the answers by asking individual Ss to write the missing words/ phrases on the board.	- Ss do as instructed. - Ss compare their answers with a partner.	Answer key: 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>
Grammar: There is a mistake in each sentence below. Find the mistake and correct it. (4 mins)		
- T asks Ss to find the mistake in each sentence and correct it individually. - T checks the answers by asking individual Ss to write the answers on the board and has them explain why.	- Ss do as instructed. - Ss compare their answers with a partner.	Answer key: 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>

e. Assessment

- Teacher observes Ss's work and gives feedback.

3. ACTIVITY 2: PROJECT (28 mins)

a. Objectives:

- To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a presentation.

b. Content:

- Happy family day!
- Ask Ss to briefly explain how they collaborated online for this project (e.g., using Zalo, Messenger, Google Docs) (Digital Competence 2.4NC1a).
- Invite two or three groups to give their presentations using digital content they created such as PowerPoint slides, Videos, or Infographics (Digital Competence 3.1NC1b)

c. Expected outcomes:

- Students practise giving a presentation.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
- Give Ss a checklist for peer and self-assessment and explains that they will have to tick the appropriate items while listening to their	- All groups prepare for their presentations.	<i>Students' presentations</i>

classmates' presentations and write comments if they have any. (The presenters should complete their self-assessment checklist after completing their presentation). - Go through the criteria for assessing their talk to make sure Ss are familiar with them. - Invite two or three groups to give their presentations and encourages the rest of the class to ask questions at the end. - Give praise and feedback after each presentation and gives marks for their presentation as part of their continuous assessment. - Ask Ss to complete the self-assessment table, identifies any difficulties and weak areas and suggests further practice for individual Ss.	- When one group makes a presentation, others listen and complete the evaluation sheet. - Ss make questions after each presentation.	
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e. Assessment

- Teacher gives comments and feedback to all presentations.

4. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 2.

Board Plan

<i>Date of teaching</i> Unit 1: FAMILY LIFE Lesson 8: Looking back and project *Warm-up * Looking back - Pronunciation - Vocabulary - Language * Project: Happy family day! *Homework
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