UNIT 5: INVENTIONS
Lesson 1: Getting started
Date of preparing: 10/11/2025

I. OBJECTIVES

By the end of the lesson, students are expected to achieve the following objectives:

1. Knowledge:

- Vocabulary: Understand the meaning of the key words or word collocations below: invention, smartphone, laptop, suitable, improve, app / application, communicate …

- Pronunciation: Pronounce the following words, words clusters correctly: invent, smartphone, laptop, suitable, improve, app / application, communicate …

- Grammar: Understand and use the past simple and present perfect

2. Competencies:

a. General competencies:

- Improve competencies: teamwork, critical thinking, interpersonal skill, problem-solving skill, self-study skill, creativeness and adaptability.

b. Specific competencies:

- Improve reading and speaking skills as well as vocabulary and pronunciation
- Read for specific information
- Guess the meaning of words/ phrases in context.

3. Qualities:

- Students are responsible for studying, using educational apps and develop flexibility and creativity in learning.

4. Digital Competencies (NLS):

- **[NLS: 1.1NC1a]**: Define information needs; search for data, information, and content in a digital environment (Meet information needs regarding inventions).
- **[NLS: 2.1NC1a]**: Interact through various digital technologies and recognize digital communication means (Use various digital technologies for interaction, such as Laptops, Smartphones).
- **[NLS: 3.1NC1a]**: Create and edit digital content in different formats (Apply methods to create and edit content for the project).
- **[NLS: 2.4NC1a]**: Use digital tools and technologies for collaborative processes (Propose different digital tools and technologies for teamwork processes).

II. PREPARATIONS

- Teacher: speaker, laptop (connected to the internet), posters, pictures, handouts.

- Students: pictures, blank papers,

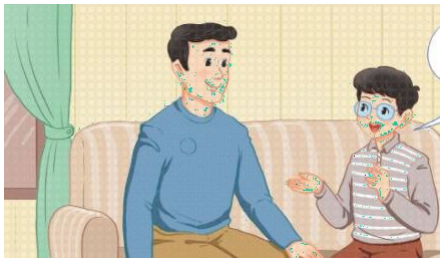
III. PROCEDURE

Teacher's and students' activities	Contents
WARM – UP (5' – PW/GW): **Aims:** - To activate students' knowledge on the topic of the unit. - To create a lively atmosphere in the classroom. - To lead into the new unit.	

GUESSING GAME * T gives instructions: - T brings 3-5 pictures of technological inventions made in the past few centuries such as computers, laptops, smartphones, and calculators. - T folds each picture in half (or as many times as necessary), then shows each folded picture to the class and asks the class to guess what it is. - If no one can guess correctly, T unfolds part of the picture in front of the class until someone can guess the name of the invention. ** Ss look at each of the folded pictures and guess what it is. *** Ss work in 4 groups, look at each of the folded pictures from the teacher, quickly discuss with each other, and guess what it is.	

**** T checks and corrects if Ss spell or pronounce the words/ phrases incorrectly. - T asks: What is common between these pictures? *Suggested answer: They are all the result of advances in modern technology.* - T leads in the lesson: Technological inventions have brought a lot of benefits to our lives. We are going to find out more about these inventions: what they are and how they facilitate your studies.	
UNIT 5: INVENTIONS **Lesson 1: Getting Started**	
KNOWLEDGE FORMATION: (8' – PW) ***Vocabulary:** **Aims:** To help students use key language more appropriately before they read and listen.	
* T asks Ss to look at the explanation and the photos to guess the meaning of new words. **1.1NC1b - Apply search techniques]**: *T encourages Ss to use online dictionaries (if allowed) to check the pronunciation or usage examples of "App" and "Smartphone".* ** Ss say the Vietnamese meaning of the word. *** Other Ss correct if the previous answers are incorrect. ****T shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.	***Vocabulary:** 1. invent (v) /ɪnˈvent/: phát minh, sáng chế 2. improve (v) /ɪmˈpruːv/: cải thiện, trở nên tốt hơn 3. suitable (adj) /ˈsuːtəbl/ or /ˈsjuːtəbl/: phù hợp 4. app (n) /æp/: ứng dụng 5. convenient (adj) /kənˈviːniənt/: tiện lợi, thuận lợi 6. …
PRACTICE **Activity 1: LISTEN AND READ** (p.52) (8' – IW/ PW) **Aims:** - To get students interested in the topic. - To get students to learn some vocabulary to be learnt in the unit.	
* T asks Ss to look at the picture (p.52) and answer the questions: - What's the relationship between the speakers? - What do you think they are talking about?	
* T plays the recording twice, has Ss listen to the conversation, read along and underline the words and phrases describing inventions for education. ** Ss do the task individually. **NLS: 2.1NC1a - Recognize digital communication means]**: *Through the text, students identify how smartphones and laptops function as digital communication and learning tools.* *** Ss share their answers with a partner. **** T checks their answers with the whole class. *Suggested answer:*	**TASK 1. LISTEN AND READ** (p.52) *Laptops: useful, allowed us to study better and work faster, completely changed our lives in the last 20 years.*

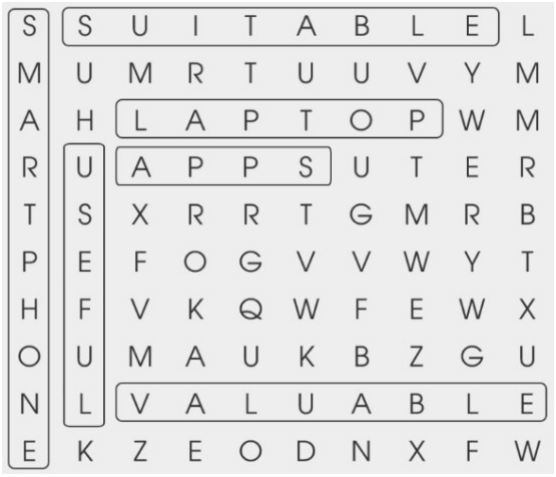
Laptops: useful, allowed us to study better and work faster, completely changed our lives in the last 20 years.	



Smartphones: improved the way we work and study, suitable for learning, a lot of fun to learn with educational apps, convenient for learners to use, allow us to communicate and learn at the same time. * T has the Ss read the conversation in pairs. ** Ss read the conversation. *** One pair reads aloud. **** T collects common mistakes and gives comments.	*Smartphones: improved the way we work and study, suitable for learning, a lot of fun to learn with educational apps, convenient for learners to use, allow us to communicate and learn at the same time.*
Activity 2: Read the conversation again and answer the questions. (p.53) **(10' – IW/PW)** **Aims:** - To practise reading for specific information - To practise scanning - To develop students' knowledge of inventions for education.	
* T asks Ss to work individually to read the questions and underline the key words, then share their ideas with a partner sitting next to them. ** Ss do task 2 individually first. **- NLS: 1.1NC1a - Define information needs]**: *Students practice scanning text to find specific data points (simulating information searching skills).* *** Ss share and discuss with their partners about the key words. **** T corrects their answers as a class. *Suggested answer:* *1. <u>What inventions</u> are <u>Phong</u> and <u>his dad</u> <u>talking about</u>?* *2. <u>How useful</u> are <u>laptops</u>?* *3. <u>Why</u> is it <u>fun</u> and <u>convenient</u> to <u>learn with</u> <u>educational apps</u> on <u>smartphones</u>?* * T asks Ss to scan the conversation, locate the key words to find the answer for each question with the partner sitting behind them. ** Ss do the task in pairs. **** T divides the class into two big teams, has Ss in each team take turns to choose a number in the game Lucky number to check the answers. *Key:*	**Task 2: Answer the questions.** *1. They are (talking about) laptops/ computers and smartphones.* *2. (Since they were invented,) Laptops have allowed us to study better and work faster.* *3. Because you can use educational apps that allow you to communicate and learn at the same time.*
Activity 3: FIND THREE NOUNS AND THREE ADJECTIVES IN THE CONVERSATION IN 1 TO TALK ABOUT INVENTIONS . (P.53) **(4' – PW)** **Aims:** - To help Ss revise some collocations for inventions so that they can use them in the following lessons. - To practise scanning.	

* T has Ss find three nouns and three adjectives from the conversation in task 1. ** Ss work individually. *** Ss share their answers with a partner. **** T checks and gives the correct answers with the whole class, elicits the meaning of any words Ss don't know or find hard to understand.	**Task 3: : FIND THREE NOUNS AND THREE ADJECTIVES IN THE CONVERSATION TO TALK ABOUT INVENTIONS.** (P.53) *1. useful (example)* *2. smartphone* *3. suitable* *4. laptop* *5. apps* *6. valuable*

Key: *1. useful* *(example)* *2. smartphone* *3. suitable* *4. laptop* *5. apps* *6. valuable*	
APPLICATION: **Activity 4: FILL IN THE GAP IN THE SUMMARY OF THE CONVERSATION WITH ONE WORD FROM 1.** (P.53) **(6' – IW/PW)** **Aims:** To help students identify some future structures with the present perfect tense, gerunds, to-infinitives, and how they are used in sentences.	
* T has Ss read a summary of the conversation, fill in each gap in the summary with ONE word from task 1. ** Ss do the task individually. *** Ss share the answers with a peer. **** T checks answers as a class, asks individual students to read out the sentences, and writes the missing words on the board.	**TASK 4. FILL IN THE GAP IN THE SUMMARY OF THE CONVERSATION WITH ONE WORD FROM 1.** (p.53) *Answers:* *1. for* *2. have* *3. improved* *4. to* *5. to* *6. learn*
WRAPPING – UP: (7' – PW) **Aim:** - To help students memorise the target language and skills that they have learned. **- [NLS: 2.4NC1a - Collaborate through technology]**: *Encourage groups to use digital tools (Zalo, Padlet, Google Docs) to collaborate and assign tasks remotely.* **- NLS: 3.1NC1a - Develop digital content]**: *Students use software (PowerPoint, Canva, etc.) to create designs or digital posters.*	
T asks Ss: what have we learnt today? - Some lexical items about Inventions. - Reading for specific information. - Scanning.	
HOME ASSIGNMENT: (1' – IW) **Aim:** *To inform students what the final product of the project should be and how students can prepare for it.* *Do exercises in workbook page…*	
- Talk about one invention for education and its usefulness (for a minute). - Do exercises in the workbook. - Prepare for the unit project: **Project Preparation**	1. Exercises in the workbook 2. Project preparation


S S U I T A B L E L
M U M R T U U V Y M
A H L A P T O P W M
R U A P P S U T E R
T S X R R T G M R B
P E F O G V V W Y T
H F V K Q W F E W X
O U M A U K B Z G U
N L V A L U A B L E
E K Z E O D N X F W

- Ask Ss to open their books at the last page of Unit 5, the Project section, look at the picture and say what the topic of the Project is (Inventions for the classroom). - Tell Ss about the project requirements: Ss will have to think of a useful invention for the classroom and then give an oral presentation of their ideas in the last lesson of the unit. The invention can be either real or imaginary. - alternatively, asks Ss to prepare a poster presenting their ideas. In a poster presentation, Ss will display their inventions on posters and hang them around the classroom. One representative from each group will stand next to the poster. The rest will walk around, study the posters and talk to any representative of a group if they want to learn more about an invention. Then the class will sit down and vote for the best invention. - Suggest the steps Ss should follow: 1. Collecting information (searching the Internet, reading newspapers, etc.) 2. Illustrate their inventions on computer or on posters, etc. 3. Rehearse for the oral or poster presentation. - Put Ss into groups and have them choose their group leader. Then ask them to assign tasks for each group member, making sure that all group members contribute to the project work. - Help Ss set a deadline for each task.	
FEED-BACK With class 10C6: ..... With class 10C7: ..... With class 10C9:	

PERIOD 39

UNIT 5: INVENTIONS
Lesson 2: Language

Date of preparing: 10/11/2025

Class	Date of teaching	Attendance
10C6	6/12/2025	
10C7	8/12/2025	
10C9	6/12/2025	

I. OBJECTIVES

By the end of the lesson, students are expected to achieve the following objectives:

1. Knowledge:

- *Vocabulary:* Understand the meaning of the key words or word collocations below: Experiment, Devices, Laborator, Hardware, Software, Equipment

- *Pronunciation:* Pronounce stress in three-syllable nouns correctly*: invention, computer, holiday, century*

- *Grammar:* Understand and use the present perfect, gerunds and *to*-infinitives.

2. Competencies:

a. General competencies:

Improve competencies: pairwork, teamwork

b. Specific competencies:

- Access and consolidate information from a variety of sources.
- Actively join in class activities.

3. Qualities:

- Students are responsible for studying, using educational apps and develop flexibility and creativity in learning.

4. **Digital Competencies (NLS Integration):**

- **[1.1NC1a]:** Determine information needs; find data, information, and content in digital environments (specifically through looking up vocabulary and understanding glossary definitions).
- **[2.4NC1a]:** Use digital tools and technologies for collaborative processes (implied through group activities and potential use of educational apps/digital dictionaries).
- **[5.2NC1a]:** Evaluate needs and identify, select, and use digital tools (specifically understanding the concepts of *Hardware, Software,* and *Devices*).

II. PREPARATIONS

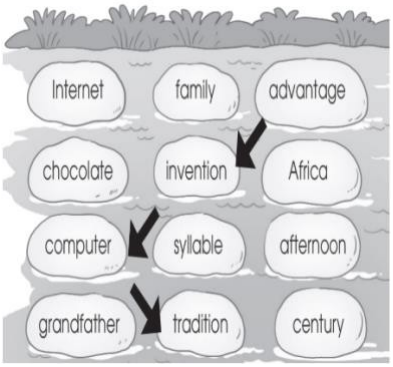
- Teacher: speaker, laptop (connected to the internet), handouts.

- Students:

III. PROCEDURE

Teacher's and students' activities	Contents
WARM – UP (5' – PW/GW): **Aims:** - To activate students' prior knowledge and vocabulary related to the topic. - To enhance students' skills of cooperating with teammates. - To lead into the new unit.	

GUESSING GAME * T puts Ss into groups of 5. T gives each group a list of 5 important inventions (*refrigerator, the Internet, telephone, paper, light bulb*), (checks that everybody knows what each word means), and asks Ss to compile a list of the inventions in chronological order (the most recent invention must be the first in the list). The group having the largest number of correct answers is the winner. ** Ss listen to the instructions. *** Ss work in teams, discuss, and compile a list of the inventions in chronological order. **** T checks and corrects if Ss spell or pronounce the words/ phrases incorrectly. - T leads in the lesson of Language.	*The Internet (1983)* *Refrigerator (1899)* *Light bulb (1879)* *Telephone (1876)* *Paper (105)*
UNIT 5: INVENTIONS **Lesson 2: LANGUAGE**	
PRONUNCIATION: (14' – IW/ PW) **Aims:** - To help students understand the stress patterns in some common three-syllable nouns. - To help students recognise the stress patterns in some common three-syllable nouns. - To help students recognise the stress patterns in some common three-syllable nouns and pronounce them correctly.	
* T introduces the rules of stress in three-syllable nouns, then gives Ss relevant examples. - T asks Ss to give some examples of three-syllable nouns and asks them to put stress on each word. ** Ss give some examples and put stress on each word. - **1.1NC1a**: Students access and process information from digital content (audio recording) *** Other Ss correct if the previous answers are incorrect. **** T draws Ss' attention to the stress patterns in some common three-syllable nouns. * T asks Ss to look at the words, explains what the big and small dots mean, then asks Ss to listen and repeat after the recording.	**TASK 1: LISTEN AND REPEAT.** **Pay attention to the stressed syllable in each word.** (p.53)

** Ss listen and repeat after the recording; pay attention to the stressed syllable in each word. *** Some Ss say the words after playing the recording. **** T checks their pronunciation. * T tells the Ss that they are going to play a game called "Cross the river". They work in pairs and need to connect all the words with the stress pattern to cross the river. ** Ss listen to the instructions. *** Ss work in pairs and do as required. T walks round the class and offers help if Ss find it difficult to pronounce the words. **** T plays the recording and has Ss check their answers. T then puts Ss in pairs and has them practise saying all the words.	**TASK 2: CROSS THE RIVER** **Connect all the words with the stress pattern to cross the river. Then listen and check your answers. Practise saying these words in pairs.** (p.53) 

VOCABULARY

Activity 1: UNSCRAMBLE THE UNDERLINED LETTERS IN THESE WORDS. (p.54) (4' – IW)

Aims: To introduce more topic-related words.

* T asks Ss to unscramble the underlined letters in the given words, using pictures and the glossary if they need help. ** Ss work independently and unscramble the underlined letters. - **5.2NC1a**: Students identify and understand key digital terms (Hardware, Software, Devices) necessary for selecting and using digital tools. *** Ss share their answers in pairs before discussing as a class. **** T checks answers as a class by asking individual Ss to call out and write the words on the board, then gives feedback.	**TASK 1. UNSCRAMBLE THE UNDERLINED LETTERS IN THESE WORDS. Use the pictures and the glossary (page 127) to help you. (p.54)** *1. experiment* *2. devices* *3. laboratory* *4. hardware* *5. software* *6. equipment*

Activity 2: MATCH THE WORDS IN TASK 1 WITH THEIR MEANINGS. (p.54) **(5' – IW/PW)**

Aims: To give students practice in identifying the words.

* T asks Ss to match the words with their meanings in pairs.	**TASK 2. MATCH THE WORDS IN TASK 1 WITH THEIR MEANINGS.** *1.f 2.d 3.b* *4. e 5. c 6. a*

1. device	a. the machines and electronic parts in a computer or other electronic system
2. laboratory	b. a scientific test that is done in order to study what happens and to gain new knowledge
3. experiment	c. the programs used by a computer for doing particular jobs
4. equipment	d. a room or building used for scientific research, experiments, testing, etc.
5. software	e. the things that are needed for a particular purpose or activity

6. hardware	f. a piece of computer equipment, especially a small one such as a smartphone

** Ss do the task in pairs.
- **1.1NC1a**: Students determine information needs and filter data to match definitions with technical terms.
*** Some pairs share their answers with the whole class.
**** T gives feedback and corrections (if necessary).

GRAMMAR: (P. 54) – (11' – IW)

Aims:
- To have students revise the present perfect, gerunds and to-infinitives.
- To help students understand the use of the present perfect, gerunds and to-infinitives.
- To give students practice in using the present perfect, gerunds and to-infinitives.

GRAMMAR: RECALL

* T lets Ss recall the form of the present perfect and elicits from Ss the rules of using the present perfect.
- T asks Ss to revise the use of gerunds and to-infinitives.
** Ss do as required and give some examples of the present perfect, gerunds and to-infinitives.
*** Ss discuss in pairs to check their answers.
**** T draws Ss' attention to the present perfect, gerunds and to-infinitives.

Language analysis

Verb tense	Form	Use
Present perfect	(+) S + have/ has + PII + …	We use the present perfect to talk about: - Something that happened in the past, but is still true or important now. *Example: I have lost my key. Now I can't open the door.* - Something that started in the past, and is still happening now (often use with *since* or *for*). *Example: They have lived here for a year.* - Something that was completed in the very recent past (often used with *just* or *recently*). Example: He has just finished his homework.
	(-) S + haven't/ hasn't + PII + …	
	(+) Have/ has + S + PII+ … ?	
Gerunds and infinitives	Gerunds: Verb + -ing	We use gerunds: - after verbs such as *avoid, enjoy, finish …* *Example: I enjoy cooking.* - as subjects of sentences. *Example: Learning English is fun.*
	To-infinitives: to + verb	We use to-infinitives: - after verbs such as *want, decide, allow …* *Example: My parents don't allow me to use a smartphone.* - after adjectives to give opinions, starting with *it's …* *Example: It's fun to learn English.* - as subjects of sentences. *Example: To learn English is fun.* Note: Some verbs such as *like, love, and hate* can be followed by either gerunds or to-infinitives. *Example: I like playing/ to play computer games.*

* T has Ss read the sentences individually, and asks them to choose the correct answers. ** Ss work individually as required. *** 2 Ss write their answers on the board. ****T gives feedback and corrections (if necessary). T goes through each sentence and asks Ss to explain why they have selected that form. * T has Ss read the sentences individually, asks them to complete the sentences using the gerund, the to-infinitive, or both forms of the verbs in brackets. ** Ss work individually as required. *** 2 students write their answers on the board. **** T gives feedback and corrections (if necessary). T goes through each sentence and asks Ss to explain why they have selected that particular form.	**Task 1: CIRCLE THE CORRECT ANSWERS.** (page 54) *1. have just found* *2. invented, have created* *3. has lost* **Task 2: COMPLETE THE SENTENCES USING THE GERUND OR THE TO-INFINITIVE OF THE VERBS IN BRACKETS. SOMETIMES BOTH FORMS ARE POSSIBLE.** *1. using* *2. to study* *3. Playing/ To play* *4. to study*
APPLICATION: **GAME: RUNNING DICTATION (4' – GW)** **Aims:** To give students a chance to apply what they have learnt.	
* T prepares 3 sentences unrelated to each other, one sentence per strip, using the vocabulary and grammar from the lesson. T sticks the sentence strips on the walls. - T divides Ss into groups of 5. Each group has 1 secretary (to sit and write) and runners (they can only dictate, they cannot write for the secretary). - The runners will find the sentence strips on the walls and memorize as much as they can. Then, they will run back to their teams, whisper to their partners, and dictate what they remember to the secretary. They will repeat running and dictating until they have correctly dictated sentences. ** Ss work in groups and do as required. - **2.4NC1a**: Use collaborative processes; potentially extended by typing the final sentence on a shared digital pad if available. *** T invites the winner to read aloud their sentences. **** T gives feedback.	
WRAPPING – UP: (1' – PW) **Aim:** - To help students memorise the target language and skills that they have learned.	
Teacher asks: What have we learnt today? - Pronounce correctly stress in three-syllable nouns - Vocabulary related to the topic Understand the present perfect, gerunds and to-infinitives	
HOME ASSIGNMENT: (1' – IW) **-** *Do exercises in workbook .*	
FEED-BACK With class 10C6: ..... With class 10C7:	

With class 10C9: .....

PERIOD 40

UNIT 5 INVENTIONS
Lesson 3: READING

Date of preparing: 10/11/2025

Class	Date of teaching	Attendance
10C6	8/12/2025	
10C7	9/12/2025	
10C9	9/12/2025	

I. OBJECTIVES

By the end of the lesson, students are expected to achieve the following objectives:

1. Knowledge:

- *Vocabulary:* Understand the meaning of the key words or word collocations below:smartphones,laptops,internet,advantage,invention,century…..

- *Pronunciation:* Pronounce the following words, stress in three-syllable nouns correctly: invention, computer, holiday, century ...

- *Grammar:* Understand and use the present perfect, Gerunds and to-infinitives

2. Competencies:

a. General competencies:

- Improve competencies: teamwork, critical thinking, interpersonal skill, problem-solving skill, self-study skill, creativeness and adaptability.

b. Specific competencies:

- Improve reading and speaking skills as well as vocabulary and pronunciation
- Read for specific information
- Guess the meaning of words/ phrases in context.

3. Qualities:

- Students love and care for inventions and have sense of resposibility.
- Raise students' own awareness of inventions.

4. Digital Competencies (NLS Integration):

- **[1.1NC1a]:** Identify information needs; find data, information, and content in a digital environment (through watching the video and extracting information).
- **[2.4NC1a]:** Use digital tools and technologies for cooperative processes (working in groups to discuss technology).
- **[6.1NC1a]:** Understand how AI affects daily life and the role of AI in various fields.
- **[6.1NC1b]:** Understand how AI operates in specific applications (through reading about Sophia and AI uses).

II. PREPARATIONS

- Teacher: speaker, laptop, posters, pictures, handouts.
- Students: pencils, pictures, blank papers.

III. PROCEDURE

Teacher's and students' activities	Contents
WARM – UP (5' – PW/GW): **Task 1** **Aims:** *To introduce the topic of the reading and get Ss involved in the lesson.*	

- T brings 3-5 pictures of technological inventions made in the past few centuries such as computers, laptops, smartphones, and calculators. - T folds each picture in half (or as many times as necessary), then shows each folded picture to the class and asks the class to guess what it is. - T checks and corrects if Ss spell or pronounce the words/ phrases incorrectly. - T asks: What is common between these pictures?	**Suggested answer:**

UNIT 5:INVENTIONS

Lesson 3: READING

KNOWLEDGE FORMATION: (8' – PW)

***Vocabulary:**

Aims: *to provide students with the pronunciation and meanings of some vocabulary needed for the lesson.*

-T lets Ss watch a video and asks them to take notes. - T checks the answers with the whole class. *- T gives Suggested answer:* - T leads in the lesson: Artificial intelligence (AI) is truly a revolutionary achievement of computer science, set to become a core component of almost all modern software pieces over the coming years and decades. It is going to change the world more than anything else in the history of mankind. In today's lesson, we will find out more about AI.	***Vocabulary:** *1. What is artificial intelligence?* *- AI is the development of computer systems that performs tasks requiring human intelligence such as recognizing images, making decisions, or engaging in dialogues.* *2. What are some real-life cases in which we have probably dealt with AI?* *- When we watch films, listen to music, shop online, AI gives us recommendations about what we might like.* *- AI is capable of converting spoken language into text and translating it into other languages.* *3. What benefits do robots/ AI bring to us?* *- Robots make our everyday lives easier or take on strenuous activities.* *- Self-driving vehicles recognize their environment through AI and can react to it.* *- In medicine, AI supports doctors when diagnosing diseases.* *- In education, AI helps to individualize learning activities.* *4. Can AI replace human?* *No, when we would rather make our own decisions, AI will not replace humans. It is just getting better and better at supporting us.*

KNOWLEDGE FORMATION(5 mins-I.W)

VOCABULARY (5' – IW/ PW)

Activity 1

Aims: *To provide students with the pronunciation and meanings of some vocabulary needed from the lesson*

- 1.1NC1a]*: Identifying information needs and finding data in a digital environment.*

- 6.1NC1a]*: Understanding how AI affects daily life.*

- T provides Ss with the meaning and pronunciation of some new words.	Vocabulary 1. robot (n) /ˈrəʊbɒt/: rô bốt

- T explain the meanings and pronunciation of the words. - T asks some students to read the words aloud - T corrects if necessary.	2. communicate (v) /kəˈmjuːnɪkeɪt/: giao tiếp 3. emotion (n) /ɪˈməʊʃn/: cảm xúc 4. artificial intelligence (AI) (n)/ˌɑːtɪfɪʃl ɪnˈtelɪdʒəns/: trí tuệ nhân tạo 5. measure (v) /ˈmeʒə(r)/: đo lường
PRACTICE **Activity 2:(7 mins-GW)** **Aims:** To help Students pratice skimming a text to choose the best title for it. - ***[6.1NC1a]****: Gaining knowledge about AI through reading materials.*	
- T elicits from Ss strategies they can use to read texts for main ideas - T asks Ss to read the whole text once to get an overall idea - T checks answers as a class. In stronger classes, ask Ss to explain why the other options can not be used as titles for the text. - T corrects their answers as a class.	**Activity 2:** *E. g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions.* *Key: C*
Activity 3. (7' – PW) **Aims:** To help Ss practise reading for specific information. - ***[6.1NC1b]****: Understanding how AI operates in specific applications)*	
- T has Ss read the text again and match the pictures with the uses of AI. - T asks Ss work in pairs to discuss the clues and compare answers. - T checks answers as a class, having Ss explain their answers by providing the clues from the text.	**Activity 3:** *Key:* *1. c 2. a 3. b*
Activity 4:(8' – GW) **Aim:**To help Ss practise reading for specific information.	
T asks Ss to read the questions and underline the key words in each of them. - T reminds Ss that the statements may include paraphrased or opposite information so they should look for synonyms or antonyms in the text. - T asks Ss work in pairs to compare answers. - T checks answers. In stronger classes, ask them to give reasons for their answers.	**Activity 4** *Key:* *1. T (Sophia can even communicate with people by using human language and expressing emotions.)* *2. T (AI – the study and development of machines that can copy human intelligence.)* *3. F (AI is one of the most important inventions of the 21st century.)*
APPLICATION: (5' – PW) **Activity 5** **Aim:** To help students use the ideas and language from the reading to talk about possible uses of AI in schools. ***- 2.4NC1a]****: Using collaborative processes to discuss technology;* ***- [5.3NC1a]****: Using digital concepts creatively to solve problems/propose solutions)*	
T lets Ss work in groups and discuss how AI can be used in schools. - T asks Ss to work in groups and brainstorm possible uses of AI in schools. - T walks round the class and monitors, offers	

help with new vocabulary and makes sure everyone in the groups takes part in the group discussion. - T calls some Ss to present their answers in front of the whole class. - T gives feedback and comments.	

WRAPPING - UP(5 mins-G.W)

Aims:- Some lexical items about artificial intelligence.

- Reading for general and specific information about artificial intelligence.

-T shows 5 MCQ covering vocabulary and the content of the lesson on the screen.

- T has Ss in the groups to play a lucky number

-T feedbacks and announce th winter.

- ***[5.2NC1a]****: Evaluating and selecting answers in a digital-based game setting.*

MCQ:

* Choose the best answer :

1. Smartphone can be a great learning ____ but you need to think of how to use it effectively.
A. benefit B. choice C. invention D. tool

2. It is convenient for you to read ____ when you travel.
A. e-books B. laptops C. online game D. smartphones

3. Many young people carry a pair of earbuds as they are small, light, and ____.
A. chargeable B. economical C. portable D. transferable

4. Washing machine or vacuum cleaner can help you to ____ time while doing housework.
A. kill B. save C. spend D. waste

5. Velcro has gradually become a familiar ____ for shoes, jackets, and even spacesuits.
A. button B. fastener C. locker D. zippe

HOME ASSIGNMENT: (1' – IW)

Aim: To help Ss memorise the target language and skills that they have learned

-T asks Ss to do exercises 1 and 2 in the reading in the Workbook	. Exercises in the workbook

FEED-BACK

With class 10C6: .....

With class 10C7: .....

With class 10C9: .....

PERIOD 41

UNIT 5 INVENTIONS

Lesson 4: SPEAKING

Date of preparing: 10/11/2025

Class	Date of teaching	Attendance
10C6	12/12/2025	
10C7	9/12/2025	

10C9	12/12/2025	

I. OBJECTIVES

By the end of the lesson, students will be able to talk about the uses of an invention:

1. Knowledge:

- Vocabulary: Understand the meaning of the key words or word collocations below:smartphones,laptops,internet,advantage,invention,century…..

- Pronunciation: Pronounce the following words, stress in three-syllable nouns correctly: invention, computer, holiday, century ...

- Grammar: Understand and use the present perfect, Gerunds and to-infinitives

2. Competencies:

a. General competencies:

- Improve competencies: teamwork, critical thinking, interpersonal skill, problem-solving skill, self-study skill, creativeness and adaptability.

b. Specific competencies:

- Improve reading and speaking skills as well as vocabulary and pronunciation
- Read for specific information
- Guess the meaning of words/ phrases in context.

3. Qualities:

- Students love and care for inventions and have sense of responsibility.
- Raise students' own awareness of inventions.

4. Digital Competencies (NLS Integration):

- **[1.1NC1a]:** Determine information needs; find data, information, and content in digital environments (related to finding facts about inventions).
- **[2.1NC1b]:** Interact through various digital technologies and recognize digital communication means (discussing the function of communication devices like smartphones/internet).
- **[5.2NC1a]:** Evaluate needs and identify, select, and use digital tools (identifying which invention is used for which purpose).

II. PREPARATIONS

- Teacher: speaker, laptop, posters, pictures, handouts.

- Students: pencils, pictures, blank papers.

III. PROCEDURE

Teacher's and students' activities	Contents
WARM – UP (5' – PW/GW): **Task 1** **Aims:** *To introduce the topic of the reading and get Ss involved in the lesson.*	
- T writes the names of 5 inventions (*the internet, e-readers, robots, 3D printing, driverless cars*) on cards and places them on a table face down. - T has Ss take turns picking a card and explaining it to the class without showing the word. The rest of the class guesses its name. *E.g: This invention is a device which helps us to communicate over long distances. What is it? (answer: telephone)* -T asks Ss to guess the names of the inventions. - T check the answers.	**Suggested answer:**
UNIT 5:INVENTIONS **Lesson 4: SPEAKING**	
KNOWLEDGE FORMATION: (8' – PW)	

***Vocabulary:**

Aims: To help Ss practice useful expressions and structure their presentation.

- T elicits some useful expressions to talk about the uses of inventions and asks Ss to give examples. - T asks Ss to listen to the teacher and give examples. - T asks Some students to share the answers with the whole class. - T gives feedback and checks if Ss have come up with any other phrases and write their ideas on the board.	… help(s)/ allow(s) us to do st. *Example: The internet helps us to communicate over long distances.* - We/ People (can) use st to do/ for st. *Example: People can use the Internet to communicate over long distances.* - … is/ are used for st/ doing st. *Example: The Internet is used for communication/ communicating over long distances.*

Activity 1

Aims: To introduce more idea and expressions for the main speaking task and to engage Ss in the lesson.

- ***[5.2NC1a]****: Students evaluate the utility of digital tools like laptops and smartphones for specific tasks*

- T asks Ss to skim through the list of inventions and their uses. Then T asks Ss to work in pairs, talk about the uses of these inventions, using the expressions in the pre-speaking part. - T walks round the class to offer help. T makes sure Ss swap their roles so that each has a chance to ask and answer the questions. -T asks Some Ss to share the answer with the whole class. - T gives feedback, checks Ss' ideas, pronunciation, and language used	

PRACTICE

Activity 2:(7 mins-GW)

Aims: To help Ss brainstorm more ideas for the main speaking task.

- ***[1.1NC1a]****: If permitted, students can use devices to quickly verify facts about the invention, or recall prior digital knowledge to support their points).*
- ***[2.4NC1a]****: Collaborate using simple tools (paper/pen or digital notes) to construct a group plan.*

- T puts Ss into groups and has them choose one of the inventions in activity 1 to talk more about it. - T asks Ss to study the suggested outline. - T asks Ss to discuss their inventions in groups, and take notes of their ideas on pieces of paper which can be used for their presentation. T walks round the class and offers help with language or organisation of the presentations. T makes sure that each student in the group contributes to the discussion and has part of the presentation assigned to him/ her.	**Activity 2:**

Activity 3. (7' – PW)

Aims: To give Ss an opportunity to give a group presentation in front of the class..

- T asks Ss to remain in the groups they formed in activity 2. - T explains that groups will have 3 minutes to present their ideas to the class.	**Activity 3:**

- T encourages the rest of the class to listen and take notes of the points they like. Alternatively, T has Ss give each group a mark out of 6 based on some simple criteria of assessment - T asks the rest of the class to give feedback after each presentation. T also lets Ss reflect on their performance. Then T praises groups for their efforts and makes suggestions for better organisation and presentation of Ss' ideas.	(such as content, language, and delivery. Maximum 2 points for each criterion).
WRAPPING - UP(5 mins-G.W) ***Aims:***- To help Ss memorise what they have leart -Know more information about inventions - ***[1.3NC1a]****: Students organize, store and retrieve information by completing workbook exercises, potentially using online dictionaries*	
HOME ASSIGNMENT: (1' – IW) **Aim:** To help Ss memorise the target language and skills that they have learned	
-T asks Ss to do exercises in the Workbook	. Exercises in the workbook
FEED-BACK With class 10C6: ..... With class 10C7: ..... With class 10C9:	

PERIOD 42

UNIT 5 INVENTIONS

Lesson 5: LISTENING

Date of preparing: 10/11/2025

Class	Date of teaching	Attendance
10C6	9/12/2025	
10C7	15/12/2025	
10C9	1312/2025	

I. OBJECTIVES

By the end of the lesson, students are expected to achieve the following objectives:

1. Knowledge:

- Vocabulary: Understand the meaning of the key words or word collocations below: smartphones, charge, stain, button…..

- Pronunciation: Pronounce the following words: robovacuum, battery..

- Grammar: Understand and use the present perfect, Gerunds and to-infinitives

2. Competencies:

a. General competencies:

- Improve competencies: teamwork, critical thinking, interpersonal skill, problem-solving skill, self-study skill, creativeness and adaptability.

b. Specific competencies:

- Improve reading and speaking skills as well as vocabulary and pronunciation
- Read for specific information
- Guess the meaning of words/ phrases in context.

3. Qualities:

- Students love and care for inventions and have sense of responsibility.
- Raise students' own awareness of inventions.

4. Digital Competencies (NLS Integration):

- **[1.1NC1a]:** Determine information needs; find data, information, and content in digital environments (specifically through interpreting visual data/images of devices).
- **[4.1NC1a]:** Protect devices and digital content; understand risks and threats in the digital environment (specifically understanding the safe operation instructions of electronic devices).
- **[5.3NC1a]:** Use digital tools and technologies creatively to create knowledge, innovate processes and products (specifically in designing new features for a technological device).

II. PREPARATIONS

- Teacher: speaker, laptop, posters, pictures, handouts.

- Students: pencils, pictures, blank papers.

III. PROCEDURE

Teacher's and students' activities	Contents
WARM – UP (5' – PW/GW): **Task 1** **Aims:** To introduce more topic related vocabulary and activate Ss' prior knowledge	
- T shows 3 clues about the targeted word in turn and asks Ss to guess the word. *It is a household appliance.* *It has wheels.* *It sucks up dirt and dust.* -T asks Ss to guess the words based on clues given by the T. - T confirms the answers and leads in the new lesson.	*Key: RoboVacuum*
UNIT 5: INVENTIONS **Lesson 5: LISTENING**	
KNOWLEDGE FORMATION: (8' – PW) ***Vocabulary:** **Aims:** To introduce the topic of reading. *- **1.1NC1a**: Students process information from visual/digital sources to determine meaning.*	
- T asks Ss to look at the explanation and the photos to guess the meaning of new words. -T asks Ss to say the Vietnamese meaning of the word. -T asks Other Ssto correct if the previous answers are incorrect. - T shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.	***Vocabulary:** . 1. button (n) /ˈbʌtn/: nút bấm 2. charge (v) /tʃɑːdʒ/: nạp, sạc (điện) 3. stain (n) /steɪn/: vết bẩn
Activity 1 **Aims:** To introduce more topic related vocabulary and activate Ss'prior knowledge	
T asks Ss to complete the sentences with the words	*Key:*

in the box. ** Ss read and complete the sentences. *** Ss share the answers with the whole class. **** T checks answers as a class.	*1. button* *2. stain* *3. charge*
PRACTICE **Activity 2:(7 mins-GW)** **Aims:** To help Ss practise listening for key words..	
-T tells Ss that they are going to listen to a conversation about a robot vacuum cleaner, called RoboVacuum, between a woman and a salesman. While listening, Ss should fill in the gaps in the diagram. - T asks Ss to study the diagram first. -T asks Ssto listen and fill in the gaps in the diagram with one word. - T checks answers by playing the recording again and pausing after each answer.	**Activity 2:** *Key:* *1. room* *2. stains* *3. stop*
Activity 3. (7' – PW) **Aims:**To help Ss practise listening for instructions. - ***4.1NC1a****: Protect devices - Students analyze and understand the risks (wet floors, overcharging) to protect the device during operation.*	
- T tells Ss that they are going to listen to the conversation again. While listening, they should put a tick or a cross next to each picture that shows the right or wrong way of using RoboVacuum. - T put Ss in pairs to study the pictures first and describe what they can see. - T encourages them to guess if that is the right or the wrong way to use RoboVacuum. -T checks answers by playing the recording again, pausing at the places where they can hear the correct information.	**Activity 3:** *Key:* *1.* ✗ *2.* ✔ *3.* ✔
Activity 4:(8' – GW) **Aim:**To give Ss an opportunity to personalize the language and ideas from the listening in a speaking task. - ***5.3NC1a****: Use tools creatively - Students use their knowledge of technology to innovate and propose new features/solutions for the device.*	
-T asks Ss to add to the picture other buttons that they want RoboVacuum to have. - T models the task by drawing a picture of RoboVacuum and adding a timing button. T labels it and reads the example to illustrate how it will be used - T walks around the class and offers help with the vocabulary. -T puts Ss in groups to show their drawings to each other and share their ideas. -T invites some Ss to present their improved RoboVacuum in front of the class. T praises for interesting ideas and delivery.	**Activity 4** *I want my RoboVacuum to have a Timer button on the top. First, you press it. Then, you set the time by pressing the minute and second buttons on the right.*

WRAPPING - UP(5 mins-G.W) ***Aims:***- To help Ss memorise the target language and skills that they have learned -Some lexical items related to the topic *Inventions* - Listen for specific information about RoboVacuum.
HOME ASSIGNMENT: (1' – IW) **Aims:** To help Ss memorize the target language and skills that they have learned

-T asks Ss to do exercises 1 and 2 in the reading in the Workbook	. Exercises in the workbook

FEED-BACK

With class 10C6: .....

With class 10C7: .....

With class 10C9: .....

PERIOD 43

UNIT 5: INVENTIONS

LESSON 6 : WRITING

Date of preparing: 10/11/2025

Class	Date of teaching	Attendance
10C6	15/12/2025	
10C7	15/12/2025	
10C9	13/12/2025	

I. OBJECTIVES

By the end of the lesson, students are expected to achieve the following objectives:

1. Knowledge:

- ***Vocabulary***: Understand the meanings of the key words and phrases: *portable, costly, disturbed, bulky.*
- ***Pronunciation***: Pronounce the following words correctly *portable, costly, disturbed, bulky* **...**
- ***Grammar*:** Understand and Use the useful expressions and structures.

2. Competencies:

a. General competencies: improve individual work, pair work, group work, …

b. Specific competencies:

- Develop communication skills and creativity.
- Be collaborative and supportive in individual work, pair work and group work.
- Actively join in class activities.

3. Qualities:

- Develop flexibility and creativity in learning.
- Develop self-study skills.

4. Digital Competencies (NLS Integration):

- **[1.1NC1a]:** Search for data, information, and content in a digital environment (using online dictionaries/thesaurus).
- **[3.1NC1a]:** Create and edit digital content in various formats (typing and formatting the writing paragraph).
- **[2.4NC1a]:** Use digital tools and technologies for collaborative processes (digital peer review).

II. PREPARATIONS

- Teacher*: Grade 10 textbook, laptop, posters,*
- Students*: Grade 10 textbook, papers.*

III. PROCEDURES

Teacher's and students' activities	Contents
WARM – UP : (5' – G.W) ***Aims:** *To introduce the topic of writing.*	
GAME: HOT SEAT *T divides the class into different groups and shows pictures about different types of inventions on the slides. **Representative of each group sits on a chair, facing the class. - ***1.1NC1b** Students interact with digital content (slides).* ***Others from each group look at the picture shown on the slide and describe the picture/ give hints about the picture. ****Representative of each group says the word out loud. The group with the largest number of correct answers is the winner.	*Key:* *1. Electric light* *2. Airplane* *3. Automobile.....*
UNIT 5: INVENTIONS **LESSON 6 : WRITING (P.58)** **Writing about the benefits of an invention**	
KNOWLEDGE FORMATION: (3' – P.W) **Vocabulary:** ***Aims:** *to provide students with the pronunciation and meanings of some vocabulary needed for the lesson.*	
*T asks Ss to look at the photos to guess the meaning of new	***Vocabulary:**

words.  **Ss say the Vietnamese meaning of the words. - ***1.1NC1a***: *T encourages Ss to use online dictionaries (e.g., Cambridge, Oxford) on their devices to listen to the native pronunciation and check examples.* ***Other Ss correct if the previous answers are incorrect. ****T shows the Vietnamese meanings, says the words aloud and asks Ss to repeat them.	1. portable (a): có thể mang theo 2. costly (a): đắt tiền 3. disturbed (pp): bị quấy rầy 4. bulky (a): kềnh càng, to lớn
Activity 1: CHOOSE AN INVENTION IN THIS UNIT. DRAW A DIAGRAM TO SHOW HOW IT IS USED. THEN WORK IN GROUPS TO GUESS ONE ANOTHER'S INVENTIONS. (5' – G.W) ***Aims:** *To provide Ss chances to list some benefits or uses of their invention.* **- - *3.1NC1a**: *If devices are available, Ss can use digital drawing tools (Paint, Canva, MindMap apps) to create the diagram.*	
*T asks each student to choose an invention from the unit and keep it secret. T asks them to draw a diagram in their notebooks or on a piece of paper, listing some benefits or uses of their invention. **T puts Ss into groups of four or five, and asks them to swap their diagrams with other Ss in the group. ***Ss take turns reading the diagrams and guessing the inventions. - Ss work in groups to perform the task given. ****T checks answers as a class.	
Activity 2: REWRITE THE SECOND SENTENCE SO THAT IT HAS A SIMILAR MEANING TO THE FIRST. USE THE EXPRESSIONS AND THE PROMPTS BELOW TO HELP YOU. (8' – I.W/P.W) ***Aims:** *To help Ss revise useful expressions and structures which they can use in their writing task.*	

*T asks Ss to study the useful expressions in the box. **Useful expressions:** – *Sth* / *Doing sth* is one of the (many) benefits of ... – ... enable(s) / allow(s) / help(s) us *to do sth*. – ... is / are used *in sth* / *for doing sth* / *to do sth*. – ... is / are useful *for sth* / *for doing sth* / *for sb to do sth* / *in doing sth*. **T focuses Ss' attention on the sentences and checks comprehension. T asks Ss to rewrite them, using the suggested words and the structures in the box. ***Ss work individually to rewrite the sentences. - T walks round the class to offer help if necessary and uses coloured chalk to underline the structures in the answers. ****T checks answers as a class.	*Key:* *1. Helping drivers to find the best routes is one of the benefits of AI in transport.* *2. Vacuum cleaners are useful for cleaning / in cleaning the house quickly.* *3. Smartphones help us to learn languages.* *4. Telephones are used to communicate / for communication / for communicating over long distances.*
Activity 3: WRITE A PARAGRAPH (120 - 150 WORDS) TO DESCRIBE TWO OR THREE BENEFITS OF THE INVENTION YOU CHOSE IN 1. USE THE OUTLINE BELOW TO HELP YOU. (15' – I.W/G.W)	

***Aims:** *To help Ss practise developing ideas and writing a paragraph.*
***- 3.1NC1a / 5.3NC1a**: Encourage Ss to type their paragraph on a digital device (Word/Google Docs/Notes)*

*T tells Ss that they are going to write a paragraph of 120 - 150 words about the benefits of an invention of their choice. **T asks them to study the suggested outline. - T reminds them to use the structures they have practised in Act 2. ***Ss work individually to write a draft. ****Ss check their draft for the first time. -T walks round the class to offer help if necessary.	*Sample answer:* *Electricity is one of the great inventions of the past, because it has brought many benefits for people. First, electricity can be used to light our houses and streets. Without it, the world will be dark and dangerous. Second, electricity is also useful in heating. For example, in cold areas, electric heaters can keep us warm and healthy in long winters. Finally, the most important use of electricity is to run machines. Without electricity, factories, schools and hospitals cannot run normally. Everyone and everything will stop working. Other inventions, such as TVs, computers and robots will become useless without electricity. In conclusion, electricity plays a very important part in our life today and we cannot live without it.*

Activity 4: **PEER CHECK (7' – G.W)**
***Aim:** *To do a cross-check and final check on students' writing.*
***- 2.4NC1a**: If Ss wrote digitally, they can share the file (via AirDrop, Zalo, Drive) or swap devices. They can use "Comments" or "Suggesting mode" to give feedback.*

*T has Ss swap their paragraphs with a partner and comment on each other's ideas, vocabulary and grammar. **Ss work in pairs and swap their 1st drafts for peer review. ***T then gives feedback on one writing as a model. ****T collects Ss' writings to mark and provide written feedback in the next lesson.	

WRAPPING – UP: (2' – P.W)
***Aim:** *To help Ss memorise the target language and skills that they have learned.*
- Write about the benefits of an invention.

FEED-BACK
With class 10C6: .....
With class 10C7: .....
With class 10C9: .....

PERIOD 44

UNIT 5: INVENTIONS
LESSON 7: COMMUNICATION AND CULTURE / CLIL
Date of preparing: 20/12/2025

Class	Date of teaching	Attendance
10C6	12/2025	
10C7	12/2025	
10C9	12/2025	

I. OBJECTIVES

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

1. Knowledge:

- *Vocabulary*: Understand the meanings of the key words and phrases: *let s.o know, recommend, further information, assistant, processor speed,Random Access Memory (RAM), storage space*

- *Pronunciation*: Pronounce the following words correctly *let s.o know, recommend, further information, assistant, processor speed,Random Access Memory (RAM), storage space*

- *Grammar*: Understand and Use words and phrases related to inventions

2. Competencies:

a. General competencies: improve pair work, group work…

b. Specific competencies:

- Be collaborative and supportive in pair work and teamwork.
- Access and consolidate information from a variety of sources.
- Actively join in class activities.

3. Qualities:

- Develop a sense of problem-solving when deciding suitable computers.
- Understand more about computer hardware.

4. **Digital Competencies (NLS Integration):**

- **[1.2NC1a]:** Analyze, compare, and evaluate the credibility and reliability of data, information, and digital content (specifically when comparing computer specifications).
- **[5.2NC1a]:** Evaluate needs and identify, select, and use digital tools and technological solutions (specifically when deciding which computer matches user needs).
- **[6.1NC1b]:** Compare different AI/digital systems and how they process data (Understanding Processor, RAM, and Storage roles).

II. PREPARATIONS

- Teacher*: TV, laptop, handouts, cassette, tape…*
- Students*: Grade 10 textbook, papers.*

III. PROCEDURES

Teacher's and students' activities	Contents
WARM – UP (5' – P.W/G.W): ***Aims:** *- To introduce the topic.* *- To enhance students' skills of cooperating with teammates.* *- **5.4NC1a**: Students identify basic digital concepts and terminology to improve their understanding of digital systems.*	

CARD GAME *T divides the Ss into different groups. T gives each group a set of word cards and 1 sheet of A1 paper. Then T asks the groups to select as many words related to computer as possible, stick the word cards on the sheets of A1 paper, and then stick the paper onto the walls/ the board. **Ss listen to the instructions and do as required. ***Ss work in groups and finish their sheets of A1 paper. ****The group with the largest number of correct answers is the winner.	*Suggested answer:* *Laptop* *Screen* *Hardware* *Software* *Speed* *Document* *Display* *Battery* *Light* *Weight* *Size* *Brand* *Program* *Memory* *Data*

UNIT 5: INVENTIONS
LESSON 7: COMMUNICATION AND CULTURE / CLIL (P.58/59/60)

KNOWLEDGE FORMATION: (5' – P.W)

Vocabulary:

***Aims:** *to provide students with the pronunciation and meanings of some vocabulary needed for the lesson.*

- *6.1NC1b: Understanding the fundamental components (RAM, Processor) required for digital systems to operate.*

*T asks Ss to look at the photos to guess the meaning of new words.  **Ss say the Vietnamese meaning of the words. ***Other Ss correct if the previous answers are incorrect. ****T shows the Vietnamese meanings, says the words aloud and asks Ss to repeat them.	***Vocabulary:** 1. let s.o know (v.phr): cho ai đó biết điều gì 2. recommend (v) : giới thiệu 3. further information (n.phr): thông tin thêm 4. assistant (n): trợ lý 5. processor speed (n.phr): tốc độ bộ xử lý 6.Random Access Memory (RAM)(n): bộ nhớ truy cập ngẫu nhiên 7. storage space (n.phr): không gian lưu trữ

I/ EVERYDAY ENGLISH

Making and responding to requests

Activity 1: LISTEN AND COMPLETE A CONVERSATION AT A COMPUTER STORE WITH THE EXPRESSIONS IN THE BOX. THEN PRACTISE IT IN PAIRS. (7'- P.W)

***Aims:**

- To provide Ss with an example conversation in which people make and respond to requests.

- To review expressions for describing feelings.

*T tells Ss that they are going to listen to a conversation between a customer and a shop assistant at a computer store. While listening, they should complete the conversation using the expressions in the box. **T gives Ss a few minutes to read the expressions in the box and the conversation. ***Ss listen and complete the conversation with the expressions from the box. ****T checks answers by asking individual Ss to read the conversation. - T puts Ss in pairs and has them practise the conversation.	*Key:* *1. B 2. C 3. A 4. E 5. D*

Activity 2: ROLE-PLAY : Making requests

Role-play similar conversations about other devices you want to buy. Use the example in Act 1 and the expressions below to help you. (10'- P.W)

***Aims:** *To help Ss practise making and responding to requests.*

***- 5.2NC1a**: Students evaluate needs to select suitable digital tools/devices during the role-play scenario.]*

*T explains the context. Ask Ss to brainstorm more expressions that they may use in the conversations, e.g. *Can you help me, please? I'm looking for ... Would you mind (bringing) ...? I was wondering if you could ... Sure, no problem.* **T puts Ss in pairs to role-play similar conversations pretending they are buying another electronic device; makes sure Ss plan their conversations before they start practising it. ***Ss practise their conversation in pairs. - T walks around the class and offers help if necessary. - Some pairs act out their conversations in front of the class. ****T praises for good effort, clear pronunciation, fluent delivery, and interesting ideas.	
II/ CLIL : **Activity 1: READ AND MATCH THE HIGHLIGHTED WORDS AND PHRASES WITH THEIR MEANINGS. (10' – P.W)** ***Aims:** *To help Ss learn about computer hardware and learn some content vocabulary.*	
*T writes three words: *"processor", "RAM"* and *"storage"* on the board. T asks Ss if they know what *"processor", "RAM"* and *"storage"* are and why they are important when buying a computer; also elicits that they are different parts of computer hardware (or the electronic parts of a computer). **T explains they are going to read a text to learn more about these terms, and their importance. +T has Ss read the text, match the highlighted words and phrases with their meanings. T asks Ss to pay attention to the context of each highlighted word, and look for clues that can help confirm the meaning of each word. ***Ss work individually, read the text, match the highlighted words and phrases with their meanings. ****Ss check their answers with their partners.	*Key: 1. c 2. d 3. a 4. e 5. b*
Activity 2: LOOK AT THE ADVERTISEMENTS. DECIDE WHICH ONE IS MOST SUITABLE FOR EACH PERSON . (8 – P.W) ***Aim:** *To help Ss relate what they have learnt to a problem-solving task and make connections.* ***- 1.2NC1a**: Students analyze and compare digital content (specs) to evaluate its suitability.* ***- 5.2NC1a**: Students evaluate needs (Anne/Bob's requirements) and identify/select the appropriate digital tools (Computers) based on performance criteria.*	

*T tells Ss that two people, Anne and Bob, need their help to decide which computer is best for them.	***Answers:***

+T asks Ss to use the information from the text in Act 1 and the information in the table to help Anne and Bob decide. + T goes through the table and elicits the meaning of the abbreviations of data measurements. + T asks Ss to discuss their answers in pairs. **Ss discuss their answers in pairs. ***Ss say which computers Anne and Bob should buy and why in front of class. ****T checks answers and gives feedback.	<table><tr><td></td><td>ComOffice</td><td>ComBusiness</td><td>ComPro</td></tr><tr><td>Anne</td><td></td><td></td><td>X</td></tr><tr><td>Bob</td><td>X</td><td></td><td></td></tr></table>
WRAP-UP: (1' – P.W) ***Aim:** *To help Ss memorise what they have learned.* - Revise how to make and respond to requests. - Know more information about computer hardware.	
FEED-BACK With class 10C6: ..... With class 10C7: ..... With class 10C9:	

PERIOD 45

UNIT 5: INVENTIONS
LESSON 8: LOOKING BACK AND PROJECT

Date of preparing: 20/12/2025

Class	Date of teaching	Attendance
10C6	11/2025	
10C7	11/2025	
10C9	11/2025	

I. OBJECTIVES

By the end of the lesson, students are expected to achieve the following objectives:

1. Knowledge:

- *Vocabulary*: Understand the meanings of the key words and phrases: *Technology Fair,install,TV designs*

- *Pronunciation*: Pronounce the following words correctly *Technology Fair,install,TV designs*

- *Grammar*: Understand and use the present perfect tense, gerunds, to - infinitives

2. Competencies:

a. General competencies: improve pair work, group work…

b. Specific competencies:

- Develop communication skills and creativity.
- Develop presentation skills.

- Develop critical thinking skills.
- Be collaborative and supportive in pair work and group work.
- Actively join in class activities.

3. Qualities:

- Be more creative when doing the project.
- Develop self-study skills.

4. Digital Competencies (NLS Integration):

- **[1.1NC1a]:** Determine information needs; search for data, information, and content in digital environments (specifically for Project research).
- **[2.4NC1a]:** Use digital tools and technologies for collaborative processes (working on the project presentation).
- **[3.1NC1a]:** Create and edit digital content in different formats (creating slides or digital posters for the "Inventions for the Classroom" project).
- **[5.3NC1a]:** Use digital tools and technologies creatively to create knowledge, innovate processes and products.

II. PREPARATIONS

- Teacher*:* Grade 10 textbook*, laptop, handouts.*
- Students*: Grade 10 textbook, papers.*

III. PROCEDURES

<table>
<tr><th>Teacher's and students' activities</th><th>Contents</th></tr>
<tr><td colspan="2">WARM – UP (5' – P.W/G.W):
*Aims:
- To revise the three-syllable nouns and lead in the next part of the lesson.
- To enhance students' skills of cooperating with teammates.
- Teacher may use a digital timer or a digital word cloud app like Mentimeter to display results
- 5.3NC1a</td></tr>
<tr><td>BRAINSTORMING
*T divides the board, and divides the class into 2 teams.
**Ss listen to the instructions.
***Members of each team take turns and write as many three-syllable nouns about topic Inventions as possible in 2 minutes.
****The group having more correct answers is the winner.</td><td>Suggested answer:
Inventor
Invention
Computer
Telephone
Beverage
Camera
Submarine
Telegraph
Telescope
Typewriter</td></tr>
<tr><td colspan="2">UNIT 5: INVENTIONS
LESSON 8: LOOKING BACK AND PROJECT (P.61)</td></tr>
<tr><td colspan="2">KNOWLEDGE FORMATION: (4' – PW)
<u>Vocabulary</u>:</td></tr>
</table>

***Aims:** *to provide students with the pronunciation and meanings of some vocabulary needed for the lesson.*
***- 1.2NC1a**: Teacher guides students to evaluate data/images presented on the digital screen/slide to infer meaning.*

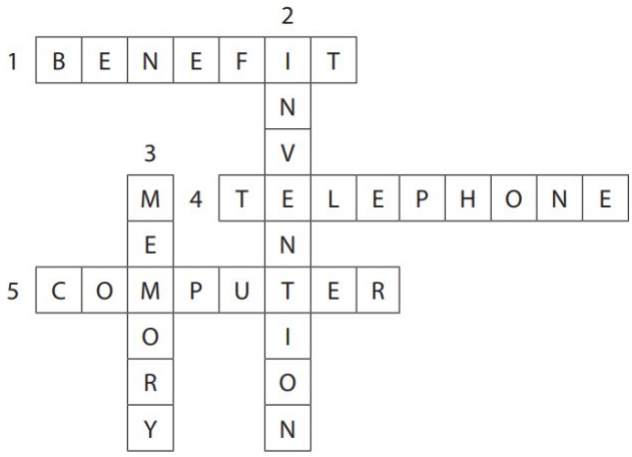
*T asks Ss to look at the photos to guess the meaning of new words.  **Ss say the Vietnamese meaning of the words. ***Other Ss correct if the previous answers are incorrect. ****T shows the Vietnamese meanings, says the words aloud and asks Ss to repeat them.	***Vocabulary:** 1. Technology Fair (n.phr): hội chợ công nghệ 2. install (v): lắp đặt 3. TV designs (n.phr): thiết kế TV

A/ LOOKING BACK

I/ PRONUNCIATION AND VOCABULARY

Solve the crossword. Use the three syllable nouns in this unit. Read out the correct answers in pairs when you finish. (8' – P.W)

***Aims:**
- To revise words they have learnt in the unit.
- To revise stress placement on common three-syllable nouns.

*T explains that Ss are going to review some of the words they have learnt in this unit in a crossword puzzle. Remind them that all the words must be three-syllable nouns. + T puts Ss in pairs to solve the crossword. **Ss work in pairs to solve the crossword. ***T checks answers as a class by asking individual Ss to write the words on the board. ****T has Ss practise saying the words with the correct stress placement. T walks round the class and monitors by correcting any pronunciation mistakes.	*Key:*  .

II/ GRAMMAR

Circle the correct answers. (7'- I.W)

***Aims:** *To revise the present perfect, gerunds and to-infinitives*.*

*T explains to Ss that they are going to review the use of the present perfect tense, gerunds and *to*-infinitives. + T asks Ss to read the sentences and circle the correct forms. In weaker classes, T recalls the forms and uses of the present perfect, and the uses of gerunds and *to*-infinitives.	*Key:* *1. have just installed, using* *2. to send, To learn* *3. was invented, have changed*

**Ss read the sentences and circle the correct forms. ***Ss check their answers in pairs. ****T checks answers as a class by asking individual Ss to write the words on the board.	

B/ PROJECT (20'- G.W)

INVENTIONS FOR THE CLASSROOM

***Aims:**

- To allow students to apply what they have learnt into practice through a project.

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

*- **1.1NC1a**: Ss use devices to search for information/images to support their presentation.*

*- **3.1NC1a**: Ss may create a digital slide/poster to illustrate their invention.*

*- **2.1NC1a**: Interacting through technology (using projector/presentation software.*

*T has Ss work in their groups, gives them a few minutes to get ready for the presentation. **T gives Ss a checklist for peer and self-assessment. T explains that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation. ***Two or three groups give their presentations. T encourages the rest of the class to ask questions at the end. ****T gives praise and feedback after each presentation.	*Sample answer:* *Electricity is one of the great inventions of the past, because it has brought many benefits for people. First, electricity can be used to light our houses and streets. Without it, the world will be dark and dangerous. Second, electricity is also useful in heating. For example, in cold areas, electric heaters can keep us warm and healthy in long winters. Finally, the most important use of electricity is to run machines. Without electricity, factories, schools and hospitals cannot run normally. Everyone and everything will stop working. Other inventions, such as TVs, computers and robots will become useless without electricity. In conclusion, electricity plays a very important part in our life today and we cannot live without it.*

WRAP-UP : (1' – P.W)

***Aim:** *To help students memorise what they have learned.*

- Review the vocabulary, pronunciation and grammar of *Unit 5.*

HOMEWORK

- Do exercises in the workbook.
- **[5.3NC1a]** Use a digital mind-map tool (e.g., Coggle, MindMeister) to summarize the grammar points of Unit 5.

FEED-BACK

With class 10C6: .....

With class 10C7: .....

With class 10C9: .....