

UNIT 5: INVENTIONS

Lesson 1: Getting started

I. OBJECTIVES

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

1. Knowledge

- An overview about the topic: inventions for education.
- Vocabulary to talk about inventions for education.

2. Core competence

- Develop communication skills and awareness of inventions for education.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

3. Personal qualities

- Develop flexibility and creativity in learning.
- Be responsible for studying, using educational apps.

II. MATERIALS

- Grade 10 textbook, Unit 5, Getting started
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. invent (v)	/In'vent/	to produce or design something that has not existed before	phát minh, sáng chế
2. improve (v)	/Im'pru:v/	to become better than before; to make something/somebody better than before	cải thiện, trở nên tốt hơn

3. suitable (adj)	/'su:təbl/ or /'sju:təbl/	right or appropriate for a particular purpose or occasion	phù hợp
4. app (n)	/æp/	a piece of software that you can download to a device such as a smartphone or tablet	ứng dụng
5. convenient (adj)	/kən'vi:niənt/	useful, easy or quick to do; not causing problems	tiện lợi, thuận lợi


Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> - Students may not know the meanings of some words in the conversation. - Students may not know how to work in teams. 	<ul style="list-style-type: none"> - Provide students with some lexical items before listening and reading the conversation. - Give short, clear instructions and help if necessary.

Board Plan

<p><i>Date of teaching</i></p> <p>UNIT 5: INVENTIONS</p> <p>Lesson 1: Getting started</p> <p>* Warm-up: Guessing game</p> <p>I. Vocabulary</p> <ol style="list-style-type: none"> 1. invent (v): phát minh, sáng chế 2. improve (v): cải thiện, trở nên tốt hơn 3. suitable (adj): phù hợp 4. app (n): ứng dụng 5. convenient (adj): tiện lợi, thuận lợi <p>II. Practice</p> <p>Task 1: Listen and read.</p> <p>Task 2: Read and answer the questions.</p> <p>Task 3: Find three nouns and three adjectives.</p> <p>Task 4: Fill in the gaps.</p>

	<p>- To practise reading for specific information</p> <p>- To practise scanning</p> <p>- To develop students' knowledge of inventions for education.</p>	<p>TASK 2. READ THE CONVERSATION AGAIN AND ANSWER THE FOLLOWING QUESTIONS. (p.53)</p> <p>* 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.</p> <p>** Ss do task 2 individually first.</p> <p>*** Ss share and discuss with their partners about the key words.</p> <p>**** T corrects their answers as a class.</p> <p><i>Suggested answer:</i></p> <p>1. <u>What inventions are Phong and his dad talking about?</u></p> <p>2. <u>How useful are laptops?</u></p> <p>3. <u>Why is it fun and convenient to learn with educational apps on smartphones?</u></p> <p>* T asks Ss to scan the conversation, locate the key words to find the answer for each question with the partner sitting behind them.</p> <p>** Ss do the task in pairs.</p> <p>**** 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.</p> <p><i>Key:</i></p> <p>1. <i>They are (talking about) laptops/ computers and smartphones.</i></p> <p>2. <i>(Since they were invented,) Laptops have allowed us to study better and work faster.</i></p> <p>3. <i>Because you can use educational apps that allow you to communicate and learn at the same time.</i></p>	<p>T-S</p> <p>S-S</p> <p>T-S</p> <p>T-S</p> <p>S-S</p> <p>T-S</p>	<p>10 mins</p>
	<p>- To help Ss revise some collocations for inventions so that they can use them in the following lessons.</p> <p>- To practise scanning.</p>	<p>TASK 3: FIND THREE NOUNS AND THREE ADJECTIVES IN THE CONVERSATION IN 1 TO TALK ABOUT INVENTIONS. FOLLOW THE EXAMPLE. (p.53)</p> <p>* T has Ss find three nouns and three adjectives from the conversation in task 1.</p> <p>** Ss work individually.</p> <p>*** Ss share their answers with a partner.</p> <p>**** 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.</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	<p>4 mins</p>

		<p><i>Key:</i></p> <ol style="list-style-type: none"> 1. <i>useful (example)</i> 2. <i>smartphone</i> 3. <i>suitable</i> 4. <i>laptop</i> 5. <i>apps</i> 6. <i>valuable</i> 		
	<p>To help students identify some future structures with the present perfect tense, gerunds, to-infinitives, and how they are used in sentences.</p>	<p>TASK 4. FILL IN THE GAP IN THE SUMMARY OF THE CONVERSATION WITH ONE WORD FROM 1. (p.53)</p> <p>* T has Ss read a summary of the conversation, fill in each gap in the summary with ONE word from task 1.</p> <p>** Ss do the task individually.</p> <p>*** Ss share the answers with a peer.</p> <p>**** T checks answers as a class, asks individual students to read out the sentences, and writes the missing words on the board.</p> <p><i>Answers:</i></p> <ol style="list-style-type: none"> 1. <i>for</i> 2. <i>have</i> 3. <i>improved</i> 4. <i>to</i> 5. <i>to</i> 6. <i>learn</i> 	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	<p>6 mins</p>
<p>CONSOLIDATION</p>	<p>- To help students memorise the target language and skills that they have learned.</p>	<p>WRAP-UP</p> <p>T asks Ss: what have we learnt today?</p> <ul style="list-style-type: none"> - Some lexical items about Inventions. - Reading for specific information. - Scanning. 	<p>T-S</p>	<p>7 mins</p>

	<p>- To prepare for the unit project</p>	<p>HOMEWORK</p> <ul style="list-style-type: none">- Talk about one invention for education and its usefulness (for a minute).- Do exercises in the workbook.- Project Preparation- 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:<ol style="list-style-type: none">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.		
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UNIT 5: INVENTIONS

Lesson 2 – Language

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Inventions*.
- Pronounce stress in three-syllable nouns correctly.
- Understand the present perfect, gerunds and *to*-infinitives.

2. Core competence

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

3. Personal qualities

- Develop flexibility and creativity in learning.
- Be responsible for studying, using educational apps.

II. MATERIALS

- Grade 10 textbook, Unit 5, Language.
- Computers connected to the Internet.
- Projector/ TV/ pictures and cards.
- sachmem.vn

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. <i>Example: I have lost my key. Now I can't open the door.</i> - Something that started in the past, and is still happening now (often use with <i>since</i> or <i>for</i>). <i>Example: They have lived here for a year.</i>
	(-) S + haven't/ hasn't + PII + ...	
	(+) Have/ has + S + PII+ ... ?	

		<p>- Something that was completed in the very recent past (often used with <i>just</i> or <i>recently</i>).</p> <p>Example: He has just finished his homework.</p>
Gerunds and infinitives	Gerunds: Verb + -ing	<p>We use gerunds:</p> <ul style="list-style-type: none"> - after verbs such as <i>avoid, enjoy, finish ...</i> <p>Example: <i>I enjoy cooking.</i></p> <ul style="list-style-type: none"> - as subjects of sentences. <p>Example: <i>Learning English is fun.</i></p>
	To-infinitives: to + verb	<p>We use to-infinitives:</p> <ul style="list-style-type: none"> - after verbs such as <i>want, decide, allow ...</i> <p>Example: <i>My parents don't allow me to use a smartphone.</i></p> <ul style="list-style-type: none"> - after adjectives to give opinions, starting with <i>it's ...</i> <p>Example: <i>It's fun to learn English.</i></p> <ul style="list-style-type: none"> - as subjects of sentences. <p>Example: <i>To learn English is fun.</i></p> <p>Note: Some verbs such as <i>like, love, and hate</i> can be followed by either gerunds or to-infinitives.</p> <p>Example: <i>I like playing/ to play computer games.</i></p>

Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> - Students may be confused when using gerunds and to-infinitives. - Students may have underdeveloped speaking and co-operating skills. 	<ul style="list-style-type: none"> - Give clear explanations with examples for each case. - Give clear instructions, give examples before letting students work in groups. - Provide feedback and help if necessary.

Board Plan

Date of teaching
UNIT 5: INVENTIONS
Lesson 2 – Language

* **WARM-UP:** Guessing the years of inventions.

I. Pronunciation

- Task 1: Listen and repeat.

- Task 2: Cross the river.

II. Vocabulary

Experiment

Devices

Laboratory

Hardware

Software

Equipment

III. Grammar

- Present perfect: Circle the correct answers.

- Gerunds and to-infinitives: Complete the sentences.

- Game: Running dictation

* **HOMEWORK**

III. PROCEDURES

Notes:

In each activity, each step will be represented as following:

* Deliver the task

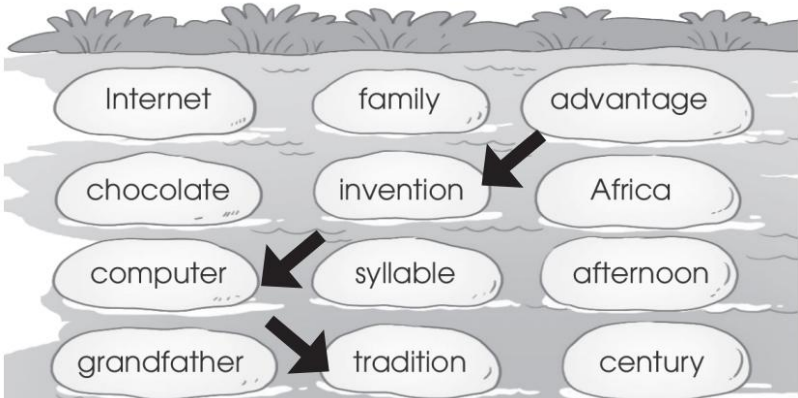
** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To activate students' prior	GUESSING THE YEARS OF INVENTIONS.	T-S	5 mins

	<p>knowledge and vocabulary related to the topic.</p> <ul style="list-style-type: none"> - To enhance students' skills of cooperating with teammates. - To lead into the new unit. 	<p>* T puts Ss into groups of 5. T gives each group a list of 5 important inventions (<i>refrigerator, the Internet, telephone, paper, light bulb</i>), (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.</p> <p>** Ss listen to the instructions.</p> <p>*** Ss work in teams, discuss, and compile a list of the inventions in chronological order.</p> <p>**** T checks and corrects if Ss spell or pronounce the words/ phrases incorrectly.</p> <p><i>Key:</i> <i>The Internet (1983)</i> <i>Refrigerator (1899)</i> <i>Light bulb (1879)</i> <i>Telephone (1876)</i> <i>Paper (105)</i></p> <p>- T leads in the lesson of Language.</p>	<p>S-S</p> <p>T-S</p>	
PRONUNCIATION	<ul style="list-style-type: none"> - 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. 	<p>TASK 1: LISTEN AND REPEAT.</p> <p>Pay attention to the stressed syllable in each word. (p.53)</p> <p>* T introduces the rules of stress in three-syllable nouns, then gives Ss relevant examples.</p> <p>- T asks Ss to give some examples of three-syllable nouns and asks them to put stress on each word.</p> <p>** Ss give some examples and put stress on each word.</p> <p>*** Other Ss correct if the previous answers are incorrect.</p> <p>**** T draws Ss' attention to the stress patterns in some common three-syllable nouns.</p> <p>* 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.</p> <p>** Ss listen and repeat after the recording; pay attention to the stressed syllable in each word.</p> <p>*** Some Ss say the words after playing the recording.</p>	<p>T-S</p> <p>S</p> <p>S</p> <p>T-S</p> <p>T-S</p> <p>S</p> <p>S</p>	5 mins

	<p>To help students recognise the stress patterns in some common three-syllable nouns and pronounce them correctly.</p>	<p>**** T checks their pronunciation.</p> <p>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) * 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.</p> <p>Key:</p> 	<p>T- S</p> <p>T-S</p> <p>S</p> <p>S</p> <p>T-S</p>	<p>10 mins</p>
<p>VOCABULARY</p>	<p>To introduce more topic-related words.</p>	<p>TASK 1. UNSCRAMBLE THE UNDERLINED LETTERS IN THESE WORDS. Use the pictures and the glossary (page 127) to help you. (p.54) * 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. *** 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.</p> <p>Key:</p>	<p>T-S</p> <p>S</p> <p>S</p> <p>T-S</p>	<p>4 mins</p>

		<p>1. <i>experiment</i> 2. <i>devices</i> 3. <i>laboratory</i> 4. <i>hardware</i> 5. <i>software</i> 6. <i>equipment</i></p>														
	To give students practice in identifying the words.	<p>TASK 2. MATCH THE WORDS IN TASK 1 WITH THEIR MEANINGS. * T asks Ss to match the words with their meanings in pairs.</p> <table border="1"> <tr> <td>1. device</td> <td>a. the machines and electronic parts in a computer or other electronic system</td> </tr> <tr> <td>2. laboratory</td> <td>b. a scientific test that is done in order to study what happens and to gain new knowledge</td> </tr> <tr> <td>3. experiment</td> <td>c. the programs used by a computer for doing particular jobs</td> </tr> <tr> <td>4. equipment</td> <td>d. a room or building used for scientific research, experiments, testing, etc.</td> </tr> <tr> <td>5. software</td> <td>e. the things that are needed for a particular purpose or activity</td> </tr> <tr> <td>6. hardware</td> <td>f. a piece of computer equipment, especially a small one such as a smartphone</td> </tr> </table> <p>** Ss do the task in pairs. *** Some pairs share their answers with the whole class. **** T gives feedback and corrections (if necessary).</p> <p><i>Key:</i> 1. <i>f</i> 2. <i>d</i> 3. <i>b</i> 4. <i>e</i> 5. <i>c</i> 6. <i>a</i></p>	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	T-S	5 mins
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															
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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															
GRAMMAR	<p>- To have students revise the present perfect, gerunds and to-infinitives. - To help students understand the use of the present</p>	<p>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.</p>	T-S S S	6 mins												

	perfect, gerunds and to-infinitives.	<p>**** T draws Ss' attention to the present perfect, gerunds and to-infinitives.</p> <p>CIRCLE THE CORRECT ANSWERS. (page 54)</p> <p>* T has Ss read the sentences individually, and asks them to choose the correct answers.</p> <p>** Ss work individually as required.</p> <p>*** 2 Ss write their answers on the board.</p> <p>****T gives feedback and corrections (if necessary). T goes through each sentence and asks Ss to explain why they have selected that form.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. <i>have just found</i> 2. <i>invented, have created</i> 3. <i>has lost</i> 	<p>T- S</p> <p>T-S</p> <p>S</p> <p>S</p> <p>T-S</p>	
	To give students practice in using the present perfect, gerunds and to-infinitives.	<p>COMPLETE THE SENTENCES USING THE GERUND OR THE TO-INFINITIVE OF THE VERBS IN BRACKETS. SOMETIMES BOTH FORMS ARE POSSIBLE.</p> <p>* 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.</p> <p>** Ss work individually as required.</p> <p>*** 2 students write their answers on the board.</p> <p>**** T gives feedback and corrections (if necessary). T goes through each sentence and asks Ss to explain why they have selected that particular form.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. <i>using</i> 2. <i>to study</i> 3. <i>Playing/ To play</i> 4. <i>to study</i> 	<p>T-S</p> <p>S</p> <p>S</p> <p>T - S</p>	5 mins
EXTRA ACTIVITY	To give students a chance to apply what they have learnt.	<p>GAME: RUNNING DICTATION</p> <p>* 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.</p> <p>- 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).</p>	<p>T- S</p>	4 mins

		<p>- 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.</p> <p>** Ss work in groups and do as required.</p> <p>*** T invites the winner to read aloud their sentences.</p> <p>**** T gives feedback.</p>	<p>S T-S T</p>	
CONSOLIDATION	To help students memorise what they have learned.	<p>WRAP-UP</p> <p>Teacher asks: What have we learnt today?</p> <ul style="list-style-type: none"> - Pronounce correctly stress in three-syllable nouns - Vocabulary related to the topic - Understand the present perfect, gerunds and to-infinitives <p>HOMEWORK</p> <ul style="list-style-type: none"> - Prepare for the next lesson: Unit 5 – Reading - Do exercises in the workbook 	T-S	1 min

UNIT 5: INVENTIONS

Lesson 3: Reading

I. OBJECTIVES

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

1. Knowledge

- Develop reading skills for main ideas and specific information about artificial intelligence.

2. Core competence

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

3. Personal qualities

- Develop flexibility and creativity in learning.
- Be responsible for studying and using educational apps.

II. MATERIALS

- Grade 10 textbook, Unit 5, Reading
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. robot (n)	/ˈrəʊbɒt/	a machine that can perform a complicated series of tasks by itself	rô bốt
2. communicate (v)	/kəˈmjuːnɪkeɪt/	to share or exchange information, news, ideas, feelings, etc.	giao tiếp
3. emotion (n)	/ɪˈməʊʃn/	a strong feeling such as love, fear or anger;	cảm xúc

		the part of a person's character that consists of feelings	
4. artificial intelligence (AI) (n)	/ ,ɑ:tɪfɪʃl ɪn'telɪdʒəns/	the study and development of computer systems that can copy intelligent human behaviour	trí tuệ nhân tạo
5. measure (v)	/'meɪʒə(r)/	to find the size, quantity, etc. of something in standard units	đo lường

Assumptions

Anticipated difficulties	Solutions
<ul style="list-style-type: none"> - Students may lack knowledge about some lexical items. - Students may have underdeveloped reading, speaking and co-operating skills. 	<ul style="list-style-type: none"> - Provide students with the meaning and pronunciation of words. - Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

Board Plan

<p><i>Date of teaching</i></p> <p>UNIT 5: INVENTIONS</p> <p>Lesson 3: Reading</p>
<p>* Warm-up: Video watching</p> <p>Task 1: Discuss the questions.</p> <p>Vocabulary</p> <ol style="list-style-type: none"> 1. robot (n): rô bốt 2. communicate (v): giao tiếp 3. emotion (n): cảm xúc

4. artificial intelligence (AI) (n): trí tuệ nhân tạo

5. measure (v): đo lường

Task 2: Choose the best title.

Task 3: Match the pictures with the uses of AI.

Task 4: True or false.

Task 5: Discussion

* **Homework**

III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none">- To introduce the topic of reading.- To enhance students' skills of cooperating with teammates.	<p>VIDEO WATCHING</p> <p>https://www.youtube.com/watch?v=UdE-W30oOXo</p> <ul style="list-style-type: none">* T lets Ss watch a video and asks them to take notes.** Ss watch the clip and take notes individually.*** Ss working in groups of 4, answer some questions related to the content of the video, using their notes.**** T checks the answers with the whole class. <p><i>Suggested answer:</i></p> <p>1. <i>What is artificial intelligence?</i></p> <ul style="list-style-type: none">- <i>AI is the development of computer systems that performs tasks requiring human intelligence such as recognizing images, making decisions, or engaging in dialogues.</i> <p>2. <i>What are some real-life cases in which we have probably dealt with AI?</i></p> <ul style="list-style-type: none">- <i>When we watch films, listen to music, shop online, AI gives us recommendations about what we might like.</i>	<ul style="list-style-type: none">T-SS-SS-S T-S	5 mins

		<p>- AI is capable of converting spoken language into text and translating it into other languages.</p> <p>3. What benefits do robots/ AI bring to us?</p> <ul style="list-style-type: none"> - 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. <p>4. Can AI replace human?</p> <p>No, when we would rather make our own decisions, AI will not replace humans. It is just getting better and better at supporting us.</p> <p>- 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.</p>		
<p>PRE-READING</p>	<ul style="list-style-type: none"> - To lead in the reading exercises. - To provide students with some lexical items before reading the text. 	<p>TASK 1: LOOK AT THE PICTURES OF ASIMO AND SOPHIA AND DISCUSS THE QUESTIONS BELOW IN PAIRS. (p.55)</p> <ul style="list-style-type: none"> * T draws Ss' attention to the pictures of two robots (p.55) - T asks Ss to work in pairs and discuss the questions: <i>What are they? What do you think they can do?</i> ** Ss listen to the instructions and do the task in pairs. *** Some pairs share the answers with the whole class. **** T gives feedback. <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. <i>They are robots.</i> 2. <i>They can walk, talk, show emotions, and do household chores.</i> <p>VOCABULARY</p> <ul style="list-style-type: none"> * T provides Ss with the meaning and pronunciation of some new words. ** Ss listen and repeat the words. *** Ss practice the words in pairs and two students read the words out loud 	<p>T-S</p> <p>S</p> <p>S</p> <p>T-S</p> <p>T-S</p> <p>S</p> <p>S</p>	<p>7 mins</p>

		<p>in front of the class.</p> <p>**** T corrects if necessary.</p> <ol style="list-style-type: none"> 1. robot (n) /'rəʊbɒt/: rô bốt 2. communicate (v) /kə'mju:nɪkeɪt/: giao tiếp 3. emotion (n) /ɪ'məʊʃn/: cảm xúc 4. artificial intelligence (AI) (n) /,ɑ:tɪfɪʃl ɪn'telɪdʒəns/: trí tuệ nhân tạo 5. measure (v) /'meʒə(r)/: đo lường 	T-S	
WHILE-READING	To help Ss practise reading for main ideas.	<p>TASK 2: READ THE TEXT AND CHOOSE THE BEST TITLE FOR IT (p.55).</p> <p>* T elicits from Ss strategies they can use to read texts for main ideas <i>E.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions.</i></p> <p>** T asks Ss to read the whole text once to get an overall idea.</p> <p>*** Ss work in pairs to compare their answers.</p> <p>**** 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. <i>E.g. A: The text doesn't focus on the development of AI. B: The text doesn't only mention robots, but other types of AI. D: The text doesn't mention how AI is used in education.</i></p> <p><i>Key: C</i></p>	T-S T-S S T-S	7 mins
	To help Ss practise reading for specific information.	<p>TASK 3: READ THE TEXT AGAIN AND MATCH THE PICTURES WITH THE USES OF AI. (p.55)</p> <p>* T has Ss read the text again and match the pictures with the uses of AI.</p> <p>** Ss work in pairs to discuss the clues and compare answers.</p> <p>*** Some Ss share the answers.</p> <p>**** T checks answers as a class, having Ss explain their answers by providing the clues from the text.</p> <p><i>Key:</i> <i>1. c 2. a 3. b</i></p>	T-S S S T-S	7 mins
	To help Ss practise reading for specific information.	<p>TASK 4: DECIDE WHETHER THE FOLLOWING STATEMENTS ARE TRUE (T) OR FALSE (F). (p.55)</p> <p>* T asks Ss to read the questions and underline the key words in each of them. <i>e.g. 1. <u>Sophia</u> can <u>show emotions</u> when <u>talking to humans</u>.</i></p>	T-S	6 mins

		<p>2. <u>AI helps to make machines that think and act like humans.</u></p> <p>3. <u>AI is one of the most important inventions of the 20th century.</u></p> <p>- T reminds Ss that the statements may include paraphrased or opposite information so they should look for synonyms or antonyms in the text.</p> <p>** Ss read through the text, looking for the key words they underlined in the statements or words with the same or similar meaning.</p> <p>*** Ss work in pairs to compare answers.</p> <p>**** T checks answers. In stronger classes, ask them to give reasons for their answers.</p> <p><i>Key:</i></p> <p>1. T (Sophia can even communicate with people by using human language and expressing emotions.)</p> <p>2. T (AI – the study and development of machines that can copy human intelligence.)</p> <p>3. F (AI is one of the most important inventions of the 21st century.)</p>	S-S S-S T-S	
POST-READING	<p>- To help students use the ideas and language from the reading to talk about possible uses of AI in schools.</p> <p>-To help some students enhance presentation skills.</p>	<p>ACTIVITY 5: WORK IN GROUPS AND DISCUSS HOW AI CAN BE USED IN SCHOOLS. THEN SHARE YOUR IDEAS WITH THE WHOLE CLASS. (p.55)</p> <p>* T lets Ss work in groups and discuss how AI can be used in schools.</p> <p>** Ss work in groups and brainstorm possible uses of AI in schools.</p> <p>- 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.</p> <p>*** T calls some Ss to present their answers in front of the whole class.</p> <p>- Ss give comments to their friends and vote for the most interesting and informative presentation.</p> <p>**** T gives feedback and comments.</p>	T-S T-S T-S T-S	10 mins
CONSOLIDATION	To help Ss memorise the target language and skills that they have learned.	<p>WRAP-UP</p> <p>- Some lexical items about artificial intelligence.</p> <p>- Reading for general and specific information about artificial intelligence.</p> <p>HOMEWORK</p> <p>- Prepare for the next lesson: Unit 5 – Speaking.</p> <p>- Do exercises in the workbook.</p>	T-S	3 mins

UNIT 5: INVENTIONS

Lesson 4: Speaking

I. OBJECTIVES

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

1. Knowledge

- Talk about inventions and how they are used.

2. Core competence

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

3. Personal qualities

- Develop flexibility and creativity in learning.
- Be responsible for studying, using educational apps.

II. MATERIALS

- Grade 10 textbook, Unit 5, Speaking.
- Computers connected to the Internet.
- Projector/ TV/ pictures and cards.
- sachmem.vn

Language analysis

Functions	Useful expressions
Uses of inventions	<ul style="list-style-type: none">- ... help(s)/ allow(s) us to do st. <i>Example: The internet helps us to communicate over long distances.</i>- We/ People (can) use st to do/ for st. <i>Example: People can use the Internet to communicate over long distances.</i>- ... is/ are used for st/ doing st. <i>Example: The internet is used for communication/ communicating over long distances.</i>

Assumptions

Anticipated difficulties	Solutions
Students may lack knowledge about some useful structures.	Provide students with the form and use of some useful structures before they speak.
Students may have underdeveloped speaking and co-operating skills.	<ul style="list-style-type: none"> - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Have excessive talking students practise. - Continue to clarify task expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>UNIT 5: INVENTIONS</p> <p>Lesson 4: Speaking</p>
<p>* Warm-up</p> <p>Guessing game</p> <p>Useful expressions</p> <p>Task 1: Talk about the uses of these inventions.</p> <p>Task 2: Talk more about one of the inventions in task 1.</p> <p>Task 3: Present your ideas to the whole class.</p> <p>* Homework</p>

III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

- ** Implement the task
- *** Discuss
- **** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time				
WARM-UP	<ul style="list-style-type: none"> - To introduce the topic of speaking. - To enhance students' skills of cooperating with teammates. 	<p>GUESSING GAME</p> <ul style="list-style-type: none"> * T writes the names of 5 inventions (<i>the internet, e-readers, robots, 3D printing, driverless cars</i>) 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. <i>E.g: This invention is a device which helps us to communicate over long distances. What is it? (answer: telephone)</i> ** Ss take turns picking a card and give short descriptions of inventions. *** Ss guess the names of the inventions. **** T check the answers. 	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>T-S</p>	5 mins				
CONTROLLED PRACTICE	To help Ss practice useful expressions and structure their presentation.	<p>USEFUL EXPRESSIONS</p> <ul style="list-style-type: none"> * T elicits some useful expressions to talk about the uses of inventions and asks Ss to give examples. ** Ss listen to the teacher and give examples. *** Some students 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. <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">Functions</th> <th style="width: 50%;">Useful expressions</th> </tr> </thead> <tbody> <tr> <td>Uses of inventions</td> <td> <ul style="list-style-type: none"> - ... help(s)/ allow(s) us to do st. <i>Example: The internet helps us to communicate over long distances.</i> - We/ People (can) use st to do/ for st. <i>Example: People can use the Internet to communicate over long distances.</i> - ... is/ are used for st/ doing st. </td> </tr> </tbody> </table>	Functions	Useful expressions	Uses of inventions	<ul style="list-style-type: none"> - ... help(s)/ allow(s) us to do st. <i>Example: The internet helps us to communicate over long distances.</i> - We/ People (can) use st to do/ for st. <i>Example: People can use the Internet to communicate over long distances.</i> - ... is/ are used for st/ doing st. 	<p>T-S</p> <p>S</p> <p>S</p> <p>T-S</p>	10 mins
Functions	Useful expressions							
Uses of inventions	<ul style="list-style-type: none"> - ... help(s)/ allow(s) us to do st. <i>Example: The internet helps us to communicate over long distances.</i> - We/ People (can) use st to do/ for st. <i>Example: People can use the Internet to communicate over long distances.</i> - ... is/ are used for st/ doing st. 							

			<i>Example: The Internet is used for communication/ communicating over long distances.</i>		
		<p>TASK 1: WORK IN PAIRS. TALK ABOUT THE USES OF THESE INVENTIONS. USE THE EXPRESSIONS BELOW TO HELP YOU (p.56)</p> <p>* 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.</p> <p>** Ss work in pairs and do as required.</p> <p>- 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.</p> <p>*** Some Ss share the answer with the whole class.</p> <p>**** T gives feedback, checks Ss' ideas, pronunciation, and language used.</p>		T-S	5 mins
LESS CONTROLLED PRACTICE	To help students enhance presentation skills.	<p>TASK 2: WORK IN GROUPS. TALK MORE ABOUT ONE OF THE INVENTIONS IN TASK 1. USE THE OUTLINE BELOW TO HELP YOU PREPARE A GROUP PRESENTATION.</p> <p>* T puts Ss into groups and has them choose one of the inventions in activity 1 to talk more about it.</p> <p>** Ss study the suggested outline.</p> <p>*** Ss discuss their inventions in groups, and take notes of their ideas on pieces of paper which can be used for their presentation.</p> <p>**** 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.</p>		T-S	7 mins
		<p>TASK 3: PRESENT YOUR IDEAS TO THE WHOLE CLASS. THEN VOTE FOR THE MOST INTERESTING GROUP PRESENTATION.</p> <p>* 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.</p> <p>- 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</p>		T-S	15 mins

		<p>some simple criteria of assessment (such as content, language, and delivery. Maximum 2 points for each criterion).</p> <p>** Ss work in groups and decide how they will present the information, who is going to introduce and end the presentation, and how to divide the tasks among group members.</p> <p>*** Groups present their ideas in front of class.</p> <p>**** 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.</p>	<p>S</p> <p>S</p> <p>T-S</p>	
CONSOLIDATION	To help Ss memorise the target language and skills that they have learned.	<p>WRAP-UP</p> <ul style="list-style-type: none"> - Some useful expressions about uses of inventions. - Speaking about inventions and how they are used. <p>HOMEWORK</p> <ul style="list-style-type: none"> - Prepare for the next lesson: Unit 5 – Listening. - Do exercises in the workbook. 	T-S	3 mins

UNIT 5: INVENTIONS

Lesson 5 – Listening

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Inventions*.
- Listen for specific information about how to use an invention.

2. Core competence

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

3. Personal qualities

- Develop awareness and flexibility in using an invention.

II. MATERIALS

- Grade 10 textbook, Unit 5 – Listening
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. button (n)	/ˈbʌtn̩/	a small part of a machine that you press to make it work.	nút bấm
2. charge (v)	/tʃɑːdʒ/	to pass electricity through something so that it is stored there; to take in electricity so that it is stored and ready for use.	nạp, sạc (điện)
3. stain (n)	/steɪn/	a dirty mark on something which is difficult to	vết bẩn

		remove.	
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Assumptions

Anticipated difficulties	Solutions
Students may have underdeveloped listening skills	<ul style="list-style-type: none"> - Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Explain expectations for each task in detail. Have excessive talking students practice. - Continue to explain task expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>UNIT 5: INVENTIONS</p> <p>Lesson 5 – Listening</p>
<p>* Warm-up</p> <p>Guessing game</p> <p>Task 1: Complete the sentences.</p> <p>Task 2: Fill in each gap of the diagram.</p> <p>Task 3: Tick or cross.</p> <p>Task 4: What other buttons do you want RoboVacuum to have?</p> <p>* Homework</p>

III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

- ** Implement the task
- *** Discuss
- **** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	<ul style="list-style-type: none"> - To introduce the topic of reading. - To enhance students' skills of guessing. 	<p>GUESSING GAME</p> <p>* T shows 3 clues about the targeted word in turn and asks Ss to guess the word.</p> <p><i>It is a household appliance.</i></p> <p><i>It has wheels.</i></p> <p><i>It sucks up dirt and dust.</i></p> <p>** Ss guess the words based on clues given by the T.</p> <p>*** If Ss can't get the word with the 1st clue, the T gives them the 2nd clue.</p> <p>If Ss can't get the word with the 2nd clue, then T gives them the 3rd clue.</p> <p>**** T confirms the answers and leads in the new lesson.</p> <p><i>Key: RoboVacuum</i></p>	<p>T-S</p> <p>S-S</p> <p>T-S</p> <p>T-S</p>	5 mins
PRE-LISTENING	To set the context for the listening and activate Ss' prior knowledge.	<p>VOCABULARY</p> <p>* T asks Ss to look at the explanation and the photos to guess the meaning of new words.</p> <p>** Ss say the Vietnamese meaning of the word.</p> <ol style="list-style-type: none"> 1. button (n) /'bʌtn/: nút bấm 2. charge (v) /tʃɑ:dʒ/: nạp, sạc (điện) 3. stain (n) /steɪn/: vết bẩn <p>*** Other Ss correct if the previous answers are incorrect.</p> <p>**** T shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.</p> <p>TASK 1: COMPLETE THE SENTENCES WITH THE WORDS IN THE BOX. (p.57)</p> <p>* T asks Ss to complete the sentences with the words in the box.</p> <p>** Ss read and complete the sentences.</p> <p>*** Ss share the answers with the whole class.</p> <p>**** T checks answers as a class.</p>	<p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p> <p>T-S</p> <p>S</p> <p>S-S</p> <p>T-S</p>	7 mins

		<p><i>Key:</i></p> <ol style="list-style-type: none"> 1. <i>button</i> 2. <i>stain</i> 3. <i>charge</i> 		
WHILE-LISTENING	To help Ss practise listening for key words.	<p>TASK 2: LISTEN TO A CONVERSATION ABOUT ROBOVACUUM. FILL IN EACH GAP IN THE DIAGRAM BELOW WITH ONE WORD. (p.57)</p> <p>* 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.</p> <p>- T asks Ss to study the diagram first.</p> <p>E.g. T has Ss look at the first item and asks them to predict the kind of information needed and if it is a noun, a verb or an adjective ...</p> <p>** Ss listen and fill in the gaps in the diagram with one word.</p> <p>*** Ss compare their answers in pairs.</p> <p>**** T checks answers by playing the recording again and pausing after each answer.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. <i>room</i> 2. <i>stains</i> 3. <i>stop</i> 	T-S S Pair work T-S	10 mins
	To help Ss practise listening for instructions.	<p>TASK 3: LISTEN AGAIN. PUT A TICK NEXT TO THE CORRECT WAY AND A CROSS NEXT TO THE WRONG WAY TO USE ROBOVACUUM. (p.57)</p> <p>* 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.</p> <p>** T put Ss in pairs to study the pictures first and describe what they can see.</p> <p><i>E.g. RoboVacuum is on a puddle of water. It is also next to an electric socket.</i></p> <p>- T encourages them to guess if that is the right or the wrong way to use RoboVacuum.</p> <p>- Ss listen, put a tick or a cross next to each picture that shows the right or wrong way of using RoboVacuum.</p> <p>*** Ss compare their answers in pairs.</p>	T-S T-S Pair work	10 mins

		<p>**** T checks answers by playing the recording again, pausing at the places where they can hear the correct information.</p> <p>Key:</p> <p>1. ✗ 2. ✓ 3. ✓</p>	T-S	
POST-LISTENING	To give Ss an opportunity to personalise the language and ideas from the listening in a speaking task.	<p>TASK 4: WHAT OTHER BUTTONS DO YOU WANT ROBOVACUUM TO HAVE? ADD THEM TO THE PICTURE BELOW AND TELL YOUR FRIENDS ABOUT THEM. (p.57)</p> <p>*T asks Ss to add to the picture other buttons that they want RoboVacuum to have.</p> <p>** 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: <i>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.</i></p> <p>- Ss work individually to personalise their RoboVacuum by drawing and labelling their buttons.</p> <p>- T walks around the class and offers help with the vocabulary.</p> <p>*** T puts Ss in groups to show their drawings to each other and share their ideas.</p> <p>**** T invites some Ss to present their improved RoboVacuum in front of the class. T praises for interesting ideas and delivery.</p>	T-S T-S T-S T-S	10 mins
CONSOLIDATION	To help Ss memorise the target language and skills that they have learned	<p>WRAP-UP</p> <ul style="list-style-type: none"> - Some lexical items related to the topic <i>Inventions</i> - Listen for specific information about RoboVacuum. <p>HOMEWORK</p> <ul style="list-style-type: none"> - Prepare for the next lesson: Unit 5 – Writing - Do exercises in the workbook 	T-S	3 mins

UNIT 5: INVENTIONS

Lesson 6: Writing

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Inventions*.
- Write about the benefits of an invention.

2. Core competence

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

3. Personal qualities

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

II. MATERIALS

- Grade 10 textbook, Unit 5 – Writing
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	<ul style="list-style-type: none">- Guide students to make an outline of the letter.- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.

Board Plan

Date of teaching
UNIT 5: INVENTIONS
Lesson 6: Writing

*** Warm-up**

Game: Hot seat

Task 1: Draw a diagram.

Task 2: Rewrite the sentences.

Task 3: Write a paragraph to describe benefits of the invention.

*** Homework**

III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	To introduce the topic of writing.	<p>GAME: HOT SEAT</p> <p>* T divides the class into different groups and shows pictures about different types of inventions on the slides.</p> <p>** Representative of each group sits on a chair, facing the class.</p> <p>*** Others from each group look at the picture shown on the slide and describe the picture/ give hints about the picture.</p> <p>**** Representative of each group says the word out loud.</p> <p>The group with the largest number of correct answers is the winner.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1. <i>Electric light</i> 2. <i>Airplane</i> 3. <i>Automobile</i> 	<p>T-S</p> <p>S-S</p> <p>S-S</p> <p>S</p>	5 mins

PRE-WRITING	To provide Ss chances to list some benefits or uses of their invention.	<p>TASK 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. (p.58)</p> <p>* 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.</p> <p>** T puts Ss into groups of four or five, and asks them to swap their diagrams with other Ss in the group.</p> <p>- Ss take turns reading the diagrams and guessing the inventions.</p> <p>*** Ss work in groups to perform the task given.</p> <p>**** T checks answers as a class.</p>	<p>T-S</p> <p>Group work</p> <p>S</p> <p>T-S</p>	7 mins
	To help Ss revise useful expressions and structures which they can use in their writing task.	<p>TASK 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. (p.58)</p> <p>* T asks Ss to study the useful expressions in the box.</p> <div data-bbox="741 730 1144 1023" style="background-color: #fff9c4; padding: 10px; border: 1px solid #ccc;"> <p>Useful expressions:</p> <ul style="list-style-type: none"> - <i>Sth / Doing sth</i> is one of the (many) benefits of ... - ... enable(s) / allow(s) / help(s) us to <i>do sth.</i> - ... is / are used <i>in sth / for doing sth / to do sth.</i> - ... is / are useful <i>for sth / for doing sth / for sb to do sth / in doing sth.</i> </div> <p>** 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.</p> <p>*** Ss work individually to rewrite the sentences.</p> <p>- T walks round the class to offer help if necessary and uses coloured chalk to underline the structures in the answers.</p> <p>**** T checks answers as a class.</p> <p><i>Key:</i></p> <p><i>1. Helping drivers to find the best routes is one of the benefits of AI in transport.</i></p>	<p>T-S</p> <p>T- S</p> <p>S</p> <p>T-S</p>	8 mins

		<p>2. Vacuum cleaners are useful for cleaning / in cleaning the house quickly.</p> <p>3. Smartphones help us to learn languages.</p> <p>4. Telephones are used to communicate / for communication / for communicating over long distances.</p>		
WHILE-WRITING	To help Ss practise developing ideas and writing a paragraph.	<p>TASK 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. (p.58.)</p> <p>* T tells Ss that they are going to write a paragraph of 120 - 150 words about the benefits of an invention of their choice.</p> <p>- T asks them to study the suggested outline.</p> <p>- T reminds them to use the structures they have practised in task 2.</p> <p>** Ss work individually to write a draft.</p> <p>*** Ss check their draft for the first time.</p> <p>**** T walks round the class to offer help if necessary.</p> <p><i>Sample answer:</i></p> <p><i>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.</i></p>	<p>T-S</p> <p>S</p> <p>S</p> <p>T-S</p>	15 mins

POST-WRITING	To do a cross-check and final check on students' writing.	<p>PEER CHECK</p> <p>* T has Ss swap their paragraphs with a partner and comment on each other's ideas, vocabulary and grammar.</p> <p>** Ss work in pairs and swap their 1st drafts for peer review.</p> <p>*** T then gives feedback on one writing as a model.</p> <p>**** T collects Ss' writings to mark and provide written feedback in the next lesson.</p>	<p>T-S</p> <p>Pair work</p> <p>T-S</p> <p>T-S</p>	7 mins
CONSOLIDATION	To help Ss memorise the target language and skills that they have learned.	<p>WRAP-UP</p> <ul style="list-style-type: none"> - Some lexical items related to the topic <i>Inventions</i> - Write about the benefits of an invention. <p>HOMEWORK</p> <ul style="list-style-type: none"> - Rewrite the paragraph in the notebooks. - Prepare for the next lesson: Unit 5 – Communication and culture/ CLIL. - Do exercises in the workbook. 	T-S	3 mins

UNIT 5: INVENTIONS

Lesson 7: Communication and Culture/ CLIL

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Inventions*;
- Practise making and responding to requests.
- Know more information about computer hardware.

2. Core competence

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

3. Personal qualities

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

II. MATERIALS

- Grade 10 textbook, Unit 5, Communication and culture/ CLIL
- Computer connected to the Internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

Anticipated difficulties	Solutions
Students may have underdeveloped speaking and co-operating skills.	<ul style="list-style-type: none">- Encourage students to work in pairs and in groups so that they can help each other.- Provide feedback and help if necessary.
Some students will excessively talk in the class.	<ul style="list-style-type: none">- Explain expectations for each task in detail.- Have excessive-talking students practise.- Continue to explain task expectations in small chunks (before every activity).

Board Plan

Date of teaching

UNIT 5: INVENTIONS

Lesson 7: Communication and Culture/ CLIL

*** Warm-up**

Card game

I. Everyday English

Task 1: Listen and complete the conversation.

Task 2: Role-play

II. CLIL

Task 1: Match the highlighted words with their meanings.

Task 2: Decide which one is most suitable.

*** Homework**

III. PROCEDURES

Notes:

In each activity, each step will be represented as following

* Deliver the task

** Implement the task

*** Discuss

**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To introduce the topic. - To enhance students' skills of cooperating with teammates.	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. <i>Suggested answer:</i> <i>Laptop</i>	T-S S-S S-S T-S	5 mins

		<p>Screen Hardware Software Speed Document Display Battery Light Weight Size Brand Program Memory Data</p>		
EVERYDAY ENGLISH	<p>- To provide Ss with an example conversation in which people make and respond to requests. - To review expressions for describing feelings.</p>	<p>TASK 1: LISTEN AND COMPLETE A CONVERSATION AT A COMPUTER STORE WITH THE EXPRESSIONS IN THE BOX. THEN PRACTISE IT IN PAIRS. (p. 58) * 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</p>	<p>T-S S T-S</p>	7 mins
	<p>To help Ss practise making and responding to requests.</p>	<p>TASK 2: ROLE-PLAY Work in pairs. Role-play similar conversations about other devices you want to buy. Use the example in task 1 and the expressions below to help you. (p. 59) * T explains the context. Ask Ss to brainstorm more expressions that they may use in the conversations, e.g. <i>Can you help me, please? I'm looking for ...</i></p>	<p>T-S</p>	10 mins

		<p><i>Would you mind (bringing) ...? I was wondering if you could ... Sure, no problem.</i></p> <p>- 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.</p> <p>** Ss practise their conversation in pairs.</p> <p>- T walks around the class and offers help if necessary.</p> <p>*** Some pairs act out their conversations in front of the class.</p> <p>**** T praises for good effort, clear pronunciation, fluent delivery, and interesting ideas.</p>	Pair work	
CLIL	To help Ss learn about computer hardware and learn some content vocabulary.	<p>TASK 1: READ THE TEXT BELOW. MATCH THE HIGHLIGHTED WORDS AND PHRASES WITH THEIR MEANINGS. (p. 59-60)</p> <p>* 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).</p> <p>- T explains they are going to read a text to learn more about these terms, and their importance.</p> <p>- 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.</p> <p>** Ss work individually, read the text, match the highlighted words and phrases with their meanings.</p> <p>*** Ss check their answers with their partners.</p> <p>**** T checks answers as a class, further explains or translates any new words or phrases, e.g. <i>processor speed, gigahertz, gigabytes, battery</i></p> <p><i>Key: 1. c 2. d 3. a 4. e 5. b</i></p>	T-S S-S S-S T-S	10 mins
	To help Ss relate what they have learnt to a problem-solving task and make connections.	<p>TASK 2: LOOK AT THE ADVERTISEMENTS. DECIDE WHICH ONE IS MOST SUITABLE FOR EACH PERSON BELOW. (p.60)</p> <p>* T tells Ss that two people, Anne and Bob, need their help to decide which computer is best for them.</p>	T-S	10 mins

		<p>- T asks Ss to use the information from the text in task 1 and the information in the table to help Anne and Bob decide.</p> <p>- T goes through the table and elicits the meaning of the abbreviations of data measurements.</p> <p>- T asks Ss to discuss their answers in pairs.</p> <p>** Ss discuss their answers in pairs.</p> <p>*** Ss say which computers Anne and Bob should buy and why in front of class.</p> <p>**** T checks answers and gives feedback.</p> <p>Answers:</p> <table border="1" data-bbox="730 523 1435 659"> <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>		ComOffice	ComBusiness	ComPro	Anne			X	Bob	X			<p>S</p> <p>S</p> <p>T-S</p>	
	ComOffice	ComBusiness	ComPro													
Anne			X													
Bob	X															
<p>CONSOLIDATION</p>	<p>To help Ss memorise what they have learned.</p>	<p>WRAP-UP</p> <ul style="list-style-type: none"> - Use the lexical items related to the topic <i>Inventions</i>. - Revise how to make and respond to requests. - Know more information about computer hardware. <p>HOMEWORK</p> <ul style="list-style-type: none"> - Prepare for the next lesson: Unit 5 – Looking back and project. - Do exercises in the workbook. 	<p>T-S</p>	<p>3 mins</p>												

UNIT 5: INVENTIONS

Lesson 8: Looking back and project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of *Unit 5*.
- 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 more creative when doing the project.
- Develop self-study skills.

II. MATERIALS

- Grade 10 textbook, Unit 5, Looking back and project.
- Computers connected to the Internet.
- Projector/ TV/ pictures and cards.
- sachmem.vn.

Assumptions

Anticipated difficulties	Solutions
- Students may have underdeveloped speaking and co-operating skills.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
- Some students will excessively talk in the class.	- Explain expectations for each task in detail. - Have excessive talking students practise. - Continue to explain task expectations in small chunks (before every activity).

Board Plan

<i>Date of teaching</i> UNIT 5: INVENTIONS Lesson 8: Looking back and project
* Warm-up Brainstorming
I. Looking back Pronunciation and vocabulary Solve the crossword.
Grammar Circle the correct answers.
II. Project Inventions for the classroom
* Homework

III. PROCEDURES

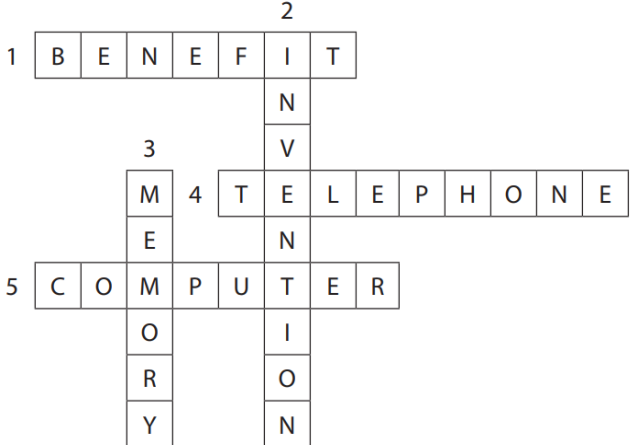
Notes:

In each activity, each step will be represented as following

- * Deliver the task
- ** Implement the task
- *** Discuss
- **** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To revise the three-syllable nouns and lead in the next part of the lesson. - To enhance students' skills of	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 <i>Inventions</i> as possible in 2 minutes. **** The group having more correct answers is the winner.	T-S Team work T-S	5 mins

	cooperating with teammates.	<p><i>Suggested answer:</i></p> <p><i>Inventor</i></p> <p><i>Invention</i></p> <p><i>Computer</i></p> <p><i>Telephone</i></p> <p><i>Beverage</i></p> <p><i>Camera</i></p> <p><i>Submarine</i></p> <p><i>Telegraph</i></p> <p><i>Telescope</i></p> <p><i>Typewriter</i></p>		
LOOKING BACK	<p>- To revise words they have learnt in the unit.</p> <p>- To revise stress placement on common three-syllable nouns.</p>	<p>PRONUNCIATION AND VOCABULARY</p> <p>Solve the crossword. Use the three syllable nouns in this unit. Read out the correct answers in pairs when you finish. (p. 60)</p> <p>* 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.</p> <p>- T puts Ss in pairs to solve the crossword.</p> <p>** Ss work in pairs to solve the crossword.</p> <p>*** T checks answers as a class by asking individual Ss to write the words on the board.</p> <p>**** T has Ss practise saying the words with the correct stress placement. T walks round the class and monitors by correcting any pronunciation mistakes.</p> <p><i>Key:</i></p>	<p>T-S</p> <p>Pair work</p> <p>T-S</p> <p>T-S</p>	7 mins

				
	<p>To revise the present perfect, gerunds and <i>to</i>-infinitives.</p>	<p>GRAMMAR Circle the correct answers. (p. 60) * T explains to Ss that they are going to review the use of the present perfect tense, gerunds and <i>to</i>-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 <i>to</i>-infinitives. ** 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. <i>Key:</i> 1. <i>have just installed, using</i> 2. <i>to send, To learn</i> 3. <i>was invented, have changed</i></p>	<p>T-S</p> <p>S</p> <p>S</p> <p>T-S</p>	<p>5 mins</p>
<p>PROJECT</p>	<p>- To allow students to apply what they have learnt into practice through a project.</p>	<p>INVENTIONS FOR THE CLASSROOM As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation. * T has Ss work in their groups, gives them a few minutes to get ready for the presentation.</p>	<p>T-S</p> <p>Group work</p>	<p>25 mins</p>

	- To provide an opportunity for students to develop their research and collaboration skills, and to practise giving an oral presentation.	<p>** 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.</p> <p>*** Two or three groups give their presentations. T encourages the rest of the class to ask questions at the end.</p> <p>**** T gives praise and feedback after each presentation.</p>	S T-S	
CONSOLIDATION	To help students memorise what they have learned.	<p>WRAP-UP</p> <ul style="list-style-type: none"> - Review the vocabulary, pronunciation and grammar of <i>Unit 5</i>. - Apply what they have learnt into practice through a project. <p>HOMEWORK</p> <ul style="list-style-type: none"> - Prepare for the next lesson: Unit 6 – Getting started. - Do exercises in the workbook. 	T-S	3 mins