

School: THPT DO DANG TUYEN

Teacher's name: LE THI AI THI

Class: 10/3 & 10/9

REVIEW 1

Lesson 1: Language

I. OBJECTIVES

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

1. Knowledge

- Review words related to family life, humans and environment, and music;
- Review the pronunciation of the consonant blends /br/, /kr/, /tr/, /gr/, /pr/;
- Apply the knowledge of grammar points learnt in the previous units to do the tasks;
(to-infinitive, bare infinitive, the present simple, the present continuous, the future with will and be going to)
- Use the passive voice;
- Use the coordinating conjunctions (and, or, but, so).

2. Core competence

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

3. Personal qualities

- Develop self-study skills;

II. MATERIALS

- Grade 10 textbook, Review 1 - Language
- Computer connected to the internet
- Projector/ TV/ pictures and cards

- sachmem.vn

Assumptions

| Anticipated difficulties | Solutions |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| - Students may find the lesson boring due to a large number of language exercises. | - Encourage students to work in pairs, in groups so that they can help each other. - Design as many exercises as games as possible. - Provide feedback and help if necessary. |
| - Some students will excessively talk in the class. | - Define expectation in explicit detail. - Have excessively talkative students practise. - Continue to define expectations in small chunks (before every activity). |

Board Plan




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| <p style="text-align: right;"><i>Date of teaching</i></p> <p style="text-align: center;">REVIEW 1 Lesson 1: Language</p> <p>* WARM-UP: Finding keywords</p> <p>Pronunciation</p> <p>Task 1: Listen and write the words in the correct columns.</p> <p>Vocabulary</p> <p>Task 1: Match the two parts to make complete sentences.</p> <p>Task 2: Complete the sentences.</p> <p>Grammar</p> <p>Task 1: Complete the sentences.</p> <p>Task 2: Complete the sentences.</p> <p>Task 3: Match the two parts to make complete sentences.</p> <p>* CONSOLIDATION</p> |
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III. PROCEDURES

Notes:

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

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

| Stage | Stage aim | Procedure | Interaction | Time |
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| WARM-UP | To lead in the lesson. | <p>GAME: FINDING KEYWORDS</p> <p>* Teacher shows 3 sets of pictures (taken from Project lessons of Unit 1-2-3) and asks students to find a keyword for each set of pictures.</p> <p>** Students raise hands to answer.</p> <p>*** Teacher and students discuss the answers.</p> <p>**** Teacher checks the answers as a class.</p> <p><i>Set 1: Family life/family</i></p> <div></div> <p><i>Set 2: Humans and the environment/ go green/ green lifestyle/ living green</i></p> | T-S S T-S T-S | 3 mins |



Set 3: Traditional music/music



PRONUNCIATION

To check if students can identify

TASK 1: LISTEN AND WRITE THE WORDS IN THE CORRECT COLUMNS. THEN PRACTISE SAYING THE WORDS. (p. 38)

* Teacher writes /br/, /gr/, /kr/, /pr/ and /tr/ on the board.

T-S

5 mins

| | consonant blends and provide further pronunciation practice. | <p>- Teacher writes one word containing the consonant blend below each of them. - Teacher asks students to listen and write down the words containing the sound blends. ** Students do the task by writing the words in a suitable column. *** Teacher can invite some pairs of students to read aloud. **** Teacher checks students' pronunciation and gives feedback.</p> <p>Key:</p> <table border="1"> <tr> <th>/br/</th><th>/gr/</th><th>/kr/</th><th>/pr/</th><th>/tr/</th></tr> <tr> <td>brain</td><td>green</td><td>crash</td><td>practise</td><td>train</td></tr> <tr> <td>breakfast</td><td>grow</td><td>create</td><td>protect</td><td>treat</td></tr> <tr> <td>breadwinner</td><td>great</td><td>cream</td><td>product</td><td>tree</td></tr> </table> | /br/ | /gr/ | /kr/ | /pr/ | /tr/ | brain | green | crash | practise | train | breakfast | grow | create | protect | treat | breadwinner | great | cream | product | tree | S T-S T-S | |
|-------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------|------|------|------|-------|-------|-------|----------|-------|-----------|------|--------|---------|-------|-------------|-------|-------|---------|------|-----------------|--|
| /br/ | /gr/ | /kr/ | /pr/ | /tr/ | | | | | | | | | | | | | | | | | | | | |
| brain | green | crash | practise | train | | | | | | | | | | | | | | | | | | | | |
| breakfast | grow | create | protect | treat | | | | | | | | | | | | | | | | | | | | |
| breadwinner | great | cream | product | tree | | | | | | | | | | | | | | | | | | | | |
| VOCABULARY | To check if students remember collocations they have learnt in the previous units. | <p>TASK 1: MATCH THE TWO PARTS TO MAKE COMPLETE SENTENCES. (p. 38) * Teacher tells students to read the given parts of the sentences carefully and make sure they understand their meanings. ** Students do this exercise individually by matching the halves to complete the sentences *** Teacher allows students to share their answers before discussing as a class and encourages them to pronounce the sentences correctly. **** Teacher checks the answers as a class and gives feedback.</p> <p>Key: 1. e 2. d 3. a 4. b 5. c</p> | T-S Ss Pair work T-S | 5 mins | | | | | | | | | | | | | | | | | | | | |
| | To check if students can use words they have learnt in the previous units. | <p>TASK 2: COMPLETE THE FOLLOWING SENTENCES USING THE WORDS FROM THE BOX. (p. 38) * Teacher asks students to work individually to complete the sentences with the given words and phrases. ** Students work individually to complete the task. *** Teacher allows students to share answers before discussing as a class.</p> | T-S S T-S T-S | 7 mins | | | | | | | | | | | | | | | | | | | | |

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| | | <p>**** Teacher asks students to say the sentences aloud and makes sure they pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding.</p> <p>Key:</p> <ol style="list-style-type: none"> 1. <i>laundry</i> 2. <i>groceries</i> 3. <i>perform</i> 4. <i>audience</i> 5. <i>eco-friendly</i> | | |
| GRAMMAR | To check if students can use the grammar points learnt in the previous units in sentences. | <p>TASK 1: COMPLETE THE SENTENCES WITH THE CORRECT FORMS OF THE VERBS IN BRACKETS. (p. 39)</p> <p>* Teacher asks students to work independently to fill in the blanks with the correct forms of the verbs in brackets.</p> <p>** Students read the sentences first and underline the clues that help them decide the correct forms of the verbs in brackets.</p> <p>*** Teacher reminds students to use the correct forms of the verbs as requested in each sentence then allows them to share answers before discussing as a class.</p> <p>**** Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.</p> <p>Key:</p> <ol style="list-style-type: none"> 1. <i>cleans – is helping</i> 2. <i>to improve – take</i> 3. <i>practise – are practising</i> 4. <i>am going to watch – will win</i> | <p>T-S</p> <p>S</p> <p>T-S</p> <p>T-S</p> | 7 mins |
| | To check if Ss can use the passive voice. | <p>Task 2: Complete the sentences. Make sure they mean the same as the sentences above them. (p.39)</p> <p>* Teacher asks students to read the sentences first.</p> <p>** Students do the task individually.</p> <p>*** Teacher reminds students to pay attention to the passive and active forms of the sentences then allows them to share answers before discussing as a class.</p> <p>**** Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.</p> | <p>T-S</p> <p>S</p> <p>T-S</p> <p>T-S</p> | 8 mins |

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| | | <p><i>Key:</i></p> <p>1. <i>The rubbish in the neighbourhood is collected three times a week.</i></p> <p>2. <i>All the electrical devices in the house were turned off.</i></p> <p>3. <i>His music videos will be watched online (by millions of people).</i></p> | | |
| | To check if Ss can use coordinating conjunctions (and, or, but, so) to make compound sentences. | <p>TASK 3: MATCH THE TWO PARTS TO MAKE COMPLETE SENTENCES. (p. 39)</p> <p>* Teacher asks students to read the two halves given of the sentence.</p> <p>** Students do the task individually.</p> <p>*** Teacher reminds students to pay attention to the coordinating conjunctions (and, or, but, so) then allows them to share answers before discussing as a class.</p> <p>**** Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.</p> <p><i>Key:</i></p> <p>1. <i>b</i></p> <p>2. <i>c</i></p> <p>3. <i>d</i></p> <p>4. <i>a</i></p> | T-S S T-S | 5 mins |
| CONSOLIDATION | <p>- To consolidate what students have learnt in the lesson</p> <p>- To prepare vocabulary for the next lesson</p> | <p>WRAP-UP</p> <p>Teacher asks students to talk about what they have learnt in the lesson.</p> <p>- Review on how to pronounce consonant blends, grammar points (to-infinitive, bare infinitive, the present simple, the present continuous, the future with <i>will</i> and <i>be going to</i>) and vocabulary of Unit 1, 2, and 3.</p> <p>HOMEWORK</p> <p>Prepare for Review 1 – Skills 1: Listening and speaking.</p> | T-S | 2 mins |

REVIEW 1

Lesson 2: Skills (Listening & Speaking)

I. OBJECTIVES

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

1. Knowledge

- Practice listening for general and specific information about music;
- Practice talking about a favorite singer or musician.

2. Core competence

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

3. Personal qualities

- Develop self-study skills;

II. MATERIALS

- Grade 10 textbook, Review 1 – Skills 1 (Listening and speaking)
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

| Anticipated difficulties | Solutions |
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| Students may find the lesson boring due to a large number of language exercises. | <ul style="list-style-type: none">- Encourage students to work in pairs, in groups so that they can help each other.- Design as many exercises as games as possible.- Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | <ul style="list-style-type: none">- Define expectation in explicit detail.- Have excessively talkative students practise.- Continue to define expectations in small chunks (before every activity). |

Board Plan

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| <p style="text-align: right;"><i>Date of teaching</i></p> <p style="text-align: center;">REVIEW 1</p> <p style="text-align: center;">Lesson 2: Skills (Listening & Speaking)</p> <p>* Warm-up Name the pictures: Traditional music</p> <p>Listening Task 1: Listen and choose the best title for the talk. Task 2: Listen and fill in the gaps.</p> <p>Speaking Talk about your favourite singer or musician.</p> <p>* Consolidation</p> |
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III. PROCEDURES

Notes:

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

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

| Stage | Stage aim | Procedure | Interaction | Time |
|---------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------|
| WARM-UP | To lead in the lesson. | <p>NAME THE PICTURES: TRADITIONAL MUSIC</p> <p>* T shows pictures and asks Ss to name the traditional music in the pictures.</p> <p>** Ss raise hands to answer.</p> <p>*** T and Ss discuss the answers more.</p> <p>**** T checks the answers as a class.</p> <p><i>Key:</i></p> | <p>T-S</p> <p>S</p> <p>T-S</p> <p>T-S</p> | 5 mins |

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| | |   <p><i>Xoan singing</i></p>  <p><i>Chau van singing</i></p> <p><i>Quan ho singing</i></p> | | |
| LISTENING | To help students practise listening for main ideas. | <p>TASK 1: LISTEN AND CHOOSE THE BEST TITLE FOR THE TALK. (p. 40)</p> <p>* T focuses Ss' attention on the three options and asks '<i>What do you think the listening text will be about?</i>' to elicit Elvis Presley and check what Ss know about him.</p> <p>** Ss look at three options, read and underline key words.</p> <p>*** T plays the recording once for Ss to listen and choose the best answer.</p> <p>**** T confirms the answers as a class.</p> <p><i>Key: C</i></p> | T-S S T-S T-S | 10 mins |
| | To help students practise listening for specific information. | <p>TASK 2: LISTEN AGAIN AND FILL IN EACH GAP IN THE QUICK FACTS WITH A NUMBER. (p. 40)</p> <p>* T asks Ss to read through the Quick facts first, and elicit what the missing numbers refer to, e.g. year, age, how many awards.</p> <p>- T plays the recording and has Ss fill in each gap with a number.</p> <p>** Ss listen and do the task individually.</p> <p>*** T calls on some Ss to report their answers for the class.</p> | T-S S T-S | 10 mins |

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| | | <p>**** T checks the answers and add more information if necessary.</p> <p><i>Key:</i></p> <p>1. 1935</p> <p>2. 21</p> <p>3. 3</p> <p>4. 42</p> <p><i>Audio script:</i></p> <p><i>Elvis Presley was an American singer, musician and actor born in 1935. His single Heartbreak Hotel, released when he was 21, became a number-one hit in the United States. Starting with the film Love Me Tender, Presley also made 31 films. His single of the same name sold more than a million 67 copies even before the film was released. During his life, he received many awards, including three Grammys. Presley died of a heart attack at the age of 42. Many years after his death, Presley is still one of the best-selling singers of all time.</i></p> | T-S | |
| SPEAKING | To help students practise speaking about a favourite singer or musician. | <p>WORK IN PAIRS. TALK ABOUT YOUR FAVOURITE SINGER OR MUSICIAN. USE THE EXPRESSIONS BELOW TO HELP YOU. (p. 40)</p> <p>* T asks Ss to read through the expressions in the box.</p> <p>** Ss work in pairs to exchange their ideas about their favorite singer or musician.</p> <p>*** T calls on some Ss to report their answers for the class.</p> <p>**** T checks the answers and add more information if necessary.</p> <p>Useful expressions:</p> <ul style="list-style-type: none"> - My favourite singer / musician is ... - His / Her (most famous) single / song / album / work is ... - His / Her single became a (number 1) hit in ... - (During his / her life), he / she has received (many / some ...) awards, including ... | <p>T-S</p> <p>Pair work</p> <p>T-S</p> | 15 mins |

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| CONSOLIDATION | To consolidate what students have learnt in the lesson. | WRAP-UP T asks Ss to talk about what they have learnt in the lesson. - Practice listening for general and specific information about music; - Practice talking about a favourite singer or musician. HOMEWORK - Prepare for Review 1 – Skills 2 (Reading and Writing). | T-S | 5 mins |
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REVIEW 1

Lesson 2: Skills (Reading & Writing)

I. OBJECTIVES

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

1. Knowledge

- Practise reading for general and specific information about how to live a green life;
- Practise writing a short paragraph about ways of living green.

2. Core competence

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

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 10 textbook, Review 1 – Skills (Reading and Writing)
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

| Anticipated difficulties | Solutions |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students may find the lesson boring due to a large number of language exercises. | <ul style="list-style-type: none">- Encourage students to work in pairs, in groups so that they can help each other.- Design as many exercises as games as possible.- Provide feedback and help if necessary. |
| Some students will excessively talk in the class. | <ul style="list-style-type: none">- Define expectation in explicit detail.- Have excessively talkative students practise. |

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| | - Continue to define expectations in small chunks (before every activity). |
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Board Plan

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| <p style="text-align: center;"><i>Date of teaching</i></p> <p style="text-align: center;">REVIEW 1</p> <p style="text-align: center;">Lesson 2: Skills (Reading & Writing)</p> <p>* Check-up Talk about your favourite singer or musician</p> <p>Reading Task 1: Crossword. Task 2: Read and answer the questions.</p> <p>Writing Complete the paragraph.</p> <p>* Consolidation</p> |
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III. PROCEDURES

Notes:

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

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

| Stage | Stage aim | Procedure | Interaction | Time |
|----------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------|
| CHECK-UP | To check the knowledge in the previous lesson and give students more | TALK ABOUT YOUR FAVOURITE SINGER OR MUSICIAN * T elicits the requirement of talking about Ss' favourite singer or musician ** Ss raise hands to answer. *** T listens to Ss' answers and takes notes for comments. **** T provides comments and feedback. | T-S S T-S T-S | 5 mins |

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| | chance to practice speaking | | | |
| READING | To help students practise understanding word meanings in context. | TASK 1: READ THE TEXT BELOW. THEN WORK IN PAIRS TO COMPLETE THE CROSSWORD WITH FIVE WORDS FROM THE TEXT. (p. 40) * T has Ss read through the text and the crossword clues. T focuses on the crossword grid and reminds them that the number of letters should match the number of squares. ** Ss work individually to work out the words. *** T puts them into pairs to compare their answers and asks individual Ss to write the words on the board. **** T confirms the answers as a class. <i>Key:</i> 1. <i>environment</i> 2. <i>water</i> 3. <i>air</i> 4. <i>energy</i> 5. <i>green</i> | T-S S T-S T-S | 10 mins |
| | To help students practise reading for specific information. | TASK 2: READ THE TEXT AGAIN AND GIVE SHORT ANSWERS TO THE FOLLOWING QUESTIONS. (p. 41) * T asks Ss to read through the questions and check understanding of the vocabulary. ** Ss read the text again and look for the answers to the questions. *** T calls on some Ss to report their answers for the class. **** T checks the answers and add more information if necessary. <i>Key:</i> 1. <i>The methods of collecting water (are).</i> 2. <i>Rainwater is collected from a roof and sent to a container.</i> 3. <i>Tiny drops of water in the air are turned into drinking water.</i> | T-S S T-S T-S | 10 mins |
| WRITING | To help students practise writing a | THINK ABOUT WAYS OF LIVING A GREEN LIFESTYLE. COMPLETE THE PARAGRAPH. USE WHAT YOU HAVE LEARNT AND THE IDEAS BELOW TO HELP YOU. (p. 41) | | 15 mins |

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| | <p>short paragraph about ways of living green.</p> | <p>* T asks Ss to think about what they have learnt about different ways of living green.</p> <p>** Ss read through the ideas in the box, work in groups and brainstorm more ideas.</p> <p>*** T gives Ss enough time to complete the paragraph. Set a time limit depending on the Ss' ability level.</p> <p>**** T asks individual Ss to read their paragraphs or collect them to check after class and provide written feedback.</p> <p><i>Sample answer:</i></p> <p><i>There are many ways you can make your life greener. First, make your area green by planting more trees and plants. Second, make your area clean by organising regular clean-up activities, collecting litter and setting up more recycling bins. Finally, turn off electrical devices when not in use and use energy from the sun, wind and water. Living a green lifestyle is not difficult, but these small changes will make a big difference.</i></p> | <p>T-S</p> <p>S</p> <p>Group work</p> <p>T-S</p> | |
| CONSOLIDATION | <p>To consolidate what students have learnt in the lesson.</p> | <p>WRAP-UP</p> <p>T asks Ss to talk about what they have learnt in the lesson.</p> <ul style="list-style-type: none"> - Practise reading for general and specific information about how to live a green life. - Practise writing a short paragraph about ways of living green. <p>HOMEWORK</p> <p>Prepare for Unit 4 – Getting started.</p> | <p>T-S</p> | <p>5 mins</p> |