**Period**

**LESSON PLAN**

**TIẾNG ANH 10 FRIENDS GLOBAL**

**UNIT 4: OUR PLANET**

**LESSON 4F: READING- GLIDERS IN THE STORM**

**I. OBJECTIVES:**

By the end of the lesson, students will be able to predict the content

of a text and understand a text about a paraglider and the dangers of extreme weather.

**1. Knowledge:**

- **Reading:** An article about a paraglider who was caught in

a storm

- **Vocabulary:** Verbs of movement

**- Grammar:** Past Simple and Past Continuous

**2. Ability:**

- Main skills: reading and writing skills

- Sub skills: listening and speaking skills

\* Predicting the content of a text; planning and acting out an interview with a paraglider.

**3. Quality:**

- Have a positive attitude in English language learning so that they can participate enthusiastically in all classroom activities, especially with the topic conducted by the teacher.

- Know how to make comparisons precisely

**II. TEACHER AIDS AND LEARNING MATERIALS:**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, IWB software.

**III. PROCEDURES:**

**A. Warm-up (10’)**

**a) Objective:** Introduce the new lesson and set the scene for students to acquire a new language; get students' attention at the beginning of the class by utilizing enjoyable and short activities as well as engaging them in the steps that followed.

**b) Content:** Hangman Game  
**c) Outcomes:** Students can gain more confidence and interest in the lesson.

**d) Competence:** communication, collaboration, prediction.

**e) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **WARM-UP**. (T- Ss/ S – S/ Indiv)   * Introduces the game and provides the topic is about **Natural Disasters/ Weather.** * Shows the game on the screen and asks them to read the game instruction. * Asks Ss to give questions if they don’t understand how to play. * Divides class into teams. * Has students to play 1 round first to do an example (if necessary) * Creates a reward chart for the winning team. * Leads-in to Section 1. | * Pay attention to the screen while listening to the teacher. * Read the game rules and give questions to have a clearer understanding about the game (if any). * Play the first round by looking at the picture and thinking of a word related to the picture. * Open Student’s Book. | ***\*\*Answer keys:***  **1. wind**  **2. thunderstorm**  **3. flood**  **4. lightning**  **5. temperature**  **6. hailstones**  **7. earthquake**  **8. tsunami** |

**B. New lesson (75’)**

* **Activity 1: Lead-in (5’)**

**a) Objective:** Have the students to guess about the content of the text through the title and the photo in the book.

**b) Content:** Students work in pairs and predict what happens in the text.

**c) Outcomes:** Students can practice speaking and discussing to express their ideas.

**d) Competence:** communication, presentation, discussion, critical thinking.

**e) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **DISCUSSION** (T-Ss/ S-S)   * Asks students to look at the photos and say what the weather is like. * In pairs, students predict what they think happens in the text. * Elicits ideas and writes them on the board. Ask them to give reasons for their predictions | * Pay attention and answer the question. * Discuss with partner. * Volunteer to answer the question and give the reason. | ***\*Question:*** What’s the weather like?    ***\*\*Answer keys:***   * **Stormy/ Thunderstorm** * **The text may be about the person who gets caught in a storm.** |

* **Activity 2 Vocabulary (7’)**

**a) Objective:** Students gain new words. **b) Content:**

* ***Vocabulary:*** paraglider, to approach, to reach, to land, frostbite.

**c) Outcomes:** Ss know how to pronounce the new words precisely and use them in appropriate contexts.

**d) Competence:** communication, drilling

**e) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRESENTATION.**  (T-Ss/ S-S/ Indiv)   * Teaches new vocabulary. * Uses pictures and explanations to present new words. * Has the students practice their pronunciation drills. | * Pay attention to the slide and listen to the teacher. * Look, listen and repeat in chorus and individuals. * Write new words into notebook. | ***\*\*New words:***  **paraglider, to approach, to reach, to land, frostbite** |

* **Activity 3: Reading (15’)**

**a) Objective:** Students can skim and scan for the main idea to answer questions and complete tasks. Critical thinking skills and communication can also be practiced.

**b) Content:** Section 2, 3 and 4.

**c) Outcomes:** Ss can practice reading skills, including skimming, scanning and predicting suitable answer keys. They can apply the structure of past simple to their conversations.

**d) Competence:** Collaboration, communication, critical thinking.

**e) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRACTICE**. (T- Ss/ S-S/ Indiv)   * **Activity 2 (4’):** Read the text. * Has the Ss to read the text in silence and skim for the main idea. * T can invite some Ss to read aloud the text. * Asks Ss if they have an accurate prediction and decides which prediction was the most accurate. * **Activity 3 (4’):** Reading strategy and Scanning. * Has the Ss to read the Reading Strategy. * T can invite some Ss to read aloud the Reading Strategy (optional). * Goes through the strategy together. * Tells students it is a good idea to read the words before after a gap, and then think about what type of word is needed in the gap. * Has the students look at the sentences with gaps in the text and decide which ones contain a past simple verb. * Checks answers as a class. * **Activity 4 (7’):** Matching and filling in the gaps. * Asks Ss to read the text again and guess what kind of information is missing. * Has them to read through the phrases from A-H with gaps 1-8 in the text. * Asks Ss to match the sentences with the gaps. * Checks answers as a class. | * Read the text in silence and skim for the main idea. * Volunteer to read the text aloud. * Check their prediction. * Read the Reading Strategy individually. * Some Ss volunteer to read the Reading Strategy aloud. * Pay attention and listen carefully when teacher elicits the ideas and meaning in the Strategy box. * Ss can highlight key phrases in the strategy box based on the slide. * Scanning for sentences with gaps begin with a verb in the Past Simple. * Correct answer with teacher. * Read the text carefully again and guess the missing information. * Read through the phrases and the gaps in the text then match the sentences with the suitable gaps. * Correct answers with teacher. | ***\*\*Answer keys:***  **Gap 3,4 and 5**    ***\*\*Answer keys:***  **1.F 2.B 3.A 4.H**  **5.D 6.C 7.E 8.G** |

* **Extra Activity: Tom & Jerry game (8’)**

**a) Objective:** To sum up all the important information contained in the Reading text with a competitive game.

**b) Content:** Tom & Jerry Game – Each team answers the questions in order  
**c) Outcomes:** Students can gain more confidence and remember the main ideas in the reading text.

**d) Competence:** communication, collaboration.

**e) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **EXTRA ACTIVITY**.  (T- Ss/ S – S/ Individual)   * Introduces the game and goes through the game rules. * Asks Ss to give questions if they don’t understand how to play. * Creates a reward chart for the winning team. * Divides class into 2 teams. * Leads into Section 5. | * Pay attention to the screen while listening to the teacher. * Read the game rules and give questions to have a clearer understanding about the game (if any). * Each team takes turns choosing the question and answer. * Open Student’s Book – page 52. | ***\*\*Answer keys:***  **1. Australia.**  **2. two clouds.**  **3. about 10.000 metres.**  **4. about 40 minutes.**  **5. near a small farm.**  **6. She was too weak and confused.**  **7. She had frostbite on her ears and legs.**  **8. She competed in the World Championship.** |

* **Activity 4: Practice (20’)**

**a) Objective:** Students can answer the questions to critical thinking, and they can finish the tasks in the textbook. Critical thing skills (guessing/ reasoning) and communication can also be practiced.

**b) Content:** Section 5, 6 and 7.

**c) Outcomes:** Students can read and use the strategy in exams.

**d) Competence:** Collaboration, communication, critical thinking & presentation.

**e) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRACTICE**. (T- Ss/ S-S/ Indiv)   * **Activity 5 (7’):** **True or False** * Asks Ss to read all the sentences from 1-4 and look for keywords. * T can invite some Ss to read aloud the text. (optional) * Asks Ss to read the text again and complete the task by writing True or False. * Check answers as a class. * **Activity 6 (8’):** **Vocabulary.** * Asks students to look at the highlighted verbs in the text and try to work out their meaning from the context. * Has the students to match the verbs to their meanings. * Checks answers as a class and invites Ss to correct the task. * Move on to the Extra exercise * Asks Ss to complete the exercises with all the previous verbs. * Checks answers as a class and invites Ss to correct the task. * **Activity 7 (5’):** **Past Continuous & Past Simple.** * Goes through the instructions together and makes sure students understand what they have to do. * 1st rewrite all the questions in a complete form. * Remind them to use the ***past continuous*** to describe background events, and the ***past simple*** to describe a sequence of events. * In pairs, students write their questions and answers. * Monitor and check that students are forming their questions and answers correctly. | * Read the sentences in silence and identify the keywords. * Volunteer to read the sentences loudly. * Read the text again and complete the task. * Correct the task with class. * Read through the highlight verbs in the text and figure out their meanings from the context. * Complete the task. * Ss volunteer to correct the task. * Ss open their notebook to write down the exercises and complete them. * Ss volunteer to correct the task. * Read the instructions carefully and listen for teacher's guidance. * Rewrite all the questions into the notebook. * Review the Past continuous and Past simple to apply in the task. * Work in pairs and complete the task. * Correct answers with teacher. | ***\*\*Answer keys:***   1. **False** 2. **True** 3. **False** 4. **True**     ***\*\*Answer keys:***   1. **spin** 2. **take off** 3. **land** 4. **approach** 5. **reach**   ***\*\*Answer keys:***  **1. spin 2. take off**  **3. spin 4. reach**  **5. land 6. approach**  **7. take off 8. Reach**  **9. approach 10. land**    ***\*\*Answer keys:***   1. **What were you doing in Australia?** 2. **What was the weather like that morning?** 3. **Why did you take off?** 4. **What can you remember about the storm?** 5. **What was the most terrifying part of the experience?** 6. **How did you feel afterwards?** |

* **Activity 5: Outcomes (20’)**

**a) Objective:** Students make an interview and act out for the class.

**b) Content:** Section 7 – Students work in pairs to act out as an interviewer and Ewa, to ask and answer some questions about the experiences of a paraglider.   
**c) Outcomes:** Students can practice having a dialogue and gain more confidence in daily communication.

**d) Competence:** communication, collaboration.

**e) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **INTERVIEW**. (S – S/ T- S)   * **(2’)** Introduces the activity and asks Ss to choose their role (Interviewer or Ewa) * **(6’)** Asks Ss to practice before volunteering to come front and present. * **(6’)** Invites some pairs to come front and act out. * **(6’)** Listens and provides the completed answers. | * Pay attention to the teacher's instruction. * Each pair decides who will be the interviewer or Ewa. * Practice the dialogue with partner for 2-3 mins. * Volunteer to come front and act out. * Rest of the class listens to other pairs and corrects their work. | ***\*\*Answer keys:***  **1. I was preparing for the World Championships.**  **2. A thunderstorm approached when we were getting ready to take off.**  **3. I think I was skillful enough to keep away from the dark clouds.**  **4. It was dark and I could hear**  **lightning all around me.**  **5. I was terrified when I reached nearly 10,000 m, higher than the top of Mount Everest, and then lost consciousness.**  **6. I felt that I was the**  **luckiest woman in the world.** |

**C. Consolidation (3’)**

**a) Vocabulary:** Verb of actions and movements

**b) Grammar:** Past Continuous and Past Simple

**D. Homework (2’)**

- Learn by heart all the new words.

- Review past continuous and past simple.

- Do exercises in Workbook.

- Prepare: Unit 4G – Speaking (P.54).