**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

- *hoclieu.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

| *Date of teaching*  REVIEW 1  **Lesson 1: Language**  **\* WARM-UP: Finding keywords**  **Pronunciation**  Task 1: Listen and write the words in the correct columns.  **Vocabulary**  Task 1: Match the two parts to make complete sentences.  Task 2: Complete the sentences.  **Grammar**  Task 1: Complete the sentences.  Task 2: Complete the sentences.  Task 3: Match the two parts to make complete sentences.  \* **CONSOLIDATION** |
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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. | **GAME: FINDING KEYWORDS**  \* 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.  \*\* Students raise hands to answer.  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher checks the answers as a class.  *Set 1: Family life/family*   |  |  |  | | --- | --- | --- | | *Set 2: Humans and the environment/ go green/ green lifestyle/ living green* | | |        |  | | --- | | *Set 3: Traditional music/music* |  |  |  | | --- | --- | |  |  | |  | | | T-S  S  T-S  T-S | 3 mins |
| PRONUNCIATION | To check if students can identify consonant blends and provide further pronunciation practice. | **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.  - 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.  *Key:*   | ***/br/*** | ***/gr/*** | ***/kr/*** | ***/pr/*** | ***/tr/*** | | --- | --- | --- | --- | --- | | *brain* | *green* | *crash* | *practise* | *train* | | *breakfast* | *grow* | *create* | *protect* | *treat* | | *breadwinner* | *great* | *cream* | *product* | *tree* | | T-S  S  T-S  T-S | 5 mins |
| VOCABULARY | To check if students remember collocations they have learnt in the previous units. | **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.  *Key:*  *1. e*  *2. d*  *3. a*  *4. b*  *5. c* | T-S  Ss  Pair work  T-S | 5 mins |
| To check if students can use words they have learnt in the previous units. | **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.  \*\*\*\* 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.  *Key:*  *1. laundry*  *2. groceries*  *3. perform*  *4. audience*  *5. eco-friendly* | T-S  S  T-S  T-S | 7 mins |
| GRAMMAR | To check if students can use the grammar points learnt in the previous units in  sentences. | **TASK 1: COMPLETE THE SENTENCES WITH THE CORRECT FORMS OF THE VERBS IN BRACKETS.** (p. 39)  \* Teacher asks students to work independently to fill in the blanks with the correct forms of the verbs in brackets.  \*\* Students read the sentences first and underline the clues that help them decide the correct forms of the verbs in brackets.  \*\*\* 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.  \*\*\*\* Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.  *Key:*  *1. cleans – is helping*  *2. to improve – take*  *3. practise – are practising*  *4. am going to watch – will win* | T-S  S  T-S  T-S | 7 mins |
| To check if Ss can use the passive voice. | **Task 2: Complete the sentences. Make sure they mean the same as the sentences above them.** *(p.39)*  \* Teacher asks students to read the sentences first.  \*\* Students do the task individually.  \*\*\* 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.  \*\*\*\* Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.  *Key:*  *1. The rubbish in the neighbourhood is collected three times a week.*  *2. All the electrical devices in the house were turned off.*  *3. His music videos will be watched online (by millions of people).* | T-S  S  T-S  T-S | 8 mins |
| To check if Ss can use coordinating conjunctions (and, or, but, so) to make compound sentences. | **TASK 3: MATCH THE TWO PARTS TO MAKE COMPLETE SENTENCES.** (p. 39)  \* Teacher asks students to read the two halves given of the sentence.  \*\* Students do the task individually.  \*\*\* 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.  \*\*\*\* Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed.  *Key:*  *1. b*  *2. c*  *3. d*  *4. a* | T-S  S  T-S | 5 mins |
| CONSOLIDATION | - To consolidate what students have learnt in the lesson  - To prepare vocabulary for the next lesson | **WRAP-UP**  Teacher asks students to talk about what they have learnt in the lesson.  - Review on how to pronounce consonant blends, grammar points (to-infinitive, bare infinitive, the present simple, the present continuous, the future with *wil*l and *be going to*) and vocabulary of Unit 1, 2, and 3.  **HOMEWORK**  Prepare for Review 1 – Skills 1: Listening and speaking. | 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

- *hoclieu.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

| *Date of teaching*  REVIEW 1  **Lesson 2: Skills (Listening & Speaking)**  **\* Warm-up**  Name the pictures: Traditional music  **Listening**  Task 1: Listen and choose the best title for the talk.  Task 2: Listen and fill in the gaps.  **Speaking**  Talk about your favourite singer or musician.  **\* Consolidation** |
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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. | **NAME THE PICTURES: TRADITIONAL MUSIC**  \* T shows pictures and asks Ss to name the traditional music in the pictures.  \*\* Ss raise hands to answer.  \*\*\* T and Ss discuss the answers more.  \*\*\*\* T checks the answers as a class.  *Key:*   |  |  | | --- | --- | | *Xoan singing* | *Chau van singing* | | Quan Ho Singing - the Intangible Cultural Heritage Vietnam | | | *Quan ho singing* | | | T-S  S  T-S  T-S | 5 mins |
| LISTENING | To help students practise listening for main ideas. | **TASK 1: LISTEN AND CHOOSE THE BEST TITLE FOR THE TALK.** (p. 40)  \* T focuses Ss’ attention on the three options and asks *‘What do you think the listening text will be about?’* to elicit Elvis Presley and check what Ss know about him.  \*\* Ss look at three options, read and underline key words.  \*\*\* T plays the recording once for Ss to listen and choose the best answer.  \*\*\*\* T confirms the answers as a class.  *Key: C* | T-S  S  T-S  T-S | 10 mins |
| To help students practise listening for specific information. | **TASK 2: LISTEN AGAIN AND FILL IN EACH GAP IN THE QUICK FACTS WITH A NUMBER.** (p. 40)  \* 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.  - T plays the recording and has Ss fill in each gap with a number.  \*\* Ss listen and do the task individually.  \*\*\* T calls on some Ss to report their answers for the class.  \*\*\*\* T checks the answers and add more information if necessary.  *Key:*  *1. 1935*  *2. 21*  *3. 3*  *4. 42*  *Audio script:*  *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.* | T-S  S  T-S  T-S | 10 mins |
| SPEAKING | To help students practise speaking about a favourite singer or musician. | **WORK IN PAIRS. TALK ABOUT YOUR FAVOURITE SINGER OR MUSICIAN. USE THE EXPRESSIONS BELOW TO HELP YOU.** (p. 40)  \* T asks Ss to read through the expressions in the box.  \*\* Ss work in pairs to exchange their ideas about their favorite singer or musician.  \*\*\* T calls on some Ss to report their answers for the class.  \*\*\*\* T checks the answers and add more information if necessary.  **Useful expressions:**  - 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 ... | T-S  Pair work  T-S | 15 mins |
| 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 |

**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

- *hoclieu.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

| *Date of teaching*  REVIEW 1  **Lesson 2: Skills (Reading & Writing)**  **\* Check-up**  Talk about your favourite singer or musician  **Reading**  Task 1: Crossword.  Task 2: Read and answer the questions.  **Writing**  Complete the paragraph.  **\*** **Consolidation** |
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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 chance to practice speaking | **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 |
| 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.  *Key:*  *1. environment*  *2. water*  *3. air*  *4. energy*  *5. green* | 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.  *Key:*  *1. The methods of collecting water (are).*  *2. Rainwater is collected from a roof and sent to a container.*  *3. Tiny drops of water in the air are turned into drinking water.* | T-S  S  T-S  T-S | 10 mins |
| WRITING | To help students practise writing a short paragraph about ways of living green. | **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)  \* T asks Ss to think about what they have learnt about different ways of living green.  \*\* Ss read through the ideas in the box, work in groups and brainstorm more ideas.  \*\*\* T gives Ss enough time to complete the paragraph. Set a time limit depending on the Ss’ ability level.  \*\*\*\* T asks individual Ss to read their paragraphs or collect them to check after class and provide written feedback.  *Sample answer:*  *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.* | T-S  S  Group work  T-S | 15 mins |
| 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.  - Practise reading for general and specific information about how to live a green life.  - Practise writing a short paragraph about ways of living green.  **HOMEWORK**  Prepare for Unit 4 – Getting started. | T-S | 5 mins |