

School:

Teacher's name:

Class:

LESSON PLAN

(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)

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

3. Personal qualities

- Develop self-study skills.

4. Digital Competence

- Demonstrate where my digital competence needs improvement or updating (self-assessment through review) (5.4NC1a).

II. MATERIALS

- Grade 10 textbook, Review 1
- 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 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 excessively talkative students practise.

- Continue to explain task expectations in small chunks (before every activity).
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III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To revise the vocabulary related to the topic of Unit 1, Unit 2 and Unit 3.

b. Content:

- Game: Finding keywords

c. Expected outcomes:

- Students can recall the vocabulary that they have learnt.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Game: Finding keywords (PPT slides) - 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. - Teacher and students discuss the answers. - Teacher checks the answers as a class.	- Students raise hands to answer. - Students check the answers.	Key: Set 1: Family life/family Set 2: Humans and the environment/ go green/ green lifestyle/ living green Set 3: Traditional music/music

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRONUNCIATION (7 mins)

a. Objectives:

- To check if students can identify consonant blends and provide further pronunciation practice.

b. Content:

- Task 1. Listen and write the words in the correct columns. Then practise saying the words. (p.38)

c. Expected outcomes:

- Students can identify consonant blends and practise pronouncing them.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen and write the words in the correct columns. Then practise saying the words.		
- Teacher writes /br/, /gr/, /kr/, /pr/ and /tr/ on the board. - Teacher writes one word containing the consonant blend below each of	- Students do the task by writing the words in a suitable column. - Students practise reading	Answer key: /br/: brain, breakfast, breadwinner

them. - Teacher asks students to listen and write down the words containing the sound blends. - Teacher can invite some pairs of students to read aloud. - Teacher checks students' pronunciation and gives feedback.	aloud the words. - Check the answers.	/gr/: green, grow, great /kr/: crash, create, cream /pr/: practise, protect, product /tr/: train, treat, tree
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: VOCABULARY (14 mins)

a. Objectives:

- To check if students remember collocations they have learnt in the previous units.
- To check if students can use words they have learnt in the previous units.

b. Content:

- Task 1: Match the two parts to make complete sentences. (p.38)
- Task 2: Complete the following sentences using the words from the box. (p.38)

c. Expected outcomes:

- Students understand the meaning of words, memorise them and are able to use them in a meaningful context.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Match the two parts to make complete sentences. (7 mins)		
- Teacher tells students to read the given parts of the sentences carefully and make sure they understand their meanings. - 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.	- Students do this exercise individually by matching the halves to complete the sentences. - Work with a partner and share the answer.	Answer key: 1. e 2. d 3. a 4. b 5. c
Task 2. Complete the following sentences using the words from the box. (7 mins)		
- Teacher asks students to work individually to complete the sentences with the given words and phrases. *** Teacher allows students to share answers before discussing as a class. **** Teacher asks students to say the sentences aloud and makes sure they	- Students work individually to complete the task. - Work with a partner and share the answer. - Students say the complete sentences aloud.	Answer key: 1. laundry 2. groceries 3. perform 4. audience 5. eco-friendly

pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding.		
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e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: GRAMMAR (17 mins)

a. Objectives:

- To check if students can use the grammar points learnt in the previous units in sentences.
- To check if Ss can use the passive voice.
- To check if Ss can use coordinating conjunctions (and, or, but, so) to make compound sentences.

b. Content:

- Task 1. Complete the sentences with the correct forms of the verbs in brackets. (p.39)
- Task 2. Complete the sentences. Make sure they mean the same as the sentences above them. (p.39)
- Task 3. Match the two parts to make complete sentences. (p.39)

c. Expected outcomes:

- Students know how to use the passive voice and coordinating conjunctions to make compound sentences.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Complete the sentences with the correct forms of the verbs in brackets. (5 mins)		
- Teacher asks students to work independently to fill in the blanks with 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.	- Students read the sentences first and underline the clues that help them decide the correct forms of the verbs in brackets.	Answer key: 1. cleans – is helping 2. to improve – take 3. practise – are practising 4. am going to watch – will win
Task 2. Complete the sentences. Make sure they mean the same as the sentences above them. (6 mins)		
- Teacher asks students to read the	- Students do the task	Answer key:

sentences first. - 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.	individually. - Students share the answers with a partner and check with the whole class.	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).
Task 3. Match the two parts to make complete sentences. (6 mins)		
- Teacher asks students to read the two halves given of the sentence. - 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.	- Students do the task individually. - Students share the answers with a partner and check with the whole class.	Answer key: 1. b 2. c 3. d 4. a

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- T asks Ss to talk about what they have reviewed in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Review 1 - Lesson 2. Listening and Speaking.
- T asks Ss to reflect on their use of digital tools (e.g., searching for information, using online dictionaries, completing tasks on hoclieu.vn) during Units 1-3. T asks: "What digital skills do you feel you need to improve or update?" (Addressing Competence 5.4NC1a)

Board Plan

<i>Date of teaching</i> 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.

***Homework**

REVIEW 1

Lesson 2: Skills - Listening & Speaking

I. OBJECTIVES

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

1. Knowledge

- Practise listening for general and specific information about music;
- Practise 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

4. Digital Competence

- 1.3NC1a: Manipulate information and data to organize and store (synthesize knowledge).

II. MATERIALS

- Grade 10 textbook, Review 1 – Skills 1 (Listening and speaking)
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- *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 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 excessively talkative students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To give excitement to students and lead in the lesson.

b. Content:

- Name the pictures: Traditional music

c. Expected outcomes:

- Students join the game enthusiastically and recall the knowledge learnt.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
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Name the pictures: Traditional music - T shows pictures and asks Ss to name the traditional music in the pictures. - T and Ss discuss the answers more. - T checks the answers as a class.	- Ss look at the pictures and raise hands to answer.	Key:  Xoan singing  Chau van singing  Quan ho singing
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e. Assessment

- Teacher observes the students and gives feedback.

2. ACTIVITY 1: LISTENING (18 mins)

a. Objectives:

- To help students practise listening for main ideas.
- To help students practise listening for specific information.

b. Content:

- Task 1. Listen and choose the best title for the talk. (p.40)
- Task 2. Listen again and fill in each gap in the quick facts with a number. (p.40)

c. Expected outcomes:

- Students can understand the main ideas and identify specific information of the listening passage.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen and choose the best title for the talk. (9 mins)		

- 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. - T plays the recording once for Ss to listen and choose the best answer. - T confirms the answers as a class.	- Ss look at three options, read and underline key words. - Listen and check.	Answer key: C
Task 2. Listen again and fill in each gap in the quick facts with a number. (9 mins)		
- 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. - T calls on some Ss to report their answers for the class. **** T checks the answers and adds more information if necessary.	- Ss listen and do the task individually. - Ss report the answers for the class. - Ss check the answers together.	Answer key: 1. 1935 2. 21 3. 3 4. 42

e. Assessment

- Teacher checks students' work and gives feedback.
- Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: SPEAKING (19 mins)

a. Objectives:

- To help students practise speaking about a favourite singer or musician.

b. Content:

- Work in pairs. Talk about your favourite singer or musician. Use the expressions below to help you. (p.40)
- T guides Ss to organize the information about their singer (Name, Hits, Awards) using a digital tool (e.g., Note app, digital mind map) to store and synthesize the knowledge before speaking (Applying Digital Competence 1.3NC1a).

c. Expected outcomes:

- Students come up with good ideas and are able to talk about their favourite singer or musician.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Work in pairs. Talk about your favourite singer or musician. Use the expressions below to help you.		
- T asks Ss to read through the expressions in the box. - T calls on some Ss to report their	- Ss work in pairs to exchange their ideas about their favorite singer or musician.	Useful expressions: - My favourite singer / musician

answers for the class. - T checks the answers and add more information if necessary.	- Present the table in front of class.	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 ...
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e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Review 1 - Lesson 3. Reading and Writing.

Board Plan

<i>Date of teaching</i> REVIEW 1 Lesson 2: Skills *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. *Homework

REVIEW 1

Lesson 3: Skills - Reading and 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 critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Personal qualities

- Develop self-study skills.

4. Digital Competence:

- 3.1NC1b: Identify ways to express oneself through writing/speaking skills (specifically expressing personal views on environmental protection).

II. MATERIALS

- Grade 10 textbook, Review 1 – Skills (Reading and Writing)
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- *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 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 excessively talkative students practise. - Continue to explain task expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To give excitement to students and lead in the lesson.

b. Content:

- Talk about your favourite singer or musician

c. Expected outcomes:

- Students can recall knowledge and practice speaking.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Talk about your favourite singer or musician - T elicits the requirement of talking about Ss' favourite singer or musician - T listens to Ss' answers and takes notes for comments. - T provides comments and feedback.	- Raise hands to share about their favourite singer or musician.	Students' own answer.

e. Assessment

- Teacher observes the students and gives feedback.

2. ACTIVITY 1: READING (18 mins)

a. Objectives:

- To help students practise understanding word meanings in context.
- To help students practise reading for specific information.

b. Content:

- Task 1. Read the text below. Then work in pairs to complete the crossword with five words from the text. (p.40)
- Task 2. Read the text again and give short answers to the following questions. (p.41)

c. Expected outcomes:

- Students can understand the main ideas as well as specific information of the reading passage.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Task 1. Read the text below. Then work in pairs to complete the crossword with five words from the text. (9 mins)		
- 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. - 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.	- Ss work individually to work out the words. - Ss compare their answers in pairs. - Check the answers.	Answer key: 1. environment 2. water 3. air 4. energy 5. green
Task 2. Read the text again and give short answers to the following questions. (9 mins)		
- T asks Ss to read through the questions and check understanding of the vocabulary. - T calls on some Ss to report their answers for the class.	- Ss read the text again and look for the answers to the questions. - Check the answers.	Answer key: 1. The methods of collecting water (are). 2. Rainwater is collected from a roof and sent to a container.

- T checks the answers and adds more information if necessary.		3. Tiny drops of water in the air are turned into drinking water.
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e. Assessment

- Teacher checks students' work and gives feedback.
- Students in class listen and give feedback on their friends' performance.

3. ACTIVITY 2: WRITING (19 mins)

a. Objectives:

- To help students practise writing a short paragraph about ways of living green.

b. Content:

- 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)
- (Integration of Digital Competence 3.1NC1b) T asks Ss to consider how their writing style and tone express their personal attitude towards the environment. T encourages Ss to think about how they could share this paragraph on digital platforms (e.g., a status update, a blog entry) to express their "green identity" to others.

c. Expected outcomes:

- Students develop writing skills on the given topic.

d. Organisation

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
Use the information about Ton That Tung below and details from 2 in Reading above to write a biography (180 words) about Ton That Tung.		
- T asks Ss to think about what they have learnt about different ways of living green. - 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.	- Ss read through the ideas in the box, work in groups and brainstorm more ideas. - Read the information and complete the paragraph. - Swap the essays with a partner for peer review.	Sample answer: <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>

e. Assessment

- Teacher's observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next lesson: Unit 4 – Lesson 1.

Board Plan

Date of teaching

REVIEW 1

Lesson 3: Skills – Reading and Writing

***Warm-up**

Talk about your favourite singer or musician

Reading

- Task 1: Crossword.
- Task 2: Read and answer the questions.

Writing

Complete the paragraph.

***Homework**