

REVIEW 2

Lesson 1: Language

I. OBJECTIVES

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

1. Knowledge

- Review the language they have learnt in Unit 4-5.

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 Competencies (NLS Integration)

By the end of the lesson, students will be able to develop the following digital capabilities:

- **[1.1NC1a] Information and Data Literacy:**

- Determine information needs (e.g., checking stress patterns, vocabulary meanings, or facts about inventions) and effectively find data and content in digital environments (using online dictionaries, search engines, or *sachmem.vn*).

- **[2.4NC1a] Communication and Collaboration:**

- Use digital tools and technologies (such as Padlet, Zalo, or shared digital documents) for collaborative processes to share answers or reflections with peers and the teacher.

- **[3.1NC1a] Digital Content Creation:**

- Create and edit simple digital content in different formats, specifically recording audio of their speaking practice (role-play) to self-evaluate.

- **[5.2NC1a] Problem Solving:**

- Evaluate learning needs and identify, select, and use appropriate digital tools (e.g., selecting a specific pronunciation app, translation tool, or random picker) to resolve language difficulties or facilitate class activities.

II. MATERIALS

- Grade 10 textbook
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- *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 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> Review 2 Lesson 1: Language * Warm-up: Miming game Pronunciation Task 1: Escape the maze. Task 2: Pair the cards. Vocabulary Task 1: Find the missing letters. Task 2: Complete the sentences. Grammar Task 1: Read and circle the correct answers. Task 2: Recall the information. * Homework
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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 revise the vocabulary related to the topic of Unit 4 and Unit 5.	MIMING GAME * Teacher: - lists out some key words of Unit 4 and Unit 5, e.g. <i>generous, benefit, community, application, invention, laptop, smartphone, experiment, hardware, software, laboratory, equipment</i> . - has a volunteer come to the front then whispers one of the words into his/her ears. ** Ss have to draw or mime the word. The rest of the class makes guesses. The first student who correctly calls out the word gets a point. - [NLS Integration 5.2NC1a]: <i>T uses a digital spinning wheel app (e.g., Wheel of Names) or a digital slide to randomly select the words for the students, increasing engagement.</i> *** The class plays the game together. **** T checks if the answers are correct or incorrect and leads in the lesson.	T-S S S-S T-S	5 mins
PRONUNCIATION	To check if students can identify the correct stress placement and provide further pronunciation practice.	TASK 1. ESCAPE THE MAZE (p.62) Escape the maze by connecting all words with the stress on the first syllable. Follow the examples and then listen to check your answers. Practise saying the words. * T explains the activity. ** Ss try to escape the maze by connecting all words with the stress on the first syllable. T tells them to study the examples. T asks them to say these words aloud (increase, memory) with stress on the first syllable. - [NLS Integration 1.1NC1a]: <i>Ss use online dictionaries (Cambridge/Oxford) on their smartphones to check the stress pattern of any words they are unsure about before finalizing their path.</i> *** Ss work in pairs. **** T gives feedback and discusses with the class. T plays the audio file for students to listen and repeat. <i>Key:</i>	T-S S-S T-S	6 mins

	To further practise putting stress on three-syllable words	TASK 2: PAIR THE CARDS. * T explains the activity. - Put Ss in pairs and give each pair 10 cards. - Write 20 familiar three-syllable words on the board: + 10 words with stress on the 1st syllable + 10 words with stress on the 2nd syllable. - Ask Ss to copy words on their cards then shuffle the cards and spread them in front of them. ** Ss take turns to open any two cards. If the stress pattern of the words on the cards match, they read the words and keep both cards. If the stress patterns don't match or they can't pronounce correctly, put them face down in the same position. The winner is the player with the most cards. - [NLS Integration 5.2NC1a]: <i>If disputes arise about pronunciation, Ss use a pronunciation app or Google Translate (Audio function) to verify the correct stress.</i> *** Ss work in pairs. **** T gives feedback and discusses with the class.	T-S S-S S-S T-S	6 mins
VOCABULARY	To check if students can use words and phrases related to volunteering and inventions	TASK 1: FIND THE MISSING LETTER. What are the missing letters? Complete the sentences using the pictures to help you. (p.62) * T explains the activity. T demonstrates with the example by asking Ss to guess what the picture shows and elicits the answer from the Ss. ** Ss work out the missing letters of the item by using the pictures. T reminds them that these are the words they learnt in Unit 4 and 5.	T-S S-S	6 mins

		<i>Key:</i> 1. <i>find</i> 2. <i>Discovering</i> 3. <i>was sitting</i> 4. <i>fell</i> 5. <i>was cleaning</i> 6. <i>discovered</i> 7. <i>have used</i> 8. <i>to make</i> 9. <i>making</i>		
	- To memorise information about the origin of some famous inventions. - To practise the use of past tenses.	TASK 2: RECALL THE INFORMATION * T divides the class into groups of three. T has each student in the groups choose a different invention from the text and pretend he/she is the person who has invented or discovered the thing. ** Each student should try to explain how they did it using the information from the text. <i>E.g. I'm Isaac Newton and I discovered the law of gravity. I was sitting under the apple tree when an apple fell on my head. I realized that something made apples fall straight to the ground. That's how I discovered gravity.</i> - [NLS Integration 3.1NC1a]: <i>Ss use the Voice Recorder app on their phones to record their role-play introduction. They listen back to check their intonation and fluency.</i> *** Ss work in groups and then report to the whole class. **** T gives feedback.	T-S S-S S-S T-S	7 mins
WRAP-UP	To consolidate what students have learnt in the lesson.	T asks Ss to talk about what they have learnt in the lesson.	T-S	2 mins
HOMEWORK	To prepare for the next lesson.	Prepare for the next lesson: Review 2, Lesson 2 – Skills (1).	T-S	1 min

REVIEW 2

Lesson 2: Skills (1) - Listening & Speaking

I. OBJECTIVES

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

1. Knowledge

- Review the Listening and Speaking skills they have learnt in Unit 4-5.

2. Core competence

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

3. Personal qualities

- Develop self-study skills.

4. Digital Competencies (NLS)

- [1.1NC1a]: Determine information needs; find data, information, and content in digital environments (accessing audio, searching for ideas).
- [2.4NC1a]: Use digital tools and technologies for collaborative processes (sharing ideas via apps/devices).
- [3.1NC1a]: Create and edit digital content (creating digital mind maps/slides).
- [5.2NC1a]: Evaluate needs and identify, select, and use digital tools (using presentation tools).

II. MATERIALS

- Grade 10 textbook
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- 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 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> Review 2 Lesson 2: Skills (1) * Warm-up. Game: Hangman Listening Task 1: Listen and choose the best title. Task 2: Listen and fill in the blanks. Task 3: Complete the sentences. Speaking <i>What other features should a smart home have? How will they help us?</i> Task 1: Brainstorming and mind mapping Task 2: Presentation * Homework
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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 give excitement to students and lead in the lesson.	GAME: HANGMAN * T writes 9 blank letters on the board. ** Ss guess the letters in turn. _ _ _ _ _ - [NLS Integration 5.2NC1a]: T uses a digital game tool to engage students; Ss interact with the digital interface.	T-S S S-S	5 mins

		*** The class plays the game together. The first student to get the correct answer is the winner. **** T checks if the answers are correct or incorrect and leads in the lesson.	T-S	
LISTENING	To practise listening for main ideas	TASK 1. LISTEN AND CHOOSE THE BEST TITLE FOR THE TALK. (p.64) * T explains the activity. T asks Ss if they know what a smart home is. ** Ss read the titles, listen and choose the best one for the talk as they listen. - <i>[NLS Integration 1.1NC1a]: Ss listen to the digital audio content to identify specific information needs (the main idea).</i> *** Ss work individually and then compare their answers with their friends. **** T gives feedback and discusses with the class. <i>Key: A</i>	T-S S-S	7 mins
	To practise listening for specific information	TASK 2: LISTEN AGAIN AND FILL IN EACH BLANK WITH ONE WORD. (p.64) * T explains the activity. - T asks Ss to listen again. This time they are filling in notes, using one word for each blank. - Before having Ss do the task, T reviews the techniques for this type of exercise, e.g. skimming through the note, predicting parts of speech and answers based on context clues. - T gives Ss some time to skim through the note and try to work out the answers before they listen. ** Ss do as instructions. *** Ss work individually and then compare their answer with the friend's. **** T gives feedback and discusses with the class. <i>Key:</i> <i>1. voice</i> <i>2. Lights</i> <i>3. alarm</i> <i>4. devices</i>	T-S S-S S-S T-S	7 mins
	To further practise listening for specific information	TASK 3. WORK IN GROUPS. COMPLETE THE SENTENCES WITH AS MANY WORDS AS POSSIBLE. * T puts Ss in groups and explains the task. ** T gives each group a handout with 4 sentences. Each sentence has only 3 words given. T plays the audio (track 43). T can pause longer between	T-S	7 mins

		sentences or play the audio several times if necessary. *** Ss listen to the audio and complete each sentence with as many words as they can. **** T gives feedback and discusses with the class. 1. everything is controlled 2. turn on when 3. your house temperature 4. that's how technology <i>Key:</i> 1. <u>Imagine living in a house where everything is controlled from a distance.</u> 2. <u>The lights turn on when you enter the room, and then turn off as you leave.</u> 3. <u>You can even control your house temperature, lights and devices from a mobile phone when you are far from home.</u> 4. <u>And that's how technology can make your life more enjoyable and comfortable than ever.</u>	S-S S-S T-S	
SPEAKING	To practise speaking about smart homes	WORK IN GROUPS. WHAT OTHER FEATURES SHOULD A SMART HOME HAVE? HOW WILL THEY HELP US? USE THE EXPRESSIONS YOU LEARNT IN UNIT 5 TO HELP YOU. (p.64) Task 1: Brainstorming and mind mapping * T explains the activity. T tells Ss that now they will be talking about smart homes and suggesting new features. T gives each group a piece of A0 paper. ** Ss work in groups, try to brainstorm and make a mind map on the paper given. Ss can draw and colour the mind map. - <i>[NLS Integration 1.1NC1a]: Ss use smartphones to search for modern smart home technologies to include in their ideas.</i> - <i>[NLS Integration 2.4NC1a & 3.1NC1a]: If devices are available, Ss collaborate to create the mind map digitally.</i> *** T walks round the class and gives support if necessary. **** T gives feedback to each group before they present their work in front of the class.	T-S S-S S-S T-S	7 mins
		Task 2: Presentation * T asks Ss to look at the expressions in the box and reminds them to use them in their discussion. ** Ss work in groups, use the mind map to prepare for a short presentation about smart homes and suggesting new features.	T-S S-S	9 mins

		- [NLS Integration 2.2NC1b]: <i>Ss present their ideas using digital supports (projecting their mind map or using a slide).</i> *** T walks round the class and gives support if necessary. T encourages them to use the expressions provided. **** T asks some groups to share their ideas with the rest of the class. T gives feedback and discusses with the class. T praises for interesting ideas and good delivery.	S-S T-S	
WRAP-UP	To consolidate what students have learnt in the lesson.	T asks Ss to talk about what they have learnt in the lesson.	T-S	2 mins
HOMEWORK	To prepare for the next lesson.	Prepare for the next lesson: Review 2 - Skills (2) - Reading and Writing.	T-S	1 min

REVIEW 2
Lesson 3: Skills (2) - Reading and Writing

I. OBJECTIVES

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

1. Knowledge

- Review the Reading and Writing skills they have learnt in Unit 4-5.

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 Competencies (NLS Integration)

- **[1.1NC1a]:** Determine information needs; find data, information, and content in digital environments (using online dictionaries/search engines).
- **[3.1NC1a]:** Create and edit digital content in different formats (drafting text on devices).
- **[4.2NC1a]:** Protect personal data and privacy (understanding what personal info to include/exclude in application letters).
- **[5.2NC1a]:** Evaluate needs and identify, select, and use digital tools (choosing appropriate apps for learning).

II. MATERIALS

- Grade 10 textbook
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- 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 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).
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Board Plan

<i>Date of teaching</i> Review 2 Lesson 3: Skills (2) * Warm-up: Guessing game Reading Task 1: Match the highlighted words with their meanings. Task 2: Read and choose the best answers. Task 3: Play with cards. Writing Task 1: Brainstorm. Task 2: Complete the application letter. * Homework
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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 give excitement to students and lead in the lesson.	GUESSING GAME * T asks a student to come to the board. T shows him/her the key word <i>community service</i> and asks him/her to explain this word to the whole class. ** This student can use any ways to describe the word, except for saying it directly. *** The class plays the game together. The fastest student to guess the correct key word is the winner of the game. **** T checks if the answers are correct or incorrect and leads in the lesson.	T-S S-S S-S S-S	5 mins

READING	To practice understanding words from context.	TASK 1. READ THE TEXT. MATCH THE HIGHLIGHTED WORDS WITH THEIR MEANINGS (p.64-65) * T explains the context of the text. - T writes down the words ‘community service’ and ‘volunteering’ on the board. - T asks if Ss know the difference between them and tells them that they will find the answer in the reading text. ** Ss complete the matching exercise by focusing on the highlighted words in the text. - <i>[NLS Integration 5.2NC1a]: T encourages Ss to use an online dictionary application (e.g., Oxford/Cambridge) on their phones to check the pronunciation and additional synonyms of the highlighted words if they are unsure.</i> *** Ss check the answers as a class. **** T gives feedback and discusses with the class and elicits the difference between ‘community service’ and ‘volunteering’, e.g. <i>Community service can be either voluntary or compulsory, so volunteering is just one type of community service.</i> Key: 1. c 2. b 3. a	T-S S S-S T-S	5 mins
	To practice reading for main ideas and specific information	TASK 2. READ THE TEXT AGAIN AND CHOOSE THE BEST ANSWERS. (p.65) * T asks Ss to read the text again and complete the exercises. ** Ss do the task as required. *** T checks the answers as a class. **** T gives feedback. 1. B 2. C (Clue: For example, they may volunteer to meet new people, to develop social skills, or to ‘find themselves’ (learn what they truly want in life) 3. A (Clue: In general, people may volunteer not just to have others, but to help themselves)	T-S S S-S T-S	6 mins
	To further practice reading for main ideas and specific	TASK 3. PLAY WITH CARDS. * T puts Ss into pairs. Ask each pair to prepare two quiz questions based on the reading text and write them on cards or pieces of paper, e.g. <i>How many types of</i>	T-S	6 mins

	information	<i>community service are there? Why does the writer think volunteering isn't always selfless?</i> ** T collects the cards, shuffles them and spreads them (face down), on a table in front of the class. Invite pairs to take turns to come to the table and turn over a card. - <i>[NLS Integration 1.INC1a]: Alternatively, T allows Ss to verify the information in the text by quickly searching for a real-world example of "benefits of volunteering" on Google to see if it matches the text's claims.</i> *** Ss read the question and answer it. Ss get one point for a correct answer. If the answer is wrong, they should put the card face down in the same position. **** T checks the answers and gives feedback.	S-S	
WRITING	To practice writing a job application letter	COMPLETE THIS APPLICATION LETTER FOR A VOLUNTEER JOB BY WRITING A SHORT PARAGRAPH. YOU MAY USE THE IDEAS BELOW TO HELP YOU. (p.65) Task 1: Brainstorm * T asks Ss to work in groups and brainstorm ideas to answer the question: <i>Which skills and qualities are needed to be a volunteer for an organization collecting books for children?</i> ** T asks Ss to share their ideas and write them on the board. Ss can use the ideas in students' book page 65. - <i>[NLS Integration 1.INC1a]: T allows groups to use their devices to search for real "Volunteer Job Descriptions" online to find vocabulary about required skills and qualities.</i> *** Ss contribute to the discussion and note down the important points in their notebooks. **** T checks the answers and gives feedback. <i>Suggested ideas:</i> - <i>Fond of reading</i> - <i>Love helping others</i> - <i>Love meeting new people</i> - <i>Good interpersonal skills</i> - <i>Be enthusiastic and helpful</i> - <i>Develop social skills</i>	T-S	10 mins
		Task 2: Complete the application letter. * T explains the task: Ss must finish an application letter for a volunteer job.	T-S	10 mins

		Specifically, they need to write the reasons why they are interested in the job. They should write 50 - 70 words. T draws their attention to the suggested ideas and tells Ss they can incorporate them in their letters. ** Ss complete the application letter. - [NLS Integration 3.1NC1a]: <i>Ss can draft their letter on a note-taking app or word processor on their device to use spell-check features.</i> - [NLS Integration 4.2NC1a]: <i>T reminds Ss about protecting personal data: When writing practice letters or applying online in the future, be careful about sharing sensitive personal info (ID numbers, home address) if not verified.</i> *** T gives Ss enough time to write their letters. T walks round the class and offers help. **** T collects some or all Ss' writings to give written feedback. <i>Sample answer:</i> <i>I am very interested in the job because I am very fond of reading and I can sort books very well. I also love helping others and meeting new people, especially children. In fact, reading books to children is my favourite hobby. I am also interested in this job because it will help me to develop my social skills, such as communication and teamwork skills.</i>	S T-S T-S	
WRAP-UP	To consolidate what students have learnt in the lesson.	T asks Ss to talk about what they have learnt in the lesson.	T-S	2 mins
HOMEWORK	To prepare for the next lesson.	Prepare for the next lesson: Unit 6, Lesson 1 – Getting Started.	T-S	1 min