**Period**

**LESSON PLAN**

**TIẾNG ANH 10 FRIENDS GLOBAL**

**UNIT 4: OUR PLANET**

**LESSON 4D: GRAMMAR – SUPERLATIVE ADJECTIVES,   
TOO AND ENOUGH**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Understand and use different structures to make comparisons

**- Grammar:** superlative adjectives, too and enough

- main skills: listening and speaking skills

- sub skills: reading and writing skills

- Use superlative adjectives properly in exercises and daily conversation

**3. Quality:**

- Have 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 use different structures to make comparisons in different situations

**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 Ss to acquire new language; get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.

**b) Content:** Game “HOW?”, task 1 & 2 page 50

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

**d) Competence:** communication, collaboration, critical thinking

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **WARM-UP.** T-Ss/ S-S/ Indiv  *GAME “HOW DID THIS HAPPEN?”*  **Activity 1 (3’)**   * Ask students to choose and read out loud the suitable explanation for each picture   **Activity 2 (2’):** Task 1 page 50   * Ask students to describe the photo using the words given   **Activity 3 (5’):** Task 2 page 50   * Ask students to read the text and check the answers from exercise 1 * Then underline all the structures that have superlative adjectives and enough * Use the structure appeared in the text to lead in the lesson | * Volunteer to answer. With one correct answer, that student can get one bonus. * Volunteer to answer. * Read the text and check answer with the teacher * Listen to the teacher and take notes * Open the course book page 50 |  |

**B. New lesson (30’)**

* **Activity 1: Presentation (5’)**

**a) Objective:** Present to students the rules of superlative adjectives and help students to understand them

**b) Content:**

*Listening*

*Grammar*

**c) Outcomes:** Students can apply the useful language in everyday conversations.

**d) Competence:** communication, presentation, presentation

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRESENTATION.** T-Ss/ S-S/ Indiv.  Task 3 page 50   * Ask students to read the Learn this! box and highlight some main ideas * Ask students to work in pairs and complete the task * Check the answers | * Read the Learn this! box and highlight some main ideas * Work in pairs to complete the task * Check the answers with the teacher and take notes | ***Answers:***  A. the toughest  B. the biggest  C. the most powerful  D. the worst  E. the most powerful (earthquake ever) in Japan |

* **Activity 2: Practice (15’)**

**a) Objective**: Students know more about superlative adjectives and how to use them properly

**b) Content:**

*Speaking*

*Grammar*

**c) Outcomes**: Students know how to use superlative adjectives to make comparisons in different everyday conversations.

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

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRACTICE.** T-Ss/ S-S/ Indiv.  **Activity 1 (5’):** Task 4 page 50   * Ask students to complete the task using the superlative form of the adjectives in brackets * Check the answers   **Activity 2 (5’)**: Task 5 page 50   * Ask students to read the Learn this! box and fill in the blanks * Explain more if needed   **Activity 2 (5’)**: Task 6 page 50  *GAME “WHALE RESCUE STORY”*   * Ask students to use the adjective in brackets and rewrite the sentences * Check the answer | * Complete the task * Check the answers with the teacher * Read the Look out! box and complete the task * Listen to the teacher * Volunteer to answer * Check the answers with the teacher | ***Answers:***  2. The deadliest 3. The deepest  4. the smallest 5. the most destructive    ***Answers:***  a. before b. after c. before |

* **Activity 3: Outcomes (10’)**

**a) Objective:** Students work in pairs, take turns to ask and answer questions using the superlative form of adjectives. Communication is also be practiced.

**b) Content:** Task 7 page 50

**c) Outcomes:** Ss speak and listen mutually, they can apply the structure they have learnt to their conversations.

**d) Competence:** Presentation, communication, guessing

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRODUCT**. T- Ss/ S-S/ Indiv  Exercise 7 page 50: Speaking   * Go through the instructions together and make sure students understand what they have to do * Monitor and help with grammar and vocabulary where necessary * Give students some examples * Encourage students to talk more | * Listen to the instruction * Work in pairs, take turns to ask and answer * Practice speaking more |  |

**C. Consolidation (3’)**

**Grammar:** Use superlative adjectives to make comparisons

**D. Homework (2’)**

- Learn by heart the superlative rules

- Do exercise

- Prepare: Unit 3E: Work skills (page 51 – SB)