**Period**

**LESSON PLAN**

**TIẾNG ANH 10 FRIENDS GLOBAL**

**UNIT 4: OUR PLANET**

**LESSON 4E: WORD SKILLS – PHRASAL VERBS**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- understand and use a variety of phrasal verbs

- discuss about a problem in groups

**2. Ability:**

- main skills: reading and writing skills

- sub skills: listening and speaking skills

- discuss and share ideas about the environment, pollution, etc.

**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

- keen on studying English

**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 (5’)**

**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:** Task 1 page 51

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

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

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **WARM-UP.** T-Ss/ S-S/ Indiv  Task 1 page 51   * Ask students to discuss with their partners and describe the photo using the words given * Invite some students to give the answers * Lead in the lesson: Negative adjective prefixes | * Discuss with their partners * Volunteer to answer * Open the course book page 51 |  | |

**B. New lesson (35’)**

* **Activity 1: Presentation (12’)**

**a) Objective:** Students learn some new phrasal verbs

**b) Content:**

*Grammar*

*Reading*

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

**d) Competence:** communication, presentation

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRESENTATION.** T-Ss/ S-S/ Indiv  **Activity 1 (5’):** Task 2 page 51   * Ask students to complete the compound nouns in the fact file * Play the audio to check the answer   **Activity 2 (7’):** Task 3 page 51   * Go through the Learn this! box with students and highlight main ideas * Ask students to find five phrasal verbs in the text * Check answers as a class * Ask students to distinguish five phrasal verbs based on its meaning * Check answers as a class | * Work in pairs to complete the task * Listen to the audio and check the answer * Read the Learn this! box and highlight main ideas * Work in pairs to complete the task * Check the answers with the teacher * Work in pairs to complete the task * Check the answers with the teacher | ***Answers:***  1. surface 2. fossil  3. greenhouse 4. global  5. rain 6. climate  7. sea 8. ice  9. renewable        ***Answers:***  **similar meaning:** heat up, give off, die out, cut down  **different meaning:** run out |

* **Activity 2: Practice (13’)**

**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:** Students learn more about phrasal verbs, they also learn how to form and use phrasal verbs properly in complete sentences.

**c) Outcomes:** Students know how to form and use phrasal verbs properly in exercises and also daily 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 (3’):** Task 4 page 51   * Ask students to read the text about the view of two students and answer question * Check the answers   **Activity 2 (10’):** Task 5 page 51   * Ask students to find nine phrasal verbs in the texts * Check answers as a class * Ask students to match five of them with the definitions given * Check the meaning of the others in the dictionary * Ask students to distinguish the main verbs based on its meaning * Check answers as a class | * Read the text and answer questions * Check the answers with the teacher * Work in pairs to complete the task * Check the answers with the teacher * Work in pairs to complete the task * Check the meaning of the others with the teacher * Work in pairs to complete the task * Check the meaning of the others with the teacher | ***Answers:***  ***Thoa*** is more worried about global warming and climate change      ***Answers:***  1. carry on 2. put off 3. give up  4. look after 5. come up with    ***Answers:***  **similar meaning:** use up, rely on, wake up, close down  **different meaning:** carry on, put off, come up with, give up, look after |

* **Activity 3: Outcomes (10’)**

**a) Objective:** Students can answer the questions to critical thinking. Communication can also be practiced.

**b) Content:** Students work in pairs and discuss the sentences in exercise 6.

**c) Outcomes:** Students practice speaking and apply some structures they learnt in discussion.

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

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRODUCT**. T-Ss/ S-S/ Indiv  *GAME “THE BEST GOALKEEPER”*: Task 6 page 51   * Go through the instructions together and make sure students understand what they have to do * Monitor and help with grammar and vocabulary where necessary | * Volunteer to answer. With one correct answer, that student can get one bonus. |  |

**C. Consolidation (3’)**

**-** Students learn some new phrasal verbs.

- Students can form and use phrasal verbs to discuss a problem.

**D. Homework (2’)**

- Review and practice using dictionary to look up words and its meaning

- Learn by heart all phrasal verbs rules

- Finish all the tasks

- Prepare: Unit 3F: Reading (page 40&41 – SB)