**Period**

**LESSON PLAN**

**TIẾNG ANH 10 FRIENDS GLOBAL**

**UNIT 4: OUR PLANET**

**LESSON 4C: LISTENING – EYEWITNESS**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- **Vocabulary**: eyewitness, blizzard, earthquake, tornado, tsunami, wildfire, etc.

- Strategy to listen for clues to identify the context of the listening

**2. Ability:**

- main skills: listening and speaking skills

- sub skills: reading and writing skills

- Use the strategy to better listening skills

**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:** Warm-up game

**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.  *Warm-up game*   * Give students 30s to look and remember details in the picture * Then students have to listen to the description and point out some mistakes. * If students get the correct answer, they can get bonus. * Ask: “What disaster does the photo show?” * Lead in the lesson | * Play in individual * Volunteer to answer. With one correct answer, that student can get one bonus. * Listen to the teacher and open the book page 49 | ***Suggested answers:***  a flood |

**B. New lesson (35’)**

* **Activity 1: Presentation (5’)**

**a) Objective:** Students know some new words and phrases

**b) Content:**

*Vocabulary study*

*Speaking*

**c) Outcomes:** Students know how to pronounce words correctly 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.  *Teach new vocabulary*: (4’)   * Use gestures, GIFs and short explanation to present new words * Have students practice their pronunciation drills   *New words:*  eyewitness (n)  blizzard (n)  earthquake (n)  tornado (n)  tsunami (n)  wildfire (n) | * Look, listen, and repeat in chorus in whole class and individuals * Take notes |  |

* **Activity 2 Practice (15’)**

**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 read and choose the correct answer, practice speaking.

*Listening*

*Speaking*

**c) Outcomes:** Students read and listen, and they can apply the useful language in 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’):** Exercise 2 page 49   * Ask students to read the Listening Strategy and think about it carefully * Play the recording for students to answer the questions * Check answers as a class * Ask: How did you find the correct answers   **Activity 2 (5’):** Exercise 3 page 49   * Ask the students to listen to the dialogue and complete the task * After students finish, teacher play the audio again for students to check their answers.   **Activity 3 (5’):** Exercise 4 page 49   * Ask students to listen again and finish the task * Check answers as a class | * Read the Listening Strategy and underline some important information if needed * Answer the questions * Check the answers with the teacher * Discuss the question given in pairs and take notes * Listen to the audio and complete the task * Listen again to check the answers * Listen again and complete the task * Check the answers with the teacher and take notes | ***Answers:***  Dialogue 1:  1. A boy and his mother  (he says ‘Bye, Mum!’)  2. In the morning  (he’s on his way to school)  3. At home  (he says, ‘I’m off to school now.’)  Dialogue 2:  1. A couple / husband & wife  (she says ‘Bye, Darling!’)  2. Around lunchtime  (he says, ‘And what about your lunch?’)  3. At home  (he says they can take cover in the cellar)  Dialogue 3:  1. Two children / a brother & sister  (she says ‘Where’s the money Mum gave you’)  2. In the morning  (she say, ‘I’m still full from breakfast.’)  3. At the beach / a swimming pool  (he says, ‘Shall we go for a swim?’)  ***Answers:***    ***Answers:***  1. b 2. a 3. c 4. d    ***Answers:***  1. c 2. a 3. b 4. c |

* **Activity 3: Outcomes (15’)**

**a) Objective:** Ss play the Lucky Wheel game to review all vocabulary they have learnt in this lesson.

**b) Content:** Ss review all vocabulary in this lesson through the game.

**c) Outcomes:** Ss remember and know how to pronounce words correctly and use them in appropriate contexts.

**d) Competence:** Collaboration, communication

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRODUCT**. T-Ss/ S-S/ Indiv.  **Pair work (5’):** Exercise 5 page 49   * Ask students to work in pair and write a dialogue with their own ideas * Monitor and help with grammar and vocabulary where necessary * Give students some hints to help * Ask some pairs to act out to the class   **Review (10’):** *Game “Lucky Wheel”*   * Go through the instructions together and make sure students understand what they have to do * Students have to call out the word match with the picture show on the slide * If students get the correct answer, they can get bonus | * Work in pairs and complete the task in a limited time * Listen to the teacher and take notes * Act out the dialogue to the class * Play in individuals * Volunteer to answer. With one correct answer, that student can get one bonus. |  |

**C. Consolidation (3’)**

**Vocabulary:** eyewitness, blizzard, earthquake, tornado, tsunami, wildfire, etc.

- Strategy to listen for clues to identify the context of the listening

**D. Homework (2’)**

- Learn by heart new words

- Finish all the tasks

- Prepare: Unit 4D: Grammar (page 50 – SB)