**Period**

**LESSON PLAN**

**TIẾNG ANH 10 FRIENDS GLOBAL**

**UNIT 3: ON SCREEN**

**LESSON 3F: READING – VIDEO GAMES AND HEALTH**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- Vocabulary: health effect, combat, dimension, concern, assume, social skills, mental skills, etc.

- Understand the importance of online habits, screen time reduction in keeping our health

**2. Ability:**

- main skills: reading and speaking skills

- sub skills: listening and writing skills

- Conduct an discussion about how video games affect our health and how to balance our screen time

**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

- Students know how to ask and answer questions about their online habits and how to reduce their screen time in order to be healthy.

**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:** Task 1 page 40

**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 40   * Ask students to look at the headlines * Divide class into 2 groups * Ask students to divide which headline is about positive effects and which is negative effects * Ask students: “Do you think playing computer games is bad for your health? Why/ Why not?” * Lead in the new lesson: Video games and health | * Read the headlines * Work in groups * With one correct answer, that group get bonus. * Volunteer to answer * Open the course book page 40 |  |

**B. New lesson (75’)**

* **Activity 1: Presentation (7’)**

**a) Objective:** Students get to know some new words in the lesson.

**b) Content:**

*Vocabulary study*

*Listening*

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

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

**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:   * Use pictures and explanation to present new words * Have students practice their pronunciation drills   *New words:*  health effect (n)  combat (n)  dimension (n)  concern (v)  assume (v)  social skills (n)  mental skills (n) | * Look, listen, and repeat in chorus and individuals |  |

* **Activity 2: Practice (38’)**

**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:**

*Reading*

*Speaking*

**c) Outcomes:** Students can read and use the strategy in exams.

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

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRATICE.** T-Ss/ S-S/ Indiv  **Activity 1 (5’):** Task 2 page 40   * Ask students to read the text and answer the questions in a limited time * Check the answers   **Activity 2 (8’):** Task 3 page 41   * Go through the Reading Strategy together * Ask students highlight some main ideas * Ask students to read the text again quickly to find main ideas of each paragraph and complete the task * Check the answers and show students where to get the answers   **Activity 3 (5’):** Task 4 page 41   * Ask students read the text again carefully to circle the correct option * Check the answers and show students where to get the answers   **Activity 4 (7’):** Task 5 page 41   * Ask students to complete these verb and noun collocations from the text * Check the answers   **Activity 5 (7’):** Task 6 page 41   * Ask students to work in pairs and answer the questions using the information from the text * Check the answer   **Activity 6 (6’):** Task 7 page 41   * Ask students to work in groups and complete the questions with How much or How many * Check the answer | * Read the text and answer the questions quickly * Check the answers with the teacher * Read the Reading Strategy * Highlight or underline main ideas * Work in pairs to complete the task * Listen to the teacher carefully and take notes * Read the text in details to complete the task * Check the answers with the teacher * Complete the task * Check the answers with the teacher * Work in pairs to complete the task * Check the answers with the teacher * Work in groups to complete the task * Check the answer with the teacher | ***Answer:*** Angry Bird, Farmvilles      ***Answers:***  1. lines 1-6  2. lines 11-16  3. lines 21-23  4. line 1-6  5. about the whole text    ***Answers:***  1. d  2. c  3. a  4. b  5. c    ***Answers:***  1. have 2. express  3. cause 4. provide  5. get 6. take part in 7. make      ***Answers:***  1. They think video games have a negative effect on young people.  2. Combat games improve mental skills, such as thinking about objects in 3D.  3. They can prevent people from feeling anxious.  4. Role-playing game/ RPGs can help children to get better grades at school.  5. Huge online games like Minecraft and Farmville teach children teamwork.    ***Answers:***  1. How many 2. How much  3. How many 4. How many |

* **Activity 3: Outcomes (30’)**

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

**b) Content:** Students work in groups, then ask and answer some questions about their online habits.

**c) Outcomes:** Students know how to ask and answer questions about their online habits and how to reduce their screen time in order to be healthy.

**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  Task 6 page 41   * Ask students to work in groups, ask and answer four questions they have completed above * Monitor and help with grammar and vocabulary where necessary * Give students some examples * Invite some pairs to perform in front of class * Ask students to look at the picture and answer questions * Present some tips to help reduce screen time | * Work in groups and practice speaking together * Take notes their friends’ answers while listening * Share their ideas in pairs * Volunteer to answer based on the information given in the previous activity * Listen to the teacher and take notes if needed |  |

**C. Consolidation (3’)**

- Vocabulary: health effect, combat, dimension, concern, assume, social skills, mental skills, etc.

- Understand the importance of online habits, screen time reduction in keeping our health

**D. Homework (2’)**

- Learn by heart new words

- Do exercise

- Prepare: Unit 3G: Speaking (page 42 – SB)