REVIEW 1

Lesson 1: Language

I. OBJECTIVES

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

1. Knowledge

- Review words related to family life, humans and environment, and music;
- Review the pronunciation of the consonant blends /br/, /kr/, /tr/, /gr/, /pr/;
- Apply the knowledge of grammar points learnt in the previous units to do the tasks;
(to-infinitive, bare infinitive, the present simple, the present continuous, the future with will and be going to)
- Use the passive voice;
- Use the coordinating conjunctions (and, or, but, so).

2. Core competence

- Develop communication skills and cultural awareness;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Develop self-study skills;

II. MATERIALS

- Grade 10 textbook, Review 1 - Language
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- 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, in groups so that they can help each other. - Design as many exercises as games as possible. - Provide feedback and help if necessary.
- Some students will excessively talk in the class.	- Define expectation in explicit detail. - Have excessively talkative students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

Date of teaching

REVIEW 1

Lesson 1: Language

*** WARM-UP: Finding keywords**

Pronunciation

Task 1: Listen and write the words in the correct columns.

Vocabulary

Task 1: Match the two parts to make complete sentences.

Task 2: Complete the sentences.

Grammar

Task 1: Complete the sentences.

Task 2: Complete the sentences.

Task 3: Match the two parts to make complete sentences.

* **CONSOLIDATION**

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 lead in the lesson.	**GAME: FINDING KEYWORDS** * Teacher shows 3 sets of pictures (taken from Project lessons of Unit 1-2-3) and asks students to find a keyword for each set of pictures. ** Students raise hands to answer. *** Teacher and students discuss the answers. **** Teacher checks the answers as a class. *Set 1: Family life/family* *Set 2: Humans and the environment/ go green/ green lifestyle/ living green*	T-S S T-S T-S	3 mins

		Set 3: Traditional music/music		
PRONUNCIATION	To check if students can identify	**TASK 1: LISTEN AND WRITE THE WORDS IN THE CORRECT COLUMNS. THEN PRACTISE SAYING THE WORDS.** (p. 38) * Teacher writes /br/, /gr/, /kr/, /pr/ and /tr/ on the board.	T-S	5 mins

<table>
<tr>
<td></td>
<td>consonant blends and provide further pronunciation practice.</td>
<td>- Teacher writes one word containing the consonant blend below each of them.
- Teacher asks students to listen and write down the words containing the sound blends.
** Students do the task by writing the words in a suitable column.
*** Teacher can invite some pairs of students to read aloud.
**** Teacher checks students' pronunciation and gives feedback.

Key:
<table>
<tr><th>/br/</th><th>/gr/</th><th>/kr/</th><th>/pr/</th><th>/tr/</th></tr>
<tr><td>brain</td><td>green</td><td>crash</td><td>practise</td><td>train</td></tr>
<tr><td>breakfast</td><td>grow</td><td>create</td><td>protect</td><td>treat</td></tr>
<tr><td>breadwinner</td><td>great</td><td>cream</td><td>product</td><td>tree</td></tr>
</table>
</td>
<td>S
T-S
T-S</td>
<td></td>
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<tr>
<td rowspan="2">VOCABULARY</td>
<td>To check if students remember collocations they have learnt in the previous units.</td>
<td>TASK 1: MATCH THE TWO PARTS TO MAKE COMPLETE SENTENCES. (p. 38)
* Teacher tells students to read the given parts of the sentences carefully and make sure they understand their meanings.
** Students do this exercise individually by matching the halves to complete the sentences
*** Teacher allows students to share their answers before discussing as a class and encourages them to pronounce the sentences correctly.
**** Teacher checks the answers as a class and gives feedback.
Key:
1. e
2. d
3. a
4. b
5. c</td>
<td>T-S

Ss

Pair work

T-S</td>
<td>5 mins</td>
</tr>
<tr>
<td>To check if students can use words they have learnt in the previous units.</td>
<td>TASK 2: COMPLETE THE FOLLOWING SENTENCES USING THE WORDS FROM THE BOX. (p. 38)
* Teacher asks students to work individually to complete the sentences with the given words and phrases.
** Students work individually to complete the task.
*** Teacher allows students to share answers before discussing as a class.
**** Teacher asks students to say the sentences aloud and makes sure they</td>
<td>T-S

S
T-S
T-S</td>
<td>7 mins</td>
</tr>
</table>

		pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding. *Key:* *1. laundry* *2. groceries* *3. perform* *4. audience* *5. eco-friendly*		
GRAMMAR	To check if students can use the grammar points learnt in the previous units in sentences.	**TASK 1: COMPLETE THE SENTENCES WITH THE CORRECT FORMS OF THE VERBS IN BRACKETS.** (p. 39) * Teacher asks students to work independently to fill in the blanks with the correct forms of the verbs in brackets. ** Students read the sentences first and underline the clues that help them decide the correct forms of the verbs in brackets. *** Teacher reminds students to use the correct forms of the verbs as requested in each sentence then allows them to share answers before discussing as a class. **** Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed. *Key:* *1. cleans – is helping* *2. to improve – take* *3. practise – are practising* *4. am going to watch – will win*	T-S S T-S T-S	7 mins
	To check if Ss can use the passive voice.	**Task 2: Complete the sentences. Make sure they mean the same as the sentences above them.** *(p.39)* * Teacher asks students to read the sentences first. ** Students do the task individually. *** Teacher reminds students to pay attention to the passive and active forms of the sentences then allows them to share answers before discussing as a class. **** Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed. *Key:*	T-S S T-S T-S	8 mins

		1. The rubbish in the neighbourhood is collected three times a week. *2. All the electrical devices in the house were turned off.* *3. His music videos will be watched online (by millions of people).*		
	To check if Ss can use coordinating conjunctions (and, or, but, so) to make compound sentences.	**TASK 3: MATCH THE TWO PARTS TO MAKE COMPLETE SENTENCES.** (p. 39) * Teacher asks students to read the two halves given of the sentence. ** Students do the task individually. *** Teacher reminds students to pay attention to the coordinating conjunctions (and, or, but, so) then allows them to share answers before discussing as a class. **** Teacher can ask students to read aloud the full sentences and correct their pronunciation if needed. *Key:* *1. b* *2. c* *3. d* *4. a*	T-S S T-S	5 mins
CONSOLIDATION	- To consolidate what students have learnt in the lesson - To prepare vocabulary for the next lesson	**WRAP-UP** Teacher asks students to talk about what they have learnt in the lesson. - Review on how to pronounce consonant blends, grammar points (to-infinitive, bare infinitive, the present simple, the present continuous, the future with *will* and *be going to*) and vocabulary of Unit 1, 2, and 3. **HOMEWORK** Prepare for Review 1 – Skills 1: Listening and speaking.	T-S	2 mins

REVIEW 1

Lesson 2: Skills (Listening & Speaking)

I. OBJECTIVES

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

1. Knowledge

- Practice listening for general and specific information about music;
- Practice talking about a favorite singer or musician.

2. Core competence

- Develop communication skills and cultural awareness;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Develop self-study skills;

II. MATERIALS

- Grade 10 textbook, Review 1 – Skills 1 (Listening and speaking)
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- 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, in groups so that they can help each other. - Design as many exercises as games as possible. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Define expectation in explicit detail. - Have excessively talkative students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

Date of teaching
REVIEW 1
Lesson 2: Skills (Listening & Speaking)

*** Warm-up**
Name the pictures: Traditional music
Listening
Task 1: Listen and choose the best title for the talk.
Task 2: Listen and fill in the gaps.
Speaking
Talk about your favourite singer or musician.
*** Consolidation**

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 lead in the lesson.	**NAME THE PICTURES: TRADITIONAL MUSIC** * T shows pictures and asks Ss to name the traditional music in the pictures. ** Ss raise hands to answer. *** T and Ss discuss the answers more. **** T checks the answers as a class. *Key:*	 T-S S T-S T-S	5 mins

		Xoan singing *Chau van singing* *Quan ho singing*		
LISTENING	To help students practise listening for main ideas.	**TASK 1: LISTEN AND CHOOSE THE BEST TITLE FOR THE TALK.** (p. 40) * T focuses Ss' attention on the three options and asks *'What do you think the listening text will be about?'* to elicit Elvis Presley and check what Ss know about him. ** Ss look at three options, read and underline key words. *** T plays the recording once for Ss to listen and choose the best answer. **** T confirms the answers as a class. *Key: C*	T-S S T-S T-S	10 mins
	To help students practise listening for specific information.	**TASK 2: LISTEN AGAIN AND FILL IN EACH GAP IN THE QUICK FACTS WITH A NUMBER.** (p. 40) * T asks Ss to read through the Quick facts first, and elicit what the missing numbers refer to, e.g. year, age, how many awards. - T plays the recording and has Ss fill in each gap with a number. ** Ss listen and do the task individually. *** T calls on some Ss to report their answers for the class.	T-S S T-S	10 mins

		**** T checks the answers and add more information if necessary. *Key:* *1. 1935* *2. 21* *3. 3* *4. 42* *Audio script:* *Elvis Presley was an American singer, musician and actor born in 1935. His single Heartbreak Hotel, released when he was 21, became a number-one hit in the United States. Starting with the film Love Me Tender, Presley also made 31 films. His single of the same name sold more than a million 67 copies even before the film was released. During his life, he received many awards, including three Grammys. Presley died of a heart attack at the age of 42. Many years after his death, Presley is still one of the best-selling singers of all time.*	T-S	
SPEAKING	To help students practise speaking about a favourite singer or musician.	**WORK IN PAIRS. TALK ABOUT YOUR FAVOURITE SINGER OR MUSICIAN. USE THE EXPRESSIONS BELOW TO HELP YOU.** (p. 40) * T asks Ss to read through the expressions in the box. ** Ss work in pairs to exchange their ideas about their favorite singer or musician. *** T calls on some Ss to report their answers for the class. **** T checks the answers and add more information if necessary. **Useful expressions:** - My favourite singer / musician is ... - His / Her (most famous) single / song / album / work is ... - His / Her single became a (number 1) hit in ... - (During his / her life), he / she has received (many / some …) awards, including ...	T-S Pair work T-S	15 mins
CONSOLIDATION	To consolidate what students have learnt in the lesson.	**WRAP-UP** T asks Ss to talk about what they have learnt in the lesson. - Practice listening for general and specific information about music; - Practice talking about a favourite singer or musician.	T-S	5 mins

		HOMEWORK - Prepare for Review 1 – Skills 2 (Reading and Writing).		

REVIEW 1

Lesson 2: Skills (Reading & Writing)

I. OBJECTIVES

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

1. Knowledge

- Practise reading for general and specific information about how to live a green life;
- Practise writing a short paragraph about ways of living green.

2. Core competence

- Develop communication skills and cultural awareness;
- Be collaborative and supportive in pair work and teamwork;
- Actively join in class activities.

3. Personal qualities

- Develop self-study skills.

II. MATERIALS

- Grade 10 textbook, Review 1 – Skills (Reading and Writing)
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- 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, in groups so that they can help each other. - Design as many exercises as games as possible. - Provide feedback and help if necessary.
Some students will excessively talk in the class.	- Define expectation in explicit detail. - Have excessively talkative students practise.

	- Continue to define expectations in small chunks (before every activity).

Board Plan

Date of teaching

REVIEW 1

Lesson 2: Skills (Reading & Writing)

*** Check-up**

Talk about your favourite singer or musician

Reading

Task 1: Crossword.

Task 2: Read and answer the questions.

Writing

Complete the paragraph.

*** Consolidation**

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
CHECK-UP	To check the knowledge in the previous lesson and give students more chance to practice speaking	**TALK ABOUT YOUR FAVOURITE SINGER OR MUSICIAN** * T elicits the requirement of talking about Ss' favourite singer or musician ** Ss raise hands to answer. *** T listens to Ss' answers and takes notes for comments. **** T provides comments and feedback.	 T-S S T-S T-S	5 mins

READING	To help students practise understanding word meanings in context.	**TASK 1: READ THE TEXT BELOW. THEN WORK IN PAIRS TO COMPLETE THE CROSSWORD WITH FIVE WORDS FROM THE TEXT.** (p. 40) * T has Ss read through the text and the crossword clues. T focuses on the crossword grid and reminds them that the number of letters should match the number of squares. ** Ss work individually to work out the words. *** T puts them into pairs to compare their answers and asks individual Ss to write the words on the board. **** T confirms the answers as a class. *Key:* *1. environment* *2. water* *3. air* *4. energy* *5. green*	T-S S T-S T-S	10 mins
	To help students practise reading for specific information.	**TASK 2: READ THE TEXT AGAIN AND GIVE SHORT ANSWERS TO THE FOLLOWING QUESTIONS.** (p. 41) * T asks Ss to read through the questions and check understanding of the vocabulary. ** Ss read the text again and look for the answers to the questions. *** T calls on some Ss to report their answers for the class. **** T checks the answers and add more information if necessary. *Key:* *1. The methods of collecting water (are).* *2. Rainwater is collected from a roof and sent to a container.* *3. Tiny drops of water in the air are turned into drinking water.*	T-S S T-S T-S	10 mins
WRITING	To help students practise writing a short paragraph about ways of living green.	**THINK ABOUT WAYS OF LIVING A GREEN LIFESTYLE. COMPLETE THE PARAGRAPH. USE WHAT YOU HAVE LEARNT AND THE IDEAS BELOW TO HELP YOU.** (p. 41) * T asks Ss to think about what they have learnt about different ways of living green. ** Ss read through the ideas in the box, work in groups and brainstorm	T-S S	15 mins

		more ideas. *** T gives Ss enough time to complete the paragraph. Set a time limit depending on the Ss' ability level. **** T asks individual Ss to read their paragraphs or collect them to check after class and provide written feedback. *Sample answer:* *There are many ways you can make your life greener. First, make your area green by planting more trees and plants. Second, make your area clean by organising regular clean-up activities, collecting litter and setting up more recycling bins. Finally, turn off electrical devices when not in use and use energy from the sun, wind and water. Living a green lifestyle is not difficult, but these small changes will make a big difference.*	Group work T-S	
CONSOLIDATION	To consolidate what students have learnt in the lesson.	**WRAP-UP** T asks Ss to talk about what they have learnt in the lesson. - Practise reading for general and specific information about how to live a green life. - Practise writing a short paragraph about ways of living green. **HOMEWORK** Prepare for Unit 4 – Getting started.	T-S	5 mins