REVIEW 4 (Unit 9+10)

Lesson 1: Language

I. Objectives

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

1. Knowledge

- Review using words related to protecting the environment and ecotourism;
- Review how to pronounce the sentences with suitable rhythm and intonation;
- Apply the knowledge of grammar points learnt in the previous units (reported speech and conditional sentences type 1 and 2) to do the tasks.

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;
- Raise students' awareness of the need to protect the environment.

II. Materials

- Grade 10 textbook, Review 4 – Language
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

Anticipated difficulties	Solutions
1. 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.
2. Some students will excessively talk in the	- Define expectation in explicit detail.

class.	- Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

Date of teaching **REVIEW 4** **Lesson 1: Language** *** Warm-up** Video watching **Pronunciation** Mark the stressed syllables in the words in bold. **Vocabulary** Task 1: Complete the following sentences. Task 2: Choose the correct word or phrase. **Grammar** Task 1: Change these sentences into reported speech. Task 2: Match the two parts to make complete sentences. *** Homework**

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	**GAME: VIDEO WATCHING**		5 mins

	lesson.	* T plays the video of ecotourism. ** Ss watch the video and write down the main ideas. *** T and Ss discuss the contents of the video. **** T confirms the answers and leads in the lesson. *Link: https://www.youtube.com/watch?v=1i4ioqIaXrE*	T-S S T-S T-S	
PRONUNCIATION	To help Ss review sentence stress and practise speaking with a natural rhythm.	**MARK THE STRESSED SYLLABLES IN THE WORDS IN BOLD. LISTEN AND REPEAT, PAYING ATTENTION TO THE RHYTHM.** (p. 120) * T asks Ss to read the sentences and mark the stressed syllables in the words in bold. ** Ss listen to the recording and check the answers. *** T plays the recording again, pausing after each sentence for Ss to repeat as naturally as possible. **** T checks students' pronunciation and gives feedback. *Key:* *1. I **'like 'trekking** in the **'mountains.*** *2. The **'children** are **'looking 'forward** to the **'boat 'trip**.* *3. Are you going to **'visit** the **mu'seum to'morrow?*** *4. **'Don't 'litter** while you are on the **'ecotour.***	 T-S S T-S T-S	5 mins
VOCABULARY	To help Ss review phrases related to environment and tourism.	**TASK 1: COMPLETE THE FOLLOWING SENTENCES USING THE PHRASES FROM THE BOX.** (p. 120) * T tells Ss to read the sentences carefully and makes sure they understand their meanings. ** Ss do this exercise individually. *** T allows Ss to share their answers before discussing as a class and encourages them to pronounce the sentences correctly. **** T checks the answers as a class and gives feedback. *Key:* *1. c* *2. e* *3. b*	 T-S S Pair work T-S	5 mins

		4. d *5. a*		
	To help Ss further practice the use of the words related to environment and tourism.	**TASK 2: CHOOSE THE CORRECT WORD OR PHRASE TO COMPLETE EACH OF THE FOLLOWING SENTENCES.** (p. 120) * T asks Ss to work in pairs to complete the sentences with the given words and phrases. ** Ss work in pairs to complete the task. *** T allows Ss to share answers before discussing as a class. **** T asks Ss to say the sentences aloud and makes sure they pronounce the words and phrases correctly. T can ask for translation to check their understanding. *Key:* *1. ecosystem* *2. eco-friendly* *3. litter* *4. Ecotourism* *5. biodiversity*	T-S S Pair work T-S	7 mins
GRAMMAR	To help Ss review the use of reported speech.	**TASK 1: CHANGE THESE SENTENCES INTO REPORTED SPEECH.** (p. 121) * T elicits when we use reported speech and what changes we make when we convert direct speech to reported and asks Ss to do the activity individually. ** Ss do the task individually. *** T allows Ss to share answers before discussing as a class. **** T can ask Ss to read aloud the full sentences and correct their pronunciation if needed. *Key:* *1. My brother said he was doing research into sustainable tourism.* *2. Minh asked Nam if / whether he liked watching programmes about wildlife and nature.* *3. Hoa asked Mr Smith what they could / can do to reduce the impact*	T-S S T-S T-S	10 mins

		of global warming on the environment. *4. The club's secretary said they were going to organise a lot of activities during Earth Hour that year.* *5. The teacher explained that the animals would / will not survive extreme cold weather in the North.*		
	To help Ss review conditional sentences Types 1 and 2.	**TASK 2: MATCH THE TWO PARTS TO MAKE COMPLETE SENTENCES.** (p. 121) * T elicits the structure and use of conditional sentences Types 1 and 2 and asks Ss to do the task. ** Ss do the task individually. *** T asks Ss to compare their answers in pairs. **** T can ask Ss to read aloud the full sentences and correct their pronunciation if needed. *Key:* *1. d 2. a 3. c 4. e 5. b*	T-S S S-S T-S	8 mins
HOMEWORK	- To consolidate what students have learnt in the lesson. - To prepare vocabulary for the next lesson.	**WRAP-UP** T asks Ss to talk about what they have learnt in the lesson. **HOMEWORK** - Do exercise in the workbook. - Prepare for Review 4 – Skills: Listening and Speaking.	T-S	5 mins

REVIEW 4 (Unit 9 + 10)
Lesson 2: Skills – Listening and Speaking

I. OBJECTIVES

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

1. Knowledge

- Practice listening for general and specific information about a day trip;
- Practice talking about the plan of a day trip.

2. Core competence

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

3. Personal qualities

- Develop self-study skills;
- Raise students' awareness of the need to protect the environment.

II. MATERIALS

- Grade 10 textbook, Review 4 – Skills: Listening and Speaking
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

Anticipated difficulties	Solutions
1. 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.
2. Some students will excessively talk in	- Define expectation in explicit detail.

the class.	- Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

Date of teaching **REVIEW 4** **Lesson 2: Skills** *** Warm-up** Video watching: Travel plans **Listening** Task 1: Choose the best title for the talk. Task 2: Complete the notes. **Speaking** Discuss and plan your imaginary day trip. *** Homework**

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.	**VIDEO WATCHING: TRAVEL PLANS**		5 mins

		* T plays the video of travel plans. ** Ss watch the video and write down the main ideas. *** T and Ss discuss the contents of the video. **** T confirms the answers and leads in the lesson. *Link: https://www.youtube.com/watch?v=ePtKgkMVtOc*	T-S S T-S T-S	
LISTENING	To help Ss practise listening for gist.	**TASK 1: LISTEN AND CHOOSE THE BEST TITLE FOR THE TALK.** (p. 122) * T has Ss read the three options for the title of the talk. ** 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: A*	 T-S S T-S T-S	7 mins
	To help Ss practise listening for specific information and keywords.	**TASK 2: LISTEN AGAIN AND COMPLETE THE NOTES WITH NO MORE THAN TWO WORDS.** (p. 122) * T asks Ss to look at the notes, underline the key words and decide what kind of information they need to fill in each blank, *e.g. 1: number; 2: noun (phrase); 3: noun (phrase); 4: noun (phrase); 5: noun (phrase).* ** Ss listen and do the task individually. *** T calls on some students to report their answers for the class. **** T checks the answers and adds more information if necessary. *Key:* *1. 8* *2. house* *3. local family* *4. pagoda* *5. litter*	 T-S Individual work T-S	13 mins
SPEAKING	To help Ss practise discussing and planning about a day trip.	**IMAGINE THAT YOU ARE GOING ON A DAY TRIP. WORK IN PAIRS. DISCUSS AND PLAN YOUR TRIP. USE THE FOLLOWING POINTS TO HELP YOU.** (p. 122)		15 mins

		* T asks Ss to read through the suggestions and take notes of the ideas. ** Ss work in pairs to exchange their ideas about their day trip plan. *** T calls on some students to report their answers for the class. **** T checks the answers and adds more information if necessary.	T-S Pair work T-S	
HOMEWORK	- 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. **HOMEWORK** - Do exercise in the workbook. - Prepare for Review 1 – Skills: Reading and Writing.	T-S	5 mins

REVIEW 4 (Unit 9+10)
Lesson 2: Skills 2 – Reading and Writing

I. OBJECTIVES

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

1. Knowledge

- Practice reading for general and specific information about how to protect the environment;
- Practice writing a short paragraph about things they should or shouldn't do to reduce the negative impact of travelling on the environment.

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;
- Raise students' awareness of the need to protect the environment.

II. MATERIALS

- Grade 10 textbook, Review 4 – Skills: Reading and Writing
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

Anticipated difficulties	Solutions
1. 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.
2. Some students will excessively talk in the class.	- Define expectation in explicit detail. - Have excessive talking students practise.

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

Board Plan

Date of teaching **REVIEW 4** **Lesson 2: Skills** * **Check-up** Talk about your plan for a day trip **Reading** Task 1: Match the highlighted words in the text with their meanings. Task 2: Choose the best answers. **Writing** Write about things you should or shouldn't do to reduce the negative impact of travelling on the environment. * **Homework**

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	**TALK ABOUT YOUR PLAN FOR A DAY TRIP** * T elicits the requirement of talking about your plan for a day trip. ** Ss raise hands to answer.	T-S S	5 mins

	give students more chance to practice speaking.	*** T listens to student's answers and takes notes for comments. **** T provides comments and feedback.	T-S T-S	
READING	To help Ss practise understanding word meanings from context.	**TASK 1: READ THE TEXT. MATCH THE HIGHLIGHTED WORDS IN THE TEXT WITH THEIR MEANINGS.** (p.123) * T asks Ss to read the whole text once to get an overall idea. ** Ss read the text again, paying attention to the context of each highlighted word, then look at the three definitions. *** T tells Ss to work in groups to discuss the context clue for each word and compare answers. **** T confirms the answers as a class. *Key:* *1. b* *2. a* *3. c*	 T-S S T-S T-S	10 mins
	To help Ss practise reading for main ideas and specific information.	**TASK 2: READ THE TEXT AGAIN AND CHOOSE THE BEST ANSWERS.** (p.123) * T asks Ss to read through the questions and checks understanding of the vocabulary. ** Ss read the text again and look for the answers to the questions. *** T calls on some students to report their answers for the class. **** T checks the answers and adds more information if necessary. *Key:* *1. A* *2. B* *3. C*	 T-S Individual work T-S	10 mins
WRITING	To help Ss practise writing a paragraph about things they should or shouldn't do	**WRITE A PARAGRAPH (120 - 150 WORDS) ABOUT THINGS YOU SHOULD OR SHOULDN'T DO TO REDUCE THE NEGATIVE IMPACT OF TRAVELLING ON THE ENVIRONMENT. YOU MAY USE THE IDEAS IN THE READING TO HELP YOU.** (p. 123)		15 mins

	to reduce the negative impact of travelling on the environment.	* T asks Ss to read the text again and extract some ideas for their writing, *e.g. walk, cycle or use public transport.* ** Ss complete the task individually and write a paragraph (120 – 150 words), then swap their paragraphs for peer review with a partner. *** T gives Ss enough time to complete the paragraph. T sets a time limit depending on the Ss' ability level. **** T asks individual Ss to read their paragraphs or collects them to check after class and provides written feedback. *Sample answer:* *There are several things that we should do to reduce the negative impact of travelling on the environment. Firstly, we should reduce our carbon footprint during the trip. We should only fly when the trip is long and choose environmentally-friendly means of transport such as cycling or public transport. Secondly, wherever we go, we should always protect our environment. By keeping it clean and safe, we can reduce the negative impact of travelling on the environment.*	T-S Pair work T-S	
HOMEWORK	- To consolidate what students have learnt in the lesson. - To further practice writing	**WRAP-UP** Teacher asks students to talk about what they have learnt in the lesson. **HOMEWORK** - Do exercise in the workbook. - Write the final draft for the paragraph about things they should or shouldn't do to reduce the negative impact of travelling on the environment.	T-S	5 mins