

UNIT 6: COMMUNITY LIFE

Lesson 1.1 – Vocab & Listening, (page 48)

1. Objectives

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

1.1. Language knowledge & skills

- practice and learn vocab. for changes in the community: *increased, decreased, developed, moved away, rebuild.*

- practice listening for specific information.

- practice functional English (*Thanking someone politely*).

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop patriotism.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Give answers about the things need changing in the neighborhood.	- Ss' reaction to the situation and their performance.	- T's feedback.
- Match definitions with the words.	- Ss' answers.	- T's observation/ DCR.
- Listen and complete the tasks.	- Ss' answers.	- T's observation/ DCR.
- Talk about the changes in the town and the reasons.	- Ss' answers/ presentation.	- T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

a. Objectives: to raise the Ss' awareness of the topic and get them ready for the lesson.

b. Content: **Warm-up**

In pairs: What do you think needs to change in your neighborhood?

c. Expected outcomes: Ss can talk about the change in their community.

d. Organization

Teacher's activities	Students' activities
Question - Write/ show the question.	- Study the question. - Work in pairs.

<i>What do you think needs to change in your neighborhood?</i> - Get Ss to work in pairs. - Get the answers from Ss. - Check the answers and lead to new lesson.	- Give answers. Ss' own answers
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B. Pre-Listening: 10 minutes

a. Objectives: to prepare Ss for the listening activity by introducing the vocabulary.

b. Content: **New Words, task a, b**

Task a. Circle the correct definitions for the underlined words. Listen and repeat.

Task b. In pairs: In pairs: Make sentences using the words in Task a.

c. Expected outcomes: Ss can complete the tasks correctly using the words.

d. Organization

Teacher's activities	Students' activities
Task a. - Get Ss to read the definitions and then do the task individually before sharing the answers with a partner. - Call Ss to give the answers on the board. - Give feedback and explain more if needed. - Play the audio file and ask Ss to repeat in chorus and individually.	- Read the definitions. - Complete the blanks, and then compare the answers with a partner. - Give their answers. - Listen and repeat. Answer Keys (Use the DCR)
Task b. - Ask Ss to work in pairs to make sentences using the words in Task a. - Give them time to work. - Check the answers.	- Work in pairs. - Make sentences using the words in Task a. - Give their answers. Ss' own answers

C. While-listening: 15 minutes

a. Objectives: to help Ss get the main content of the talk and improve Ss' listening skill.

b. Content: **Listening, task a, b, c**

Task a. Listen to Mr. Jones talking about how his town has changed in the last thirty years.

Tick (✓) the picture which best shows the town in the past.

Task b. Now, listen and answer the questions.

Task c. Read the Conversation Skill box and listen to Task b. audio again. Number the phrases in the Conversation Skill box in the order you hear them.

Task d. Listen and repeat.

c. Expected outcomes: Ss can complete the tasks correctly.

d. Organization:

Teacher's activities	Students' activities
Task a. - Ask Ss to have a look at the two pictures. - Elicit the information related to them. - Play the audio file (using DCR). - Ask Ss to share their answer with a partner.	- Look at the pictures and give the answers. - Listen and choose the correct answer. - Share it with a partner.

- Call Ss to give the answer. - Check Ss' answers and give feedback if needed.	- Give the answer. Answer Keys (Use the DCR)
Task b. - Ask Ss to look at the questions, underline the key words. - Have Ss guess the answer. - Play the audio file (using DCR). - Get Ss to give the answers. - Check their answers.	- Study the questions, underline the key words. - Listen and answer the questions. - Give answers. Answer Keys (Use the DCR)
Task c, d: - Have Ss look at the Conversation Skill box before listening (one time). - Use the DCR to check Ss' answers. - Play the audio file (using DCR) and ask them to number the phrases. - Get the answers. - Check and give comment.	- Look at the Conversation Skill box. - Listen and number the phrases. - Listen and repeat. - Give answers. Answer Keys (Use the DCR)

D. Post – Listening: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Listening, Task e.**

Task e: In pairs: How has your town changed in the last five years? Why do you think it's changed?

c. Expected outcomes: Ss can present the changes in the town and their reasons.

d. Organization

Teacher's activities	Students' activities
Task e: - Ask Ss to work in pairs. - Ask Ss to discuss the question. - Monitor the class and help them if necessary. - Ask some Ss to present their ideas. - Give comment.	- Talk about the changes in the town and their reasons. - Talk to the whole class. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write a short paragraph about the changes in the town and their reasons.

- Do the exercises in workbook on page 32.

- Prepare the next lesson: Lesson 1.2 - Grammar, (page 49).

- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 32).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

- a. What I liked most about this lesson today:
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- b. What I learned from this lesson today:
.....
- c. What I should improve for this lesson next time:
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Lesson 1.2 – Grammar, (page 49)

1. Objectives

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

1.1. Language knowledge & skills

- practice and use *The simple past passive* correctly.
- improve writing skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop patriotism.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Give their homework. - Fill in the blanks. - Write complete sentences. - Ask and answer about Notre Dame Cathedral.	- Ss' answers. - Ss' answers. - Ss' performance. - Ss' answers/ presentation.	- T's feedback. - T's observation/ DCR. - T's observation/ DCR. - T's feedback/Peers' feedback.

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4. Procedures

A. Warm up: 5 minutes

- Objectives: to help Ss revise the previous lesson and get them ready for the lesson.
- Content: **Checking homework**
- Expected outcomes: Ss can revise the previous lesson.
- Organization

Teacher's activities	Students' activities
Checking homework - Get Ss to write their work on the board. - Give comment, change some sentences into passive voice, and lead to new lesson.	- Write their work on the board. <i>Ss' own answers</i>

B. Presentation: 10 minutes

- Objectives: to prepare Ss for the writing activity by providing the form, meaning and use of *the simple past passive*.
- Content: **Task a. Listen and repeat.**
- Expected outcomes: Ss can generalize the use of *the simple past passive*.
- Organization

Teacher's activities	Students' activities
Task a. - Get Ss to look at the picture and elicit some information. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Have Ss practice the sentences with a friend. - Get Ss to give the form, the meaning, and the use of <i>the simple past passive</i> or T does (if needed).	- look at the picture and give the answers. - Listen to the audio file. - Practice the sentences with a friend. - Give the form, the meaning, and the use of <i>the simple past passive</i>. - Listen to the teacher and take notes.

C. Practice: 15 minutes

- Objectives: to help Ss get used to using the grammar point and improve Ss' writing skill.
- Content: **Task b, and c**
Task b: Fill in the blanks with the past simple in the passive form of the verbs in brackets. Task c: Look at the information about Notre Dame Cathedral in Ho Chi Minh City and write simple passive sentences.
- Expected outcomes: Ss can complete the tasks correctly.
- Organization:

Teacher's activities	Students' activities
Task b: - Ask Ss to read the sentences before filling the blanks individually. - Get Ss to share their answers with a friend.	- Read the sentences. - Fill in the blanks. - Share the answers.

- Get the answers from Ss. - Check Ss' answers and give feedback if needed. - Have them practice the sentences with a partner.	- Give their answers. - Practice the sentences with a partner. Answer Keys (Use the DCR)
Task c: - Ask Ss to look at the picture and the information given. - Get Ss to write complete sentences individually, and then share the answers with a partner. - Get answers and explanation from Ss. - Use the DCR to check Ss' work.	- Look at the picture and the information given. - Write complete sentences individually. - Share the answers with a partner. - Give answers and explanation. Answer Keys (Use the DCR)

D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Task d**

Task d: In pairs: Ask each other about Notre Dame Cathedral.

c. Expected outcomes: Ss can ask answers about Notre Dame Cathedral.

d. Organization

Teacher's activities	Students' activities
Task d: - Ask Ss to work in pairs to think about the questions to ask. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some pairs to talk to the whole class. - Check and give comment.	- Work in pairs. - Ask each other about Notre Dame Cathedral. - Give their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write five sentences about the changes in your town using *the simple past passive*.

- Do the exercises in workbook on page 33.

- Prepare the next lesson: Lesson 1.3 – Pronunciation & Speaking (page 50).

- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 33).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

c. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

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Lesson 1.3 – Pronunciation & Speaking, (page 50)

1. Objectives

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

1.2. Language knowledge & skills

- practice /kr/ and /kl/ sounds.
- talk about *changes in the community*.
- improve speaking skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop patriotism.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Complete the handout about jumbled words. - Practice listening and reading the words with the correct pronunciation. - Ask and answer about a place. - Discuss the changes in their area.	- Ss' reaction to tasks and their performance. - Ss' answers. - Ss' answers/ presentation. - Ss' answers/ presentation.	- T's feedback. - T's feedback/ DCR. - T's observation/ DCR. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- a. Objectives: to raise the Ss' awareness of the sounds and get them ready for the lesson.
- b. Content: **Jumbled words**
- c. Expected outcomes: Ss can recognize the pronunciation of the two sounds.
- d. Organization

Teacher's activities		Students' activities	
WH-questions - Give out handout.		- Ask and answer the questions in pairs. - Present their answers.	
Jumbled words	Keys	Suggested answers	
clsas			
aseincre			
		Jumbled words	Keys

clane		clsas	class
thcloes		aseincre	increase
chmero		clane	clean
- Ask Ss to work in pairs. - Call some Ss to write their answers on the board. - Check the answers, call some Ss to pronounce the words, and lead to new lesson.		thcloes	clothes
		chmero	chrome

B. Pre-Speaking: 10 minutes

a. Objectives: to prepare Ss for the speaking activity by introducing pronunciation of the two sounds.

b. Content: **Pronunciation, task b, c, d**

Task b. Listen to the words and focus on the underlined letters.

Task c. Listen and circle the words you hear.

Task d. Take turns saying the words in c. while your partner points to them.

c. Expected outcomes: Ss can practice pronouncing of the two sounds correctly and naturally.

d. Organization

Teacher's activities	Students' activities
Task b. - Get Ss to look at the words in b. - Play the audio file (using DCR).and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the pronunciation. - Call some Ss to read the words with the right pronunciation. - Give help if necessary.	- Listen to the audio file and repeat the words. - Notice the pronunciation. - Do as told. Answer Keys (Use the DCR)
Task c. - Ask Ss to read the pairs of words before listening to them. - Play the audio file (using DCR). - Elicit the answer from Ss. - Check the answers.	- Read the words individually. - Listen and circle the correct words. - Give their answers. Answer Keys (Use the DCR)
Task d. - Get Ss to work in pairs to read the words. - Set the time for the activity. - Move around to give help. - Call some Ss to talk to the whole class.	- Work in pairs. - Take turns reading the words. - Present their answers. Ss' own answers

C. Practice: 15 minutes

a. Objectives: to help Ss get used to using the pronunciation of the two sounds and improve Ss' speaking skill.

b. Content: **Practice and Speaking, task a.**

Practice. Take turns describing the changes in Gotham City.

Speaking, task a. You're working on a school geography project about how towns change. In pairs: Student B, p 94. File 4. Student A, add your own idea for Palshaw Post Office to the table. Ask Student B about Aston.

Speaking, task b. Answer Student B's questions about Palshaw.

c. Expected outcomes: Ss can talk about *changes in the community* in a meaningful way.

d. Organization:

Teacher's activities	Students' activities
Practice - Ask Ss to have a look at the timelines about a town and the information provided. - Elicit the information. - Ask Ss to practice describing in pairs. - Call some pairs to talk to the whole class. - Check Ss' answers and give feedback if needed.	- Look at the timelines about a town and the information provided. - Give the answers. - Practice describing in pairs. Answer Keys (Use the DCR)
Speaking, task a. - Get Ss to work in pairs and assign their part. - Get Ss to look at their part and add the needed information. - Set the time for the activity. - Get around to assist Ss and note down some possible mistakes.	- Look at the table and add needed information. Answer Keys (Use the DCR)
Speaking, task b. - Get Ss to ask and answer in pairs. - Set the time for the activity. - Get around to assist Ss and note down some possible mistakes. - Call some pairs to talk to the whole class. - Check Ss' answers and give feedback if needed.	- Ask and answer in pairs to complete the table. - Present their answers. Answer Keys (Use the DCR)

D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Speaking, Task c**

Task b: In pairs: Discuss changes in your area. Did the changes make things better? Why (not)?

c. Expected outcomes: Ss can talk about the changes in their area.

d. Organization

Teacher's activities	Students' activities
Task b: - Introduce the task to Ss. - Ask Ss to work with a partner. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to talk to the whole class. - Check and give comment.	- Work with a partner. - Discuss the situation. - Give their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write a short paragraph about the things that should be changed in your town.
- Prepare the next lesson: Lesson 2.1 – Vocab & Reading, (page 51).
- Review the vocabulary and the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 26).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

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d. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

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Lesson 2.1 – Vocab & Reading, (Page 51)

1. Objectives

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

1.1. Language knowledge & skills

- practice and learn vocab. for rules: *locker, equipment, member, racket, book, return, keep, rent.*

- practice reading for the purpose of the text and specific information.

- improve critical thinking skills through giving solutions.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop patriotism.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (tờ vụn/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Activate the nouns related to sports from Ss. - Match the pictures with the words. - Match the underlined words to the definitions - Read and complete the reading tasks. - Talk about the rules.	- Ss' answers in notebooks. - Ss' answers. - Ss' performance. - Ss' answers/ presentation. - Ss' answers/ presentation.	- T's feedback. - T's observation/ DCR. - T's observation/ DCR. - T's feedback/ DCR. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise the Ss' awareness of the topic and get them ready for the lesson.
- Content: **A listing game**
- Expected outcomes: Ss can revise some nouns related to sports.
- Organization

Teacher's activities	Students' activities
A listing game - Divide the class into two teams. - Write the topics one by one on the board. <i>a. To play football, we need</i> <i>b. To go swimming, we need</i> <i>c. To go hiking, we need</i> - Set time for this activity. - Go around and give help if needed. - Get the answers from Ss. - Lead to new lesson.	- List the adjectives in teams. - Give answers to T. Ss' own answers

B. Pre-reading: 10 minutes

- Objectives: to prepare Ss for the reading activity by providing vocabulary related to the reading topic.
- Content: **New Words, task a, b.**
 - Task a.** Match the words with the pictures. Listen and repeat.
 - Task b.** Circle the correct definitions for the underlined words. Listen and repeat.
 - Task b.** In pairs: Answer the questions.
- Expected outcomes: Ss can complete the tasks using the new words.
- Organization

Teacher's activities	Students' activities
Task a. - Introduce the task (using DCR). - Ask Ss to look at the pictures, match the words with the pictures, and then compare the answers with a partner. - Get the answers from Ss. - Check them and give comment.	- Do as directed. - Give the answers. Answer Keys (Use the DCR)
Task b. - Ask Ss to match the underlined words to their definitions individually before sharing them with a friend. - Use the DCR to check the Ss' answers. - Play the audio file and ask Ss to listen and repeat chorally and individually. - Use the DHA to check the vocab. - Get Ss to give meanings of the phrases or T explain the meanings of the phrases (if needed). - Ask Ss to listen and repeat chorally and individually, using DCR, DHA.	- Match the underlined words to their definitions individually before sharing them with a friend. - Give the meanings of the words/ phrases. - Listen to the teachers and take notes the meanings of those words/ phrases. - Listen and repeat chorally and individually. Answer Keys (Use the DCR)
Task c: - Get Ss to discuss the questions in pairs. - Move around to monitor/ facilitate. - Call some pairs to present in class. - Give feedback if necessary.	- Discuss the questions in pairs. - Present their answers as directed. Ss' own answers

C. While – Reading: 15 minutes

a. Objectives: to help Ss have some information about a Sport Centre and improve Ss' reading skill.

b. Content: **Reading -Task a, and b**

Task a: Read the notice at Đà Nẵng Sports Center. What is the purpose of the notice?

Task b: Now, read and circle True, False, or Doesn't say.

c. Expected outcomes: Ss can read for general and specific information.

d. Organization:

Teacher's activities	Students' activities
Task a: - Ask Ss to read the two choices. - Ask Ss to scan the text (twice) and choose the correct answer. - Check Ss' answers and give feedback if needed.	- Read the two choices. - Read the passage and choose the best option. - Give answer to T. Answer Keys (Use the DCR)
Task b: - Get Ss to read and underline the key words in each statement. - Ask Ss to read the passage again and circle the correct answer.	- Read and underline the key words in each statement. - Read again and circle the correct answer. - Share the work with partners.

- Ask Ss to share their work. - Use the DCR to check Ss' work.	- Do as T's instructions. Answer Keys (Use the DCR)
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D. Post – Reading: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Reading -Task c**

Task c: In pairs: Do you think that all the rules are important? Are there any other rules that the sports center should have?

c. Expected outcomes: Ss can express their opinion about **rules that the sports center should have.**

d. Organization

Teacher's activities	Students' activities
Task c: - Introduce the task (using DCR). - Ask Ss to work in pairs. - Set the time for the activity. - Move around to assist Ss if needed. - Ask some pairs to present their work.	- Work in pairs. - Discuss the question and give the reason for that. - Give answers to T. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write a list of rules in a sports center you know.

- Do the exercises in workbook on page 34.

- Prepare the next lesson: Lesson 2.2 – Grammar (page 52).

- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 34).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

e. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

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Lesson 2.2 – Grammar, (page 52)

1. Objectives

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

1.1. Language knowledge & skills

- practice and use *modals with passive voice* correctly.
- improve writing skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop patriotism.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Present the homework. - Fill in the blanks. - Write full sentences. - Talk about school rules.	- Ss' work in notebooks. - Ss' answers. - Ss' performance. - Ss' answers/ presentation.	- T's feedback. - T's observation/ DCR. - T's observation/ DCR. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- a. Objectives: to raise the Ss' awareness of *modals with passive voice* and get them ready for the lesson.
- b. Content: **Checking homework**
- c. Expected outcomes: Ss can use *modals with passive voice* in their answers.
- d. Organization

Teacher's activities	Students' activities
Checking homework - Have Ss write their homework on the board. - Get other SS to give comment. - Elicit the answer from SS. - Check the answers, focus on <i>modal with passive voice</i> and lead to new lesson.	- Present their homework. - Give comment. Ss' own answers

B. Presentation: 10 minutes

- a. Objectives: to prepare Ss for the writing activity by providing the form, meaning and use of the structure.

b. Content: **Task a. Listen and repeat.**

c. Expected outcomes: Ss can generalize the use of *modals with passive voice*.

d. Organization

Teacher's activities	Students' activities
Task a. - Ask Ss to look at the picture and sentence. - Play the audio file and ask Ss to listen and repeat chorally and individually. - Have Ss practice reading the sentence in pairs. - Get Ss to give the form, the meaning, and the use of <i>modals with passive voice</i> or T does (if needed).	- Listen to the audio file. - Practice the sentence with a friend. - Give the form, the meaning, and the use of <i>modals with passive voice</i>. - Listen to the teachers and take notes

C. Practice: 15 minutes

a. Objectives: to help Ss get used to using the grammar point and improve Ss' writing skill.

b. Content: **Task b, and c**

Task b: Decide if the sentences express necessity or possibility, then fill in the blanks.

Task c: Write passive sentences. Use the prompts.

c. Expected outcomes: Ss can fill in correct answer in each sentence and write sentences using *modal with passive voice* correctly.

d. Organization:

Teacher's activities	Students' activities
Task b: - Ask Ss to study the sentences, decide the function of the sentence, fill in the blanks, and share them with a partner. - Have some SS write the answers on the board. - Use the DCR to check Ss' work.	- Read the sentences, decide the function of the sentence, and fill in the blanks. - Share the answers with a partner. - Present the answers. Answer Keys (Use the DCR)
Task c: - Ask Ss to write sentences using the prompts and the <i>modals with passive voice</i>. - Get Ss to share their answers with a friend. - Check Ss' answers and give feedback if needed.	- Write sentences using the prompts and the <i>modals with passive voice</i>. - Share the answers. - Give their answers. Answer Keys (Use the DCR)

D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Task d**

Task d: In pairs: Talk about rules and things you can or can't do at your school.

c. Expected outcomes: Ss can talk about school rules using *modals with passive voice*.

d. Organization

Teacher's activities	Students' activities
Task d: - Introduce the task. - Ask Ss to work in pairs. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some pairs to talk to the whole class. - Check and give comment.	- Work in pairs to do as directed. - Present their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write your home rules using *modals with passive voice*.
- Do the exercises in workbook on page 35.
- Prepare the next lesson: Lesson 2.3 – Pronunciation & Speaking (page 53).
- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 35).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

f. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

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Lesson 2.3 – Pronunciation & Speaking, (page 53)

1. Objectives

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

1.3. Language knowledge & skills

- practice *final /ts/* sound.
- talk about *rules*.
- improve speaking skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop patriotism.

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2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Respond to pictures. - Recognize and practice pronouncing the sound. - Practice saying the rules. - Practice making rules.	- Ss' reaction to pictures and their performance. - Ss' reaction to tasks. - Ss' answers/ presentation. - Ss' answers/ presentation.	- T's feedback. - T's feedback/ DCR. - T's feedback. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise the Ss' awareness of the *final /ts/* sound and get them ready for the lesson.
- Content: **Picture prompts**
- Expected outcomes: Ss can have a general view of the *final /ts/* sound.
- Organization

Teacher's activities	Students' activities
Picture prompts - Show/write some pictures. <i>Picture 1</i>   <i>Picture 2</i>	- Present their answers. Ss' own answers



Picture 2



- Get the answers from Ss.
- Check the answers, focus on the *final /ts/* sound and lead to new lesson.

B. Pre-speaking: 10 minutes

a. Objectives: to prepare Ss for the speaking activity by introducing the *final /ts/* sound.

b. Content: **Pronunciation, task b, c, d.**

Task b. Listen to the words and focus on the underlined letters.

Task c. Listen and cross out the word with the wrong sound.

Task d. Take turns saying the words in c. while your partner points to them.

c. Expected outcomes: Ss can make the *final /ts/* sound correctly and naturally.

d. Organization

Teacher's activities	Students' activities
Task b. - Ask Ss look at the words provided. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the <i>final /ts/</i> sound. - Call some Ss to pronounce the words. - Give help if necessary.	- Listen to the audio file and repeat. - Notice the <i>final /ts/</i> sound. - Do as told. Answer Keys (Use the DCR)
Task c. - Ask Ss to look at the words before listening to them. - Play the audio file (using DCR). - Elicit the answers from Ss. - Check the answers.	- Study the words individually. - Listen and cross out the one with the wrong pronunciation. - Give their answer. Answer Keys (Use the DCR)

Task d. - Get Ss to work in pairs to pronounce the words. - Set the time for the activity. - Move around to give help. - Call some Ss to do in front of the whole class.	- Work in pairs. - Do as told. Ss' own answers
---	---

C. While-speaking: 15 minutes

a. Objectives: to help Ss pronounce the *final /ts/* sound correctly, and improve Ss' speaking skill.

b. Content: **Practice, task a, b and Speaking, task a.**

Practice, task a: Match the rules to the pictures and take turns saying the rules for each place.

Practice, task b: Think of one more rule for each place.

Speaking, task a. You are going to make some new rules for your school. In pairs: Choose one of the following places: gym, library, and schoolyard. Discuss and write six rules for that place.

c. Expected outcomes: Ss can make meaningful rules, and develop their speaking skill.

d. Organization:

Teacher's activities	Students' activities
Practice, task a. - Get Ss to match the rules to the pictures. - Ask Ss to practice saying the rules in pairs. - Set the time for the activity. - Call some Ss to act out. - Check Ss' answers and give feedback if needed.	- Practice saying the rules in pairs. - present their answers. Answer Keys (Use the DCR)
Practice, task b. - Ask Ss to add one more rule for each place. - Set the time for the activity. - Call some to write their answers on the board. - Give comment.	- Add one more rule for each place. - Give their answers. Ss' own answers
Speaking, task a. - Divide the class into pairs. - Give them time to complete the rules for the place they have chosen. - Call some to talk to the whole class. - Check their answers.	- Work in pairs to ask and answer. - Complete the rules. - Talk to the whole class. Ss' own answers

D. Post- speaking: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Speaking, Task b**

Task b: Listen to another pair's rules. Do you agree that they are good rules? How would you change them?

c. Expected outcomes: Ss can express their agreement and disagreement and suggest the way to change.

d. Organization

Teacher's activities	Students' activities
Task b: - Introduce the task to Ss (using DCR). - Ask Ss to work in pairs. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to talk to the whole class. - Check and give comment.	- Work in pairs. - Listen to other pair's rules. - Express their agreement and disagreement and suggest the way to change. - Present their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Make a clip about rules for a place in your school.
- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 54).
- Review the vocabulary and grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (pages 34 & 35).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

g. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

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UNIT 6: COMMUNITY LIFE
Lesson 3.1 – Listening & Reading, (page 54)

1. Objectives

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

1.4. Language knowledge & skills

- practice listening and reading for specific information.
- talk about *how to improve community*.
- improve their listening and reading skills.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

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1.3. Attributes

- develop patriotism.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (tờ vụn/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Elicit the ideas about some places from Ss. - Practice listening and complete the tasks. - Read and complete the tasks. - Tell their partner about their view about things need to be done.	- Ss' reaction to question and their performance. - Ss' reaction to tasks. - Ss' answers. - Ss' answers/ presentation.	- T's feedback. - T's feedback/ DCR. - T's feedback/ DCR. - T's feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise Ss' interest and get them ready for the lesson.
- Content: **Pictures**
- Expected outcomes: Ss can talk things that need improving in the area.
- Organization

Teacher's activities	Students' activities
Pictures - Show/write the Pictures. <i>Picture 1</i>  <i>Picture 2</i>	- Look at the pictures. - Present their answers. <i>Ss' own answers</i>



Picture 2



- Elicit the information from Ss.
- Check the answers and lead to new lesson.

B. Pre-Listening and Reading: 10 minutes

a. Objectives: to prepare Ss for the Listening and reading tasks.

b. Content: **Let's talk.**

In pairs: How would you spend a million dollars to improve your community? Why do you want to make these changes?

c. Expected outcomes: Ss can share their personal view about the way to improve the community.

d. Organization

Teacher's activities	Students' activities
Let's talk. - Introduce the task. - Have Ss discuss the questions with a partner. - Give them time to work. - Move around to give help if necessary. - Call some Ss to present the answers. - Elicit some more information related. - Give feedback.	- Work in pairs. - Do as told. - Give answers. <i>Ss' own answers</i>

C. While- Listening and Reading: 15 minutes

a. Objectives: to help Ss practice listening and reading about a club and its project.

b. Content: **Listening, task a, b, and Reading, task a, b.**

Listening, task a. Listen to a radio show about Youth Lead the Change. How often does

the competition happen in Hartmouth?

Listening, task b: Now, listen and write True or False.

Reading, task a: Lisa wrote to the Youth Lead the Change project. Is her project for...

Reading, task b. Now, read and circle the answers.

c. Expected outcomes: Ss can complete the tasks correctly and develop their listening and reading skills.

d. Organization:

Teacher's activities	Students' activities
Listening, task a. - Introduce the task (using DCR). - Play the audio file twice. - Have Ss work individually before comparing the answers with a partner. - Get answers from Ss. - Give feedback if needed.	- Listen and do the task individually. - Share the answers in pairs. - Give the answers. Answer Keys (Use the DCR)
Listening, task b. - Introduce the task. - Ask Ss to look though the statements and predict the answers. - Explain some new words if required. - Play the audio file twice. - Have Ss work individually before comparing the answers with a partner. - Get answers from Ss. - Give feedback if needed.	- Listen and do the task individually. - Share the answers in pairs. - Give the answers. Answer Keys (Use the DCR)
Reading, task a. - Ask Ss to have a look at the two options. - Give them time to read the text and choose the answer. - Call some to give their choice and explain. - Check their answers.	- Work individually to find the answer. - Give it to T. - Provide the evidence from the reading text. Answer Keys (Use the DCR)
Reading, task b. - Get Ss to underline key words in the questions. - Ask Ss to read and do the task individually, and then share their answers with a partner. - Give them time to work. - Elicit the answers from Ss. - Check the answers and give feedback.	- Work individually to answer the questions by circling the option. - Share the answers with a partner. - Give their answers to teacher. Answer Keys (Use the DCR)

D. Post - Listening and Reading: 10 minutes

a. Objectives: to help Ss to use the language and information in a real situation.

b. Content: **Reading, Task c**

Task c: In pairs: Do you think your town needs more green spaces? What else does it need?

c. Expected outcomes: Ss can express their personal view about the issue mentioned.

d. Organization

Teacher's activities	Students' activities
Task b: - Ask Ss to work in pairs. - Introduce the task to Ss. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to talk to the whole class. - Check and give comment.	- Work in pairs - Talk to their partner about their personal view about the issue mentioned. - Present their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Write a short paragraph about the things need to be done to the park in your town.

- Do the exercises in workbook on page 36.

- Prepare the next lesson: Lesson 3.2 – Writing, (page 55).

- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 36).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

h. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

UNIT 6: COMMUNITY LIFE

Lesson 3.2 – Writing, (page 54)

1. Objectives

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

1.5. Language knowledge & skills

- write *a letter about ways to improve community*, using pronouns to avoid repetition.
- Make progress in writing skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop patriotism.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Check the homework. - Read and match the words in bold with the pronouns that reference them. - Replace the underlined words with the correct pronouns. - Practice writing a letter.	- Ss' homework and their performance. - Ss' reaction to tasks. - Ss' answers. - Ss' answers/ presentation.	- T's feedback. - T's feedback/ DCR. - T's feedback/ DCR. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to check Ss' homework preparation and get them ready for the lesson.
- Content: **Checking homework.**
- Expected outcomes: Ss can revise their previous lesson.
- Organization

Teacher's activities	Students' activities
Checking homework. - Ask Ss to present their homework on the board. - Get some Ss to give comment. - Check the answers and lead to new lesson.	- Present their answers on the board. - Give comment on their friends' work. Ss' own answers

B. Presentation: 7 minutes

a. Objectives: to prepare Ss for the speaking and writing tasks.

b. Content: **Writing, task a.**

Task a. Read about using pronouns to avoid repetition, then read Lisa's letter again and match the words in bold with the pronouns that reference them.

c. Expected outcomes: Ss can know the main parts of a letter and how to avoid repetition.

d. Organization

Teacher's activities	Students' activities
Writing, task a. - Have Ss look at the Writing Skill box and read Lisa's letter again and match the words in bold with the pronouns that reference them. - Give them time to work. - Get them to share the answers with a partner. - Move around to give help if necessary. - Call some to write their answers on the board. - Give feedback.	- Do as told. - Share the answers. - Give answers. Answer Keys (Use the DCR)

C. Practice: 18 minutes

a. Objectives: to help Ss practice speaking and writing *a letter about ways to improve community*.

b. Content: **Writing, task b and Speaking, task a, b.**

Writing, task b: Replace the underlined words with the correct pronouns.

Speaking, task a: You are working on a class project on ways to improve your city.

In pairs: Discuss and add two or three more ideas in each column.

Speaking, task b. Join another pair. Choose one of the projects and say why you think it is best.

c. Expected outcomes: Ss can complete the tasks correctly and develop their speaking and writing skills.

d. Organization:

Teacher's activities	Students' activities
Writing, task b - Ask Ss to have a look at the sentences before replacing the underlined words with the correct pronouns. - Have Ss share their answers with a partner. - Get answers from Ss. - Give feedback if needed.	- Study the sentences. - Replacing the underlined words with the correct pronouns. - Share the answers with a partner - Give the answers. Answer Keys (Use the DCR)
Speaking, task a - Introduce the task. - Ask Ss to look at the projects before working in pairs. - Have Ss add some more ideas. - Set time for the activity	- Study the projects. - Work in pairs to discuss add some more ideas. - Ask for help if any. - Present the answers.

- Get around to give help. - Give feedback.	Ss' own answers
Speaking, task b - Introduce the task. - Ask Ss to join another pair to choose the best project. - Get the answer from Ss. - Give comment.	- Do as directed. - Present the answers. Ss' own answers

D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in a real situation.

b. Content: **Let's write.**

Now, write a letter to the Youth Lead the Change project talking about why you think your project is the best one. Use the Feedback form to help you.

Write 120 to 150 words.

c. Expected outcomes: Ss can write a letter correctly and meaningfully.

d. Organization

Teacher's activities	Students' activities
Let's write - Introduce the task to Ss. - Ask Ss to write a letter individually. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to write their biography on the board and some to give comment. - Check their answers and give comment.	- Write a letter individually. - Present their answers. - Give comment on their friend's work. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Rewrite your letter carefully.

- Do the exercises in workbook on page 37.

- Prepare the next lesson: Unit 7, Lesson 1.1 – Vocab & Reading, (page 56).

- Complete the writing notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 37).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

i. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

UNIT 7: INVENTIONS

Lesson 1.1 – Vocab & Reading, (Page 56)

1. Objectives

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

1.1. Language knowledge & skills

- practice and learn vocab. for *inventions*: **telescope, ballpoint pen, microscope, Band-Aid, rocket, thermometer.**
- practice reading for specific information.
- improve critical thinking skills through giving solutions.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- highly appreciate inventors and useful inventions.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Activate the nouns related to inventions from Ss.	- Ss' answers in notebooks.	- T's feedback.
- Match the pictures with the words and descriptions.	- Ss' answers.	- T's observation/ DCR.
- Use the words to talk about the inventions.	- Ss' performance.	- T's observation.
- Read and complete the reading tasks.	- Ss' answers/ presentation.	- T's feedback/ DCR.
- Talk about the most important invention.	- Ss' answers/ presentation.	- T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- a. Objectives: to raise the Ss' awareness of the topic and get them ready for the lesson.
- b. Content: **Warm-up**
In pairs: What inventions have made your life easier? How?
- c. Expected outcomes: Ss can talk more about useful inventions.
- d. Organization

Teacher's activities	Students' activities
Warm-up - Divide the class into pairs. - Write the questions in Warm-up on the board.	- List the inventions. - Give answers to T.

- Set time for this activity. - Go around and give help if needed. - Get the answers from Ss. - Lead to new lesson.	<i>Ss' own answers</i>
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B. Pre-reading: 10 minutes

a. Objectives: to prepare Ss for the reading activity by providing vocabulary related to the reading topic.

b. Content: **New Words, task a, b.**

Task a. Look at the pictures and the descriptions. Write the correct word on the line.

Task b. In pairs: Say which of the inventions in Task a. you have used before.

c. Expected outcomes: Ss can complete the tasks using the new words.

d. Organization

Teacher's activities	Students' activities
Task a. - Introduce the task (using DCR). - Ask Ss to look at the pictures, the descriptions, write the correct word, and then compare the answers with a partner. - Get the answers from Ss. - Get Ss to give meanings of the phrases or T explain the meanings of the phrases (if needed). - Use the DCR to check the Ss' answers. - Use the DHA to check the vocab.- - Play the audio file and ask Ss to listen and repeat chorally and individually - Check them and give comment.	- Do as directed. - Give the answers. - Give the meanings of the words/ phrases. - Listen to the teachers and take notes the meanings of those words/ phrases. - Listen and repeat chorally and individually Answer Keys (Use the DCR)
Task b. - Introduce the task (using DCR). - Ask Ss to say which inventions above they have used in pairs. - Set the time for the activity. - Call some Ss to talk to the whole class. - Check the answers.	- Say which inventions above they have used. - Present their answers. Ss' own answers

C. While – Reading: 15 minutes

a. Objectives: to help Ss have some information about Science Special's top 100 inventions and improve Ss' reading skill.

b. Content: **Reading -Task a, and b**

Task a: Read the article. How many countries did the scientists come from?

Task b: Now, read and answer the questions.

c. Expected outcomes: Ss can read for general and specific information.

d. Organization:

Teacher's activities	Students' activities
Task a: - Ask Ss to read the question and guess the answers. - Ask Ss to scan the text (twice) and list the correct answers. - Check Ss' answers and give feedback if needed.	- Read the questions and guess the answers. - Read the passage and list the countries. - Give answer to T. Answer Keys (Use the DCR)
Task b: - Get Ss to read and underline the key words in each question. - Ask Ss to read the passage again and give the correct answer. - Ask Ss to share their work. - Use the DCR to check Ss' work.	- Read and underline the key words in each question. - Read again and give the correct answer. - Share the work with partners. - Do as T's instructions. Answer Keys (Use the DCR)

D. Post – Reading: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Reading -Task c**

Task c: **In pairs: Which of these inventions do you think is the most important? Why?**

c. Expected outcomes: Ss can express their opinion about **the most important invention**.

d. Organization

Teacher's activities	Students' activities
Task c: - Introduce the task. - Ask Ss to work in pairs. - Set the time for the activity. - Move around to assist Ss if needed. - Ask some pairs to present their work.	- Work in pairs. - Discuss the question and give the reason for that. - Give answers to T. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write a paragraph about your favorite invention.

- Do the exercises in workbook on page 38.

- Prepare the next lesson: Lesson 1.2 – Grammar (page 57).

- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 38).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

- a. What I liked most about this lesson today:
.....
- j. What I learned from this lesson today:
.....
- c. What I should improve for this lesson next time:
.....

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UNIT 7: INVENTIONS

Lesson 1.2 – Grammar, (page 57)

1. Objectives

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

1.1. Language knowledge & skills

- practice and use *Non-defining relative clause* correctly.
- improve writing skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- highly appreciate inventors and useful inventions.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Give their homework. - Combine two sentences. - Write complete sentences. - Ask and answer about inventions.	- Ss' answers. - Ss' answers. - Ss' performance. - Ss' answers/ presentation.	- T's feedback. - T's observation/ DCR. - T's observation/ DCR. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- a. Objectives: to help Ss revise the previous lesson and get them ready for the lesson.
- b. Content: **Checking homework**
- c. Expected outcomes: Ss can revise the previous lesson.
- d. Organization

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Teacher's activities	Students' activities
Checking homework - Get Ss to write their work on the board. - Give comment, focus on the non-defining relative clauses, and lead to new lesson.	- Write their work on the board. <i>Ss' own answers</i>

B. Presentation: 10 minutes

a. Objectives: to prepare Ss for the writing activity by providing the form, meaning and use of non-defining relative clauses.

b. Content: **Task a. Listen and repeat.**

c. Expected outcomes: Ss can generalize the use of non-defining relative clauses.

d. Organization

Teacher's activities	Students' activities
Task a. - Get Ss to look at the picture and elicit some information. - Play the audio file and ask Ss to listen and repeat chorally and individually. - Have Ss practice the sentences with a friend. - Get Ss to give the form, the meaning, and the use of non-defining relative clauses or T does (if needed).	- look at the picture and give the answers. - Listen to the audio file. - Practice the sentences with a friend. - Give the form, the meaning, and the use of non-defining relative clauses. - Listen to the teacher and take notes.

C. Practice: 15 minutes

a. Objectives: to help Ss get used to using the grammar point and improve Ss' writing skill.

b. Content: **Task b, and c**

Task b: Combine the sentences using non-defining relative clauses.

Task c: Use the information in the table to write sentences with non-defining relative clauses.

c. Expected outcomes: Ss can complete the tasks correctly.

d. Organization:

Teacher's activities	Students' activities
Task b: - Ask Ss to read the sentences before combining them individually. - Set time for the activity. - Get Ss to share their answers with a friend. - Get the answers from Ss. - Check Ss' answers and give feedback if needed. - Have them practice the sentences with a partner.	- Read the sentences. - Combine the sentences. - Share the answers. - Give their answers. - Practice the sentences with a partner. Answer Keys (Use the DCR)
Task c:	

- Ask Ss to look at the table and the information given. - Get Ss to write complete sentences individually, and then share the answers with a partner. - Get answers and explanation from Ss. - Use the DCR to check Ss' work.	- Look at the table and the information given. - Write complete sentences individually. - Share the answers with a partner. - Give answers and explanation. Answer Keys (Use the DCR)
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D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Task d**

Task d: In pairs: Ask each other about the inventors in Task c.

c. Expected outcomes: Ss can **ask and answer about the inventors in Task c.**

d. Organization

Teacher's activities	Students' activities
Task d: - Ask Ss to work in pairs to think about the questions to ask. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some pairs to talk to the whole class. - Check and give comment.	- Work in pairs. - Ask each other about the inventors in Task c. - Give their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Write five sentences about the inventions in Vietnam using **non-defining relative clauses**.

- Do the exercises in workbook on page 39.

- Prepare the next lesson: Lesson 1.3 – Pronunciation & Speaking (page 58).

- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page

36).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

k. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

UNIT 7: INVENTIONS

Lesson 1.3 – Pronunciation & Speaking, (page 58)

1. Objectives

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

1.6. Language knowledge & skills

- practice *word stress for compound nouns*.
- talk about *inventions and their works*.
- improve speaking skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- highly appreciate inventors and useful inventions.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Watch the clip and take notes. - Practice listening and reading the words with the correct stress. - Ask and answer about inventions. - Discuss the invention that had the biggest impact on the world.	- Ss' reaction to clip and their performance. - Ss' answers/ presentation. - Ss' answers/ presentation. - Ss' answers/ presentation.	- T's feedback. - T's feedback/ DCR. - T's observation/ DCR. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- a. Objectives: to raise the Ss' awareness of compound words and get them ready for the lesson.
- b. Content: **A clip**
- c. Expected outcomes: Ss can recognize the stress of compound words.
- d. Organization

Teacher's activities	Students' activities
A clip https://www.youtube.com/watch?v=JUpt0fi9kws - Introduce the clip. - Ask Ss to watch and take notes.	- Watch the clip and take notes. - Present their answers. Ss' own answers

- Play the clip. - Call some Ss to write their answers on the board. - Check the answers, call some Ss to pronounce the words, and lead to new lesson.	
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B. Pre-Speaking: 10 minutes

a. Objectives: to prepare Ss for the speaking activity by introducing *word stress for compound nouns*.

b. Content: **Pronunciation, task b, c, d**

Task b. Listen to the words and focus on the underlined letters.

Task c. Listen and cross out the word with the wrong word stress.

Task d. Read the words with the correct stress to a partner.

c. Expected outcomes: Ss can practice putting *word stress for compound nouns* correctly and naturally.

d. Organization

Teacher's activities	Students' activities
Task b. - Get Ss to look at the words in b. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the stress. - Call some Ss to read the words with the right stress. - Give help if necessary.	- Listen to the audio file and repeat the words. - Notice the stress. - Do as told. Answer Keys (Use the DCR)
Task c. - Ask Ss to read the words before listening to them. - Play the audio file (using DCR). - Elicit the answer from Ss. - Check the answers.	- Read the words individually. - Listen and cross out the word with the wrong word stress. - Give their answers. Answer Keys (Use the DCR)
Task d. - Get Ss to work in pairs to read the words. - Set the time for the activity. - Move around to give help. - Call some Ss to talk to the whole class.	- Work in pairs. - Take turns reading the words. - Present their answers. Ss' own answers

C. Practice: 15 minutes

a. Objectives: to help Ss get used to using the pronunciation of the two sounds and improve Ss' speaking skill.

b. Content: **Practice and Speaking, task a.**

Practice. Practice making sentences about the inventors and their inventions.

Speaking, task a. You're in a quiz show. In pairs: Make four questions about famous inventors and inventions. Use ideas from the lesson or your own ideas, then close your books and quiz another pair.

c. Expected outcomes: Ss can talk about *inventions and their works* in a meaningful way.

d. Organization:

Teacher's activities	Students' activities
Practice - Ask Ss to have a look at the information provided in the table. - Elicit the information. - Ask Ss to practice making sentences in pairs. - Call some pairs to talk to the whole class. - Check Ss' answers and give feedback if needed.	- Look at the information provided in the table. - Give the answers. - Practice making sentences in pairs. Answer Keys (Use the DCR)
Speaking, task a. - Get Ss to work in pairs to make 4 questions. - Set the time for the activity. - Get around to assist Ss and note down some possible mistakes. - Call some Ss to present their answers. - Check the answers and give comment.	- Work in pairs to make 4 questions. - Quiz another pair. - Present their answers. Ss' own answers

D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Speaking, Task c**

Which invention do you think had the biggest impact on the world? Why?

c. Expected outcomes: Ss can talk about the invention that had the biggest impact on the world.

d. Organization

Teacher's activities	Students' activities
Task b: - Introduce the task to Ss (using DCR). - Ask Ss to work with a partner. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to talk to the whole class. - Give comment.	- Work with a partner. - Discuss the situation. - Give their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Make a short clip about the invention you find most useful.

- Prepare the next lesson: Lesson 2.1 – Vocab & Listening, (page 59).

- Review the vocabulary and grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (pages 38 & 39).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

- a. What I liked most about this lesson today:
.....
- b. What I learned from this lesson today:
.....
- c. What I should improve for this lesson next time:
.....

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UNIT 7: INVENTIONS

Lesson 2.1 – Vocab & Listening, (page 59)

1. Objectives

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

1.7. Language knowledge & skills

- practice and learn vocab. for *weird inventions*: **portable, automatically, private, strap, fashionable, attach.**
- practice listening for specific information.
- improve listening skill

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- highly appreciate inventors and useful inventions.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Present their homework.	- Ss' homework and their performance.	- T's feedback.
- Circle definitions for the underlined words.	- Ss' answers/ presentation.	- T's observation/ DCR.
- Listen and complete the tasks.	- Ss' answers/ presentation.	- T's observation/ DCR.
- Talk about the geeky jeans.	- Ss' answers/ presentation.	- T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to revise Ss' previous lessons and get them ready for the lesson.
- Content: **Checking homework**
- Expected outcomes: Ss can give comment on the work.
- Organization

Teacher's activities	Students' activities
Checking homework - Get Ss to present their homework. - Have other Ss give comment. - Check the answers and lead to new lesson.	- Pay attention to the presentation. - Give comment. Ss' own answers

B. Pre-Listening: 10 minutes

- Objectives: to prepare Ss for the listening activity by introducing the vocabulary.
- Content: **New Words, task a, b**
Task a. Circle the correct definitions for the underlined words. Listen and repeat.
Task b. In pairs: Use these words to describe the pictures.
- Expected outcomes: Ss can complete the tasks correctly using the words.
- Organization

Teacher's activities	Students' activities
Task a. - Get Ss to read the definitions and then do the task individually before sharing the answers with a partner. - Call Ss to give the answers on the board. - Give feedback and explain more if needed. - Play the audio file and ask Ss to repeat in chorus and individually.	- Read the definitions. - Complete the blanks, and then compare the answers with a partner. - Give their answers. - Listen and repeat. Answer Keys (Use the DCR)
Task b. - Ask Ss to work in pairs to describe the pictures using the words in Task a. - Give them time to work. - Check the answers.	- Work in pairs. - Describe the pictures using the words in Task a. - Give their answers. Ss' own answers

C. While-listening: 15 minutes

- Objectives: to help Ss get the main content of the talk and improve Ss' listening skill.
- Content: **Listening, task a, b, c**
Task a. Listen to Đức talking to his friend, Bonnie, about inventions. How many inventions do they talk about?
Task b. Now, listen and circle the answers.
Task c. Read the Conversation Skill box and listen to Task b. audio again. Number the phrases in the Conversation Skill box in the order you hear them.
Task d. Listen and repeat.
- Expected outcomes: Ss can complete the tasks correctly.

d. Organization:

Teacher's activities	Students' activities
Task a. - Ask Ss to have a look at the question in the instruction. - Elicit the information related to it. - Play the audio file. - Ask Ss to share their answers with a partner. - Call Ss to give the answer. - Check Ss' answers and give feedback if needed.	- Look at the question and give the answers. - Listen and answer the question. - Share the answers with a partner. - Give the answers. Answer Keys (Use the DCR)
Task b. - Ask Ss to look at the questions, underline the key words. - Have Ss guess the answer. - Play the audio file (using DCR). - Get Ss to give the answers. - Check their answers.	- Study the questions, underline the key words. - Listen and choose the answer. - Give answers. Answer Keys (Use the DCR)
Task c, d. - Have Ss look at the Conversation Skill box before listening (one time). - Use the DCR to check Ss' answers. - Play the audio file and ask them to number the phrases. - Get the answers. - Check the answers and give comment.	- Look at the Conversation Skill box. - Listen and number the phrases. - Listen and repeat. - Give answers. Answer Keys (Use the DCR)

D. Post – Listening: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Listening, Task e.**

Task e: In pairs: What do you think of geeky jeans?

c. Expected outcomes: Ss can present their ideas about geeky jeans.

d. Organization

Teacher's activities	Students' activities
Task e. - Ask Ss to work in pairs - Ask Ss to discuss the question. - Monitor the class and help them if necessary. - Ask some Ss to present their ideas. - Give comment.	- Present their ideas about geeky jeans. - Talk to the whole class. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write a short paragraph about a new invention in learning English you have used.

- Do the exercises in workbook on page 40.

- Prepare the next lesson: Lesson 2.2 - Grammar, (page 60).
- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 40).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

b. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

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UNIT 7: INVENTIONS

Lesson 2.2 – Grammar, (page 60)

1. Objectives

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

1.1. Language knowledge & skills

- practice and use *Defining relative clauses* correctly.
- improve writing skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- highly appreciate inventors and useful inventions.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Answer the questions. - Fill in the blanks. - Combine sentences. - Describe things and people.	- Ss' answers. - Ss' answers. - Ss' performance. - Ss' answers/ presentation.	- T's feedback. - T's observation/ DCR. - T's observation/ DCR. - T's feedback/Peers' feedback.

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4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise the Ss' awareness of *defining relative clauses* and get them ready for the lesson.
- Content: **Questions**
- Expected outcomes: Ss can use *defining relative clauses* in their answers.
- Organization

Teacher's activities	Students' activities
Questions - Show/write some questions. <i>Who is James Watt?</i> <i>Who is Alexander Graham Bell?</i> <i>What is a telescope?</i> <i>What is a Band-Aid?</i> - Get Ss to give answers in pairs. - Elicit the answers from Ss. - Check the answers, focus on <i>defining relative clauses</i> and lead to new lesson.	- Answer the questions in pairs. - Present their answers. Ss' own answers

B. Presentation: 10 minutes

- Objectives: to prepare Ss for the writing activity by providing the form, meaning and use of the structure.
- Content: **Task a. Listen and repeat.**
- Expected outcomes: Ss can generalize the use of *defining relative clauses*.
- Organization

Teacher's activities	Students' activities
Task a. - Ask Ss to look at the picture and sentence. - Play the audio file and ask Ss to listen and repeat chorally and individually. - Have Ss practice reading the sentence in pairs. - Get Ss to give the form, the meaning, and the use of <i>defining relative clauses</i> or T does (if needed).	- Listen to the audio file. - Practice the sentence with a friend. - Give the form, the meaning, and the use of <i>defining relative clauses</i>. - Listen to the teachers and take notes.

C. Practice: 15 minutes

- Objectives: to help Ss get used to using the grammar point and improve Ss' writing skill.
- Content: **Task b, and c**
Task b: Fill in the blanks with *who, which, that, or where*.
Task c: Combine sentences. Use the second sentence as a *defining relative clause*.
- Expected outcomes: Ss can fill in correct answer in each sentence and **combine sentences using defining relative clauses** correctly.
- Organization:

Teacher's activities	Students' activities
Task b: - Ask Ss to study the sentences, decide the needed relative pronouns of each sentence, fill in the blanks, and share them with a partner. - Have some SS write the answers on the board. - Use the DCR to check Ss' work.	- Read the sentences, decide the needed relative pronouns of each sentence, and fill in the blanks. - Share the answers with a partner. - Present the answers. Answer Keys (Use the DCR)
Task c: - Ask Ss to combine sentences using the prompts and the <i>defining relative clauses</i> . - Get Ss to share their answers with a friend. - Check Ss' answers and give feedback if needed.	- Combine sentences using the prompts and the <i>defining relative clauses</i> . - Share the answers. - Give their answers. Answer Keys (Use the DCR)

D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Task d**

Task d: In pairs: Take turns making sentences about the things and people around you for your friend to guess.

c. Expected outcomes: Ss can describe things and people around them using *defining relative clauses*.

d. Organization

Teacher's activities	Students' activities
Task d: - Introduce the task (using DCR). - Ask Ss to work in pairs. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some pairs to talk to the whole class. - Check and give comment.	- Work in pairs to do as directed. - Present their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Describe things and people in your family using *defining relative clauses*.

- Do the exercises in workbook on page 41.

- Prepare the next lesson: Lesson 2.3 – Pronunciation & Speaking (page 61).

- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page

41).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

- a. What I liked most about this lesson today:
.....
- b. What I learned from this lesson today:
.....
- c. What I should improve for this lesson next time:
.....

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UNIT 7: INVENTIONS

Lesson 2.3 – Pronunciation & Speaking, (page 61)

1. Objectives

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

1.8. Language knowledge & skills

- practice *intonation for relative clauses*.
- talk about *weird inventions*.
- improve speaking skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- highly appreciate inventors and useful inventions.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Present their homework.	- Ss' homework and their performance.	- T's feedback.
- Recognize and practice the <i>intonation for relative clauses</i> .	- Ss' reaction to tasks.	- T's feedback/ DCR.
- Practice asking and answering.	- Ss' answers/ presentation.	- T's feedback.
	- Ss' answers/ presentation.	

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- Practice suggesting inventions.		- T's feedback/Peers' feedback.
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4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise the Ss' awareness of the *intonation for relative clauses* and get them ready for the lesson.
- Content: **Checking homework**
- Expected outcomes: Ss can have a general view of the *intonation for relative clauses*.
- Organization

Teacher's activities	Students' activities
Checking homework - Get the answers from Ss. - Get other Ss to give comment. - Check the answers, focus on the <i>intonation for relative clauses</i> and lead to new lesson.	- Present their answers. - Give comment. Ss' own answers

B. Pre-speaking: 10 minutes

- Objectives: to prepare Ss for the speaking activity by introducing the *intonation for relative clauses*.
- Content: **Pronunciation, task b, c, d.**
Task b. Listen to the sentence and notice how the intonation falls.
Task c. Listen and cross out the sentence with the wrong intonation.
Task d. Read the sentences with the correct intonation to a partner.
- Expected outcomes: Ss can make the *intonation for relative clauses* correctly and naturally.
- Organization

Teacher's activities	Students' activities
Task b. - Ask Ss look at the sentence provided. - Play the audio file and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the <i>intonation for relative clauses</i> . - Call some Ss to read the sentence. - Give help if necessary.	- Listen to the audio file and repeat. - Notice the <i>intonation for relative clauses</i> . - Do as told. Answer Keys (Use the DCR)
Task c. - Ask Ss to look at the sentences before listening to them. - Play the audio file. - Elicit the answers from Ss. - Check the answers.	- Study the sentences individually. - Listen and cross out the one with the wrong intonation. - Give their answer. Answer Keys (Use the DCR)

Task d. - Get Ss to work in pairs to pronounce the sentence. - Set the time for the activity. - Move around to give help. - Call some Ss to do in front of the whole class.	- Work in pairs. - Do as told. Ss' own answers
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C. While-speaking: 15 minutes

a. Objectives: to help Ss pronounce the *intonation for relative clauses* correctly, and improve Ss' speaking skill.

b. Content: **Practice, task a, b and Speaking, task a.**

Practice, task a: Ask and answer.

Practice, task b: Practice with your own ideas.

Speaking, task a. You're participating in a science fair. In pairs: Look at the problems these people have. Choose two problems and invent something to help solve them.

c. Expected outcomes: Ss can think of creative solutions, and develop their speaking skill.

d. Organization:

Teacher's activities	Students' activities
Practice, task a. - Ask Ss to practice asking and answering in pairs. - Set the time for the activity. - Call some Ss to act out. - Check Ss' answers and give feedback if needed.	- Practice asking and answering in pairs. - Present their answers. Answer Keys (Use the DCR)
Practice, task b. - Ask Ss to use their own ideas to ask and answer with a partner. - Set the time for the activity. - Call some to write their answers on the board. - Give comment.	- Do as directed. - Give their answers. Ss' own answers
Speaking, task a. - Divide the class into pairs. - Give them time to choose the problems and invent something. - Call some to talk to the whole class. - Check their answers.	- Work in pairs to choose the problems and invent something. - Talk to the whole class. Ss' own answers

D. Post- speaking: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Speaking, Task b**

Task b: Join two other pairs and share your inventions. Explain what problems your inventions solve and how they work. Who has the best inventions?

c. Expected outcomes: Ss can present their inventions and choose the best one.

d. Organization

Teacher's activities	Students' activities
Task b: - Introduce the task to Ss. - Ask Ss to work with two other pairs. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to talk to the whole class. - Check and give comment.	- Work in pairs. - Share their inventions with two other pairs. - Choose the best solution. - Present their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Present your problem and the invention you have had.
- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 62).
- Review the vocabulary and grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (pages 40 & 41).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

m. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

UNIT 7: INVENTIONS

Lesson 3.1 – Listening & Reading, (page 62)

1. Objectives

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

1.9. Language knowledge & skills

- practice listening and reading for gist and specific information.
- talk about *useful inventions*.
- improve their listening and reading skills.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- highly appreciate inventors and useful inventions.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Search and choose a good invention from the site. - Practice listening and complete the tasks. - Read and complete the tasks. - Tell their partner about their view about pros and cons of the internet.	- Ss' reaction to task and their performance. - Ss' reaction to tasks. - Ss' answers. - Ss' answers/ presentation.	- T's feedback. - T's feedback/ DCR. - T's feedback/ DCR. - T's feedback.

4. Procedures

A. Warm up: 5 minutes

- a. Objectives: to raise Ss' interest and get them ready for the lesson.
- b. Content: **Searching a website**
- c. Expected outcomes: Ss can get to know some new inventions.
- d. Organization

Teacher's activities	Students' activities
Searching a website - Introduce the link. - Show/write the link. https://www.tomorrowstoday.com/2022/01/03/most-eco-friendly-inventions-of-2021/ - Get Ss to work in groups of 4 - Elicit the information from Ss. - Check the answers and lead to new lesson.	- Search the site. - Choose an invention that interests them and say why. - Present their answers. <i>Ss' own answers</i>

B. Pre-Listening and Reading: 10 minutes

a. Objectives: to prepare Ss for the Listening and reading tasks.

b. Content: **Let's talk.**

In pairs: Can you think of three useful inventions in your house? Why are they useful??

c. Expected outcomes: Ss can share their personal view about the three useful inventions in the home.

d. Organization

Teacher's activities	Students' activities
Let's talk. - Introduce the task (using DCR). - Have Ss discuss the questions with a partner. - Give them time to work. - Move around to give help if necessary. - Call some Ss to present the answers. - Elicit some more information related. - Give feedback.	- Work in pairs. - Do as told. - Give answers. <i>Ss' own answers</i>

C. While- Listening and Reading: 15 minutes

a. Objectives: to help Ss practice listening and reading about internet.

b. Content: **Listening, task a, b, and Reading, task a, b.**

Listening, task a. Listen to a lecture about the internet. What is the main topic of the lecture?

Listening, task b: Now, listen and circle the correct answers.

Reading, task a: Read Tâm's essay and choose the main idea.

Reading, task b. Now, read and answer the questions.

c. Expected outcomes: Ss can complete the tasks correctly and develop their listening and reading skills.

d. Organization:

Teacher's activities	Students' activities
Listening, task a. - Introduce the task (using DCR). - Get Ss to look at the two options and predict the answer. - Play the audio file twice. - Have Ss work individually before comparing the answers with a partner. - Get answers from Ss. - Give feedback if needed.	- Look at the options and predict the answer. - Listen and do the task individually. - Share the answers in pairs. - Give the answers. Answer Keys (Use the DCR)
Listening, task b. - Introduce the task (using DCR). - Ask Ss to look though the questions and underline the key words. - Explain some new words if required. - Play the audio file twice. - Have Ss work individually before comparing the answers with a partner. - Get answers from Ss. - Give feedback if needed.	- Look though the questions and underline the key words. - Listen and do the task individually. - Share the answers in pairs. - Give the answers. Answer Keys (Use the DCR)
Reading, task a. - Ask Ss to have a look at the two options. - Give them time to read the text and choose the answer. - Call some to give their choice and explain. - Check their answers.	- Work individually to find the answer. - Give it to T. - Provide the evidence from the reading text. Answer Keys (Use the DCR)
Reading, task b. - Get Ss to underline key words in the questions. - Ask Ss to read and do the task individually, and then share their answers with a partner. - Give them time to work. - Elicit the answers from Ss. - Check the answers and give feedback.	- Work individually to answer the questions. - Share the answers with a partner. - Give their answers to teacher. Answer Keys (Use the DCR)

D. Post - Listening and Reading: 10 minutes

a. Objectives: to help Ss to use the language and information in a real situation.

b. Content: **Reading, Task c**

Task c: In pairs: Has the internet made people's lives better or worse? Why?

c. Expected outcomes: Ss can express their personal view about **pros and cons of the internet**.

d. Organization

Teacher's activities	Students' activities
Task b: - Ask Ss to work in pairs. - Introduce the task to Ss.	- Work in pairs

- Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to talk to the whole class. - Check and give comment.	- Talk to their partner about their personal view about the issue mentioned. - Present their answers. <i>Ss' own answers</i>
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E. Consolidation and homework assignments: 5 minutes

- Write a short paragraph about how to use the internet appropriately.
- Do the exercises in workbook on page 42.
- Prepare the next lesson: Lesson 3.2 – Writing, (page 63).
- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 42).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

- What I liked most about this lesson today:
.....
- What I learned from this lesson today:
.....
- What I should improve for this lesson next time:
.....

UNIT 7: INVENTIONS

Lesson 3.2 – Writing, (page 63)

1. Objectives

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

1.10. Language knowledge & skills

- write *an opinion essay*, using conjunctions to give examples.
- Make progress in writing skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- highly appreciate inventors and useful inventions.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Check the homework. - Fill in the blanks. - Talk about the inventions. - Practice writing <i>an opinion essay</i>.	- Ss' homework and their performance. - Ss' reaction to tasks. - Ss' answers. - Ss' answers/ presentation.	- T's feedback. - T's feedback/ DCR. - T's feedback/ DCR. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- a. Objectives: to check Ss' homework preparation and get them ready for the lesson.
- b. Content: **Checking homework.**
- c. Expected outcomes: Ss can revise their previous lesson.
- d. Organization

Teacher's activities	Students' activities
Checking homework. - Ask Ss to present their homework on the board. - Get some Ss to give comment. - Check the answers, focus on the conjunctions, and lead to new lesson.	- Present their answers on the board. - Give comment on their friends' work. <i>Ss' own answers</i>

B. Presentation: 7 minutes

a. Objectives: to prepare Ss for the speaking and writing tasks.

b. Content: **Writing, task a.**

Task a. Read about using conjunctions to give examples, then read Tâm's essay again and answer the questions.

c. Expected outcomes: Ss can know the use of conjunctions to give examples.

d. Organization

Teacher's activities	Students' activities
Writing, task a. - Have Ss look at the Writing Skill box and read about using conjunctions to give examples, then read Tâm's essay again and answer the questions. - Give them time to work. - Get them to share the answers with a partner. - Move around to give help if necessary. - Call some to write their answers on the board. - Give feedback.	- Do as told. - Share the answers. - Give answers. Answer Keys (Use the DCR)

C. Practice: 18 minutes

a. Objectives: to help Ss practice speaking and writing *an opinion essay*.

b. Content: **Writing, task b and Speaking, task a, b.**

Writing, task b: Fill in the blanks with for example **or** such as.

Speaking, task a: You're discussing useful inventions. In pairs: Talk about the inventions that you use every day.

Speaking, task b. Choose an invention and think of examples of how it helps make your life easier or more interesting. Ask and answer the questions below and fill in the table.

c. Expected outcomes: Ss can complete the tasks correctly and develop their speaking and writing skills.

d. Organization:

Teacher's activities	Students' activities
Writing, task b - Ask Ss to have a look at the sentences before filling the blanks. - Have Ss share their answers with a partner. - Get answers from Ss. - Give feedback if needed.	- Study the sentences. - Fill in the blanks. - Share the answers with a partner. - Give the answers. Answer Keys (Use the DCR)
Speaking, task a - Introduce the task (using DCR). - Ask Ss to talk about the invention they use every day. - Set time for the activity - Get around to give help. - Give feedback.	- Work in pairs to talk about the invention they use every day. - Ask for help if any. - Present the answers. Ss' own answers
Speaking, task b - Introduce the task (using DCR).	- Work in pairs to choose an invention to talk about.

- Ask Ss to work in pairs to choose an invention to talk about. - Get some Ss to talk to the whole class. - Give comment.	- Present the answers. Ss' own answers
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D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in a real situation.

b. Content: **Let's write.**

Now, write an essay about an invention that makes your life easier or more interesting.

Use the Feedback form to help you. Write 120 to 150 words..

c. Expected outcomes: Ss can write *an opinion essay* correctly and meaningfully.

d. Organization

Teacher's activities	Students' activities
Let's write - Introduce the task to Ss (using DCR). - Ask Ss to write <i>an opinion essay</i> individually. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to write their <i>opinion essay</i> on the board and some to give comment. - Check their answers and give comment.	- Write <i>an opinion essay</i> individually. - Present their answers. - Give comment on their friend's work. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Rewrite your *opinion essay* carefully.

- Do the exercises in workbook on page 43.

- Prepare the next lesson: Unit 8, Lesson 1.1 – Vocab & Listening, (page 64)

- Complete the writing notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 43).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

o. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

UNIT 8: ECOLOGY AND THE ENVIRONMENT

Lesson 1.1 – Vocab & Listening, (page 64)

1. Objectives

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

1.11. Language knowledge & skills

- practice and learn vocab. for *environment*: *ban, reduce, reuse, recycle, pollute, protect, damage*.
- practice listening for specific information.
- practice functional English (*Responding to ideas*).
- improve listening skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop environmentally-friendly awareness.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (tờ vụn/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Express their view about the importance of the environment.	- Ss' reaction to task and their performance.	- T's feedback.
- Match the words with the definitions.	- Ss' answers/ presentation.	- T's observation/ DCR.
- Listen and complete the tasks.	- Ss' answers/ presentation.	- T's observation/ DCR.
- Talk about the best ideas.	- Ss' answers/ presentation.	- T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

a. Objectives: to raise Ss' awareness of the topic and get them ready for the lesson.

b. Content: **Warm-up**

In pairs: Why do you think it is important to look after the environment?

c. Expected outcomes: Ss can express their view about the importance of the environment.

d. Organization

Teacher's activities	Students' activities
Warm-up - Get Ss to work in pairs to discuss the question. - Get the answers from Ss. - Check the answers and lead to new lesson.	- Work in pairs to discuss the question. - Give answers. Ss' own answers

B. Pre-Listening: 10 minutes

a. Objectives: to prepare Ss for the listening activity by introducing the vocabulary.

b. Content: **New Words, task a, b**

Task a. Match the words with the descriptions. Listen and repeat.

Task b. In pairs: How do people in your community help to look after the environment?

What else should they do?

c. Expected outcomes: Ss can complete the tasks correctly using the words.

d. Organization

Teacher's activities	Students' activities
Task a. - Get Ss to read the definitions and then do the task individually before sharing the answers with a partner. - Call Ss to give the answers on the board. - Give feedback and explain more if needed. - Play the audio file and ask Ss to repeat in chorus and individually.	- Read the definitions. - Match the words with the descriptions, and then compare the answers with a partner. - Give their answers. - Listen and repeat. Answer Keys (Use the DCR)
Task b. - Ask Ss to work in pairs to talk about the way people in their community do to look after the environment. - Give them time to work. - Check the answers.	- Work in pairs. - Talk about the way people in their community do to look after the environment. - Give their answers. Ss' own answers

C. While-listening: 15 minutes

a. Objectives: to help Ss get the main content of the conversation and improve Ss' listening skill.

b. Content: **Listening, task a, b, c**

Task a. Listen to Huy and Jane talking about what they can do to protect the environment.

Do they want to try their ideas at their school, in their town, or both?

Task b. Now, listen and match Huy and Jane to their ideas. Circle the tick (✓) or cross (X) if the other person thinks it's a good or bad idea..

Task c. Read the Conversation Skill box and listen to Task b. audio again. Circle the phrases in the Conversation Skill box that you hear.

Task d. Listen and repeat.

c. Expected outcomes: Ss can complete the tasks correctly.

d. Organization:

Teacher's activities	Students' activities
Task a. - Ask Ss to have a look at the question in the instruction. - Elicit the information related to it. - Play the audio file (using DCR). - Ask Ss to share their answers with a partner. - Call Ss to give the answer. - Check Ss' answers and give feedback if needed.	- Look at the question and give the answers. - Listen and answer the question. - Share the answers with a partner. - Give the answers. Answer Keys (Use the DCR)
Task b. - Ask Ss to look at the pictures and the ideas. - Have Ss guess the answer. - Play the audio file (using DCR). - Get Ss to give the answers. - Check their answers.	- Study the pictures and the ideas. - Listen, match, and circle. - Give answers Answer Keys (Use the DCR)
Task c, d. - Have Ss look at the Conversation Skill box before listening (one time). - Use the DCR to check Ss' answers. - Play the audio file and ask them to number the phrases. - Get the answers. - Check the answers and give comment.	- Look at the Conversation Skill box. - Listen and number the phrases. - Listen and repeat. - Give answers. Answer Keys (Use the DCR)

D. Post – Listening: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Listening, Task e.**

Task e: In pairs: Which idea do you think is the best? Why?

c. Expected outcomes: Ss can present their view about the best ideas.

d. Organization

Teacher's activities	Students' activities
Task e. - Ask Ss to work in pairs - Ask Ss to discuss the question. - Monitor the class and help them if necessary. - Ask some Ss to present their ideas. - Give comment.	- Present their view about the best ideas. - Talk to the whole class. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write a short list about what you do at school that protect the environment.
- Do the exercises in workbook on page 44.
- Prepare the next lesson: Lesson 1.2 - Grammar, (page 65).
- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 44).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

b. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

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UNIT 8: ECOLOGY AND THE ENVIRONMENT

Lesson 1.2 – Grammar, (page 65)

1. Objectives

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

1.1. Language knowledge & skills

- practice and use *First Conditional* correctly.
- improve writing skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop environmentally-friendly awareness.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Describe pictures.	- Ss' answers.	- T's feedback.
- Fill in the blanks.	- Ss' answers.	- T's observation/ DCR.

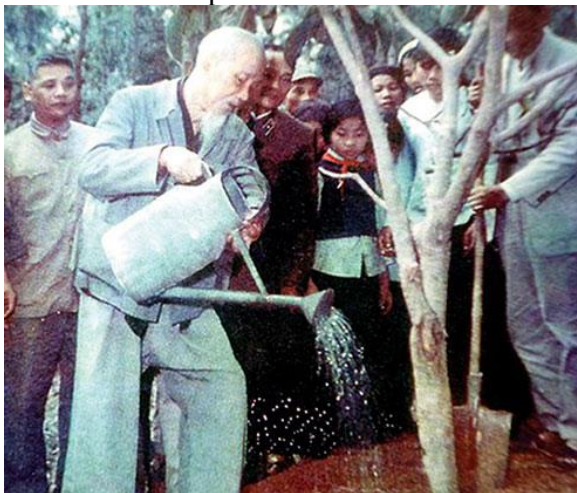
Giáo viên- Nguyễn Hải Anh

- Write first conditional sentences. - Make first conditional sentences.	- Ss' performance. - Ss' answers/ presentation.	- T's observation/ DCR. - T's feedback/Peers' feedback.
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4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise the Ss' awareness of the topic and get them ready for the lesson.
- Content: **A picture**
- Expected outcomes: Ss can have some first ideas about first conditional.
- Organization

Teacher's activities	Students' activities
A picture - Show/ write a picture.  => Planting trees. - Elicit some information from Ss. - Get Ss to write their answers on the board. - Change Ss' answers into first conditional, and lead to new lesson.	- Give answers. - Write them on the board. <i>Ss' own answers</i>

B. Presentation: 10 minutes

- Objectives: to prepare Ss for the writing activity by providing the form, meaning and use of First Conditional.
- Content: **Task a. Listen and repeat.**
- Expected outcomes: Ss can generalize the use of First Conditional.
- Organization

Teacher's activities	Students' activities
Task a. - Get Ss to look at the picture and elicit some information. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Have Ss practice the sentence with a friend. - Get Ss to give the form, the meaning, and the use of First Conditional or T does (if needed).	- Look at the picture and give the answers. - Listen to the audio file. - Practice the sentence with a friend. - Give the form, the meaning, and the use of First Conditional. - Listen to the teacher and take notes.

C. Practice: 15 minutes

a. Objectives: to help Ss get used to using the grammar point and improve Ss' writing skill.

b. Content: **Task b, and c**

Task b: Fill in the blanks.

Task c: Write two conditional sentences for each situation.

c. Expected outcomes: Ss can complete the tasks correctly.

d. Organization:

Teacher's activities	Students' activities
Task b: - Ask Ss to read the sentences before fill in the blanks individually. - Set time for the activity. - Get Ss to share their answers with a friend. - Get the answers from Ss. - Check Ss' answers and give feedback if needed. - Have them practice the sentences with a partner.	- Read the sentences. - Fill in the blanks. - Share the answers - Give their answers. - Practice the sentences with a partner. Answer Keys (Use the DCR)
Task c: - Ask Ss to look at the situations. - Get Ss to write two conditional sentences individually, and then share the answers with a partner. - Get answers and explanation from Ss. - Use the DCR to check Ss' work.	- Look at the situations. - Write two conditional sentences individually. - Share the answers with a partner. - Give answers and explanation. Answer Keys (Use the DCR)

D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Task d**

Task d: In pairs: Make conditional sentences from the prompts in the table.

c. Expected outcomes: Ss can make first conditional sentences correctly.

d. Organization

Teacher's activities	Students' activities
Task d: - Ask Ss to work in pairs to make conditional sentences. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some pairs to talk to the whole class. - Check and give comment.	- Work in pairs. - Make conditional sentences. - Give their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Write five first conditional sentences about the benefits of cleaning the classroom every day.
- Do the exercises in workbook on page 45.
- Prepare the next lesson: Lesson 1.3 – Pronunciation & Speaking (page 66).
- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 45).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

b. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

UNIT 8: ECOLOGY AND THE ENVIRONMENT

Lesson 1.3 – Pronunciation & Speaking, (page 66)

1. Objectives

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

1.12. Language knowledge & skills

- practice *Intonation for conditional sentences*.
- talk about *making the school green*.
- improve speaking skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop environmentally-friendly awareness.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Present their homework.	- Ss' homework and their performance.	- T's feedback.
- Practice listening and reading the sentences with the correct intonation.	- Ss' answers/ presentation.	- T's feedback/ DCR.
- Ask and answer about actions and results.	- Ss' answers/ presentation.	- T's observation/ DCR.
- Discuss the best idea to make the school green.	- Ss' answers/ presentation.	- T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- a. Objectives: to raise the Ss' awareness of *Intonation for conditional sentences* and get them ready for the lesson.
- b. Content: **Checking homework**
- c. Expected outcomes: Ss can recognize the *Intonation for conditional sentences*.
- d. Organization

Teacher's activities	Students' activities
Checking homework. - Ask Ss to present their homework on the board. - Get some Ss to give comment. - Check the answers, focus on the <i>Intonation</i> for <i>conditional sentences</i> , and lead to new lesson.	- Present their answers on the board. - Give comment on their friends' work. <i>Ss' own answers</i>

B. Pre-Speaking: 10 minutes

a. Objectives: to prepare Ss for the speaking activity by introducing *Intonation* for *conditional sentences*.

b. Content: **Pronunciation, task b, c, d**

Task b. Listen to the sentence and notice how the intonation falls.

Task c. Listen and cross out the sentence with the wrong intonation.

Task d. Read the sentences with the correct intonation to a partner.

c. Expected outcomes: Ss can practice putting *Intonation* for *conditional sentences* correctly and naturally.

d. Organization

Teacher's activities	Students' activities
Task b. - Get Ss to look at the sentence in b. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the intonation. - Call some Ss to read the sentence with the right intonation. - Give help if necessary.	- Listen to the audio file and repeat the sentence. - Notice the intonation. - Do as told. <i>Answer Keys</i> (Use the DCR)
Task c. - Ask Ss to read the sentences before listening to them. - Play the audio file (using DCR). - Elicit the answer from Ss. - Check the answers.	- Read the sentences individually. - Listen and cross out the sentence with the wrong intonation. - Give their answers. <i>Answer Keys</i> (Use the DCR)
Task d. - Get Ss to work in pairs to read the sentence. - Set the time for the activity. - Move around to give help. - Call some Ss to talk to the whole class.	- Work in pairs. - Take turns reading the sentence. - Present their answers. <i>Ss' own answers</i>

C. Practice: 15 minutes

a. Objectives: to help Ss get used to practicing *Intonation* for *conditional sentences* and improve Ss' speaking skill.

b. Content: **Practice task a, b and Speaking, task a.**

Practice, task a. Ask and answer using the pictures and prompts.

Practice, task b. Practice with your own ideas.

Speaking, task a. You are planning a presentation about protecting the environment in your school. In pairs: Add two more ideas for what you can do. Write why your ideas are good.

c. Expected outcomes: Ss can talk about *making the school green* in a meaningful way.

d. Organization:

Teacher's activities	Students' activities
Practice, task a - Ask Ss to have a look at the pictures and the prompts provided. - Elicit the information. - Ask Ss to practice asking and answering in pairs. - Call some pairs to talk to the whole class. - Check Ss' answers and give feedback if needed.	- Look at the pictures and the prompts provided. - Give the answers. - Practice asking and answering in pairs. Answer Keys (Use the DCR)
Practice, task b - Get Ss to go on working in pairs. - Have them use their ideas to ask and answers. - Set the time for the activity. - Call some pairs to talk to the whole class. - Check Ss' answers and give feedback if needed.	- Go on working in pairs. - Use their ideas to ask and answers. - Give the answers. Ss' own answers
Speaking, task a. - Get Ss to work in pairs to add two more ideas and reasons. - Set the time for the activity. - Get around to assist Ss and note down some possible mistakes. - Call some Ss to present their answers. - Check the answers and give comment.	- Do as directed. - Present their answers. Ss' own answers

D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Speaking, Task b**

Join another pair. Present your ideas to them. As a group, decide which idea is the best. Why do you think so?

c. Expected outcomes: Ss can present their view and decide the best idea.

d. Organization

Teacher's activities	Students' activities
Task b: - Introduce the task to Ss (using DCR). - Ask Ss to work with a partner. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to talk to the whole class. - Give comment.	- Work with a partner. - Discuss the situation. - Give their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Make a short clip to advise your friends to make your school greener.
- Prepare the next lesson: Lesson 2.1 – Vocab & Reading, (page 67).
- Review the vocabulary and grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (pages 44 & 45).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

- a. What I liked most about this lesson today:
.....
- p. What I learned from this lesson today:
.....
- c. What I should improve for this lesson next time:
.....

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UNIT 8: ECOLOGY AND THE ENVIRONMENT

Lesson 2.1 – Vocab & Reading, (Page 67)

1. Objectives

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

1.1. Language knowledge & skills

- practice and learn vocab. for *improving the environemt: landfill, compost, livestock, deforestation, solution.*
- practice reading for main ideas and specific information.
- improve critical thinking skills through giving opinions.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop environmentally-friendly awareness.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (tủ vụng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Activate the nouns related to the environment from Ss. - Match the words with the descriptions.	- Ss' answers in notebooks. - Ss' answers. - Ss' performance.	- T's feedback. - T's observation/ DCR. - T's observation.

- Use the words to talk about the problems and solutions. - Read and complete the reading tasks. - Talk about going one week without meat or vegetables.	- Ss' answers/ presentation. - Ss' answers/ presentation.	- T's feedback/ DCR. - T's feedback/Peers' feedback.
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4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise the Ss' awareness of the topic and get them ready for the lesson.
- Content: **A clip**
- Expected outcomes: Ss can talk more about saving the earth.
- Organization

Teacher's activities	Students' activities
A clip https://www.youtube.com/watch?v=YHLS7JlSoJ8 - Show/write the question. <i>What is the clip about?</i> <i>What are the activities saving the environment?</i> - Play the clip. - Go around and give help if needed. - Get the answers from Ss. - Lead to new lesson.	- Watch the clip and answer the questions. - Share the answers with a partner. - Give answers to T. Ss' own answers

B. Pre-reading: 10 minutes

- Objectives: to prepare Ss for the reading activity by providing vocabulary related to the reading topic.
- Content: **New Words, task a, b.**
Task a. Match the words with the descriptions. Listen and repeat.
Task b. In pairs: Discuss the problems and choose the best solutions.
- Expected outcomes: Ss can complete the tasks using the new words.
- Organization

Teacher's activities	Students' activities
Task a. - Introduce the task (using DCR). - Ask Ss to look at the words, the descriptions, match them together, and then compare the answers with a partner. - Get the answers from Ss. - Get Ss to give meanings of the phrases or T explain the meanings of the phrases (if needed). - Use the DCR to check the Ss' answers. - Use the DHA to check the vocab. - Play the audio file and ask Ss to listen and repeat chorally and individually. - Check them and give comment.	- Do as directed. - Give the answers. - Give the meanings of the words/ phrases. - Listen to the teachers and take notes the meanings of those words/ phrases. - Listen and repeat chorally and individually. Answer Keys (Use the DCR)
Task b. - Introduce the task (using DCR). - Ask Ss to discuss the problems and solutions in pairs. - Set the time for the activity. - Call some Ss to talk to the whole class. - Check the answers.	- Discuss the problems and solutions in pairs. - Present their answers. Ss' own answers

C. While – Reading: 15 minutes

a. Objectives: to help Ss have some information about saving the environment and improve Ss' reading skill.

b. Content: **Reading -Task a, and b**

Task a: Read the article and choose the best title.

Task b: Now, read and fill in the blanks.

c. Expected outcomes: Ss can read for general and specific information.

d. Organization:

Teacher's activities	Students' activities
Task a: - Ask Ss to read the two options and guess the answers. - Ask Ss to scan the text and choose the correct answers. - Check Ss' answers and give feedback if needed.	- Read the two options and guess the answers. - Read the passage and choose the correct answers. - Give answer to T. Answer Keys (Use the DCR)
Task b: - Get Ss to go through the sentences. - Ask Ss to read the passage again and fill in the blanks. - Ask Ss to share their work. - Use the DCR to check Ss' work.	- Read the sentences. - Read again and fill in the blanks. - Share the work with partners. - Do as T's instructions. Answer Keys (Use the DCR)

D. Post – Reading: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Reading -Task c**

Task c: In pairs: Could you go one week without meat? Could you go one week without vegetables? Why (not)?

c. Expected outcomes: Ss can express their opinion about **the issue**.

d. Organization

Teacher's activities	Students' activities
Task c: - Introduce the task. - Ask Ss to work in pairs. - Set the time for the activity. - Move around to assist Ss if needed. - Ask some pairs to present their work.	- Work in pairs. - Discuss the questions and give the reasons for that. - Give answers to T. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write a paragraph about what will happen if we go one week without vegetables.

- Do the exercises in workbook on page 46.

- Prepare the next lesson: Lesson 2.2 – Grammar (page 68).

- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 46).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

q. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

UNIT 8: ECOLOGY AND THE ENVIRONMENT

Lesson 2.2 – Grammar, (page 68)

1. Objectives

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

1.1. Language knowledge & skills

- practice and use *Second conditional* correctly.
- improve writing skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop environmentally-friendly awareness.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (tủ vung/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Complete the situations. - Write sentences using the prompts. - Write two sentences for each situation. - Talk about an imaginary situation.	- Ss' answers. - Ss' answers. - Ss' performance. - Ss' answers/ presentation.	- T's feedback. - T's observation/ DCR. - T's observation/ DCR. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- a. Objectives: to raise the Ss' awareness of *Second conditional* and get them ready for the lesson.
- b. Content: **Situation**
- c. Expected outcomes: Ss can use *Second conditional* in their answers.
- d. Organization

Teacher's activities	Students' activities
Questions - Show/write some situations. <i>A teacher/ not a teacher</i> -> <i>If I were a teacher,</i> <i>Sunday/not Sunday</i> -> <i>If today were Sunday,</i> - Elicit the answers from Ss.	- Present their answers. Ss' own answers

- Check the answers, focus on <i>Second conditional</i> and lead to new lesson.	
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B. Presentation: 10 minutes

- Objectives: to prepare Ss for the writing activity by providing the form, meaning and use of the structure.
- Content: **Task a. Listen and repeat.**
- Expected outcomes: Ss can generalize the use of *Second conditional*.
- Organization

Teacher's activities	Students' activities
Task a. - Ask Ss to look at the picture and sentence. - Play the audio file and ask Ss to listen and repeat chorally and individually. - Have Ss practice reading the sentence in pairs. - Get Ss to give the form, the meaning, and the use of <i>Second conditional</i> or T does (if needed).	- Listen to the audio file. - Practice the sentence with a friend. - Give the form, the meaning, and the use of <i>Second conditional</i> . - Listen to the teachers and take notes

C. Practice: 15 minutes

- Objectives: to help Ss get used to using the grammar point and improve Ss' writing skill.
- Content: **Task b, and c**
Task b: Write sentences using the prompts.
Task c: Write sentences using the First Conditional or Second Conditional. Write two sentences for each situation.
- Expected outcomes: Ss can write sentences using the prompts and write two sentences for each situation using *Second conditional* correctly.
- Organization:

Teacher's activities	Students' activities
Task b: - Ask Ss to study the prompts, write complete sentences, and share them with a partner. - Have some SS write the answers on the board. - Use the DCR to check Ss' work.	- Read the sentences, write complete sentences. - Share the answers with a partner. - Present the answers. Answer Keys (Use the DCR)
Task c: - Ask Ss to write sentences for each situation using <i>Second conditional</i> . - Get Ss to share their answers with a friend. - Check Ss' answers and give feedback if needed.	- Write sentences for each situation using <i>Second conditional</i> . - Share the answers. - Give their answers. Answer Keys (Use the DCR)

D. Production: 10 minutes

- Objectives: to help Ss to use the language and information in the real situation.
- Content: **Task d**

Task d: In pairs: Say what you would do to help the environment if you were your town's mayor.

c. Expected outcomes: Ss can express their view on the mentioned issue using *Second conditional*.

d. Organization

Teacher's activities	Students' activities
Task d: - Introduce the task (using DCR). - Ask Ss to work in pairs. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some pairs to talk to the whole class. - Check and give comment.	- Work in pairs to do as directed. - Present their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write five sentences about your class using *Second conditional*.
- Do the exercises in workbook on page 47.
- Prepare the next lesson: Lesson 2.3 – Pronunciation & Speaking (page 69).
- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 47).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

- a. What I liked most about this lesson today:
.....
- r. What I learned from this lesson today:
.....
- c. What I should improve for this lesson next time:
.....

Tiết 76 + 77: Review for the mid-term exam

UNIT 6 TEST

Note: Each correct answer earns 0.2 points.

I. PRONUNCIATION (0.8 points)

A. Mark the letter A, B, C or D on your answer sheet to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

1. A. develop B. rent C. racket D. decrease

Giáo viên- Nguyễn Hải Anh

2. A. tickets B. parents C. clothes D. books

B. Mark the letter A, B, C or D on your answer sheet to indicate the word that differs from the other three in the position of the main stress in each of the following questions.

3. A. apartment B. equipment C. quality D. pollution
4. A. service B. passport C. project D. success

II. USE OF ENGLISH (3.8 points)

Mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the following questions.

5. Books _____ to their place before you leave the library.
A. must be returning B. must be returned
C. may return D. must return
6. Many people _____ homeless after an earthquake in Haiti a few months ago.
A. has become B. were become C. became D. are becoming
7. The number of students _____ from 920 to 1014.
A. increased B. developed C. decreased D. unchanged
8. A child _____ everything he or she wants.
A. should not give B. shouldn't be given
C. mustn't be given D. mustn't give
9. In the 1990s, many people moved _____ and went to live in bigger cities.
A. out B. away C. in D. aside
10. I found this book on my desk when I came to my English class yesterday. It _____ by one of the students in the earlier class.
A. was leaving B. have left C. was left D. was leave
11. He's _____ a table for two at their favorite restaurant on Valentine's Day.
A. rented B. registered C. booked D. called
12. The place has quickly developed _____ a small fishing community _____ a popular tourist resort.
A. from / into B. from / to C. out of / into D. out of / inside
13. Registration form should be _____ by guests.
A. written out B. filled in C. filled up D. drawn
14. Studies show that trees and plants improve air _____ which is very bad now because of the traffic.
A. amount B. atmosphere C. quantity D. quality

Mark the letter A, B, C or D on your answer sheet to indicate the word or phrase that is CLOSEST in meaning to the underlined part in each of the following questions.

15. He tried to look for a job that would help him develop his skills.
A. grow B. change C. fill in D. advance
16. Don't forget to return the books to the library on time.
A. give something back B. put something in a place
C. register something D. keep something

Mark the letter A, B, C or D on your answer sheet to indicate the word or phrase that is OPPOSITE in meaning to the underlined part in each of the following questions.

17. Susan has changed a lot since I last saw her.
A. stayed the same B. become different C. become various D. maintained
18. People should decrease the amount of fat and sugar that they eat.
A. eat slowly B. increase C. reduce D. develop

Mark the letter A, B, C or D on your answer sheet to show the underlined part that needs correction in each of the following questions.

19. The puppy was born with a heart problem and was only survived for a few hours.
A B C D
20. Rent equipment must be returned to the front desk before the center closes.
A B C D

Mark the letter A, B, C or D on your answer sheet to indicate the sentence that best completes each of the following exchanges.

21. Student A: You don't have to bring any skiing equipment. It can be rented at the front desk.
Student B: _____
A. It's too expensive.
B. I'm afraid I can't.
C. Sure, I will.
D. OK, thanks for letting me know.
22. Student A: Shall I collect the tickets for the concert for you?
Student B: _____
A. Long time no see. B. I agree with you.
C. It's kind of you to do so. D. You're welcome.
23. Student A: Thank you for your help!
Student B: _____
A. The same to you.
B. You're welcome.
C. How do you do?
D. Just for fun.

III. WORD FORMATION (0.4 points)

Write the correct forms of the words in brackets.

24. After the earthquake destroyed the town, it took ten years for the whole area to be ____ rebuilt _____. (BUILD)
25. Schools should encourage the full ____ development ____ of a student's talents. (DEVELOP)

IV. READING (3.0 points)

A. Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 26 to 30.

I live in a neighborhood near the city center. I don't want to live in the suburb! I like living near shops and restaurants. People usually (26) _____ two things about my neighborhood. There is a café on every corner and it is very green. I especially like *Blueprint* – a lovely outdoor café with a small flower garden (27) _____. I often sit at the weekend and enjoy a cup of coffee. There are many parks and squares in the neighborhood. The parks are very (28) _____ with children, students and other people who live nearby for walking, relaxing and playing sports. I guess the people here love being outdoors. I haven't lived in this neighborhood very long, but I can see it's a real (29) _____ – everyone knows each other. They are friendly and welcoming to newcomers, too. That's why I could fit in really quickly when I moved to this area. It's also got great nightlife. There is a variety of restaurants which serve food from many parts of the world. It's easy to find French, Italian, Chinese and Thai restaurants, and they are of good quality. There are lots of small art (30) _____ and theatres, too. I find this neighborhood beautiful and interesting. Living in this place is amazing to me!

- | | | | |
|---------------|--------------|--------------|---------------|
| 26. A. notice | B. look | C. watch | D. see |
| 27. A. which | B. who | C. where | D. that |
| 28. A. famous | B. full | C. popular | D. widespread |
| 29. A. league | B. community | C. society | D. group |
| 30. A. stores | B. factories | C. buildings | D. galleries |

B. Read the following passage. For each of the questions from 31 to 35, write T if the statement is TRUE, F if the statement is FALSE and NI if there is NO INFORMATION on it.

GIVING BACK TO YOUR COMMUNITY

Although you may have busy lives, helping the community is something that you should always make time for. Giving back not only helps you feel good, but it also brings many benefits to those around you. By participating in those meaningful voluntary activities, you can also make new friends, connect with the community, learn new skills, and even develop your career. There are many ways to give back to the community.

Cleaning up your neighborhood is helpful to both the community and the environment. By picking up trash and doing some yard work, you can make your area a more pleasant place to live. Neighborhood cleanup is proof that even small acts of kindness can make a huge difference.

Another way is to care about your neighbors and the people around you. By taking some time to get to know your neighbors, you can find out more about the challenges they face and develop ways to help them. Whether the solution is planning a budget, doing some grocery shopping, or even having a brief chat, a little effort can make a real change in their lives.

If you have some extra money on hand, then consider donating a small amount to a local charity. Before you do, however, make sure that your charity of choice is a real one. Even by donating your unwanted possessions, you can help someone in need. You may also consider donating unwanted items to charity shops, or contributing unused food to a food bank.

31. Helping the community is beneficial to both the community and the volunteers. **True** ____
32. You can help the neighbors simply by spending time talking to them or helping them buy groceries. **True** ____
33. You can make donations to charity only when you have a lot of money. **False** ____

34. It is not easy to find a real and reliable charity to give donations to.
35. Donating fruits and vegetables is not a good idea.

NI ____
False ____

C. Read the following passage. Mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the questions from 36 to 40.

A community is a group of people who live close to each other. In this day and age, however, online communities are the fastest-growing ones. A **virtual** community is one whose members interact with each other mainly via the Internet. These communities get people with similar interests together so that they can share their interests or help each other in different ways.

Virtual communities can just be for fun, but many of them have a serious purpose. For instance, many women who are soon-to-be moms can now get support and advice from others who have experience or those who are expecting their children. Similarly, many people join a virtual community for educational purposes. *MOOCs*, or massive open online courses, are places where people can join an educational course using the Internet.

In some online communities, members not only communicate with each other online, but they may also meet up in the real world. For example, people interested in cosplay may use online communities to organize cosplay conventions where members can dress up and meet with others. Many of these communities cross international borders. *Book Crossing*, a social networking site for book-lovers, has members in 132 different countries.

Moreover, some online communities care more about improving the real community that they live in. *Street Bank* is a virtual community where real-life neighbors can offer to help each other out by lending things like sports or cooking equipment, or by doing up their houses or gardens.

36. What does the word “**virtual**” in the first paragraph mean?
A. on Facebook **B. online** C. in real life D. offline
37. Who joins the same virtual community?
A. People with the same jobs
B. People who own the same things so they can have fun together.
C. People who share similar interests or care about the same things.
D. People who care about others.
38. Why do people join *MOOCs*?
A. To learn an online course
B. To read comic books.
C. To communicate with teachers online.
D. To borrow barbecue equipment.
39. Which of the following statements is NOT true?
A. People can get support and advice from a virtual community.
B. *Book Crossing* is a local virtual community for those who like reading.
C. There are many reasons why people join a virtual community.
D. Sometimes members of a virtual community meet up in person.
40. Which virtual community may help you repair your house?
A. *Street Bank* B. *Book Crossing* C. *MOOCs* D. Cosplay

V. WRITING (1 point)

Rewrite the following sentences without changing their meaning. Use the given word(s) if any.

41. They performed Beethoven's Seven Symphony at the concert last night.

→ Beethoven's Seven Symphony **was performed at the concert last night.**

42. When did someone invent the radio?

→ When was **the radio invented?**

43. It's not a good idea to wear jewelry when you work out.

→ Jewelry **should not be worn when you work out.**

44. Members can keep their personal belongings in lockers.

→ Members' personal belongings **can be kept in lockers.**

45. You must turn off electronic devices before take-off.

→ Electronic devices **must be turned off before take-off.**

VI. LISTENING (1 point)

Listen to a radio show about a competition and complete the notes with suitable information.

Write NO MORE THAN ONE WORD AND/OR A NUMBER for each blank.

Three winning projects in this year's Youth Lead the Change competition:

1. Plant the City:

- (46) **5,480** votes.

- Help fight against climate (47) **change** and make Hartmouth more beautiful.

2. Hartmouth Shelters :

- 5,476 votes.

- Buy new furniture, facilities, and equipment to help (48) **homeless** people.

3. Heat for (49) **Success**:

- 4,100 votes.

- Upgrade or (50) **replace** school heating systems to help students study better in winter.

EXTRA QUESTIONS (1 point)

VII. SENTENCE TRANSFORMATION

Mark the letter A, B, C or D on your answer sheet to indicate the sentence that is closest in meaning to each of the following sentences.

51. The teacher clearly explained these mathematical problems yesterday.

A. There were problems in mathematics yesterday, but the teacher explained them clearly.

B. These mathematical problems were slowly explained in class by the teacher yesterday.

C. These mathematical problems were clear, so the teacher explained them yesterday.

D. These mathematical problems were clearly explained by the teacher yesterday.

52. It's forbidden to dive into the pool.

A. You shouldn't dive into the pool.

B. You mustn't dive into the pool.

C. You don't have to dive into the pool.

D. You may not dive into the pool.

53. It's possible they will call off the match.

A. The match may be canceled.

B. They should call off the match.

C. They must call off the match.

D. They will cancel the match.

SENTENCE COMPLETION

Mark the letter A, B, C or D on your answer sheet to indicate the option that best completes each of the following sentences.

54. We were waiting for the taxi _____.

- A. when the car accident was happening.
- B. while the car accident happened.
- C. when the car accident happened.
- D. when the car accident would have happened.

55. Children have nowhere to play _____.

- A. so they live in apartments and houses with no yards.
- B. because of live in apartments and houses with no yards.
- C. although they live in apartments and houses with no yards.
- D. because they live in apartments and houses with no yards.

End – Of – Test

Audio scripts

You're listening to Hartmouth Radio. In today's news, Hartmouth City government has just announced the winning projects in this year's Youth Lead the Change competition. And this is how Hartmouth's young people voted on ways to spend one million dollars of the city's budget. The winning project is Plant the City. 5,480 people voted to spend the money on planting more trees and plants around the city. This will help fight climate change and make Hartmouth more beautiful. The second project with 5,476 votes is Hartmouth Shelters. The money is going to buy new furniture, facilities, and equipment to give some help to people who are sadly experiencing homelessness. The last project with 4,100 votes is Heat for Success. The money is going to update or replace school heating systems. This will help students study better in winter. If you are interested in joining next year's Youth Lead the Change competition, choose from the list of projects on their website, then write to them saying why you think it's the best way to help improve Hartmouth. Next up, weather with Nick.

UNIT 7 TEST

Note: Each correct answer earns 0.2 points.

I. PRONUNCIATION (0.8 points)

A. Mark the letter A, B, C or D on your answer sheet to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

- | | | | |
|------------------------|---------------------|--------------------|-------------------|
| 1. A. microscope | B. mode | C. gl <u>o</u> be | D. l <u>o</u> gin |
| 2. A. a <u>ch</u> ieve | B. m <u>a</u> chine | C. att <u>a</u> ch | D. <u>c</u> hange |

B. Mark the letter A, B, C or D on your answer sheet to indicate the word that differs from the other three in the position of the main stress in each of the following questions.

- | | | | |
|----------------|--------------|-------------|--------------|
| 3. A. fasten | B. network | C. private | D. invent |
| 4. A. portable | B. telescope | C. inventor | D. instantly |

II. USE OF ENGLISH (3.8 points)

Mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the following questions.

5. After cleaning the cut on the finger gently, Sophia took a _____ out of her wallet and stretched it over the cut.
A. medicine B. first aid C. bandage **D. Band-Aid**
6. Sydney, _____ attracts many tourists, is often crowded in the summer.
A. that **B. which** C. where D. whose
7. Alexander Fleming, _____ discovered penicillin, was awarded the Nobel Prize in Medicine in 1945.
A. that B. which **C. who** D. whom
8. This is the place in New Zealand _____ they made the film The Lord of the Rings.
A. which B. that **C. where** D. on which
9. If the _____ reads 36.5°C, then you don't have a fever.
A. Band-Aid B. microscope C. speedometer **D. thermometer**
10. We can see craters on the moon with _____.
A. a microscope **B. a telescope** C. binoculars D. lens
11. The doctor attached a monitor _____ the mother's stomach so that she could listen to the baby's heartbeats.
A. to B. into C. with D. on
12. The Fahrenheit scale is named _____ the physicist Daniel Gabriel Fahrenheit.
A. from B. behind **C. after** D. before
13. I don't think this jacket is a good choice. It's _____ to wear leather jackets at the moment.
A. fashion B. fashionable **C. unfashionable** D. fashionably
14. The Internet connects people around the world. _____, we can make friends with people in different countries via social networking sites.
A. However B. Such as C. Although **D. For example**

Mark the letter A, B, C or D on your answer sheet to indicate the word or phrase that is CLOSEST in meaning to the underlined part in each of the following questions.

15. I'm looking for a light, portable laptop that I can take on business trips.
A. easy to use B. easy to install
C. easy to carry and move D. easy to read and type
16. Always make sure that the kids are safely strapped into their car seats.
A. connected B. glued C. tied up **D. fastened**

Mark the letter A, B, C or D on your answer sheet to indicate the word or phrase that is OPPOSITE in meaning to the underlined part in each of the following questions.

17. You need to attach the printer to the computer with this cable.
A. connect B. remove **C. separate** D. take down
18. There are twin, double and single rooms available, all with private facilities.
A. civil **B. public** C. common D. exclusive

Mark the letter A, B, C or D on your answer sheet to show the underlined part that needs correction in each of the following questions.

19. Hai Phong is the place which I was born and grew up.

- A B C D
20. Thanks to the Internet, we can communicate with each other instant, regardless of where we are.

A B C D

Mark the letter A, B, C or D on your answer sheet to indicate the sentence that best completes each of the following exchanges.

21. Student A: Can I borrow your notes, please?
Student B: _____
A. Well done!
B. No, thanks.
C. Yes, sure.
D. Yes, I can.
22. Student A: Can you tell me about the inventor of the modern bicycle?
Student B: _____
A. I can't ride a bicycle.
B. Sure. John Starley, who was an English inventor, created the modern bicycle.
C. I know a lot about inventors.
D. Bicycles are one of the greatest inventions in history.
23. A: Can you help me? I'd like to know how to turn on this air conditioner.
B: _____
A. Not at all. This room is very hot.
B. You're welcome. I'm glad to help you.
C. Yes, certainly. First, you have to plug it in.
D. God helps those who help themselves.

III. WORD FORMATION (0.4 points)

Write the correct forms of the words in brackets.

24. Many people think that Michael Faraday is one of the greatest _____ **inventors** _____ in history. (INVENT)
25. The program _____ **automatically** _____ downloads and installs new updates, so you don't need to do it manually. (AUTOMATIC)

IV. READING

A. Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks from 1 to 5.

Ever since I was young, I have always wanted to be an inventor. I wanted to create things to change the lives of the people around me. Many children dream of being a fireman or going to space in a (26) _____. They want to be like Neil Armstrong, (27) _____ was the first man on the moon, in 1969. However, I always wanted to be more like Thomas Edison or Alexander Graham Bell, who were both amazing inventors that changed the world. What makes the job of being an inventor so exciting is that you need to be technical and creative. You can create something big, like a new car, or something small, something (28) _____ that you can carry around. I guess that's why I want to be an inventor, because I can choose what I do and what I want to make. Actually, what I really want is to make something for people who need help with their everyday lives. I can't wait to be an inventor. (29) _____, I also know that it isn't going to be easy. It is going to take a lot of hard work and studying. Success doesn't happen (30) _____; it takes a long time to happen. If I can't be an inventor, there are still other jobs I would like to do like being a scientist or an engineer. There are so many possibilities!

- | | | | |
|--------------------|----------------|-------------|--------------|
| 26. A. rocket | B. thermometer | C. scale | D. strap |
| 27. A. which | B. who | C. when | D. that |
| 28. A. fashionable | B. private | C. portable | D. automatic |
| 29. A. However | B. Although | C. Because | D. So |
| 30. A. quickly | B. instantly | C. globally | D. easily |

B. Read the following passage. For each of the statements below, write T if it is TRUE, F if it is FALSE and NI if there is NO INFORMATION given.

THE HISTORY OF INVENTIONS

There have been many creations and discoveries in the last few centuries that have changed the world. When people think of important inventions, they usually think of the car, the lightbulb, the phone and the internet. However, inventions don't always have to be about technological advances.

One of the first inventions in history was stone tools, used for farming and building more than two million years ago. Before that, people used to use their hands, but it was slow and tiring. Stone tools might sound unimportant, but they helped give the idea for many more inventions to come, such as wooden boats, clothing and paints. Many of these were invented in Africa.

If you think that inventions were just used for work and to make life easier, you might be mistaken. Inventions have often also been about what makes people happy and keeps them entertained. Think of musical instruments, the radio and the cinema. People are always looking for new ways to enjoy their time, or to make difficult times easier. It's not always about turning hard work into easy work.

It's important to understand the inventions of the past to see how much the world has changed, and to appreciate these changes and advances. While it is hard to know what the next big invention will be, it is exciting to try and guess.

- | | |
|---|-------|
| 31. The most important inventions have been about technological advances. | _____ |
| F | |
| 32. One of the first inventions created was stone tools. | _____ |
| T | |
| 33. Many of the earliest inventions were made in Africa. | _____ |
| T | |
| 34. There are more inventions in entertainment than in other aspects of life. | _____ |
| NI | |
| 35. People appreciated past inventions more than modern ones. | _____ |
| NI | |

C. Read the passage and choose the best answer to each of the following questions.

THE GREATEST INVENTORS

When we think of "the greatest inventors" in the world, we almost always think of those like Thomas Edison or Alexander Graham Bell. They had revolutionary ideas and there is no doubt that our lives would be very different (and very boring) without their creations. It almost seems like nobody has invented anything useful in a long time, but this is simply not true!

Our technology today is so advanced that new inventions don't seem to have life-changing results. But this doesn't mean that they aren't useful, or that they aren't amazing, either. It's just that they are less noticeable than it was in the past when new creations considerably changed our way of life. And so, we should celebrate these incredible people and respect them as much as we respect the inventors that came before them.

Modern-day inventor Elon Musk has transformed the world of automobiles with his creation of arguably the first self-driving car that performs as well as regular cars.

Before he passed away in 1931, Thomas Edison held the world record for the largest number of inventions – 1093 to be exact. In 2003, a Japanese inventor named Shunpei Yamazaki beat his record. As of today, Yamazaki holds the record of 6074 inventions, and counting!

And then there is Mark Zuckerberg whose invention actually did change our lives, especially in terms of social media, marketing, and even job creation. Zuckerberg was only 19 years old when he invented Facebook. In 2007, at age 23, Zuckerberg became the world's youngest self-made billionaire.

36. What is true about paragraph 1?

- A. Everyone knows about Thomas Edison and Alexander Graham Bell.
- B. Thomas Edison and Alexander Graham Bell used to be the greatest inventors.
- C. Past inventions seem to have a greater influence on our life than modern ones.
- D. There haven't been any great inventions for a long time.

37. Why do we not seem to take much notice of new inventions today?

- A. They are bad inventions.
- B. They make little changes to our lives.
- C. There aren't many new inventions.
- D. They aren't useful.

38. What did Elon Musk invent?

- A. The first fully self-driving car
- B. The first social media platform about cars
- C. The first electric car
- D. The first mobile-controlled automobile

39. What is the current world record of inventions?

- A. 1931
- B. 1093
- C. 2003
- D. 6074

40. Which is NOT an effect of Mark Zuckerberg's invention?

- A. People can have more jobs.
- B. People can share things online easily.
- C. People can promote and sell things better.
- D. People lead better lives.

V. WRITING (1 point)

Use relative clauses to combine each pair of the following sentences without changing the meaning.

41. The Watt steam engine was an important invention of the Industrial Revolution. It was created in 1776.

- The Watt steam engine, **which was created in 1776, was an important invention of the Industrial Revolution.**
42. John Starley created the modern bicycle in 1885. He was an English inventor.
→ John Starley, **who was an English inventor, created the modern bicycle in 1885.**
43. I never forget the garden. We met each other for the first time at this garden.
→ I never forget the garden **where we met each other for the first time.**
44. It's the best homemade pizza. I have never eaten anything better.
→ It's the best homemade pizza **that I have ever eaten.**
45. You borrowed the books from the library. You have to take good care of them.
→ You have to take good care of the books **which/ that you borrow from the library.**

EXTRA QUESTIONS (1 point)

VII. SENTENCE TRANSFORMATION

Mark the letter A, B, C or D on your answer sheet to indicate the sentence that combines each pair of the following sentences below without changing the meaning.

51. The violinist is internationally famous. She played at the concert last night.
A. The violinist who played at the concert last night is internationally famous.
 B. The violinist played at the concert last night is internationally famous.
 C. The woman she played at the concert last night is internationally famous.
 D. The woman that plays at the concert last night is internationally famous.
52. Tim Berners-Lee invented the World Wide Web in the early 1990s. He was a scientist.
 A. Tim Berners-Lee was the scientist invented the World Wide Web in the early 1990s.
B. Tim Berners-Lee was the scientist who invented the World Wide Web in the early 1990s.
 C. Tim Berners-Lee, that was the scientist, invented the World Wide Web in the early 1990s.
 D. Tim Berners-Lee that was the scientist, invented the World Wide Web in the early 1990s.
53. They intend to hold the meeting at the hall. It has a seating capacity of 300 people.
 A. The hall which they intend to hold the meeting has a capacity of 300 people.
 B. The hall that they intend to hold the meeting is able to contain 300 people.
 C. The hall where they intend to hold the meeting enables to contain 300 people.
D. The hall where they intend to hold the meeting has enough seats for 300 people.

SENTENCE COMPLETION

Mark the letter A, B, C or D on your answer sheet to indicate the option that best completes each of the following questions.

54. Songdo, _____, has 60,000 residents.
 A. where is a *smart city* in South Korea
 B. which a *smart city* in South Korea is
 C. that there is a *smart city* in South Korea
D. which is a *smart city* in South Korea
55. The invention of X-ray helps doctors detect many health problems, _____.
 A. include bone breaks, tooth decay and infections
B. such as bone breaks, tooth decay and infections
 C. example are bone breaks, tooth decay and infections
 D. consisting bone breaks, tooth decay and infections

Audio Script

Hello everyone and welcome back to Science Today Radio! Today's topic has been about inventions and becoming an inventor. Now, we're going to listen to some tips and ideas sent in to us by listeners. So, the first piece of advice is that if you want to be an Inventor, then you should never quit! Eighty-six percent of people fail on their first try, but you must keep trying.

Alright, moving on. Tip number two on how to become an inventor – find a teacher or a mentor. While learning and studying from books and YouTube are great, there is nothing more useful than learning from someone who has already done it.

Okay, tip number 3! Tip number three is to improve your ideas. If you have a great idea for an invention, that is fantastic, but always try to find new ways to make that idea even better. The more you try and improve your ideas, the better chance you have of being successful.

This brings us to our final, and most important tip for today: be creative! Inventing something isn't only about good ideas, but it is about new and different ideas. Interesting fact: did you know that 72% of new ideas come when people are showering.

Alright, that's all for today. Catch you next time on Science Today Radio!

*****End – Of – Test*****

Tiết 78: The mid-term test

Tiết 79: The mid-term test correction & feedback

Tiết 80

UNIT 8: ECOLOGY AND THE ENVIRONMENT

Lesson 2.3 – Pronunciation & Speaking, (page 69)

1. Objectives

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

1.13. Language knowledge & skills

- practice *sound change of Would*.
- talk about *improving the environment*.
- improve speaking skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

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1.3. Attributes

- develop environmentally-friendly awareness.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Present their homework. - Recognize and practice the <i>sound change of Would</i>. - Practice discussing problems and solutions. - Practice suggesting solutions.	- Ss' homework and their performance. - Ss' reaction to tasks. - Ss' answers/ presentation. - Ss' answers/ presentation.	- T's feedback. - T's feedback/ DCR. - T's feedback. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise the Ss' awareness of the *sound change of Would* and get them ready for the lesson.
- Content: **Checking homework**
- Expected outcomes: Ss can have a general view of the *sound change of Would*.
- Organization

Teacher's activities	Students' activities
Checking homework - Get the answers from Ss. - Get other Ss to give comment. - Check the answers, focus on the <i>sound change of Would</i> and lead to new lesson.	- Present their answers. - Give comment. Ss' own answers

B. Pre-speaking: 10 minutes

- Objectives: to prepare Ss for the speaking activity by introducing the *sound change of Would*.
- Content: **Pronunciation, task b, c, d.**
Task b. Listen. Notice the sound changes of the underlined words.
Task c. Listen and cross out the sentence with the wrong sound changes.
Task d. Read the sentences with the correct sound changes to a partner.

- c. Expected outcomes: Ss can make the *sound change of Would* correctly and naturally.
d. Organization

Teacher's activities	Students' activities
Task b. - Ask Ss look at the sentences provided. - Play the audio file and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the <i>sound change of Would</i> . - Call some Ss to read the sentences. - Give help if necessary.	- Listen to the audio file and repeat. - Notice the <i>sound change of Would</i> . - Do as told. Answer Keys (Use the DCR)
Task c. - Ask Ss to look at the sentences before listening to them. - Play the audio file (using DCR). - Elicit the answers from Ss. - Check the answers.	- Study the sentences individually. - Listen and cross out the one with the wrong sound changes. - Give their answer. Answer Keys (Use the DCR)
Task d. - Get Ss to work in pairs to read the sentences. - Set the time for the activity. - Move around to give help. - Call some Ss to do in front of the whole class.	- Work in pairs. - Do as told. Ss' own answers

C. While-speaking: 15 minutes

- a. Objectives: to help Ss pronounce the *sound change of Would* correctly, and improve Ss' speaking skill.
b. Content: **Practice, task a, b and Speaking, task a.**
Practice, task a: What problems would these things solve? Do you think they would be good solutions? Discuss.
Practice, task b: Think of more advantages and disadvantages for the solutions.
Speaking, task a. Imagine you are a scientist who wants to save the environment. What would you invent? In pairs: Discuss and choose two solutions for each problem below.
 c. Expected outcomes: Ss can think of creative solutions, and develop their speaking skill.
d. Organization:

Teacher's activities	Students' activities
Practice, task a. - Ask Ss to practice discussing in pairs. - Set the time for the activity. - Call some Ss to act out. - Check Ss' answers and give feedback if needed.	- Practice discussing in pairs. - Present their answers. Answer Keys (Use the DCR)
Practice, task b. - Ask Ss to think of more advantages and disadvantages with a partner. - Set the time for the activity.	- Do as directed. - Give their answers.

- Call some to write their answers on the board. - Give comment.	<i>Ss' own answers</i>
Speaking, task a. - Divide the class into pairs. - Give them time to invent something for each problem. - Set the time for the activity. - Call some to talk to the whole class. - Check their answers.	- Work in pairs to invent something for each problem. - Talk to the whole class. <i>Ss' own answers</i>

D. Post- speaking: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Speaking, Task b**

Task b: Join another pair and discuss to choose one best solution for each problem. Share with the class.

c. Expected outcomes: Ss can present their solutions and choose the best one.

d. Organization

Teacher's activities	Students' activities
Task b: - Introduce the task to Ss. - Ask Ss to work with two other pairs. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to talk to the whole class. - Check and give comment.	- Work in pairs. - Share their solution with two other pairs. - Choose the best solution. - Present their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Make a list of five environmental problems in your village.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 70).

- Review the vocabulary and grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (pages 46 & 47).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

s. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

UNIT 8: ECOLOGY AND THE ENVIRONMENT
Lesson 3.1 – Listening & Reading, (page 70)

1. Objectives

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

1.14. Language knowledge & skills

- practice listening and reading for gist and specific information.
- talk about *environmental problems*.
- improve their listening and reading skills.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop environmentally-friendly awareness.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Present their homework. - Practice listening and complete the tasks. - Read and complete the tasks. - Tell their partner about their view about stopping giving away plastic bags or using paper straws.	- Ss' work and their performance. - Ss' reaction to tasks. - Ss' answers. - Ss' answers/ presentation.	- T's feedback. - T's feedback/ DCR. - T's feedback/ DCR. - T's feedback.

4. Procedures

A. Warm up: 5 minutes

- a. Objectives: to get Ss to revise Ss' previous lesson and get them ready for the lesson.
- b. Content: **Checking homework**

- c. Expected outcomes: Ss can get to know some environmental problems in their areas clearly.
- d. Organization

Teacher's activities	Students' activities
Checking homework - Get the answers from some Ss. - Call some other Ss to give comment. - Check the answers, elicit some more information and lead to new lesson.	- Present their work. - Give comment. <i>Ss' own answers</i>

B. Pre-Listening and Reading: 10 minutes

- a. Objectives: to prepare Ss for the Listening and reading tasks.
- b. Content: **Let's talk.**

In pairs: What environmental problems can you see in the pictures? Do you have these problems where you live? What other problems are there in your hometown?

- c. Expected outcomes: Ss can share their personal view about the environmental problems in their hometown.
- d. Organization

Teacher's activities	Students' activities
Let's talk. - Introduce the task (using DCR). - Have Ss discuss the questions with a partner. - Give them time to work. - Move around to give help if necessary. - Call some Ss to present the answers. - Elicit some more information related. - Give feedback.	- Work in pairs. - Do as told. - Give answers. <i>Ss' own answers</i>

C. While- Listening and Reading: 15 minutes

- a. Objectives: to help Ss practice listening and reading about environmental problems.
- b. Content: **Listening, task a, b, and Reading, task a, b.**

Listening, task a. Listen to a lecture about climate change. What is discussed in the lecture?

Listening, task b: Now, listen and answer the questions.

Reading, task a: Read and choose the best title for Jane's essay.

Reading, task b. Now, read and complete the notes. Write one word only for each blank.

c. Expected outcomes: Ss can complete the tasks correctly and develop their listening and reading skills.

d. Organization:

Teacher's activities	Students' activities
Listening, task a. - Introduce the task (using DCR). - Get Ss to look at the two options and predict the answer. - Play the audio file twice. - Have Ss work individually before comparing the answers with a partner. - Get answers from Ss. - Give feedback if needed.	- Look at the options and predict the answer. - Listen and do the task individually. - Share the answers in pairs. - Give the answers. Answer Keys (Use the DCR)
Listening, task b. - Introduce the task (using DCR). - Ask Ss to look though the questions and underline the key words. - Explain some new words if required. - Play the audio file twice. - Have Ss work individually before comparing the answers with a partner. - Get answers from Ss. - Give feedback if needed.	- Look though the questions and underline the key words - Listen and do the task individually. - Share the answers in pairs - Give the answers. Answer Keys (Use the DCR)
Reading, task a. - Ask Ss to have a look at the two options. - Give them time to read the text and choose the answer. - Call some to give their choice and explain. - Check their answers.	- Work individually to find the answer. - Give it to T. - Provide the evidence from the reading text. Answer Keys (Use the DCR)
Reading, task b. - Get Ss to concentrate on the notes. - Ask Ss to read and do the task individually, and then share their answers with a partner. - Give them time to work. - Elicit the answers from Ss. - Check the answers and give feedback.	- Work individually to complete the notes. - Share the answers with a partner. - Give their answers to teacher. Answer Keys (Use the DCR)

D. Post - Listening and Reading: 10 minutes

a. Objectives: to help Ss to use the language and information in a real situation.

b. Content: **Reading, Task c**

Task c: In pairs: Which idea is better: stop giving away plastic bags or use paper straws? Why?

c. Expected outcomes: Ss can express their personal view about stopping giving away plastic bags or use paper straws.

d. Organization

Teacher's activities	Students' activities
Task b: - Ask Ss to work in pairs. - Introduce the task to Ss (using DCR). - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to talk to the whole class. - Check and give comment.	- Work in pairs - Talk to their partner about their personal view about the issue mentioned. - Present their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Write a short paragraph about the benefits of using paper straws.
- Do the exercises in workbook on page 48.
- Prepare the next lesson: Lesson 3.2 – Writing, (page 71).
- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 48).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

t. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

Tiết 82

UNIT 8: ECOLOGY AND THE ENVIRONMENT

Lesson 3.2 – Writing, (page 71)

1. Objectives

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

1.15. Language knowledge & skills

- write a *problem and solution essay*.
- make progress in writing skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop environmentally-friendly awareness.

2. Teaching aids and materials

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- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Check the homework. - Match the problems to solutions. - Talk about the reasons for the problems. - Practice writing <i>a problem and solution essay</i>.	- Ss' homework and their performance. - Ss' reaction to tasks. - Ss' answers. - Ss' answers/ presentation.	- T's feedback. - T's feedback/ DCR. - T's feedback/ DCR. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to check Ss' homework preparation and get them ready for the lesson.
- Content: **Checking homework.**
- Expected outcomes: Ss can revise their previous lesson.
- Organization

Teacher's activities	Students' activities
Checking homework. - Ask Ss to present their homework on the board. - Get some Ss to give comment. - Check the answers, focus on the problems and solutions in Ss' work, and lead to new lesson.	- Present their answers on the board. - Give comment on their friends' work. <i>Ss' own answers</i>

B. Presentation: 7 minutes

- Objectives: to prepare Ss for the speaking and writing tasks.
- Content: **Writing, task a.**

Task a. Read about writing problem and solution essays, then read Jane's essay again and underline the sentences she used to.... 1. explain why plastic pollution is a big problem. 2. introduce the solution.

- Expected outcomes: Ss can know the main parts/structure of the essay.
- Organization

Teacher's activities	Students' activities
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Writing, task a. - Have Ss look at the Writing Skill box and read Jane's essay again and underline the sentences as required. - Give them time to work. - Get them to share the answers with a partner. - Move around to give help if necessary. - Call some to write their answers on the board. - Give feedback.	- Do as told. - Share the answers. - Give answers. Answer Keys (Use the DCR)
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C. Practice: 18 minutes

a. Objectives: to help Ss practice speaking and writing *a problem and solution essay*.

b. Content: **Writing, task b and Speaking, task a, b.**

Writing, task b: Match the problems with the solutions.

Speaking, task a: You're discussing how to improve the environment in your country. In pairs: Think of three environmental problems and discuss why they happen.

Speaking, task b. Choose one problem and think of a solution to solve it. Complete the notes below.

c. Expected outcomes: Ss can complete the tasks correctly and develop their speaking and writing skills.

d. Organization:

Teacher's activities	Students' activities
Writing, task b - Ask Ss to have a look at the problems and solutions before matching them together. - Have Ss share their answers with a partner. - Get answers from Ss. - Give feedback if needed.	- Study the problems and solutions. - Match them together. - Share the answers with a partner - Give the answers. Answer Keys (Use the DCR)
Speaking, task a - Introduce the task (using DCR). - Ask Ss to talk about the reasons for the environmental problems in their country. - Set time for the activity - Get around to give help. - Give feedback.	- Work in pairs to talk the reasons for the environmental problems in their country. - Ask for help if any. - Present the answers. Ss' own answers
Speaking, task b - Introduce the task (using DCR). - Ask Ss to work in pairs to choose a problem to talk about. - Get some Ss to talk to the whole class. - Give comment.	- Work in pairs to choose a problem to talk about. - Complete the notes. - Present the answers. Ss' own answers

D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in a real situation.

b. Content: **Let's write.**

Now, write a problem and solution essay about an environmental problem in your country. Use the Feedback form to help you. Write 120 to 150 words.

c. Expected outcomes: Ss can write *a problem and solution essay* correctly and meaningfully.

d. Organization

Teacher's activities	Students' activities
Let's write - Introduce the task to Ss (using DCR). - Ask Ss to write <i>a problem and solution essay</i> individually. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to write their <i>problem and solution essay</i> on the board and some to give comment. - Check their answers and give comment.	- Write <i>a problem and solution essay</i> individually. - Present their answers. - Give comment on their friend's work. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Rewrite your *problem and solution* carefully.
- Do the exercise in workbook on page 49.
- Prepare the next lesson: Review 3, (page 72).
- Complete the writing notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 49).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

u. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

Tiết 83

REVIEW 3

Listening, Reading, & Vocab. (page 72)

1. Objectives

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

1.16. Language knowledge & skills

- practice listening and reading for specific information.
- practice test-taking skills.
- consolidate and practice vocab. presented in units 6-8.

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1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop diligence.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (tờ vụn/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Elicit the ideas about the previous units from Ss. - Practice listening and complete the task. - Practice reading, choose the best option. - Practice using the vocabulary.	- Ss' reaction to question and their performance. - Ss' reaction to tasks. - Ss' answers. - Ss' answers/ presentation.	- T's feedback. - T's feedback/ DCR. - T's feedback/ DCR. - T's feedback/ DCR.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise Ss' interest and get them ready for the lesson.
- Content: **Review Questions.**
- Expected outcomes: Ss can revise the general information about the three lessons they have learnt.
- Organization

Teacher's activities	Students' activities
Questions - Show some questions on the screen. <i>What is the name of unit 6/7/8?</i> <i>Which lesson do you like most? Why?</i> - Get Ss to work with a partner. - Have some Ss give their answers. - Check the answers and lead to new lesson.	- Study the questions. - Work in pairs. - Present their answers. <i>Ss' own answers</i>

B. Listening: 12 minutes

- Objectives: to provide Ss with new opportunities to practice listening skill.
- Content: **Listening.**

You will hear a student talking about an environmental campaign at his school. For each question, write the correct answer in the gap. Write one or two words or a number.

- c. Expected outcomes: Ss can get the main point of the talk and complete the task correctly.
- d. Organization

Teacher's activities	Students' activities
Listening. - Have Ss look at the gaps and predict the answers. - Give them time to work. - Move around to give help if necessary. - Play the audio file twice (using DCR). - Ask Ss to share their answers with a partner, the write them on the board. - Give feedback.	- Work individually. - Do as told. - Share the answers. - Give answers. Answer Keys (Use the DCR)

C. Reading: 13 minutes

- a. Objectives: to help Ss practice reading skill.

b. Content: **Reading.**

Look and read. Choose the correct answer (A, B, or C).

- c. Expected outcomes: Ss can complete the tasks correctly and develop their reading skill.
- d. Organization:

Teacher's activities	Students' activities
Reading. - Ask Ss to have a look at the notices and the options on the right (using DCR). - Elicit some new words (if any). - Give them time to read and choose the answers. - Get them share the answers with a partner. - Call some to give their choice and explain. - Check their answers.	- Work individually to find the answer. - Share their answers with a partner. - Give it to T. Answer Keys (Use the DCR)

D. Vocabulary: 10 minutes

- a. Objectives: to help Ss to practice using the vocabulary.

b. Content: **Vocabulary**

Fill in the blanks with words from the box. There is one extra word which you do not need to use.

- c. Expected outcomes: Ss can complete the tasks correctly using the learned words.
- d. Organization

Teacher's activities	Students' activities
----------------------	----------------------

Task a: - Introduce the task to Ss (using DCR). - Ask Ss to complete the task individually. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to write their answers on the board. - Check and give comment.	- Work individually. - Present their answers. Answer Keys (Use the DCR)
---	--

E. Consolidation and homework assignments: 5 minutes

- Practice listening to more talks about environmental problems on YouTube.
- Do the exercises in workbook on pages 67, 68.
- Prepare the next lesson: Review 3, (page 73).

5. Reflection

a. What I liked most about this lesson today:

.....

v. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

Tiết 84

REVIEW 3

Grammar, Pronunciation, Speaking & Writing. (page 73)

1. Objectives

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

1.17. Language knowledge & skills

- consolidate and practice grammar presented in units 6-8.

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- consolidate and practice pronunciation presented in units 6-8.
- practice speaking.
- check writing of units 6-8.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop exam skills.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Elicit the ideas about the previous units from Ss. - Practice using grammar and complete the tasks. - Practice pronouncing the words. - Practice speaking. - Practice checking partner's writing.	- Ss' reaction to question and their performance. - Ss' reaction to tasks. - Ss' answers. - Ss' answers/ presentation. - Ss' answers/ presentation.	- T's feedback. - T's feedback/ DCR. - T's feedback/ DCR. - T's feedback/ presentation. - Ss' answers/ presentation.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise Ss' interest and get them ready for the lesson.
- Content: **Review Questions.**
- Expected outcomes: Ss can revise the general information about the three lessons they have learnt.
- Organization

Teacher's activities	Students' activities
Question - Show the question on the screen. <i>Which grammar points have we studied in units 6-8?</i> - Get Ss to work with a partner. - Have some Ss give their answers. - Check the answers and lead to new lesson.	- Study the question. - Work in pairs. - Present their answers. <i>Ss' own answers</i>

B. Grammar: 9 minutes

- Objectives: to provide Ss with a new opportunity to practice using grammar points.
- Content: **Grammar, task a, b.**

Task a. Fill in the blanks with the correct relative pronouns. Add commas if necessary.

Task b. Rewrite the sentences using the passive voice.

c. Expected outcomes: Ss can complete the tasks correctly.

d. Organization

Teacher's activities	Students' activities
Task a. - Have Ss look at the blanks in the sentences and fill in individually. - Give them time to work. - Move around to give help if necessary. - Ask Ss to share their answers with a partner, the write them on the board. - Give feedback.	- Work individually. - Do as told. - Share the answers. - Give answers. Answer Keys (Use the DCR)
Task b. - Have Ss look at the sentences and rewrite them using passive voice. - Give them time to work. - Move around to give help if necessary. - Ask Ss to share their answers with a partner, the write them on the board. - Give feedback.	- Work individually. - Do as told. - Share the answers. - Give answers. Answer Keys (Use the DCR)

C. Pronunciation: 9 minutes

a. Objectives: to help Ss practice pronouncing the words.

b. Content: **Pronunciation, task a, b.**

Task a. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

Task b. Circle the word that has the underlined part pronounced differently from the others.

c. Expected outcomes: Ss can complete the tasks correctly and develop their pronunciation.

d. Organization:

Teacher's activities	Students' activities
Task a. - Introduce the task (using DCR). - Give them time to read it and choose the answers. - Get them share the answers with a partner. - Call some to give their choice and explain. - Check their answers.	- Work individually to find the answer. - Share their answers with a partner. - Give it to T. Answer Keys (Use the DCR)
Task b. - Introduce the task (using DCR). - Give them time to read it and choose the answers. - Get them share the answers with a partner.	- Work individually to find the answer. - Share their answers with a partner. - Give it to T.

- Call some to give their choice and explain. - Check their answers.	Answer Keys (Use the DCR)
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D. Speaking: 9 minutes

a. Objectives: to help Ss to practice speaking.

b. Content: **Speaking, Task a, b, c.**

Task a: In groups of 2-- 4: Read the list of ideas to improve your city/town.

Task b: Discuss and choose the two things you agree are best choices.

Task c: Tell another group your ideas.

c. Expected outcomes: Ss can complete the tasks correctly and make progress in speaking skill.

d. Organization

Teacher's activities	Students' activities
Speaking, task a, b - Introduce the task to Ss (using DCR). - Divide the class into groups of four. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to present their answers. - Check and give comment.	- Work in groups. - Discuss the issue. - Present their answers <i>Ss' own answers</i>
Speaking, task c - Introduce the task to Ss (using DCR). - Get Ss to join another group and share their ideas. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to present their answers. - Check and give comment.	- Work in groups. - Share the ideas. - Present their answers <i>Ss' own answers</i>

E. Writing: 8 minutes

a. Objectives: to help Ss to practice writing.

b. Content: **Writing, Task a, b, c.**

Task a: In pairs: Check your partner's writing passages for Units 6--8 using Feedback forms from the lessons.

Task b: Make a list of things you need to remember for your future writing.

Task c: Compare your list with another group, and add anything you think is useful.

c. Expected outcomes: Ss can complete the tasks correctly and make progress in writing skill.

d. Organization

Teacher's activities	Students' activities
Writing, task a	

- Introduce the task to Ss (using DCR). - Divide the class into pairs. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to present their answers. - Check and give comment.	- Work in pairs to check their partner's writing. - Present their answers. <i>Ss' own answers</i>
Writing, task b, c - Introduce the task to Ss (using DCR). - Get Ss to make a list of things before working in pairs to add some more things the list. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Get answers from Ss. - Check and give comment.	- Make a list of things before working in pairs to add some more things the list. - Present their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Practice speaking with a partner on a topic related to units 6-8 you like.
- Do the exercises in workbook on page 69.
- Prepare the next lesson: [Unit 9, Lesson 1.1 – Vocab & Listening](#), (page 74).

5. Reflection

- a. What I liked most about this lesson today:
.....
- w. What I learned from this lesson today:
.....
- c. What I should improve for this lesson next time:
.....

Tiết 85

UNIT 9: TRAVEL AND TOURISM
Lesson 1.1 – Vocab & Reading, (Page 74)

1. Objectives

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

1.1. Language knowledge & skills

Giáo viên- Nguyễn Hải Anh

- practice and learn vocab. for *Vacations: sightseeing, tower, view, World Heritage Site, castle, national park.*
- practice reading for main ideas and specific information.
- improve critical thinking skills through giving opinions.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- be aware of the need and the importance of tourism.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (tư vụng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Activate the nouns related to tourism from Ss.	- Ss' answers in notebooks.	- T's feedback.
- Match the words with the descriptions.	- Ss' answers.	- T's observation/ DCR.
- Use the words to talk about places in the country.	- Ss' performance.	- T's observation.
- Read and complete the reading tasks.	- Ss' answers/ presentation.	- T's feedback/ DCR.
- Talk about the places to visit.	- Ss' answers/ presentation.	- T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise Ss' awareness of the topic and get them ready for the lesson.

- Content: **Warm-up**

In pairs: What was your best or worst vacation? What happened?

- Expected outcomes: Ss can express their view about their previous vacations.

- Organization

Teacher's activities	Students' activities
Warm-up - Get Ss to work in pairs to discuss the questions. - Get the answers from Ss. - Check the answers and lead to new lesson.	- Work in pairs to discuss the questions. - Give answers. Ss' own answers

B. Pre-reading: 10 minutes

a. Objectives: to prepare Ss for the reading activity by providing vocabulary related to the reading topic.

b. Content: **New Words, task a, b.**

Task a. Match the words with the descriptions. Listen and repeat.

Task b. In pairs: Use the words from Task a. to talk about places in your country.

c. Expected outcomes: Ss can complete the tasks using the new words.

d. Organization

Teacher's activities	Students' activities
Task a. - Introduce the task (using DCR). - Ask Ss to look at the words, the descriptions, match them together, and then compare the answers with a partner. - Get the answers from Ss. - Get Ss to give meanings of the phrases or T explain the meanings of the phrases (if needed). - Use the DCR to check the Ss' answers. - Use the DHA to check the vocab. - Play the audio file and ask Ss to listen and repeat chorally and individually. - Check them and give comment.	- Do as directed. - Give the answers. - Give the meanings of the words/ phrases. - Listen to the teachers and take notes the meanings of those words/ phrases. - Listen and repeat chorally and individually. Answer Keys (Use the DCR)
Task b. - Introduce the task (using DCR). - Ask Ss to work in pairs to talk about the places in their country. - Set the time for the activity. - Call some Ss to talk to the whole class. - Check the answers.	- Talk about the places in their country. - Present their answers. Ss' own answers

C. While – Reading: 15 minutes

a. Objectives: to help Ss have some information about France and improve Ss' reading skill.

b. Content: **Reading -Task a, and b**

Task a: Read the article about visiting France. Match the paragraphs with the pictures.

Task b: Now, read and answer the questions.

c. Expected outcomes: Ss can read for general and specific information.

d. Organization:

Teacher's activities	Students' activities
Task a: - Ask Ss to focus on the pictures on the right and guess the answers. - Ask Ss to scan the text and choose the correct picture for each paragraph. - Check Ss' answers and give feedback if needed.	- Focus on the pictures on the right and guess the answers. - Read the passage and choose the correct picture for each paragraph. - Give answers to T. Answer Keys (Use the DCR)

Task b: - Get Ss to go through the questions and underline the key words. - Ask Ss to read the passage again and answer the questions. - Ask Ss to share their work. - Use the DCR to check Ss' work.	- Read the sentences. - Read again and answer the questions. - Share the work with partners. - Do as T's instructions. Answer Keys (Use the DCR)
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D. Post – Reading: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Reading -Task c**

Task c: In pairs: Would you like to visit France? Which of the places in the article would you like to visit most? Why?

c. Expected outcomes: Ss can express their opinion about **the questions**.

d. Organization

Teacher's activities	Students' activities
Task c: - Introduce the task (using DCR). - Ask Ss to work in pairs. - Set the time for the activity. - Move around to assist Ss if needed. - Ask some pairs to present their work.	- Work in pairs. - Discuss the questions and give the reasons for that. - Give answers to T. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write a paragraph to describe a place of interest in your local area.

- Do the exercises in workbook on page 50.

- Prepare the next lesson: Lesson 1.2 – Grammar (page 75).

- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 50).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

x. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

Tiết 86

UNIT 9: TRAVEL AND TOURISM

Lesson 1.2 – Grammar, (page 75)

1. Objectives

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

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1.1. Language knowledge & skills

- practice and use *articles* and *zero article* correctly.
- improve writing skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- be aware of the need and the importance of tourism.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (tư vụng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Present their homework. - Fill in the blanks. - Match the articles to the uses. - Talk about their last vacation.	- Ss' answers. - Ss' answers. - Ss' performance. - Ss' answers/ presentation.	- T's feedback. - T's observation/ DCR. - T's observation/ DCR. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise the Ss' awareness of the topic and get them ready for the lesson.
- Content: **Checking homework**
- Expected outcomes: Ss can have some first ideas about articles and zero article.
- Organization

Teacher's activities	Students' activities
Checking homework - Get answers from Ss. - Get other Ss to give comment. - Check Ss' answers, focus on articles and zero article, and lead to new lesson.	- Write them on the board. - Give comment. Ss' own answers

B. Presentation: 10 minutes

- Objectives: to prepare Ss for the writing activity by providing the form, meaning and use of articles and zero article.
- Content: **Task a. Listen and repeat.**
- Expected outcomes: Ss can generalize the use of articles and zero article.
- Organization

Teacher's activities	Students' activities
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Task a. - Get Ss to look at the picture and elicit some information. - Play the audio file and ask Ss to listen and repeat chorally and individually (using DCR). - Have Ss practice the sentences with a friend. - Get Ss to give the form, the meaning, and the use of articles and zero article or T does (if needed).	- Look at the picture and give the answers. - Listen to the audio file. - Practice the sentences with a friend. - Give the form, the meaning, and the use of articles and zero article. - Listen to the teacher and take notes.
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C. Practice: 15 minutes

a. Objectives: to help Ss get used to using the grammar point and improve Ss' writing skill.

b. Content: **Task b, and c**

Task b: Fill in the blanks using a, an, the, or the zero article Ø.

Task c: Match the articles in Task b. with their uses. Write the numbers 1–7 in the blanks.

c. Expected outcomes: Ss can complete the tasks correctly.

d. Organization:

Teacher's activities	Students' activities
Task b: - Ask Ss to read the sentences before fill in the blanks individually. - Set time for the activity. - Get Ss to share their answers with a friend. - Get the answers from Ss. - Check Ss' answers and give feedback if needed. - Have them practice the sentences with a partner.	- Read the sentences. - Fill in the blanks. - Share the answers - Give their answers. - Practice the sentences with a partner. Answer Keys (Use the DCR)
Task c: - Ask Ss to look at the uses of articles. - Get Ss to match individually, and then share the answers with a partner. - Get answers and explanation from Ss. - Use the DCR to check Ss' work.	- Look at the uses of articles. - Match the articles in Task b. with their uses. - Share the answers with a partner. - Give answers and explanation. Answer Keys (Use the DCR)

D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Task d**

Task d: In pairs: Tell your partner about what you did on your last vacation.

c. Expected outcomes: Ss can talk about their last vacation using articles and zero article sentences correctly.

d. Organization

Teacher's activities	Students' activities
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Task d:

- Ask Ss to work in pairs to **talk about their last vacation**.
- Set the time for Ss to do.
- Get around to give help and take notes of some mistakes.
- Call some pairs to talk to the whole class.
- Check their work and give comment.

- Work in pairs.
- **Talk about their last vacation.**
- Give their answers.

*Ss' own answers***E. Consolidation and homework assignments: 5 minutes**

- Write five sentences about the place you have ever been to.
- Do the exercises in workbook on page 51.
- Prepare the next lesson: Lesson 1.3 – Pronunciation & Speaking (page 76).
- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 51).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

y. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

Tiết 87

UNIT 9: TRAVEL AND TOURISM
Lesson 1.3 – Pronunciation & Speaking, (page 76)

1. Objectives

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

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1.18. Language knowledge & skills

- practice *sound change of a, the*.
- talk about *things to do on vacations*.
- improve speaking skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- be aware of the need and the importance of tourism.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Present their homework. - Practice listening and reading the sentences with the correct sound change. - Ask and answer about places in Vietnam. - Ask and answer about places in their task. - Discuss and explain what places to visit.	- Ss' homework and their performance. - Ss' answers/ presentation. - Ss' answers/ presentation. - Ss' answers/ presentation. - Ss' answers/ presentation.	- T's feedback. - T's feedback/ DCR. - T's observation/ DCR. - T's feedback/Peers' feedback. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise the Ss' awareness of *Sound change of a, the* and get them ready for the lesson.
- Content: **Checking homework**
- Expected outcomes: Ss can recognize the *Sound change of a, the*.
- Organization

Teacher's activities	Students' activities
Checking homework. - Ask Ss to present their homework on the board. - Get some Ss to give comment. - Check the answers, focus on the <i>Sound change of a, the</i>, and lead to new lesson.	- Present their answers on the board. - Give comment on their friends' work. <i>Ss' own answers</i>

B. Pre-Speaking: 10 minutes

a. Objectives: to prepare Ss for the speaking activity by introducing *Sound change of a, the*.

b. Content: **Pronunciation, task b, c, d**

Task b. Notice the sound changes of the underlined words.

Task c. Listen and cross out the sentence with the wrong sound changes.

Task d. Read the sentences with the correct sound changes to a partner.

c. Expected outcomes: Ss can practice pronouncing *Sound change of a, the* correctly and naturally.

d. Organization

Teacher's activities	Students' activities
Task b. - Get Ss to look at the underlined words in sentences in b. - Play the audio file and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the sound change. - Call some Ss to read the sentences with the right sound change. - Give help if necessary.	- Listen to the audio file and repeat the sentences. - Notice the sound change. - Do as told. Answer Keys (Use the DCR)
Task c. - Ask Ss to read the sentences before listening to them. - Play the audio file (using DCR). - Elicit the answer from Ss. - Check the answers.	- Read the sentences individually. - Listen and cross out the sentence with the wrong sound change. - Give their answers. Answer Keys (Use the DCR)
Task d. - Get Ss to work in pairs to read the sentences. - Set the time for the activity. - Move around to give help. - Call some Ss to talk to the whole class.	- Work in pairs. - Take turns reading the sentences. - Present their answers. Ss' own answers

C. Practice: 15 minutes

a. Objectives: to help Ss get used to practicing *Sound change of a, the* and improve Ss' speaking skill.

b. Content: **Practice and Speaking, task a.**

Practice. Ask and answer about Vietnam using the pictures and prompts.

Speaking, task a. You're visiting a new city and have time to visit three famous places.

In pairs. Student A, page 94 file 5, Student B, page 92, file 2.

c. Expected outcomes: Ss can talk about *the places they visit* in a meaningful way.

d. Organization:

Teacher's activities	Students' activities
Practice, task a	

- Ask Ss to have a look at the pictures and the prompts provided (using DCR). - Elicit the information. - Ask Ss to practice asking and answering in pairs. - Call some pairs to talk to the whole class. - Check Ss' answers and give feedback if needed.	- Look at the pictures and the prompts provided. - Give the answers. - Practice asking and answering in pairs. Answer Keys (Use the DCR)
Speaking, task a. - Introduce the task (using DCR). - Get Ss to go on working in pairs and assign the tasks. - Ask Ss to practice asking and answering in pairs. - Set the time for the activity. - Call some pairs to talk to the whole class - Check Ss' answers and give feedback if needed.	- Go on working in pairs. - Focus on their task. - Practice asking and answering in pairs. - Give the answers. Ss' own answers

D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Speaking, Task b**

Choose three places to visit on your vacation. Join another pair and explain what places you're going to visit and why.

c. Expected outcomes: Ss can present their view and decide the places they want to visit with reasons.

d. Organization

Teacher's activities	Students' activities
Task b: - Introduce the task to Ss (using DCR). - Ask Ss to work with a partner. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to talk to the whole class. - Give comment.	- Work with another partner. - Discuss the situation. - Give their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Make a short clip about the places you want to visit and why.

- Prepare the next lesson: Lesson 2.1 – Vocab & Reading, (page 77).

- Review the vocabulary and grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (pages 50 & 51).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

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- z. What I learned from this lesson today:

 c. What I should improve for this lesson next time:

Tiết 88

UNIT 9: TRAVEL AND TOURISM Lesson 2.1 – Vocab & Listening, (page 77)

1. Objectives

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

1.19. Language knowledge & skills

- practice and learn vocab. about problems on *Vacations: steal, food poisoning, delay, break down, fire alarm.*
- practice listening for specific information.
- improve listening skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- be aware of the need and the importance of tourism.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Student's book, Workbook, Notebook

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Watch the clip and list the problems. - Fill in the blanks.	- Ss' reaction to task and their performance. - Ss' answers/ presentation. - Ss' answers/ presentation.	- T's feedback. - T's observation/ DCR. - T's observation/ DCR.

- Listen and complete the tasks. - Talk about the experience.	- Ss' answers/ presentation.	- T's feedback/Peers' feedback.
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4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise Ss' awareness of the topic and get them ready for the lesson.
- Content: **A clip**
- Expected outcomes: Ss can know some unexpected problems on vacations.
- Organization

Teacher's activities	Students' activities
A clip https://www.youtube.com/watch?v=FG0USQaru8o - Introduce the clip and write the question. <i>What are the problems with the man?</i> - Get Ss to work in pairs to share the answers. - Get the answers from Ss. - Check the answers and lead to new lesson.	- Watch the clip and note down the problems with the man. - Work in pairs to share the answers. - Give answers. Ss' own answers

B. Pre-Listening: 10 minutes

- Objectives: to prepare Ss for the listening activity by introducing the vocabulary.
- Content: **New Words, task a, b**
Task a. Fill in the blanks using the words from the box. You might need to use the past form of the verbs. Listen and repeat.
Task b. In pairs: Have you had similar experiences? Talk with your partner.
- Expected outcomes: Ss can complete the tasks correctly using the words.
- Organization

Teacher's activities	Students' activities
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Task a. - Get Ss to read the words and blanks and then do the task individually before sharing the answers with a partner. - Call Ss to give the answers on the board. - Give feedback and explain more if needed. - Play the audio file (using DCR) and ask Ss to repeat in chorus and individually.	- Read the words and blanks. - Fill in the blanks with the words in the box, and then compare the answers with a partner. - Give their answers. - Listen and repeat. Answer Keys (Use the DCR)
Task b. - Ask Ss to work in pairs to talk about their experience. - Give them time to work. - Call Ss to give the answers on the board. - Check the answers.	- Work in pairs. - Talk about their experience. - Give their answers. Ss' own answers

C. While-listening: 15 minutes

a. Objectives: to help Ss get the main content of the conversation and improve Ss' listening skill.

b. Content: **Listening, task a, b, c**

Task a. Listen to Simon talking to Jackie about his vacation. How was his vacation?

Task b. Now, listen and answer the questions.

Task c. Read the Conversation Skill box and listen to Task b. audio again. Number the phrases in the Conversation Skill box in the order you hear them.

Task d. Listen and repeat.

c. Expected outcomes: Ss can complete the tasks correctly.

d. Organization:

Teacher's activities	Students' activities
Task a. - Ask Ss to have a look at the question and three options in the instruction. - Elicit the information related to it. - Play the audio file (using DCR). - Ask Ss to share their answers with a partner. - Call Ss to give the answer. - Check Ss' answers and give feedback if needed.	- Look at the question and three options in the instruction. - Give the answers. - Listen and choose the answer. - Share the answers with a partner. - Give the answers. Answer Keys (Use the DCR)
Task b. - Ask Ss to look at the questions and underline the key words. - Have Ss guess the answer. - Play the audio file (using DCR). - Ask Ss to share their answers with a partner. - Get Ss to give the answers. - Check their answers.	- Study the questions and underline the key words. - Listen and answer the questions. - Share their answers with a partner. - Give answers Answer Keys (Use the DCR)
Task c, d.	

- Have Ss look at the Conversation Skill box before listening (one time). - Play the audio file (using DCR) and ask them to number the phrases. - Get the answers. - Check the answers and give comment. - Play the audio file and ask them to repeat.	- Look at the Conversation Skill box. - Listen and number the phrases. - Give answers. - Listen and repeat. Answer Keys (Use the DCR)
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D. Post – Listening: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Listening, Task e.**

Task e: In pairs: Have you had any similar experience on your vacations? What did you do?

c. Expected outcomes: Ss can present their experience on their vacations.

d. Organization

Teacher's activities	Students' activities
Task e. - Ask Ss to work in pairs. - Ask Ss to discuss the questions. - Monitor the class and help them if necessary. - Ask some Ss to present their ideas. - Give comment.	- Present their experience on their vacations. - Talk to the whole class. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write a short list about problems that travelers of have on their vacations.

- Do the exercises in workbook on page 52.

- Prepare the next lesson: Lesson 2.2 - Grammar, (page 78).

- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 52).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

aa. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

UNIT 9: TRAVEL AND TOURISM

Lesson 2.2 – Grammar, (page 78)

1. Objectives

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

1.1. Language knowledge & skills

- practice and use *Past simple and Past continuous with When and While* correctly.
- improve writing skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- be aware of the need and the importance of tourism.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Complete the situations - Combine two sentences. - Write complete sentences using the prompts. - Talk about experience on last vacation.	- Ss' answers. - Ss' answers. - Ss' performance. - Ss' answers/ presentation.	- T's feedback. - T's observation/ DCR. - T's observation/ DCR. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise the Ss' awareness of *Past simple and Past continuous with When and While* and get them ready for the lesson.
- Content: **Situation**
- Expected outcomes: Ss can use *Past simple and Past continuous with When and While* in their answers.
- Organization

Teacher's activities	Students' activities
Questions - Show/write a situation. <i>Last night while we were having dinner,</i> - Elicit the answers from Ss. - Check the answers, focus on <i>Past simple and Past continuous with When and While</i> and lead to new lesson.	- Present their answers. Ss' own answers

B. Presentation: 10 minutes

a. Objectives: to prepare Ss for the writing activity by providing the form, meaning and use of the structure.

b. Content: **Task a. Listen and repeat.**

c. Expected outcomes: Ss can generalize the use of *Past simple and Past continuous with When and While*.

d. Organization

Teacher's activities	Students' activities
Task a. - Ask Ss to look at the picture and sentence. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Have Ss practice reading the sentence in pairs. - Get Ss to give the form, the meaning, and the use of <i>Past simple and Past continuous with When and While</i> or T does (if needed).	- Listen to the audio file. - Practice the sentence with a friend. - Give the form, the meaning, and the use of <i>Past simple and Past continuous with When and While</i> . - Listen to the teachers and take notes

C. Practice: 15 minutes

a. Objectives: to help Ss get used to using the grammar point and improve Ss' writing skill.

b. Content: **Task b, and c**

Task b: Combine the sentences using *when* or *while*.

Task c: Write sentences using the prompts and the correct form of the verbs.

c. Expected outcomes: Ss can combine sentences using *when* or *while* and **write sentences using the prompts and Past simple and Past continuous with When and While** correctly.

d. Organization:

Teacher's activities	Students' activities
Task b: - Ask Ss to study the sentences, combine sentences, and share them with a partner. - Have some SS write the answers on the board. - Use the DCR to check Ss' work.	- Read the sentences, combine them. - Share the answers with a partner. - Present the answers. Answer Keys (Use the DCR)
Task c: - Ask Ss to write sentences using <i>Past simple and Past continuous with When and While</i> . - Get Ss to share their answers with a friend. - Check Ss' answers and give feedback if needed.	- Write sentences using <i>Past simple and Past continuous with When and While</i> . - Share the answers - Give their answers. Answer Keys (Use the DCR)

D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Task d**

Task d: In pairs: Describe something that happened on your last vacation.

c. Expected outcomes: Ss can describe their last vacation using *Past simple and Past continuous with When and While*.

d. Organization

Teacher's activities	Students' activities
Task d: - Introduce the task (using DCR). - Ask Ss to work in pairs. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some pairs to talk to the whole class. - Check and give comment.	- Work in pairs to do as directed. - Present their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write five sentences about your last vacation using *Past simple and Past continuous with When and While*.
- Do the exercises in workbook on page 53.
- Prepare the next lesson: Lesson 2.3 – Pronunciation & Speaking (page 78).
- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 53).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

- a. What I liked most about this lesson today:
.....
- bb. What I learned from this lesson today:
.....
- c. What I should improve for this lesson next time:
.....

Lesson 2.3 – Pronunciation & Speaking, (page 79)

1. Objectives

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

1.20. Language knowledge & skills

- practice *falling intonation*.
- talk about *experiences on vacations*.
- improve speaking skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- be aware of the need and the importance of tourism.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Present their homework.	- Ss' homework and their performance.	- T's feedback.
- Recognize and practice the <i>falling intonation</i> .	- Ss' reaction to tasks.	- T's feedback/ DCR.
- Practice discussing problems on vacations.	- Ss' answers/ presentation.	- T's feedback.
- Practice telling stories about vacations.	- Ss' answers/ presentation.	- T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise the Ss' awareness of the *falling intonation* and get them ready for the lesson.
- Content: **Checking homework**
- Expected outcomes: Ss can have a general view of the *falling intonation*.
- Organization

Teacher's activities	Students' activities
Checking homework - Get the answers from Ss.	- Present their answers.

- Get other Ss to give comment. - Check the answers, focus on the <i>falling intonation</i> and lead to new lesson.	- Give comment. Ss' own answers
--	---

B. Pre-speaking: 10 minutes

a. Objectives: to prepare Ss for the speaking activity by introducing the *falling intonation*.

b. Content: **Pronunciation, task b, c, d.**

Task b. Listen. Listen to the sentences and notice how the intonation falls.

Task c. Listen and cross out the sentence with the wrong intonation.

Task d. Read the sentences with the correct intonation to a partner.

c. Expected outcomes: Ss can make the *falling intonation* correctly and naturally.

d. Organization

Teacher's activities	Students' activities
Task b. - Ask Ss look at the sentences provided. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the <i>falling intonation</i>. - Call some Ss to read the sentences. - Give help if necessary.	- Listen to the audio file and repeat. - Notice the <i>falling intonation</i>. - Do as told. Answer Keys (Use the DCR)
Task c. - Ask Ss to look at the sentences before listening to them. - Play the audio file (using DCR). - Elicit the answers from Ss. - Check the answers.	- Study the sentences individually. - Listen and cross out the one with the wrong <i>intonation</i>. - Give their answer. Answer Keys (Use the DCR)
Task d. - Get Ss to work in pairs to read the sentences. - Set the time for the activity. - Move around to give help. - Call some Ss to do in front of the whole class. - Give comment.	- Work in pairs. - Do as told. Ss' own answers

C. While-speaking: 15 minutes

a. Objectives: to help Ss pronounce the *falling intonation* correctly, and improve Ss' speaking skill.

b. Content: **Practice and Speaking, task a.**

Practice: Take turns making sentences using the pictures and prompts.

Speaking, task a. You had a nightmare vacation. In pairs: Page 93, file 3. Look at the pictures and make a story. Tell your story to your partner

c. Expected outcomes: Ss can talk about their bad vacations, and develop their speaking skill.

d. Organization:

Teacher's activities	Students' activities
Practice, task a.	

- Ask Ss to practice making sentences using the pictures and prompts in pairs. - Set the time for the activity. - Call some Ss to act out. - Check Ss' answers and give feedback if needed.	- Practice making sentences using the pictures and prompts in pairs. - Present their answers. Answer Keys (Use the DCR)
Speaking, task a. - Ask Ss to look at Page 93, file 3 and work with a partner. - Set the time for the activity. - Call some to present their work. - Give comment.	- Do as directed. - Give their answers. Ss' own answers

D. Post- speaking: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Speaking, Task b**

Task b: In pairs: Have you ever had any problems while traveling? Tell your partner.

c. Expected outcomes: Ss can present their problems while travelling.

d. Organization

Teacher's activities	Students' activities
Task b: - Introduce the task to Ss (using DCR). - Ask Ss to work with in pairs. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to talk to the whole class. - Check and give comment.	- Work in pairs. - Share their problems in pairs. - Present their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Make a list of five things that help you have good vacations.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 80).

- Review the vocabulary and grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (pages 52 & 53).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

cc. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

Tiết 91

UNIT 9: TRAVEL AND TOURISM

Giáo viên- Nguyễn Hải Anh

Lesson 3.1 – Listening & Reading, (page 80)

1. Objectives

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

1.21. Language knowledge & skills

- practice listening and reading for main ideas and specific information.
- talk about *an eco-resort*.
- improve their listening and reading skills.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- be aware of the need and the importance of tourism.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Present their homework.	- Ss' work and their performance.	- T's feedback.
- Practice listening and complete the tasks.	- Ss' reaction to tasks.	- T's feedback/ DCR.
- Read and complete the tasks.	- Ss' answers.	- T's feedback/ DCR.
- Tell their partner about things they would like (or dislike) most about staying in the Yên Vân Eco Park.	- Ss' answers/ presentation.	- T's feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to get Ss to revise Ss' previous lesson and get them ready for the lesson.
- Content: **Checking homework**
- Expected outcomes: Ss can get to know some more ways to have good vacations.
- Organization

Teacher's activities	Students' activities
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Checking homework - Get the answers from some Ss. - Call some other Ss to give comment. - Check the answers, elicit some more information related to new lesson and lead to new lesson.	- Present their work. - Give comment. <i>Ss' own answers</i>
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B. Pre-Listening and Reading: 10 minutes

a. Objectives: to prepare Ss for the Listening and reading tasks.

b. Content: **Let's talk.**

In pairs: Where do tourists go in your country? What activities do they do?

What kind of places do they stay in?

c. Expected outcomes: Ss can share their personal view about the questions provided.

d. Organization

Teacher's activities	Students' activities
Let's talk. - Introduce the task (using DCR). - Have Ss discuss the questions with a partner. - Give them time to work. - Move around to give help if necessary. - Call some Ss to present the answers. - Elicit some more information related. - Give feedback.	- Work in pairs. - Do as told. - Give answers. <i>Ss' own answers</i>

C. While- Listening and Reading: 15 minutes

a. Objectives: to help Ss practice listening and reading about eco resorts.

b. Content: **Listening, task a, b, and Reading, task a, b.**

Listening, task a. Listen to the teacher. What is the main idea of the talk?

Listening, task b: Now, listen and complete the notes.

Reading, task a: Read the description of an eco resort and answer the question.

What does the text describe?

Reading, task b. Now, read and fill in the blanks.

c. Expected outcomes: Ss can complete the tasks correctly and develop their listening and reading skills.

d. Organization:

Teacher's activities	Students' activities
Listening, task a. - Introduce the task (using DCR). - Get Ss to look at the two options and predict the answer. - Play the audio file twice (using DCR). - Have Ss work individually before comparing the answers with a partner. - Get answers from Ss. - Give feedback if needed.	- Look at the options and predict the answer. - Listen and do the task individually. - Share the answers in pairs. - Give the answers. <i>Answer Keys (Use the DCR)</i>

Listening, task b. - Introduce the task (using DCR). - Ask Ss to look through the notes and predict the answers. - Explain some new words if required. - Play the audio file twice (using DCR). - Have Ss work individually before comparing the answers with a partner. - Get answers from Ss. - Give feedback if needed.	- Look through the notes and predict the answers. - Listen and do the task individually. - Share the answers in pairs. - Give the answers. Answer Keys (Use the DCR)
Reading, task a. - Ask Ss to have a look at the two options. - Give them time to read the text and choose the answer. - Call some to give their choice and explain. - Check their answers.	- Work individually to find the answer. - Give it to T. - Provide the evidence from the reading text. Answer Keys (Use the DCR)
Reading, task b. - Get Ss to concentrate on the blanks. - Ask Ss to read and do the task individually, and then share their answers with a partner. - Give them time to work. - Elicit the answers from Ss. - Check the answers and give feedback.	- Work individually to complete the blanks. - Share the answers with a partner. - Give their answers to teacher. Answer Keys (Use the DCR)

D. Post - Listening and Reading: 10 minutes

a. Objectives: to help Ss to use the language and information in a real situation.

b. Content: **Reading, Task c**

Task c: In pairs: What do you think you would like (or dislike) most about staying in the Yên Vân Eco Park?

c. Expected outcomes: Ss can express their personal view about things they would like (or dislike) most about staying in the Yên Vân Eco Park.

d. Organization

Teacher's activities	Students' activities
Task b: - Ask Ss to work in pairs. - Introduce the task to Ss (using DCR). - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to talk to the whole class. - Check and give comment.	- Work in pairs. - Talk to their partner about their personal view about things they would like (or dislike) most about staying in the Yên Vân Eco Park. - Present their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write a short paragraph about the advantages of eco resorts.

- Do the exercises in workbook on page 54.
- Prepare the next lesson: Lesson 3.2 – Writing, (page 81).
- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 54).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

dd. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

Tiết 92

UNIT 9: TRAVEL AND TOURISM

Lesson 3.2 – Writing, (page 81)

1. Objectives

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

1.2.2. Language knowledge & skills

- write *a description of an eco resort*, using pronouns and determiners to make the text more personal.

- make progress in writing skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- be aware of the need and the importance of tourism.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Check the homework. - Rewrite the sentences by replacing the underlined words with pronouns or possessives. - Discuss the points to open a new eco resort. - Practice writing a description of an eco-resort.	- Ss' homework and their performance. - Ss' reaction to tasks. - Ss' answers. - Ss' answers/ presentation.	- T's feedback. - T's feedback/ DCR. - T's feedback/ DCR. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to check Ss' homework preparation and get them ready for the lesson.
- Content: **Checking homework.**
- Expected outcomes: Ss can revise their previous lesson.
- Organization

Teacher's activities	Students' activities
Checking homework. - Ask Ss to present their homework on the board. - Get some Ss to give comment. - Check the answers, focus on pronouns and determiners in Ss' work, and lead to new lesson.	- Present their answers on the board. - Give comment on their friends' work. Ss' own answers

B. Presentation: 7 minutes

- Objectives: to prepare Ss for the speaking and writing tasks.
- Content: **Writing, task a.**

Task a. Read about using pronouns and possessives to make texts more personal, then read the description of the Yên Vân Eco Park Resort again and underline the pronouns and possessives.

- Expected outcomes: Ss can know the use of pronouns and determiners.
- Organization

Teacher's activities	Students' activities
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Writing, task a. - Have Ss look at the Writing Skill box and read the description of the Yên Vân Eco Park Resort again and underline the pronouns and possessives. - Give them time to work. - Get them to share the answers with a partner. - Move around to give help if necessary. - Call some to write their answers on the board. - Give feedback.	- Do as told. - Share the answers. - Give answers. Answer Keys (Use the DCR)
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C. Practice: 18 minutes

a. Objectives: to help Ss practice speaking and writing *a description of an eco-resort*.

b. Content: **Writing, task b and Speaking, task a, b.**

Writing, task b: You are the hotel staff. Rewrite the sentences by replacing the underlined words with pronouns or possessives.

Speaking, task a: You're opening a new eco resort and want to write about it on your resort's website. In pairs: Discuss the following points.

Speaking, task b: Note your ideas down using pronouns and possessives

c. Expected outcomes: Ss can complete the tasks correctly and develop their speaking and writing skills.

d. Organization:

Teacher's activities	Students' activities
Writing, task b - Ask Ss to have a look at the sentences before rewriting them together. - Have Ss share their answers with a partner. - Get answers from Ss. - Give feedback if needed.	- Study the sentences. - Rewrite them together. - Share the answers with a partner. - Give the answers. Answer Keys (Use the DCR)
Speaking, task a - Introduce the task (using DCR). - Ask Ss to discuss the points to open a new eco resort. - Set time for the activity. - Get around to give help. - Get some Ss to talk to the whole class. - Give feedback.	- Work in pairs to discuss the points to open a new eco resort. - Ask for help if any. - Present the answers. Ss' own answers
Speaking, task b - Introduce the task. - Ask Ss to note their ideas down using pronouns and possessives. - Get some Ss to talk to the whole class. - Give comment.	- Work in pairs to note their ideas down using pronouns and possessives. - Complete the notes - Present the answers. Ss' own answers

D. Production: 10 minutes

Giáo viên- Nguyễn Hải Anh

- a. Objectives: to help Ss to use the language and information in a real situation.
- b. Content: **Let's write.**
Now, write a description of your resort. Use the Feedback form to help you. Write 120 to 150 words.
- c. Expected outcomes: Ss can write *a description of an eco resort* correctly and meaningfully.
- d. Organization

Teacher's activities	Students' activities
Let's write - Introduce the task to Ss (using DCR). - Ask Ss to write <i>a description of an eco resort</i> individually. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to write their <i>description of an eco resort</i> on the board and some to give comment. - Check their answers and give comment.	- Write <i>a description of an eco resort</i> individually. - Present their answers. - Give comment on their friend's work. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Rewrite your *description of an eco resort* carefully.
- Do the exercises in workbook on page 55.
- Prepare the next lesson: Unit 10, Lesson 1.1 – Vocab & Reading, (page 82).
- Complete the writing notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 55).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

- a. What I liked most about this lesson today:
.....
- ee. What I learned from this lesson today:
.....
- c. What I should improve for this lesson next time:
.....

UNIT 10: NEW WAYS TO LEARN

Lesson 1.1 – Vocab & Reading, (Page 82)

1. Objectives

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

1.1. Language knowledge & skills

- practice and learn vocab. for *future education: e-learning, prediction, virtual classroom, app, artificial intelligence, robot, interactive whiteboard.*
- practice reading for gist and specific information.
- improve critical thinking skills through giving opinions.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- be aware of new ways to learn in the future.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (tờ vụn/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Activate the nouns related to future education from Ss.	- Ss' reaction to task.	- T's feedback.
- Match the words with the descriptions.	- Ss' answers.	- T's observation/ DCR.
- Use the words to talk about their experiences with educational technology.	- Ss' performance.	- T's observation.
- Read and complete the reading tasks.	- Ss' answers/ presentation.	- T's feedback/ DCR.
- Talk about the predictions in education.	- Ss' answers/ presentation.	- T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- a. Objectives: to raise Ss' awareness of the topic and get them ready for the lesson.
- b. Content: **Warm-up**
In pairs: What's your favorite way to learn English?
- c. Expected outcomes: Ss can express their **favorite way to learn English.**
- d. Organization

Teacher's activities	Students' activities
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Warm-up - Get Ss to work in pairs to discuss the question. - Get the answers from Ss. - Check the answers and lead to new lesson.	- Work in pairs to discuss the question. - Give answers. Ss' own answers
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B. Pre-reading: 10 minutes

a. Objectives: to prepare Ss for the reading activity by providing vocabulary related to the reading topic.

b. Content: **New Words, task a, b.**

Task a. Match the words with the descriptions. Listen and repeat.

Task b. In pairs: Use these words to talk about your experiences with educational technology. How did the technology help you?

c. Expected outcomes: Ss can complete the tasks using the new words.

d. Organization

Teacher's activities	Students' activities
Task a. - Introduce the task (using DCR). - Ask Ss to look at the words, the descriptions, match them together, and then compare the answers with a partner. - Get the answers from Ss. - Get Ss to give meanings of the phrases or T explain the meanings of the phrases (if needed). - Use the DCR to check the Ss' answers. - Use the DHA to check the vocab. - Play the audio file and ask Ss to listen and repeat chorally and individually - Give comment.	- Do as directed. - Give the answers. - Give the meanings of the words/ phrases. - Listen to the teachers and take notes the meanings of those words/ phrases. - Listen and repeat chorally and individually. Answer Keys (Use the DCR)
Task b. - Introduce the task (using DCR). - Ask Ss to work in pairs talk about their experiences with educational technology. - Set the time for the activity. - Call some Ss to talk to the whole class. - Check the answers.	- Talk about their experiences with educational technology. - Present their answers. Ss' own answers

C. While – Reading: 15 minutes

a. Objectives: to help Ss have some information about **predictions** and improve Ss' reading skill.

b. Content: **Reading -Task a, and b**

Task a: Read the article and choose the best headline.

Task b: Now, read and circle True or False.

c. Expected outcomes: Ss can read for general and specific information.

d. Organization:

Teacher's activities	Students' activities
Task a: - Ask Ss to focus on the caption, the subheadings, and headlines and guess the answers. - Ask Ss to scan the text and choose the correct headline. - Check Ss' answers and give feedback if needed.	- Focus on the caption, the subheadings, and headlines and guess the answers. - Read the passage and choose the correct headline. - Give answers to T. Answer Keys (Use the DCR)
Task b: - Get Ss to go through the statements and underline the key words. - Ask Ss to read the passage again and circle the correct answer. - Ask Ss to share their work. - Use the DCR to check Ss' work.	- Read the statements. - Read again and circle the correct answer. - Share the work with partners. - Do as T's instructions. Answer Keys (Use the DCR)

D. Post – Reading: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Reading -Task c**

Task c: In pairs: Which predictions do you agree with? Which ones do you disagree with? Why?

c. Expected outcomes: Ss can express their opinion about **the predictions**.

d. Organization

Teacher's activities	Students' activities
Task c: - Introduce the task (using DCR). - Ask Ss to work in pairs. - Set the time for the activity. - Move around to assist Ss if needed. - Ask some pairs to present their work. - Give comment.	- Work in pairs. - Discuss the questions and give the reasons for that. - Give answers to T. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write 5 sentences to predict the changes in ways of learning in the future.

- Do the exercises in workbook on page 56.

- Prepare the next lesson: Lesson 1.2 – Grammar (page 83).

- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 56).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

ff. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

UNIT 10: NEW WAYS TO LEARN

Lesson 1.2 – Grammar, (page 83)

1. Objectives

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

1.1. Language knowledge & skills

- practice and use *be going to* and *will* correctly.
- improve writing skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- be aware of new ways to learn in the future.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Present their homework. - Unscramble the words. - Fill in the blanks. - Talk about thing they are going to do.	- Ss' answers. - Ss' answers. - Ss' performance. - Ss' answers/ presentation.	- T's feedback. - T's observation/ DCR. - T's observation/ DCR. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- a. Objectives: to raise the Ss' awareness of the topic and get them ready for the lesson.
- b. Content: **Checking homework**
- c. Expected outcomes: Ss can have some first ideas about *be going to* and *will*.
- d. Organization

Teacher's activities	Students' activities
Checking homework - Get answers from Ss. - Get other Ss to give comment. - Check Ss' answers, focus on <i>be going to</i> and <i>will</i>, and lead to new lesson.	- Write them on the board. - Give comment. <i>Ss' own answers</i>

B. Presentation: 10 minutes

- a. Objectives: to prepare Ss for the writing activity by providing the form, meaning and use of *be going to* and *will*.
- b. Content: **Task a. Listen and repeat.**

c. Expected outcomes: Ss can generalize the use of *be going to* and *will*.

d. Organization

Teacher's activities	Students' activities
Task a. - Get Ss to look at the picture and elicit some information. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Have Ss practice the sentences with a friend. - Get Ss to give the form, the meaning, and the use of <i>be going to</i> and <i>will</i> or T does (if needed).	- Look at the picture and give the answers. - Listen to the audio file. - Practice the sentences with a friend. - Give the form, the meaning, and the use of <i>be going to</i> and <i>will</i>. - Listen to the teacher and take notes.

C. Practice: 15 minutes

a. Objectives: to help Ss get used to using the grammar point and improve Ss' writing skill.

b. Content: **Task b, and c**

Task b: Unscramble the sentences.

Task c: Fill in the blanks with a verb from the box and the correct form of *be going to* or *will*.

c. Expected outcomes: Ss can complete the tasks correctly.

d. Organization:

Teacher's activities	Students' activities
Task b: - Ask Ss to read the sentences before unscramble them individually. - Set time for the activity. - Get Ss to share their answers with a friend. - Get the answers from Ss. - Check Ss' answers and give feedback if needed. - Have them practice the sentences with a partner.	- Read the sentences. - Unscramble them. - Share the answers - Give their answers. - Practice the sentences with a partner. Answer Keys (Use the DCR)
Task c: - Ask Ss to look at the verbs and the sentences. - Get Ss to fill in the blanks individually, and then share the answers with a partner. - Get answers and explanation from Ss. - Use the DCR to check Ss' work. - Give comment.	- Look at the verbs and the sentences. - Fill in the blanks individually. - Share the answers with a partner. - Give answers and explanation. Answer Keys (Use the DCR)

D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Task d**

Task d: In pairs: Talk about some things you are going to do in the future.

- c. Expected outcomes: Ss can **talk about some things they are going to do** using *be going to* and *will* correctly.
- d. Organization

Teacher's activities	Students' activities
Task d: - Ask Ss to work in pairs to talk about some things they are going to do . - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some pairs to talk to the whole class. - Check their work and give comment.	- Work in pairs. - Talk about some things they are going to do. - Give their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Write five sentences about thing you are going to do this weekend.
- Do the exercises in workbook on page 57.
- Prepare the next lesson: Lesson 1.3 – Pronunciation & Speaking (page 84).
- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 57).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

gg. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

UNIT 10: NEW WAYS TO LEARN

Lesson 1.3 – Pronunciation & Speaking, (page 84)

1. Objectives

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

1.2.3. Language knowledge & skills

- practice *word stress* for words with suffix *-ion*.
- talk about *the future of education*.
- improve speaking skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- be aware of new ways to learn in the future.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- List the words ending in ION.	- Ss' performance.	- T's feedback.
- Practice listening and reading the sentences with the correct word stress.	- Ss' answers/ presentation.	- T's feedback/ DCR.
- Ask and answer about the future of education.	- Ss' answers/ presentation.	- T's observation/ DCR.
- Talk about the reasons for the predictions.	- Ss' answers/ presentation.	- T's feedback/Peers' feedback.
- Discuss and explain about the possible changes in education.	- Ss' answers/ presentation.	- T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- a. Objectives: to raise the Ss' awareness of *word stress* for words with suffix *-ion* and get them ready for the lesson.
- b. Content: **A mini game**
- c. Expected outcomes: Ss can recognize the *word stress* for words with suffix *-ion*.
- d. Organization

Teacher's activities	Students' activities
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A mini game. - Divide the class into 2 teams. - Introduce the game. - Show/right the topic. <i>List the words that end in –ION</i> - Elicit the answer from Ss. - Check the answers, focus on the <i>Word stress for words with suffix –ion</i> , and lead to new lesson.	- Work in teams. - List the words. Ss' own answers
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B. Pre-Speaking: 10 minutes

a. Objectives: to prepare Ss for the speaking activity by introducing *Word stress for words with suffix –ion*.

b. Content: **Pronunciation, task b, c, d**

Task b. Listen to the words and focus on the underlined letters.

Task c. Listen and cross out the word with the wrong word stress.

Task d. Read the words with the correct stress to a partner.

c. Expected outcomes: Ss can practice pronouncing *Word stress for words with suffix –ion* correctly and naturally.

d. Organization

Teacher's activities	Students' activities
Task b. - Get Ss to look at the underlined part in the words. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the stress. - Call some Ss to read the words with the right stress. - Give help if necessary.	- Listen to the audio file and repeat the sentences. - Notice the stress. - Do as told. Answer Keys (Use the DCR)
Task c. - Ask Ss to read the words before listening to them. - Play the audio file (using DCR). - Elicit the answer from Ss. - Check the answers.	- Read the words individually. - Listen and cross out the words with the wrong stress. - Give their answers. Answer Keys (Use the DCR)
Task d. - Get Ss to work in pairs to read the words. - Set the time for the activity. - Move around to give help. - Call some Ss to talk to the whole class.	- Work in pairs. - Take turns reading the words. - Present their answers. Ss' own answers

C. Practice: 15 minutes

a. Objectives: to help Ss get used to practicing *Word stress for words with suffix –ion* and improve Ss' speaking skill.

b. Content: **Practice, task a, b and Speaking, task a.**

Practice, task a. Ask and answer using the pictures and words in the box. Swap roles and repeat.

Practice, task b. Think of reasons for these predictions and practice again.

Speaking, task a. What do you think will happen in classrooms in the future? Make some predictions and tell your partner.

c. Expected outcomes: Ss can talk about *the places they visit* in a meaningful way.

d. Organization:

Teacher's activities	Students' activities
Practice, task a - Ask Ss to have a look at the pictures and the prompts provided. - Elicit the information. - Ask Ss to practice asking and answering in pairs. - Call some pairs to talk to the whole class. - Check Ss' answers and give feedback if needed.	- Look at the pictures and the prompts provided. - Give the answers. - Practice asking and answering in pairs. Answer Keys (Use the DCR)
Practice, task b - Ask Ss to work in pairs to think of reasons for the predictions. - Set the time for the activity. - Call some pairs to talk to the whole class. - Check Ss' answers and give feedback if needed.	- Work in pairs. - Think of the reasons for the predictions. - Present their answers. Ss' own answers
Speaking, task a. - Introduce the task (using DCR). - Get Ss to go on working in pairs. - Ask Ss to practice talking about the changes in the classroom. - Set the time for the activity. - Call some pairs to talk to the whole class. - Check Ss' answers and give feedback if needed.	- Go on working in pairs. - Focus on their task. - Practice talking about the changes in the classroom. - Give the answers. Ss' own answers

D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Speaking, Task b**

Which predictions do you think are most likely to come true? Why?

c. Expected outcomes: Ss can present their predictions with reasons.

d. Organization

Teacher's activities	Students' activities
Task b: - Introduce the task to Ss (using DCR). - Ask Ss to work with a partner. - Set the time for Ss to do.	- Work with a partner. - Discuss the situation. - Give their answers.

- Get around to give help and take notes of some mistakes. - Call some to talk to the whole class. - Give comment.	<i>Ss' own answers</i>
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E. Consolidation and homework assignments: 5 minutes

- Write a short paragraph about how to be a successful learner in the future.
- Prepare the next lesson: Lesson 2.1 – Vocab & Listening, (page 85).
- Review the vocabulary and grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (pages 56 & 57).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

hh. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

Tiết 96

UNIT 10: NEW WAYS TO LEARN

Lesson 2.1 – Vocab & Listening, (page 85)

1. Objectives

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

1.24. Language knowledge & skills

- practice and learn vocab. for *future learning plans* and *actions*: **problem-solving, creativity, teamwork, communication, interactive, flexible.**
- practice listening for specific information.
- practice functional English (*Responding politely*).
- improve listening skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- be aware of new ways to learn in the future.

2. Teaching aids and materials

Giáo viên- Nguyễn Hải Anh

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Present their homework. - Match the words with definitions. - Listen and complete the tasks. - Talk about the preference.	- Ss' work. - Ss' answers/ presentation. - Ss' answers/ presentation. - Ss' answers/ presentation.	- T's feedback. - T's observation/ DCR. - T's observation/ DCR. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise Ss' awareness of the topic and get them ready for the lesson.
- Content: **Checking homework**
- Expected outcomes: Ss can revise the lesson and know some words related to new lesson.
- Organization

Teacher's activities	Students' activities
Checking homework - Get the answers from Ss. - Get other Ss to give comment on the answers. - Check the answers, focus on the words related to new lesson and lead to new lesson.	- Give answers. - Give comment. Ss' own answers

B. Pre-Listening: 10 minutes

- Objectives: to prepare Ss for the listening activity by introducing the vocabulary.
 - Content: **New Words, task a, b**
- Task a. Match the words with the descriptions. Listen and repeat.**
- Task b. In pairs: Discuss which skills are important for different jobs. Which skills do you think are the most important? Why.**
- Expected outcomes: Ss can complete the tasks correctly using the words.
 - Organization

Teacher's activities	Students' activities
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Task a. - Get Ss to read the words and definitions and then do the task individually before sharing the answers with a partner. - Call Ss to give the answers on the board. - Give feedback and explain more if needed. - Play the audio file and ask Ss to repeat in chorus and individually.	- Read the words and definitions. - Match the words with the definitions, and then compare the answers with a partner. - Give their answers. - Listen and repeat. Answer Keys (Use the DCR)
Task b. - Ask Ss to work in pairs to talk about needed skills for different jobs . - Give them time to work. - Call Ss to give the answers on the board. - Check the answers.	- Work in pairs. - Talk about needed skills for different jobs . - Give their answers. Ss' own answers

C. While-listening: 15 minutes

a. Objectives: to help Ss get the main content of the conversation and improve Ss' listening skill.

b. Content: **Listening, task a, b, c**

Task a. Listen to two students talking about trying new ways to learn. Tick (✓) what they say.

Task b. Now, listen and answer the questions.

Task c. Read the Conversation Skill box and listen to Task b. audio again. Number the phrases in the Conversation Skill box in the order you hear them.

Task d. Listen and repeat.

c. Expected outcomes: Ss can complete the tasks correctly.

d. Organization:

Teacher's activities	Students' activities
Task a. - Ask Ss to have a look at three options in the instruction. - Elicit the information related to it. - Play the audio file (using DCR). - Ask Ss to share their answers with a partner. - Call Ss to give the answer. - Check Ss' answers and give feedback if needed.	- Look at three options in the instruction. - Give the answers. - Listen and choose the answer. - Share the answers with a partner. - Give the answers. Answer Keys (Use the DCR)
Task b. - Ask Ss to look at the questions and underline the key words. - Have Ss guess the answer. - Play the audio file (using DCR). - Ask Ss to share their answers with a partner. - Get Ss to give the answers. - Check their answers.	- Study the questions and underline the key words. - Listen and answer the questions. - Share their answers with a partner. - Give answers. Answer Keys (Use the DCR)
Task c, d.	

- Have Ss look at the Conversation Skill box before listening (one time). - Play the audio file (using DCR) and ask them to number the phrases. - Get the answers. - Check the answers and give comment. - Play the audio file and ask them to repeat.	- Look at the Conversation Skill box. - Listen and number the phrases. - Give answers. - Listen and repeat. Answer Keys (Use the DCR)
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D. Post – Listening: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Listening, Task e.**

Task e: In pairs: Which ways of learning in the task above would you like to try? Why?

c. Expected outcomes: Ss can express their preference for ways of learning and reasons.

d. Organization

Teacher's activities	Students' activities
Task e. - Ask Ss to work in pairs - Ask Ss to discuss the questions. - Monitor the class and help them if necessary. - Ask some Ss to present their ideas. - Give comment.	- Express their preference for ways of learning and reasons. - Talk to the whole class. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Make a short talk about your favorite way of learning things.

- Do the exercises in workbook on page 58.

- Prepare the next lesson: Lesson 2.2 - Grammar, (page 86).

- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 58).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

ii. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

UNIT 10: NEW WAYS TO LEARN

Lesson 2.2 – Grammar, (page 86)

1. Objectives

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

1.1. Language knowledge & skills

- practice and use *be going to* and *will* correctly.
- improve writing skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- become a good planner.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Make plans. - Fill in the planks. - Write complete sentences using the prompts. - Talk about their plans for the weekend.	- Ss' answers. - Ss' answers. - Ss' performance. - Ss' answers/ presentation.	- T's feedback. - T's observation/ DCR. - T's observation/ DCR. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- a. Objectives: to raise the Ss' awareness of *Be going to and will* and get them ready for the lesson.
- b. Content: **Making plans**
- c. Expected outcomes: Ss can use *Be going to and will* in their answers.
- d. Organization

Teacher's activities		Students' activities
Making plans - Give handout.		- Make plans. - Present their answers. Ss' own answers
<i>Time/date</i>	<i>Things to do</i>	
- Ask Ss to make plans for the weekend. - Elicit the answers from Ss.		

- Check the answers, ask questions about something unexpected happen to their plans, focus on <i>Be going to and will</i> and lead to new lesson.	
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B. Presentation: 10 minutes

- Objectives: to prepare Ss for the writing activity by providing the form, meaning and use of the structure.
- Content: **Task a. Listen and repeat.**
- Expected outcomes: Ss can generalize the use of *Be going to and will*.
- Organization

Teacher's activities	Students' activities
Task a. - Ask Ss to look at the pictures and sentences. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Have Ss practice reading the sentences in pairs. - Get Ss to give the form, the meaning, and the use of <i>Be going to and will</i> or T does (if needed).	- Listen to the audio file. - Practice the sentences with a friend. - Give the form, the meaning, and the use of <i>Be going to and will</i> . - Listen to the teachers and take notes

C. Practice: 15 minutes

- Objectives: to help Ss get used to using the grammar point and improve Ss' writing skill.
- Content: **Task b, and c**
Task b: Fill in the blanks with the correct form of be going to or will.
Task c: Write sentences using the prompts.
- Expected outcomes: Ss can combine sentences using *be going to or will* and **write sentences using the prompts and *Be going to and will* correctly.**
- Organization:

Teacher's activities	Students' activities
Task b: - Ask Ss to study the dialogue, fill in the blanks, and share them with a partner. - Have some SS write the answers on the board. - Use the DCR to check Ss' work. - Give comment.	- Study the dialogue, fill in the blanks, and share them with a partner. - Share the answers with a partner. - Present the answers. Answer Keys (Use the DCR)
Task c: - Ask Ss to write sentences using <i>Be going to and will</i> and the prompts. - Get Ss to share their answers with a friend. - Check Ss' answers and give feedback if needed.	- Write sentences using <i>Be going to and will</i> and the prompts. - Share the answers - Give their answers. Answer Keys (Use the DCR)

D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Task d**

Task d: In pairs: In pairs: Ask your partner about their plans for the weekend.

c. Expected outcomes: Ss can describe their **their plans for the weekend** using *Be going to* and *will*.

d. Organization

Teacher's activities	Students' activities
Task d: - Introduce the task (using DCR). - Ask Ss to work in pairs. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some pairs to talk to the whole class. - Check and give comment.	- Work in pairs to do as directed. - Present their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write five sentences about your plans for the weekend with your family.

- Do the exercises in workbook on page 59.

- Prepare the next lesson: Lesson 2.3 – Pronunciation & Speaking (page 78).

- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 59).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

jj. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

UNIT 10: NEW WAYS TO LEARN

Lesson 2.3 – Pronunciation & Speaking, (page 87)

1. Objectives

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

1.25. Language knowledge & skills

- practice /pr/ sound.
- talk about *future learning plans and actions*.
- improve speaking skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- become an independent learner.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Complete the jumbled words. - Recognize and practice the /pr/ sound. - Practice the conversation. - Discuss the pros and cons of new ways to learn.	- Ss' homework and their performance. - Ss' reaction to tasks. - Ss' answers/ presentation. - Ss' answers/ presentation.	- T's feedback. - T's feedback/ DCR. - T's feedback. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- a. Objectives: to raise the Ss' awareness of the /pr/ sound and get them ready for the lesson.
- b. Content: **Jumbled words**
- c. Expected outcomes: Ss can recognize the pronunciation of the /pr/ sound.
- d. Organization

Teacher's activities		Students' activities	
Jumbled words			
- Give handout		- Complete the handout.	
Jumbled words	Keys	Jumbled words	Keys
lApri		lApri	April
Prticeac		Prticeac	Practice
zePri		zePri	Prize
Protionnuncia		Protionnuncia	Pronunciation

entPres		entPres	Present
- Set the time for the activity. - Get the answers from Ss. - Get other Ss to give comment. - Check the answers, focus on the <i>/pr/ sound</i> and lead to new lesson.		- Give answers on the board. Ss' own answers	

B. Pre-speaking: 10 minutes

a. Objectives: to prepare Ss for the speaking activity by introducing the */pr/ sound*.

b. Content: **Pronunciation, task b, c, d.**

Task b. Listen. Listen to the words and focus on the underlined letters.

Task c. Listen and circle the words that you hear.

Task d. Take turns saying the words in c. while your partner points to them.

c. Expected outcomes: Ss can make the */pr/ sound* correctly and naturally.

d. Organization

Teacher's activities	Students' activities
Task b. - Ask Ss look at the words provided. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the <i>/pr/ sound</i>. - Call some Ss to read the words. - Give help if necessary.	- Listen to the audio file and repeat. - Notice the <i>/pr/ sound</i>. - Do as told. Answer Keys (Use the DCR)
Task c. - Ask Ss to look at the pairs of words before listening to them. - Play the audio file (using DCR). - Elicit the answers from Ss. - Check the answers.	- Study the words individually. - Listen and circle the word. - Give their answer. Answer Keys (Use the DCR)
Task d. - Get Ss to work in pairs to read the words. - Set the time for the activity. - Move around to give help. - Call some Ss to do in front of the whole class. - Give comment.	- Work in pairs. - Do as told. Ss' own answers

C. While-speaking: 15 minutes

a. Objectives: to help Ss pronounce the */pr/ sound* correctly, and improve Ss' speaking skill.

b. Content: **Practice, task a, b and Speaking, task a.**

Practice, task a. Practice the conversation using the pictures and prompts.

Practice, task b. Practice with your own ideas

Speaking, task a. You are talking with your friends about new ways to learn. In threes: Choose one way that you are definitely going to use and tell your friends about it. Then, discuss your friends' options and decide if you will try them.

- c. Expected outcomes: Ss can talk about how they are going to learn, and develop their speaking skill.
- d. Organization:

Teacher's activities	Students' activities
Practice, task a. - Ask Ss to practice the conversation using the pictures and prompts in pairs. - Set the time for the activity. - Call some Ss to act out. - Check Ss' answers and give feedback if needed.	- Practice the conversation using the pictures and prompts in pairs. - Present their answers. Answer Keys (Use the DCR)
Practice, task b. - Ask Ss to practice the conversation using their own ideas in pairs. - Set the time for the activity. - Call some Ss to act out. - Check Ss' answers and give feedback if needed.	- Practice the conversation using their own ideas in pairs. - Present their answers. Ss' own answers
Speaking, task a. - Ask Ss to work in groups of three to complete the task as required. - Set the time for the activity. - Call some to present their work. - Give comment.	- Do as directed. - Give their answers. Ss' own answers

D. Post- speaking: 10 minutes

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Speaking, Task b**

Task b: Which new ways to learn are the most effective? Are there any disadvantages?

Discuss with your partner.

c. Expected outcomes: Ss can present their opinion about pros and cons of new ways to learn.

d. Organization

Teacher's activities	Students' activities
Task b: - Introduce the task to Ss (using DCR). - Ask Ss to work with in pairs. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to talk to the whole class. - Check and give comment.	- Work in pairs. - Share their opinion in pairs. - Present their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Make a list of five things that help choose a suitable way to learn.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 88).

- Review the vocabulary and grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 58 & 59).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

a. What I liked most about this lesson today:

.....

kk. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

Tiết 99 + 100: Review for the end-of-term exam

Tiết 101: The end-of-term test

Tiết 102: The end-of-term test correction & feedback

Tiết 103

Giáo viên- Nguyễn Hải Anh

UNIT 10: NEW WAYS TO LEARN

Lesson 3.1 – Listening & Reading, (page 88)

1. Objectives

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

1.26. Language knowledge & skills

- practice listening and reading for gist and specific information.
- talk about *different ways to learn a language*.
- improve their listening and reading skills.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- be aware of new ways to learn in the future.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Present their homework.	- Ss' work and their performance.	- T's feedback.
- Practice listening and complete the tasks.	- Ss' reaction to tasks.	- T's feedback/ DCR.
- Read and complete the tasks.	- Ss' answers.	- T's feedback/ DCR.
- Discuss the questions about Hi-Hola.	- Ss' answers/ presentation.	- T's feedback.

4. Procedures

A. Warm up: 5 minutes

- a. Objectives: to get Ss to revise Ss' previous lesson and get them ready for the lesson.
- b. Content: **Checking homework**
- c. Expected outcomes: Ss can get to know some more suitable ways to learn.
- d. Organization

Teacher's activities	Students' activities
Checking homework - Get the answers from some Ss. - Call some other Ss to give comment. - Check the answers, elicit some more information related to new lesson and lead to new lesson.	- Present their work. - Give comment. <i>Ss' own answers</i>

B. Pre-Listening and Reading: 10 minutes

a. Objectives: to prepare Ss for the Listening and reading tasks.

b. Content: **Let's talk.**

In pairs: Look at the pictures. What do you use them for? Have you used any of them to learn a language? Did they make learning easier? Why (not)?

c. Expected outcomes: Ss can share their personal view about the questions provided.

d. Organization

Teacher's activities	Students' activities
Let's talk. - Introduce the task (using DCR). - Have Ss discuss the questions with a partner. - Give them time to work. - Move around to give help if necessary. - Call some Ss to present the answers. - Elicit some more information related. - Give feedback.	- Work in pairs. - Do as told. - Give answers. <i>Ss' own answers</i>

C. While- Listening and Reading: 15 minutes

a. Objectives: to help Ss practice listening and reading about eco resorts.

b. Content: **Listening, task a, b, and Reading, task a, b.**

Listening, task a. Listen to a podcast about learning English and choose the best summary line.

Listening, task b: Now, listen and write True or False.

Reading, task a: Read the instructions below and match the headings in the box with the correct steps.

Reading, task b. Now, read and fill in the blanks with one or two words from the instructions.

c. Expected outcomes: Ss can complete the tasks correctly and develop their listening and reading skills.

d. Organization:

Teacher's activities	Students' activities
Listening, task a. - Introduce the task (using DCR). - Get Ss to look at the two options and predict the answer. - Play the audio file twice. - Have Ss work individually before comparing the answers with a partner. - Get answers from Ss. - Give feedback if needed.	- Look at the options and predict the answer. - Listen and do the task individually. - Share the answers in pairs. - Give the answers. <i>Answer Keys</i> (Use the DCR)
Listening, task b. - Introduce the task (using DCR). - Ask Ss to look through the statements and predict the answers. - Explain some new words if required. - Play the audio file twice.	- Look through the statements and predict the answers. - Listen and do the task individually. - Share the answers in pairs. - Give the answers.

- Have Ss work individually before comparing the answers with a partner. - Get answers from Ss. - Give feedback if needed.	Answer Keys (Use the DCR)
Reading, task a. - Ask Ss to have a look at the headings. - Give them time to read the text and match the headings in the box with the correct steps. - Call some to give their answers and explain. - Check their answers.	- Work individually to match the headings in the box with the correct steps. - Give their answers. - Provide the evidence from the reading text. Answer Keys (Use the DCR)
Reading, task b. - Get Ss to concentrate on the blanks. - Ask Ss to read and do the task individually, and then share their answers with a partner. - Give them time to work. - Elicit the answers from Ss. - Check the answers and give feedback.	- Work individually to complete the blanks. - Share the answers with a partner. - Give their answers to teacher. Answer Keys (Use the DCR)

D. Post - Listening and Reading: 10 minutes

a. Objectives: to help Ss to use the language and information in a real situation.

b. Content: **Reading, Task c**

Task c: In pairs: Do you think the app is useful? Would you use it to learn a language? Why (not)?

c. Expected outcomes: Ss can express their personal view about the questions given.

d. Organization

Teacher's activities	Students' activities
Task b: - Ask Ss to work in pairs. - Introduce the task to Ss (using DCR). - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to talk to the whole class. - Check and give comment.	- Work in pairs - Discuss the questions. - Present their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Write a short paragraph about the advantages of Hi-Hola.

- Do the exercises in workbook on page 60.

- Prepare the next lesson: Lesson 3.2 – Writing, (page 89).

- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 60).

- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. Reflection

- a. What I liked most about this lesson today:
.....
- ll. What I learned from this lesson today:
.....
- c. What I should improve for this lesson next time:
.....

Tiết 104

UNIT 10: NEW WAYS TO LEARN Lesson 3.2 – Writing, (page 89)

1. Objectives

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

1.27. Language knowledge & skills

- write *instructions on how to use the language app*.
- make progress in writing skill.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- be aware of new ways to learn in the future.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (tư vụng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Check the homework.	- Ss' homework and their performance.	- T's feedback.
- Put the steps in the correct order.	- Ss' reaction to tasks.	- T's feedback/ DCR.
- Discuss the points to create an app to help people learn English.	- Ss' answers.	- T's feedback/ DCR.
- Practice writing <i>instructions on how to use the language app</i> .	- Ss' answers/ presentation.	- T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- a. Objectives: to check Ss' homework preparation and get them ready for the lesson.
- b. Content: **Checking homework.**
- c. Expected outcomes: Ss can revise their previous lesson.
- d. Organization

Teacher's activities	Students' activities
Checking homework. - Ask Ss to present their homework on the board. - Get some Ss to give comment. - Check the answers and lead to new lesson.	- Present their answers on the board. - Give comment on their friends' work. Ss' own answers

B. Presentation: 7 minutes

- a. Objectives: to prepare Ss for the speaking and writing tasks.
- b. Content: **Writing, task a.**
Task a. Read about writing a how-to guide, then read the Hi-Hola guide again and underline any other imperatives.
- c. Expected outcomes: Ss can know the steps and the use of imperatives.
- d. Organization

Teacher's activities	Students' activities
Writing, task a. - Have Ss look at the Writing Skill box, read about writing a how-to guide, then read the Hi-Hola guide again and underline any other imperatives. - Give them time to work. - Get them to share the answers with a partner. - Move around to give help if necessary. - Call some to write their answers on the board. - Give feedback.	- Look at the Writing Skill box, read about writing a how-to guide, then read the Hi-Hola guide again and underline any other imperatives. - Share the answers. - Give answers. Answer Keys (Use the DCR)

C. Practice: 18 minutes

- a. Objectives: to help Ss practice speaking and writing *instructions on how to use the language app*.
- b. Content: **Writing, task b and Speaking, task a, b.**
Writing, task b: Read the guide below and put it in the correct order.
Speaking, task a: In pairs: Imagine you are creating a new app to help people learn English. Think of a name for your app. How will it be different/better than other apps?
Speaking, task b: Make notes about the steps for your guide. Describe your app to another pair.
- c. Expected outcomes: Ss can complete the tasks correctly and develop their speaking and writing skills.
- d. Organization:

Teacher's activities	Students' activities
Writing, task b	

- Ask Ss to read the guide, before putting it in the correct order. - Have Ss share their answers with a partner. - Get answers from Ss. - Give feedback if needed.	- Read the guide, before putting it in the correct order. - Share the answers with a partner - Give the answers. Answer Keys (Use the DCR)
Speaking, task a - Introduce the task (using DCR). - Ask Ss to discuss the points to create an app to help people learn English in pairs. - Set time for the activity. - Get around to give help. - Get some Ss to talk to the whole class. - Give feedback.	- Work in pairs to discuss the points to create an app to help people learn English. - Ask for help if any. - Present the answers. Ss' own answers
Speaking, task b - Introduce the task (using DCR). - Ask Ss to note their ideas down. - Have Ss describe their app to another pair. - Get some Ss to talk to the whole class. - Give comment.	- Note their ideas down. - Describe their app to another pair. - Present the answers. Ss' own answers

D. Production: 10 minutes

a. Objectives: to help Ss to use the language and information in a real situation.

b. Content: **Let's write.**

Now, write a how-to guide giving instructions on how to use an English learning app. Use the Feedback form to help you. Write 120 to 150 words.

c. Expected outcomes: Ss can write *instructions on how to use the language app* correctly and meaningfully.

d. Organization

Teacher's activities	Students' activities
Let's write - Introduce the task to Ss (using DCR). - Ask Ss to write <i>instructions on how to use the language app</i> individually. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to write their <i>instructions on how to use the language app</i> on the board and some to give comment. - Check their answers and give comment.	- Write <i>instructions on how to use the language app</i> individually. - Present their answers. - Give comment on their friend's work. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Rewrite your *instructions on how to use the language app* carefully.

- Do the exercises in workbook on page 61.

- Prepare the next lesson: Review 4, (page 90).

- Complete the writing notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 61).
- Play games in Tiếng Anh 10 i-Learn Smart World DHA App on eduhome.com.vn

5. **Reflection**

a. What I liked most about this lesson today:

.....

mm. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

Tiết 105

REVIEW 4

Listening, Reading, & Vocab. (page 90+91)

1. **Objectives**

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

1.28. Language knowledge & skills

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- practice listening and reading for specific information.
- practice test-taking skills.
- consolidate and practice vocab. presented in units 9-10.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop diligence.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Elicit the ideas about the previous units from Ss. - Practice listening and complete the task. - Practice reading, choose correct answer. - Practice using the vocabulary.	- Ss' reaction to question and their performance. - Ss' reaction to tasks. - Ss' answers. - Ss' answers/ presentation.	- T's feedback. - T's feedback/ DCR. - T's feedback/ DCR. - T's feedback/ DCR.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to revise Ss' previous knowledge and get them ready for the lesson.
- Content: **Review Questions.**
- Expected outcomes: Ss can revise the knowledge in two lessons they have learnt.
- Organization

Teacher's activities	Students' activities
Questions - Show some questions on the screen. <i>What is the name of unit 9/10?</i> <i>Which lesson do you find most interesting?</i> <i>Why?</i> - Get Ss to work with a partner. - Have some Ss give their answers. - Check the answers and lead to new lesson.	- Study the questions. - Work in pairs. - Present their answers. <i>Ss' own answers</i>

B. Listening: 12 minutes

- Objectives: to provide Ss with new opportunities to practice listening skill.
- Content: **Listening.**

You will hear an interview with a man called Professor Jones, an expert on ecotourism. For each question, choose the correct answer (A, B, or C).

- c. Expected outcomes: Ss can get the main point of the talk and complete the task correctly.
- d. Organization

Teacher's activities	Students' activities
Listening. - Have Ss underline key words in the questions, look at the options and predict the answers. - Give them time to work. - Move around to give help if necessary. - Play the audio file twice (using DCR). - Ask Ss to share their answers with a partner, then write them on the board. - Give feedback.	- Work individually. - Do as told. - Share the answers in pairs. - Give answers. Answer Keys (Use the DCR)

C. Reading: 13 minutes

- a. Objectives: to help Ss practice reading skill.
- b. Content: **Reading.**

The people below want to try a new way of learning. On the right, there are descriptions of different ways of learning. Decide which way of learning would be the most suitable for each person below. For each question, choose the correct answer (A–D).

- c. Expected outcomes: Ss can complete the tasks correctly and develop their reading skill.
- d. Organization:

Teacher's activities	Students' activities
Reading. - Ask Ss to have a look at the information about two people and the descriptions on the right. - Elicit some new words (if any). - Give them time to read and choose the answers. - Get them to share the answers with a partner. - Call some to give their choice and explain. - Check their answers.	- Work individually to find the answer. - Share their answers with a partner. - Give it to T. Answer Keys (Use the DCR)

D. Vocabulary: 10 minutes

- a. Objectives: to help Ss to practice using the vocabulary.
- b. Content: **Vocabulary**

Fill in the blanks with a word from Units 9 and 10. The first letter is already there. You will need to change the form of some words.

- c. Expected outcomes: Ss can complete the tasks correctly using the learned words.
- d. Organization

Teacher's activities	Students' activities
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Task a: - Introduce the task to Ss (using DCR). - Ask Ss to complete the task individually. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to write their answers on the board. - Check and give comment.	- Work individually. - Present their answers. Answer Keys (Use the DCR)
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E. Consolidation and homework assignments: 5 minutes

- Practice listening to more talks about apps for learning things on You Tube.
- Do the exercises in workbook on page 70.
- Prepare the next lesson: Review 4, (page 91).

5. Reflection

a. What I liked most about this lesson today:

.....

nn. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....

Grammar, Pronunciation, Speaking & Writing. (page 91)

1. Objectives

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

1.29. Language knowledge & skills

- consolidate and practice grammar presented in units 9-10.

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- consolidate and practice pronunciation presented in units 9-10.
- practice speaking.
- check writing of units 9-10.

1.2. Competences

- improve Ss' communication, collaboration, analytical and critical thinking skills.

1.3. Attributes

- develop exam skills.

2. Teaching aids and materials

- **Teacher's aids:** Student's book and Teacher's book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students' aids:** Student's book, Workbook, Notebook.

3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Elicit the ideas about the previous units from Ss. - Practice using grammar and complete the tasks. - Practice pronouncing the words. - Practice speaking. - Practice checking partner's writing.	- Ss' reaction to question and their performance. - Ss' reaction to tasks. - Ss' answers. - Ss' answers/ presentation. - Ss' answers/ presentation.	- T's feedback. - T's feedback/ DCR. - T's feedback/ DCR. - T's feedback/ presentation. - Ss' answers/ presentation.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise Ss' interest and get them ready for the lesson.
- Content: **Review Questions.**
- Expected outcomes: Ss can revise the knowledge in two lessons they have learnt.
- Organization

Teacher's activities	Students' activities
Question - Show the question on the screen. <i>Which grammar points have we studied in units 9-10?</i> - Get Ss to work with a partner. - Have some Ss give their answers. - Check the answers and lead to new lesson.	- Study the question. - Work in pairs. - Present their answers. <i>Ss' own answers</i>

B. Grammar: 9 minutes

- Objectives: to provide Ss with a new opportunity to practice using grammar points.
- Content: **Grammar.**

Circle the correct answers.

c. Expected outcomes: Ss can complete the tasks correctly.

d. Organization

Teacher's activities	Students' activities
Grammar. - Have Ss look at the sentences and circle the correct answers. - Give them time to work. - Move around to give help if necessary. - Ask Ss to share their answers with a partner, then write them on the board. - Give feedback.	- Work individually. - Do as told. - Share the answers. - Give answers. Answer Keys (Use the DCR)

C. Pronunciation: 9 minutes

a. Objectives: to help Ss practice pronouncing the words.

b. Content: **Pronunciation, task a, b.**

Task a. Circle the word that differs from the other three in the position of primary stress in each of the following questions.

Task b. Circle the word that has the underlined part pronounced differently from the others.

c. Expected outcomes: Ss can complete the tasks correctly and develop their pronunciation.

d. Organization:

Teacher's activities	Students' activities
Task a. - Introduce the task (using DCR). - Give Ss time to read the questions and choose the answers. - Get them share the answers with a partner. - Call some to give their choice and explain. - Check their answers.	- Work individually to find the answer. - Share their answers with a partner. - Give it to T. Answer Keys (Use the DCR)
Task b. - Introduce the task (using DCR). - Give them time to read the questions and choose the answers. - Get them share the answers with a partner. - Call some to give their choice and explain. - Check their answers.	- Work individually to find the answer. - Share their answers with a partner. - Give it to T. Answer Keys (Use the DCR)

D. Speaking: 9 minutes

a. Objectives: to help Ss to practice speaking.

b. Content: **Speaking, Task a, b, c.**

Task a: In groups of 2-- 4: Plan a trip for tourists visiting your country. Choose one on these groups.

Task b: Choose three places they should visit and describe.

Task c: Tell another group your ideas.

c. Expected outcomes: Ss can complete the tasks correctly and make progress in speaking skill.

d. Organization

Teacher's activities	Students' activities
Speaking, task a, b - Introduce the task to Ss (using DCR). - Divide the class into groups of four. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to present their answers. - Check and give comment.	- Work in groups. - Discuss to choose the age group and the places. - Present their answers. <i>Ss' own answers</i>
Speaking, task c - Introduce the task to Ss (using DCR). - Get Ss to join another group and share their ideas. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to present their answers. - Check and give comment.	- Work in groups. - Share the ideas. - Present their answers. <i>Ss' own answers</i>

E. Writing: 8 minutes

a. Objectives: to help Ss to practice writing.

b. Content: **Writing, Task a, b, c.**

Task a: In pairs: Check your partner's writing passages for Units 9--10 using Feedback forms from the lessons.

Task b: Make a list of things you need to remember for your future writing.

Task c: Compare your list with another group, and add anything you think is useful.

c. Expected outcomes: Ss can complete the tasks correctly and make progress in writing skill.

d. Organization

Teacher's activities	Students' activities
Writing, task a - Introduce the task to Ss (using DCR). - Divide the class into pairs. - Set the time for Ss to do. - Get around to give help and take notes of some mistakes. - Call some to present their answers. - Check and give comment.	- Work in pairs to check their partner's writing. - Present their answers. <i>Ss' own answers</i>

Writing, task b, c

- Introduce the task to Ss (using DCR).
- Get Ss to make a list of things before working in pairs to add some more things to the list.
- Set the time for Ss to do.
- Get around to give help and take notes of some mistakes.
- Get answers from Ss.
- Check and give comment.

- Make a list of things before working in pairs to add some more things to the list.
- Present their answers.

Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Practice speaking with a partner on a topic related to units 9-10 you like.
- Do the exercises in workbook on page 71.
- Prepare the next lesson: Prepare for the final test.
- Do the exercises in Tiếng Anh 10 i-Learn Smart World Notebook (pages 68 & 69).

5. Reflection

a. What I liked most about this lesson today:

.....

oo. What I learned from this lesson today:

.....

c. What I should improve for this lesson next time:

.....