

Tiết 1 INTRODUCING THE PROGRAMS OF ENGLISH 10

A. Aims:

- Help Ss to know about the English book grade 10 in general. (Including themes, tests, lessons etc.)
- Introduce how to do an oral test, a fifteen - minute test and a written test.
- Some requirements of students to study English well.
- To help Ss have the opportunities to develop their oral fluency.
- By the end of the lesson, students will be able to:
- + Know how to make use of Learn Smart World resources

B. Preparations:

- Teacher: Handouts, textbook, sub boards and colored chalks.
- Students: Textbook.

C. Methods: - The whole lesson: Integrated, mainly communicative.

D. Procedure:

Stages	Activities	Interactions
Warm-up 9 minutes	- Introduces herself to the students - Ask some students to introduce themselves: + What's your name? + Do you like English? + Do you find English easy or difficult? + Which is the easiest, the most difficult? reading, speaking, listening, or writing? + Why do you learn English? + How long have you learned English? + Are you good or bad at English? - Lead Ss in the lesson.	T <--> Ss
Presentation 1 12 minutes	A. Content: Including 4 themes - There are ten topics studied in 10 units. - T asks Ss to find out the topic through the unit's name. B. The design of each unit in textbook: 1. Vocabulary: Introducing the overall words topic of the unit 2. Language: Learning vocabulary, grammar and pronunciation 3. Reading: Developing reading skills and providing Ss with language and ideas about the topic 4. Speaking: Developing speaking skills and encouraging Ss to apply and share their own knowledge 5. Listening: Developing listening skills 6. Writing: Developing writing skills and helping Ss cope with ideas and necessary language - Revising and consolidating of the language in the unit - Providing Ss with an opportunity to apply the language and skills they learnt throughout the unit to perform a task in a realistic situation - After 2 units, Ss have one period for test themselves. It helps them test themselves about what they've learnt.	T <--> Ss
Presentation 2 20 minutes	C. Tests: 1- Checking - knowledge frequently for the previous lesson. 2- Fifteen- minute test (2 times for each semester) 3- Forty- minute test (1 time for each semester) 4- Semester test (Once for each semester) D. The new point in learning English 10 - Communicative method /approach. - Task - based method /teaching.	T <--> Ss

- Match the words with the pictures in a. - Listen and repeat. - Compare Ss' chores to Sam, Alice or a classmate. - talk about the chores Ss or their family members take over at home.	- Ss' performance. - Ss' answers/ presentation.	- T's observation. - T's feedback/Peers' feedback. - T's feedback/Peers' feedback.
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4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise Ss' awareness of the need for doing the chores and elicit common chores Ss do at home.
- Content: activities about doing chores.
- Expected outcomes: Activate Ss' knowledge about chores and the role of family members in doing the chores.
- Organization

Teacher's activities	Students' activities
- Talk about the chores he/she often does to introduce the topic of the lesson. Then ask Ss to work either in pairs or individually to answer the question: "What chores do you do at home?" (set time for this activity -2 mins). - Ask the Ss to share their work and talk about the chores they can do at home. - Go round and give feedback if needed.	- Listen to T, then answer T's question (either in pairs or individually). Expected answers: cook the meal; do the dishes; mop the rooms..... - Share their work, talk about the chores in pairs. (I often wash the dishes/ cook dinner/ tidy my room.....)

B. Pre-listening: 10 minutes

- Objectives: to prepare Ss for the listening activity by providing more household chores.
- Content: **Task a: Match the words with the pictures. Listen and repeat. (CD1-02), Task b: In pairs: Use the words to talk about the chores you do at home. Which are OK? Which do you hate?**
- Expected outcomes: Ss can talk about which household chores they do and which they don't like/hate doing.
- Organization

Teacher's activities	Students' activities
Task a. - Ask Ss to match the words with the pictures 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 vocabulary. - Get Ss to give meanings of the phrases or T explains the meanings of the phrases (if needed). - Ask Ss to listen and repeat chorally and individually, using DCR, DHA.	- Match the words with the pictures before sharing them with a friend. Answer Keys: <i>sweep the floor</i> <i>vacuum the sofa</i> <i>mop the living room</i> <i>dust the furniture</i> <i>tidy my room</i> <i>put away the clothes</i> <i>wash/do the dishes</i> <i>clean the bathroom</i> - Give the meanings of the phrases. Listen to the teachers and take notes the meanings of those phrases. - Listen and repeat chorally and individually.
Task b:	

- Do the modelling (T and Ss) - A: I put away my clothes. It's OK. But I hate doing dishes. What about you? - B: I like mopping the floor but I hate cooking. - Get Ss to work to practice chorally and in pairs. - Move around to monitor/ facilitate. - Call some pairs to present in class. - Give feedback if necessary.	- Listen to T's modelling and practice chorally and in pairs to talk about the household chores they do or they don't like doing. - Ss present as directed.
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C. While – Listening: 15 minutes

a. Objectives: to help Ss have some ideas about chores Sam and his sister do at home and improve Ss' listening skill.

b. Content: **Listening**-Task a, b and c

Task a: Listen to Sam talk about doing chores. Who does more chores, Sam or his sister, Alice? (CD1-03)

Task b: Now, listen and draw lines from Sam and his sister to the chores they do and how often they do them.

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. (CD1-03)

c. Expected outcomes: Ss can listen for specific information about how Sam and his sister share household chores.

d. Organization:

Teacher's activities	Students' activities
Task a: - Ask Ss to read the question and look at the pictures in b to be aware of chores activities. Eg: Look at the five activities in b, can you guess which chores Sam does and which ones his sister does. Check and ask Ss to give reasons. - Ask Ss to listen (twice) and decide who does the more chores, Sam or his sister, Alice. - Check Ss' answers and give feedback if needed.	- Read the question and say the chores in b; do the guessing. - Answer T's questions. -Do as guided. - Give their answers. Answer Keys: 1. Sam (He does 3 activities while Alice does only two).
Task b: - Ask Ss to listen again and draw lines from Sam and his sister to the chores they do and how often they do them in pairs. - Ask Ss to share/ swap their work. - Use the DCR to check Ss' work. - Ask Ss to talk about Sam and Alice (use the chart).	- Listen again and draw lines. (PW) - Share/swap the work with partners. Answer Keys (Use the DCR) - Do as T's instructions. (Eg: Sam vacuums the living room three times a week).
Task c: - Have Ss look at the Conversation Skill box before listening (one time). - Use the DCR to check Ss' answers	- Look at the Conversation Skill box. - Listen and number the phrases in order. Answer Keys 1. Hey (, Sam). How's it going? 2. Hi (, Lisa). How are you doing?

D. Post – Listening: 10 minutes

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

b. Content: **Listening** -Task d and e

Task d: Listen and repeat.

Task e: In pairs. Are you more similar to Sam or Alice? Why?

c. Expected outcomes: Ss can start a friendly conversation by using the phrases and compare their chores with Sam, Alice, or their classmates.

d. Organization

Teacher's activities	Students' activities
Task d: - Ask Ss to listen and repeat the phrases again. - Emphasize on how to start the Conversation Skill.	- Listen and repeat (individually).
Task e: - Use the tape script for Ss to practice speaking (role play). Based on this, ask Ss to make similar dialogue. - Ask Ss to talk about their doing household chores and compare with Sam, Alice or their classmates. - Monitor the class and help them if necessary. - Ask some Ss to present their ideas.	- Work in pairs (role play) and make a similar dialogue. - Compare the chores they do with Sam, Alice or a classmate. - Talk to the whole class. Ss' own answers (some may write about their likes and dislikes about doing chores on board).

E. Consolidation and homework assignments: 5 minutes

- Make sentences about doing the chores/ Write a short passage about your/ your family members' doing household chores.
- Do the exercises in workbook on page 2.
- Prepare the next lesson: Grammar (page 5)
- Practice the vocabulary exercises in Tiếng Anh 10 i-Learn Smart World Notebook (page 2)
- 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:

.....

Tiết 3

UNIT 1: FAMILY LIFE

Unit 1, Lesson 1.2 – Grammar, (page 5)

1. Objectives

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

1.1. Language knowledge & skills

- talk about how often the members of their family do each household chore every day at home using the adverbial phrases of frequency (*once, twice, every*).

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- write how often someone does the household chores.
- practice asking and answering about Ben's chores.
- improve writing and speaking skills.

1.2. Competences

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

1.3. Attributes

- become a good and responsible family member.

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
- Revise the chores and introduce the adverbial phrases of frequency. - Write sentences about the prompts. - Write sentences about Ben's chores. - Ask and answers about Ben's chores.	- Ss' reaction to clip and their notes 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

- Objectives: to raise Ss' awareness of sharing chores and elicit how often common chores are done every day.
- Content: A clip about household chores.
- Expected outcomes: Review Ss' knowledge about chores and get them ready for the lesson.
- Organization

Teacher's activities	Students' activities
The clip: https://www.youtube.com/watch?v=h60h9j90yPM - Introduce the clip to Ss and play it twice. Ask Ss to sing along. - Ask Ss to list the chores they see in the clip. - Check the answers and lead to the new lesson.	- Listen to T, then watch the clip and sing along. - List the chores. Answer keys - <i>make the bed</i> - <i>walk the dog</i> - <i>set the table</i> - <i>clean our home</i> - <i>do the dishes</i> - <i>mop the floor</i> - <i>water the plants</i>

B. Presentation: 10 minutes

- Objectives: to prepare Ss for the writing activity by providing forms, meanings and usage of the structure.
- Content: **Task a. Listen and repeat.**

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c. Expected outcomes: Ss can generalize the use of adverbial phrases of frequency.

d. Organization

Teacher's activities	Students' activities
Task a: - Play the audio file and ask Ss to listen and repeat chorally and individually. - Have Ss practice the dialogue with a friend. - Get Ss to give the forms, the meanings, and the usage of the phrases or T does (if needed).	- Listen to the audio file. - Practice it with a friend. - Give the forms, the meanings, and the usage of the phrases. - 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: Write the sentences using the prompts

Task c: Look at Ben's schedule. Write about how often he does his chores.

c. Expected outcomes: Ss can build correct sentences about how often someone does the chores and use the adverbial phrases of frequency appropriately.

d. Organization:

Teacher's activities	Students' activities
Task b: - Ask Ss to read the prompts before writing complete sentences individually. - Get Ss to share their answers with a friend. - Check Ss' answers and give feedback if needed. - For more practice, have Ss play a game with DHA.	- Read the prompts. - Write sentences. - Share the answers. - Give their answers. Answer Keys (Use the DCR)
Task c: - Ask Ss to study Ben's schedule in pairs. - Ask Ss to write the sentences in pairs before sharing with another one. - Use the DCR to check Ss' work. - For more practice, have Ss play a game with DHA.	- Study Ben's schedule. (PW) - Write sentences about it. - Share the answers with another pairs. 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 Ben's chores in task c.

c. Expected outcomes: Ss can talk about Ben's chores by using the adverbial phrases of frequency.

d. Organization

Teacher's activities	Students' activities
Task d: - Ask Ss to work in pairs. - Set the time for Ss to do. - Get round to give help and take notes of some mistakes. - Call some pairs to talk to the whole class. - Check and give comments.	- Work in pairs. - Talk about Ben's chores. - Give their answers.

- For more practice, have Ss play a game with DHA.	
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E. Consolidation and homework assignments: 5 minutes

- Write a short passage about how often your family members does the chores.
- Do the exercises in workbook on page 3.
- Prepare the next lesson: **Pronunciation & Speaking** (page 6)
- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 3)
- 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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c. What I learned from this lesson today:

.....

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

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Tiết 4

UNIT 1: FAMILY LIFE

Unit 1, Lesson 1.3 – Pronunciation & Speaking, (page 6)

1. Objectives

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

1.1. Language knowledge & skills

- pronounce the sound changes “how often” correctly.
- practice asking and answering about doing chores in a family.
- talk how often someone does the household chores in Ss’ family and explain why who should do more or less chores.
- improve speaking skill.

1.2. Competences

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

1.3. Attributes

- become a good and responsible family member.

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
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- Revise the chores and introduce sound changes (using DCR). - Practice asking and answering about the information in the table and in the list of chores. - Decide who should do more or fewer chores.	- Ss' reaction to pictures and their performance. - Ss' answers. - Ss' answers/ presentation.	- T's feedback. - 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 the sound changes 'how often'.
- Content: Picture prompts.
- Expected outcomes: Review Ss' knowledge about chores and get them ready for the lesson.
- Organization

Teacher's activities	Students' activities
- Show some pictures about chores and elicit answers from Ss. - Ask Ss to make questions and give answers about the chores in each picture. Picture 1  Picture 2  <i>Student A: How often do you.....?</i> <i>Student B: I</i>	- Listen to T. - Look at the pictures and do as told. Answer keys - vacuum the living room - take out the garbage

- Check the answers and lead to new lesson.	
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B. Presentation: 10 minutes

a. Objectives: to prepare Ss for the speaking activity by introducing the sound changes ‘how often’ and meaningful situations.

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 partner.

c. Expected outcomes: Ss can pronounce the sound changes correctly and naturally in the question.

d. Organization

Teacher's activities	Students' activities
Task b. - Play the audio file and ask Ss to listen and repeat chorally and individually (using DCR). - Ask Ss to notice the sound changes ‘how often’. <i>How often do you vacuum the living room floor?</i> - Call some Ss to read the question with the sound changes. - Give help if necessary.	- Listen to the audio file and repeat the question. - Notice the sound changes. - Do as told.
Task c. - Ask Ss to read the two questions before listening to them. - Play the audio file 07 (using DCR). - Elicit the answer from Ss. - Check the answer.	- Read the two sentences individually. - Listen and cross out the one with wrong sound changes. - Give their answer. Answer Keys (Use the DCR)
Task d. - Get Ss to work in pairs (one asks and the other answers the question with the right sound changes.) - Set the time for the activity. - Move around to give help. - Call some Ss to talk to the whole class.	- Work in pairs. - Ask and answer the question. - Present their answer.

C. Practice: 15 minutes

a. Objectives: to help Ss get used to using the sound changes ‘how often’ and improve Ss’ speaking skill.

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

- **Practice:** Use the table below to ask your partner what chores they do or their family members do, then ask how often they do them. Swap roles and repeat.

- **Speaking, task a.** You are talking to a friend about who does the chore in your house. Look at the list of chores and think about who does each and how often.

In pairs. Ask your partner about the chores in their house.

c. Expected outcomes: Ss can ask and answer about the information in the table about and talk about the chores in their house.

d. Organization:

Teacher's activities	Students' activities
Practice - Ask Ss to have a look at the table (using DCR). - Elicit the information related to the table. - Provide the model. Model: <i>Student A: What chores do/does _____ do?</i> <i>Student B: I/He/She _____.</i> <i>Student A: How often do/does _____?</i> <i>Student B: I/He/She _____, on _____ (and _____).</i> - Check Ss' answers and give feedback if needed.	- Study the table. - Give the answers. - Practice the model. Answer Keys (Use the DCR)
Speaking, task a. - Ask Ss to go on working in pairs. - Ask Ss to study the list of chores. - Present the model. Model: <i>You: How many people are there in your family?</i> <i>Your friend: There are _____.</i> <i>You: What chores do/does _____?</i> <i>Your friend: I/He/She _____.</i> <i>You: How often do/does _____?</i> <i>Your friend: I/He/She _____, on _____ (and _____).</i> - Call some to talk to the whole class. - Check their answers.	- Work in pairs. - Study the list of chores. - Practice the model. - Talk to the whole class. 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

Task b: Who do you think should do more chores in your partner's family?

Who should do fewer? Why?

c. Expected outcomes: Ss can talk about who should do more or fewer chores in their partner's family and explain why.

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 round to give help and take notes of some mistakes. - Call some to talk to the whole class. - Check and give comments.	- Work in pairs. - Explain why who should do more or fewer chores in their partner's family. - Give their answers.

E. Consolidation and homework assignments: 5 minutes

- Make a short talk about how the chores are shared in your family and the reasons for that.

- Prepare the next lesson: [Lesson 2.1 – Vocab & Reading](#), (page 7).

- Review the vocabulary and grammar notes and complete the assessment section in Tiếng Anh 10 i-Learn Smart World Notebook (pages 2 & 3)
- 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:
.....
- d. What I learned from this lesson today:
.....
- c. What I should improve for this lesson next time:
.....

Tiết 5

UNIT 1: FAMILY LIFE

Unit 1, Lesson 2.1 – Vocab & Reading, (page 7)

1. Objectives

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

1.2. Language knowledge & skills

- talk about someone's personality traits using the adjectives: *kind, unreliable, easygoing, untidy, helpful, selfish, lazy, intelligent*.
- understand the reading passage and answer the questions correctly.
- give their personal opinion about having a famous parent.
- improve reading and speaking skills.

1.2. Competences

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

1.3. Attributes

- become a good and responsible person.

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
- Revise the chores and introduce sound changes.	- Ss' reaction to pictures and their performance.	- T's feedback.
- Practice asking and answering about the information in the table and in the list of chores.	- Ss' answers.	- T's observation/ DCR.

- Decide who should do more or fewer chores.	- Ss' answers/ presentation.	- 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 introduce the vocabulary about personality traits.
- Content: A game on quizzes (MCQ).
- Expected outcomes: Review Ss' vocabulary about personality traits and get them ready for the lesson.
- Organization

Teacher's activities	Students' activities
https://quizziz.com/admin/quiz/5e936c55599c0a001b9d596e/personality-traits - Introduce the topic of the game to Ss. - Send them the CODE of the game. - Ask Ss to log in. - Start the game. - Check the answers and lead to new lesson.	- Listen to T. - Do as told. Answer keys In the quizziz.

B. Pre-reading: 10 minutes

- Objectives: to prepare Ss for the reading activity by introducing the vocabulary.
- Content: **Vocabulary, task a, b**
Task a. Match the words with the definitions. Listen and repeat.
Task b. In pairs. Choose the two words that best describe you and say why.
- Expected outcomes: Ss can use the adjectives appropriately.
- Organization

Teacher's activities	Students' activities
Task a. - Get Ss to do the task individually before sharing the answers with a partner. - Call Ss to give the answers on the board. - Play the audio file and ask Ss to listen to check their answers (using DCR). - Give feedback and introduce some words if needed. - Play the audio file again and ask Ss to repeat in chorus. - For more practice, have Ss play a game with DHA.	- Match the words with the definitions. - Compare the answers with a partner. - Give their answers. - Listen to the audio file to check the answers - Listen and repeat. Answer Keys (Use the DCR)

Task b. - Ask Ss to work in pairs to choose two words that best describe them. - Show them the model to do. - Give them time to work. - Check the answer. - For more practice, have Ss play a game with DHA.	- Work in pairs. - Choose two words that best describe them. - Use the model to talk. - Give their answer. Answer Keys (Use the DCR)
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C. While-reading: 15 minutes

a. Objectives: to help Ss get the meaning of the passage and improve Ss' reading skill.

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

Task a. Read the interview Adam Parker give about his family. Who is the least helpful family member?

Task b. Now, read and answer the questions.

c. Expected outcomes: Ss can answer the questions related to the passage correctly.

d. Organization:

Teacher's activities	Students' activities
Task a. - Ask Ss to have a look at the reading (using DCR). - Elicit the information related to it. - Show the question. - Ask Ss to read the passage and answer the question before sharing it with a partner. - Call Ss to give the answer. - Check Ss' answers and give feedback if needed.	- Look at the passage and give the answers. - Read the passage to look for the answer. - Share it with a partner. - Give answer. Answer Keys (Use the DCR)
Task b. - Ask Ss to look at the four questions (using DCR). - Have Ss underline the key words in each question. - Give them time to read and answer the questions individually. - Get Ss to give the answers. - Check their answers.	- Underline the key words in the questions. - Read and answer them. - Give answers. Answer Keys (Use the DCR)

D. Production: 10 minutes

a. Objectives: to help Ss to get involved in the real situation.

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

Task c: In pairs. Would you like to have a famous parent? Why (not)?

c. Expected outcomes: Ss can express their personal ideas about having a famous parent and develop their critical thinking skill.

d. Organization

Teacher's activities	Students' activities
Task c: - Ask Ss to work in pairs. - Introduce the task to Ss (using DCR). - Set the time for Ss to do.	- Work in pairs - Express their ideas on the issue. - Give their answers.

- Get round to give help and take notes of some mistakes. - Call some to talk to the whole class. - Check and give comment	Ss' own answers.
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E. Consolidation and homework assignments: 5 minutes

- Write a paragraph about the advantage of having a famous parent.
- Do the exercises in workbook on page 4.
- Prepare the next lesson: [Lesson 2.2 - Grammar](#), (page 8).
- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 3).
- 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:
.....

Tiết 6

UNIT 1: FAMILY LIFE

Unit 1, Lesson 2.2 – Grammar, (page 8)

1. Objectives

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

1.1. Language knowledge & skills

- have general idea about the form and usage of *so and because*.
- describe someone's personality using *so and because*.
- practice writing sentences using the prompts.
- improve writing skill.

1.2. Competences

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

1.3. Attributes

- become more critical and reasonable in describing people.

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
- Match the two halves.	- Ss' answers.	- T's feedback.

- Write sentences about the prompts. - Fill in the blanks. - Describe someone's personality.	- Ss' answers. - 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 get Ss familiar with the use of “so and because” by doing the matching task.
- Content: Matching the two halves.
- Expected outcomes: Revise Ss of the reading passage and get them ready for the lesson.
- Organization

Teacher's activities		Students' activities										
Matching task - Introduce the task. - Give Ss handout to do. Handout:		- Listen to T, then complete the task individually and in pairs. - Give the answers.										
<table border="1"><tr><th>A</th><th>B</th></tr><tr><td>1. He's very easygoing,</td><td>a. because she's really intelligent.</td></tr><tr><td>2. She got top score on all her medical exam</td><td>b. so he has a lot of good friends.</td></tr><tr><td>3. Jessie wants to be a doctor</td><td>c. because I do a lot of thing for them.</td></tr><tr><td>4. I think I'm helpful</td><td>d. because she thinks all actors do is to act around and then act a little bit.</td></tr></table>	A	B	1. He's very easygoing,	a. because she's really intelligent.	2. She got top score on all her medical exam	b. so he has a lot of good friends.	3. Jessie wants to be a doctor	c. because I do a lot of thing for them.	4. I think I'm helpful	d. because she thinks all actors do is to act around and then act a little bit.		Answer keys 1. <i>b</i> 2. <i>a</i> 3. <i>d</i> 4. <i>c</i>
A	B											
1. He's very easygoing,	a. because she's really intelligent.											
2. She got top score on all her medical exam	b. so he has a lot of good friends.											
3. Jessie wants to be a doctor	c. because I do a lot of thing for them.											
4. I think I'm helpful	d. because she thinks all actors do is to act around and then act a little bit.											
- Ask Ss to match before sharing the answers with a partner. - Check the answers and lead to new lesson.												

B. Presentation: 10 minutes

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

Teacher's activities	Students' activities
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Task a. - Play the audio file and ask Ss to listen and repeat chorally and individually (using DCR). - Have Ss practice the sentence with a friend. - Show 5 sentences (4 ones in the warm-up) on the board to introduce the grammar point. - Get Ss to give the form, the meaning, and the use of the phrases or T does (if needed). - For more practice, have Ss play a game with DHA.	- Listen to the audio file. - Practice it with a friend. - Give the form, the meaning, and the use of the phrases. - 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: Write the sentences using the prompts.

Task c: Fill in the blanks with , so or because.

c. Expected outcomes: Ss can build correct sentences using the prompt and use *so* and *because* correctly.

d. Organization:

Teacher's activities	Students' activities
Task b: - Ask Ss to read the prompts before writing complete sentences individually (using DCR). - Get Ss to share their answers with a friend. - Check Ss' answers and give feedback if needed. - For more practice, have Ss play a game with DHA.	- Read the prompts. - Write sentences. - Share the answers. - Give their answers. Answer Keys (Use the DCR)
Task c: - Ask Ss to look through the sentences before filling the blanks (using DCR). - Get Ss to work individually, and then share the answers with a partner. - Get answers and explanation from Ss. - Use the DCR to check Ss' work. - For more practice, have Ss play a game with DHA.	- Study the sentence. - Fill in the blanks. - 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 a person you know. Describe his/her personality, and say why you think so.

c. Expected outcomes: Ss can talk about someone's personality by using *so* and *because* appropriately.

d. Organization

Teacher's activities	Students' activities
Task d: - Ask Ss to work in pairs. - Set the time for Ss to do.	- Work in pairs. - Talk about someone's personality.

- Get round to give help and take notes of some mistakes. - Call some pairs to talk to the whole class. - Check and give comments. - For more practice, have Ss play a game with DHA.	- Give their answers. <i>Ss' answers</i>
--	--

E. Consolidation and homework assignments: 5 minutes

- Write a short description of the person you admire.
- Do the exercises in workbook on page 5.
- Prepare the next lesson: Lesson 2.3 – Pronunciation & Speaking (page 9).
- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 4).
- 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:
.....

Tiết 7

UNIT 1: FAMILY LIFE

Unit 1, Lesson 2.3 – Pronunciation & Speaking, (page 9)

1. Objectives

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

1.3. Language knowledge & skills

- practice and pronounce the sound /l/ correctly.
- practice asking and answering about family members using the adjectives describing personality traits.
- tell someone about their family members.
- improve speaking skill.

1.2. Competences

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

1.3. Attributes

- become a good and critical person.

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
- Revise the adjectives and introduce the sound /l/. - Recognize and practice saying the words. - Practice the conversation and make more ones. - Practice asking and answering about some family members. - Decide who they would like to meet.	- Ss' reaction to handouts and their performance. - Ss' reaction to tasks. - Ss' answers. - Ss' answers/ presentation. - Ss' answers/ presentation.	- T's feedback. - T's feedback. - T's feedback. - 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 the sound /l/ correctly.
- Content: Jumbled words.
- Expected outcomes: Review Ss' knowledge about chores and get them ready for the lesson.
- Organization

Teacher's activities	Students' activities
Jumbled words - Give Ss handout with jumbled words. - Have Ss make meaningful words. - Ask Ss to pronounce the words and write them on the board. 1. <i>blreliae</i> 2. <i>lyaz</i> 3. <i>hefullp</i> 4. <i>sshelfi</i> 5. <i>ingenttelli</i> - Check the answers and lead to new lesson. - For other options, have Ss play a game about vocabulary with DHA.	- Listen to T. - Look at the handouts and do as told. Answer keys 1. <i>reliable</i> 2. <i>lazy</i> 3. <i>helpful</i> 4. <i>selfish</i> 5. <i>intelligent</i>

B. Pre-speaking: 10 minutes

- Objectives: to prepare Ss for the speaking activity by introducing the sound /l/ in words.
- 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**
- Expected outcomes: Ss can pronounce the sound /l/ correctly and naturally in the words.
- Organization

Teacher's activities	Students' activities
Task b. - Play the audio file and ask Ss to listen and repeat chorally and individually (using DCR). - Ask Ss to notice the sound /l/. - Call some Ss to read the words. - Give help if necessary.	- Listen to the audio file and repeat the words - Notice the sound /l/. - Do as told.
Task c. - Ask Ss to look at some minimal pairs before listening to them (using DCR). - Play the audio file 11. - Elicit the answers from Ss. - Check the answer	- Study the minimal pairs individually. - Listen and circle the words they hear. - Give their answers. Answer Keys (Use the DCR)
Task d. - Get Ss to work in pairs (one reads the words and the other points to them.) - 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' answers

C. While-speaking: 15 minutes

a. Objectives: to help Ss pronounce the sound /l/, revise the previous grammar points and improve Ss' speaking skill.

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

- **Practice, task a: Practice the conversation between Duy and Andy.**

- **Practice, task b: Match the adjectives to the examples. Then, make more conversations using the ideas in the box.**

- **Speaking, task a. You are talking to a friend about your family. Choose three family members to talk about. Use two adjectives to describe each person and explain why with *so* and *because*. In pairs. Take turns asking about family members.**

c. Expected outcomes: Ss can make more meaningful conversations, ask and answer about the information in the table and develop their speaking skill.

d. Organization:

Teacher's activities	Students' activities
Practice, task a. - Ask Ss to have a look at the conversation (using DCR). - Elicit some information from the words in "blue". - Get Ss to work in pairs. - Give feedback if needed.	- Study the conversation. - Give the answers. - Practice the conversation.
Practice, task b. - Ask Ss to look at the table before matching them together (using DCR). - Get Ss to work in pairs. - Elicit the answers from Ss. - Check the answers.	- Work in pairs to match the information, and then build more similar conversations. - Give answers. Answer Keys (Use the DCR)
Speaking, task a.	

- Ask Ss to go on working in pairs describing their family members. - Give them time to work. - Call some to talk to the whole class. - Check their answers.	- Work in pairs describing their family members. - Talk to the whole class. <i>Ss' own answers</i>
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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: Now, discuss which person from your partner's family you would like to meet and why.

- c. Expected outcomes: Ss can express their personal preference and explain why.
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 round to give help and take notes of some mistakes. - Call some to talk to the whole class. - Check and give comments.	- Work in pairs. - Explain why they would like to meet someone. - Present their answers <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Write a short paragraph about the person they want to meet and give the reasons for that.
- Prepare the next lesson: [Lesson 3.1 – Listening & Reading](#), (page 10).
- Review the vocabulary, grammar notes and complete the assessment section in Tiếng Anh 10 i-Learn Smart World Notebook (pages 3 & 4)
- 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:
.....

Tiết 8

UNIT 1: FAMILY LIFE

Unit 1, Lesson 3.1 – Listening & Reading, (page 10)

1. Objectives

Giáo viên- Vũ Thị Bích Ngọc

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 *text messages*

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 online activities from Ss.	- Ss' reaction to question and their performance.	- T's feedback.
- Share their habit of going online.	- Ss' reaction to tasks.	- T's feedback.
- Practice listening and choose the best option.	- Ss' answers.	- T's feedback/ DCR.
- Match text language and its meanings.	- Ss' answers.	- T's observation/ DCR.
- Practice reading, choose the best option and answer the questions.	- Ss' answers/ presentation.	- T's feedback/Peers' feedback/ DCR.
- Talk about using text language with parents.	- Ss' answers/ presentation.	- T's feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to introduce some words with the sound /l/ and get them ready for the lesson.
- Content: Jumbled words.
- Expected outcomes: Ss can work on words with the sound /l/.
- Organization

Teacher's activities	Students' activities										
Handout - Give Ss handout to do. <table border="1"> <tr> <th>Jumbled words</th><th>Right words</th></tr> <tr> <td>Lyaz</td><td></td></tr> <tr> <td>Reblelia</td><td></td></tr> <tr> <td>Hfulelp</td><td></td></tr> <tr> <td>Seshlfi</td><td></td></tr> </table>	Jumbled words	Right words	Lyaz		Reblelia		Hfulelp		Seshlfi		- Listen to T. - Work individually to find the answers to the symbols. - Present their answers on the board. <i>suggested answers</i>
Jumbled words	Right words										
Lyaz											
Reblelia											
Hfulelp											
Seshlfi											

inintelligent		Keys	
- Get Ss to work individually before sharing the answers with a partner. - Have some Ss write their answers on the board. - Check the answers and lead to new lesson.		Lazy	
		Reliable	
		Helpful	
		Selfish	
		intelligent	

B. Pre-listening and reading: 10 minutes

a. Objectives: to prepare Ss for the listening and reading tasks by raising Ss' awareness of text message.

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

In pairs: How often do you send text messages and who do you send them to?

What do you write about?

c. Expected outcomes: Ss can share their personal use of text message with a partner.

d. Organization

Teacher's activities	Students' activities
Let's talk. - Have Ss look at the questions in the instruction before working with a partner (using DCR). - Give them time to work. - Move around to give help if necessary. - Call some Ss to talk to the whole class. - Give feedback.	- Do as told. - Give answers. <i>Ss' own answers</i>

C. While- listening and reading: 15 minutes

a. Objectives: to help Ss practice writing text language.

b. Content: **Listening: tasks a, b, and Reading: tasks a, b, c.**

- **Listening, task a. Listen to someone talking about text messaging. The purpose of the talk is to....**

- **Listening, task b: Now, listen and circle.**

- **Reading, task a: Read the text message. What does Adam want his father to do for him?**

- **Reading, task b. Now, read and match the text language to its meanings.**

- **Reading, task c. 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). - Have Ss work individually before comparing the answers with a partner. - Play the audio file 12 twice. - Get answers from Ss. - Give feedback if needed.	- 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). - Have Ss work individually before comparing the answers with a partner.	- Do the task individually. - Share the answers in pairs.

- Play the audio file 12 twice. - Get answers from Ss. - Give feedback if needed.	- Give the answers. Answer Keys (Use the DCR)
Reading, task a. - Ask Ss to have a look at the text message (using DCR). - Give them time to read it and choose the answers. - Call some to give their choice and explain. - Check their answers.	- Work individually to find the answer. - Give it to T. Answer Keys (Use the DCR)
Reading, task b. - Have Ss to look at the task (using DCR) and match the text language to its meanings individually. - Give them time to match before sharing the answers with a partner. - Call some to write their answers on the board. - Check them and give feedback.	- Work individually to match. - Share the answers with a partner. Give their answers to teacher. Answer Keys (Use the DCR)
Reading, task c. - Introduce the task (using DCR). 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 d**

Task d: In pairs. Do you use any text language? Can your parents understand what you write?

c. Expected outcomes: Ss can personalize their use of text language.

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 comments.	- Work in pairs. - Talk to their partner about their use of text language with their parents. - Present their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Make a list of other popular text language that you often use.

- Do the exercises in workbook on page 6.

- Prepare the next lesson: Lesson 3.2 – Writing, (page 11)

- Practice the vocabulary exercises in Tiếng Anh 10 i-Learn Smart World Notebook (page 5).

- 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:
.....

Tiết 9

UNIT 1: FAMILY LIFE Unit 1, Lesson 3.2 – Writing, (page 11)

1. Objectives

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

1.5. Language knowledge & skills

- know and write about *text messages*.
- practice writing text messages using text language.

1.2. Competences

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

1.3. Attributes

- develop accountability.

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
- Match symbols with its meanings. - Read and underline text language. - Practice writing full sentences using text language. - Practice writing making and responding to a message.	- Ss' activity on handout and their performance. - Ss' reaction to tasks. - Ss' answers. - Ss' answers/ presentation.	- T's feedback. - T's feedback. - T's feedback/ DCR. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise the Ss' understanding of text language and get them ready for the lesson.
- Content: Matching symbols with its meanings.
- Expected outcomes: Ss can have general idea about text language.

d. Organization

Teacher's activities	Students' activities																								
Matching - Introduce the activity. - Give Ss handout and ask them to match individually. HANDOUT <table border="1"> <thead> <tr> <th>Text language</th><th>Meanings</th></tr> </thead> <tbody> <tr> <td>1. >:- (</td><td>Happy</td></tr> <tr> <td>2. :-) or :)</td><td>Happy Tears</td></tr> <tr> <td>3. :-D</td><td>Surprised</td></tr> <tr> <td>4. :-o</td><td>Laughing</td></tr> <tr> <td>5. :')</td><td>Angry</td></tr> </tbody> </table> - Get some Ss to write their answers on the board. - Check the answers and lead to new lesson.	Text language	Meanings	1. >:- (	Happy	2. :-) or :)	Happy Tears	3. :-D	Surprised	4. :-o	Laughing	5. :')	Angry	- Listen to T. - Complete the task individually. - Present their answers on the board. Suggested answers <table border="1"> <thead> <tr> <th>Text language</th><th>Meanings</th></tr> </thead> <tbody> <tr> <td>1. >:- (</td><td>Angry</td></tr> <tr> <td>2. :-) or :)</td><td>Happy</td></tr> <tr> <td>3. :-D</td><td>Laughing</td></tr> <tr> <td>4. :-o</td><td>Surprised</td></tr> <tr> <td>5. :')</td><td>Happy Tears</td></tr> </tbody> </table>	Text language	Meanings	1. >:- (	Angry	2. :-) or :)	Happy	3. :-D	Laughing	4. :-o	Surprised	5. :')	Happy Tears
Text language	Meanings																								
1. >:- (	Happy																								
2. :-) or :)	Happy Tears																								
3. :-D	Surprised																								
4. :-o	Laughing																								
5. :')	Angry																								
Text language	Meanings																								
1. >:- (	Angry																								
2. :-) or :)	Happy																								
3. :-D	Laughing																								
4. :-o	Surprised																								
5. :')	Happy Tears																								

B. Presentation: 7 minutes

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

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

Task a. Read about text language, then read Adam's text message again and underline all the text language.

c. Expected outcomes: Ss can get the meanings of text language.

d. Organization

Teacher's activities	Students' activities
Writing, task a. - Have Ss work to look at the Skill box, and Adam's text message (using DCR). - Get them to underline text language, and then share the answers with a partner. - Give them time to work. - Move around to give help if necessary. - Call some to write their answers on the board. - Give feedback.	- Do as told. - Give answers. Answer Keys (Use the DCR)

C. Practice: 18 minutes

a. Objectives: to help Ss practice listening and reading for specific information.

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

- **Writing, task b:** Rewrite the text messages in full sentences with proper punctuation and spelling. Use the skill box to help you.

- **Speaking, task a:** In pairs: Talk about the last time you texted somebody to request something. What did you ask for? How did you make the messages shorter with text language?

- **Speaking, task b.** You need to ask your friend for help. Choose your role and plan your messages to make and respond to a request.

Think about the following questions: Who? What? When? Where? Why?

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 text messages before writing them in full sentences (using DCR). - Have them share their writing with a partner. - Get answers from Ss. - Give feedback if needed.	- Study the text messages. - Write them in full sentences. - Share the answers - Give the answers. Answer Keys (Use the DCR)
Speaking, task a. - Introduce the task (using DCR). - Ask Ss to look at the instruction before working in pairs. - Elicit the answers from Ss. - Listen and give comments.	- Study the instruction. - Work in pairs to talk about their last experience of using text language. - Share the answers with a partner. - Give answers. Ss' own answers.
Speaking, task b - Introduce the task (using DCR). - Have students work in pairs, discuss and choose their roles. - Have students plan their messages. Then share the answers with their partners. - Call some students to share the answers with class. - Listen and give comments.	- Listen to T. - Work in pairs and choose roles. - Plan the message and share with partner. - Give 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, with your partner, take turns to write messages making and responding to a request. Use the Feedback form to help you.

c. Expected outcomes: Ss can make and respond to a text message meaningfully.

d. Organization

Teacher's activities	Students' activities
Let's write - 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 write their text messages on the board. - Check and give comments.	- Work in pairs - Do as directed. - Present their answers. Ss' own answers.

E. Consolidation and homework assignments: 5 minutes

- Make a list of other popular text language teenagers often use.

- Do the exercises in workbook on page 7.

- Prepare the next lesson: Lesson 2.1 – Vocabulary & Reading, (page 12).

- Review/ complete the notes on writing and assessment in Tiếng Anh 10 i-Learn Smart World Notebook (page 6).

- 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:

Giáo viên- Vũ Thị Bích Ngọc

.....
i. What I learned from this lesson today:

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

Tiết 10

UNIT 2: ENTERTAINMENT AND LEISURE Lesson 1.1 – Lesson 1.1 – Vocab & Reading, (Page 12)

1. Objectives

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

1.1. Language knowledge & skills

- talk about entertainment and leisure using the vocabulary *do karate, play role-playing games, go for a bike ride, go running, go canoeing, do aerobics, do crossword puzzles, hang out with friends.*
- use learned phrases for reading tasks.
- practice reading about entertainment and leisure.
- improve critical thinking skills through expressing their reference.

1.2. Competences

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

1.3. Attributes

- Be aware of the time for entertainment and leisure.

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 activities that Ss may know. - Match the words with the pictures in task a. - Read and complete the reading tasks. - talk about the activities Ss would like to do in their free time.	- Ss' answers 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

- Objectives: to raise the Ss' awareness of the need for practicing some physical activities and elicit common types of activities.
- Content: **Activities in the free time.**
- Expected outcomes: Activate Ss' knowledge about their activities in the free time.
- Organization

Teacher's activities	Students' activities
- Talk about the activities he/she often does to introduce the topic of the lesson. Then ask Ss to work either in pairs or individually to answer the question: <i>"What do you do on the weekends? Do you have a lot of free time?"</i> - Set time for this activity. - Ask the Ss to share their activities they often do in their free time. - Go around and give help if needed. - Lead to new lesson.	- Listen to T, then answer T's question in pairs. - Share the answers with a partner. - Give answers to T. <i>Ss' own answers</i>

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. Number the pictures. Listen and repeat.**
 - **Task b. In pairs: Talk about which activities you would like to do more and say why.**
- Expected outcomes: Ss can talk about which entertainment and leisure they would like to do more using the new words.
- Organization

Teacher's activities	Students' activities
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Task a. - Ask Ss to match the words with the pictures 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 words with the pictures before sharing them with a friend. - Give the meanings of the phrases. Listen to the teachers and take notes the meanings of those phrases. - Listen and repeat chorally and individually Answer Keys (Use the DCR)
Task b: - Do the modelling (T and Ss) <i>A: Which activities would you like to do more in your free time?</i> <i>B: I would like to hang out with friends more.</i> <i>A: Can you tell me why?</i> <i>B: Because I rarely see them. I'm too busy studying.</i> - Get Ss to work to practice chorally and in pairs. - Move around to monitor/ facilitate. - Call some pairs to present in class. - Give feedback if necessary.	- Listen to T's modelling and practice chorally and in pairs to talk about the activities they like doing more and the reason. - Ss present as directed. Ss' own answers

C. While – Reading: 15 minutes

a. Objectives: to help Ss have some ideas about activities Huy and Nhu do in their free time and improve Ss' reading skill.

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

- **Task a:** Huy and Nhu wrote to Teen World Magazine. **What did they write about?**

- **Task b:** Now, read and answer the questions.

c. Expected outcomes: Ss can read for general and specific information about activities Huy and Nhu do in their free time.

d. Organization:

Teacher's activities	Students' activities
Task a: - Ask Ss to read the question in task a and look at the three choices. - Ask Ss to scan the text (twice) and choose the best answer. - Check Ss' answers and give feedback if needed.	- Read the question and the three choices. - Read the passage and choose the best option. - Give answers to T. Answer Keys (Use the DCR)
Task b: - 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 again and answer the questions. - 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.

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

Task c: In pairs: Do you prefer playing games and doing puzzles at home, or going outside to play sports? Why?

c. Expected outcomes: Ss can express their preference for the activities and place they want to do.

d. Organization

Teacher's activities	Students' activities
Task c: - Ask Ss to work in pairs. - Introduce the task. - 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 short passage about the activity a family member would like to do in free time.
- Do the exercises in workbook on page 8.
- Prepare the next lesson: [Lesson 1.2 – Grammar](#) (page 13).
- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 8).
- 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:

.....

Tiết 11

UNIT 2: ENTERTAINMENT AND LEISURE

Unit 2, Lesson 1.2 – Grammar, (page 13)

1. Objectives

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

1.1. Language knowledge & skills

- practice and use *gerunds* correctly.
- practice asking and answering about their partner's favorite activity.
- improve writing and speaking skills.

1.2. Competences

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

1.3. Attributes

- Be aware of the time for entertainment and leisure.

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
- Revise the knowledge from the previous lesson. - Complete the blanks. - Write sentences about the prompts - Ask and answers about the activities they like most.	- Ss' reaction to handout and their notes 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

- Objectives: to raise the Ss' awareness of the activities for entertainment and leisure and get them ready for the lesson.
- Content: A handout
- Expected outcomes: Ss can revise the knowledge from the previous lesson.
- Organization

Teacher’s activities	Students’ activities										
Handout - Introduce the task to Ss. - Get Ss to complete the handout while reading the reading passage in the previous lesson.	- Listen to T, then watch the clip and sing along. - List the chores. Ss’ own answers										
<table><tr><th>Huy</th><th>Nhur</th></tr><tr><td>- loves.....</td><td>- loves.....</td></tr><tr><td>- likes</td><td>- likes</td></tr><tr><td>- enjoys</td><td>- enjoys</td></tr><tr><td></td><td></td></tr></table>		Huy	Nhur	- loves.....	- loves.....	- likes	- likes	- enjoys	- enjoys		
Huy		Nhur									
- loves.....		- loves.....									
- likes		- likes									
- enjoys		- enjoys									
- Check the answers and lead to new lesson.											

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 gerunds.
- Organization

Teacher's activities	Students' activities
Task a. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Have Ss practice the dialogue with a friend. - Get Ss to give the form, the meaning, and the use of the phrases or T does (if needed).	- Listen to the audio file. - Practice it with a friend. - Give the form, the meaning, and the use of the phrases. - 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: Fill in the blanks using gerunds.

Task c: Look at the prompts and write full sentences. Use gerunds.

c. Expected outcomes: Ss can provide correct answer in each blank and use the gerunds appropriately.

d. Organization:

Teacher's activities	Students' activities
Task b: - Ask Ss to complete the blanks with the correct form of the verbs. - Get Ss to share their answers with a friend. - Check Ss' answers and give feedback if needed.	- Complete the blanks. - Share the answers. - Give their answers. Answer Keys (Use the DCR)
Task c: - Ask Ss to study the prompts. - Ask Ss to write the sentences before sharing with a partner. - Use the DCR to check Ss' work.	- Write sentences from the prompts. - Share the answers with a partner. 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 the activity that you like the most and the activity that you don't like and say why. Use the words from the box.

c. Expected outcomes: Ss can talk about the activity they like the most using the information provided and give explanation.

d. Organization

Teacher's activities	Students' activities
Task d: - Ask Ss to work in pairs. - Set the time for Ss to do. - Get round 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. - Talk about their own activities. - Give their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Make a short talk about their favorite activity.

- Do the exercises in workbook on page 9.

- Prepare the next lesson: Lesson 1.3 – Pronunciation & Speaking (page 14).

- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 9).

- 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:

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UNIT 2: ENTERTAINMENT AND LEISURE

Unit 2, Lesson 1.3 – Pronunciation & Speaking, (page 14)

1. Objectives

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

1.6. Language knowledge & skills

- read the sentence with the correct sentence stress.
- **describe how much they like or dislike something.**
- practice asking and answering about free time activities.
- improve speaking skill.

1.2. Competences

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

1.3. Attributes

- Be aware of the time for entertainment and leisure.

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
- Talk about the activities in the pictures.	- Ss' reaction to pictures and their performance.	- T's feedback.
- Practice reading the sentences with the correct sentence stress.	- Ss' answers.	- T's feedback.
- Practice asking and answering about free time activities.	- Ss' answers.	- T's observation/ DCR.
- Talk about the activities they like or don't like doing.	- 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: Picture prompts.
- c. Expected outcomes: Ss can speak out the activity they like or don't like doing.
- d. Organization

Teacher's activities	Students' activities

- Show some pictures about free time activities and elicit the answers from Ss.
 - Ask Ss to give answers in each picture.
- Picture 1



Picture 2



- Check the answers and lead to new lesson.

- Listen to T.
- Look at the pictures and do as told.

Ss' own answers

B. Presentation: 10 minutes

a. Objectives: to prepare Ss for the speaking activity by introducing the sentence stress.

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

Task b. Listen to the sentences and focus on the stressed words.

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

Task d. Read the sentences with the correct sentence stress to a partner.

c. Expected outcomes: Ss can make stress on sentence stress correctly and naturally.

d. Organization

Teacher's activities	Students' activities
Task b. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the stress in each sentence - Call some Ss to read the sentence with the right sentence stress. - Give help if necessary.	- Listen to the audio file and repeat the sentences. - Notice the sentence stress. - Do as told.
Task c. - Ask Ss to read the two sentences before listening to them. - Play the audio file (using DCR). - Elicit the answer from Ss. - Check the answers.	- Read the two sentences individually. - Listen and cross out the one with wrong sentence stress. - 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 talk to the whole class.	- Work in pairs. - Take turns reading the sentences. - Present their answer. Ss' own answers
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C. Practice: 15 minutes

a. Objectives: to help Ss get used to using the sentences stress and improve Ss' speaking skill.

b. Content: **Practice 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.** Add four activities to the list. In fours: Talk about how you feel about each activity in the list and say why you like or don't like the activities.

c. Expected outcomes: Ss can talk about free time activities that they like and don't like doing.

d. Organization:

Teacher's activities	Students' activities
Practice, task a. - Ask Ss to have a look at the pictures and the words below each one (using DCR). - Elicit the information. - Ask Ss to practice the dialogue in pairs. - Check Ss' answers and give feedback if needed.	- Study the pictures. - Give the answers. - Practice the dialogue. Answer Keys (Use the DCR)
Practice, task b. - Ask Ss to talk about themselves in pairs. - Call some to talk to the whole class. - Check their answers.	- Work in pairs. - Talk to the whole class. Ss' own answers
Speaking, task a. - Get Ss to add four more activities, then work in groups of four. - Set the time for the activity. - Get around to assist Ss and notes down some possible mistakes. - Call some Ss to talk to the whole class.	- Complete the list with four more activities. - Work in groups of four. - Present 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**

Task b: Which activity does your group like the most? Which activity do you like the least?

Why?

c. Expected outcomes: Ss can talk about the activities they like to do the most or the least and explain why.

d. Organization

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

- Introduce the task to Ss. - Set the time for Ss to do. - Get round to give help and take notes of some mistakes. - Call some to talk to the whole class. - Check and give comment.	- Talk about the activities they like to do the most or the least and explain why. - Give their answers. <i>Ss' own answers</i>
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E. Consolidation and homework assignments: 5 minutes

- Make a list of free time activities that you and your family do together.
- Prepare the next lesson: Lesson 2.1 – Vocab & Listening, (page 15)
- Review the vocabulary and grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (pages 8 & 9)
- 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:
.....

Tiết 13

UNIT 2: ENTERTAINMENT AND LEISURE

Unit 2, Lesson 2.1 – Vocab & Listening, (page 15)

1. Objectives

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

1.7. Language knowledge & skills

- talk about plan, agreement, arrangement using the adjectives *promise, decide, arrange, refuse, agree, offer*.
- improve listening skill through completing the tasks.
- use the phrases in the **Conversation Skill box** to end a conversation naturally.

1.2. Competences

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

1.3. Attributes

- become an independent and responsible person.

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 vừng/ 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 a clip about an arrangement.	- Ss' reaction to clip and their performance.	- T's feedback.
- Fill in the blanks with the words.	- Ss' answers.	- T's observation/ DCR.
- Listen and complete the tasks.	- Ss' answers.	- T's observation/ DCR.
- Talk about plans, arrangements, promises.	- Ss' answers/ presentation.	- 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 clip on YouTube.
- Expected outcomes: Ss can answer the question correctly after watching to the clip.
- Organization

Teacher's activities	Students' activities
The clip https://www.youtube.com/watch?v=gZIR7JVdt8Q - Introduce the clip to Ss. - Write the question on the board. <i>When can they go out for dinner?</i> - Ask Ss to guess the answer before watching the clip. - Play the file. - Get the answers from Ss. - Check the answers and lead to new lesson.	- Listen to T. - Watch the clip. - Give answers. Answer keys <i>At 8 on Monday.</i>

B. Pre-Listening: 10 minutes

- Objectives: to prepare Ss for the listening activity by introducing the vocabulary.
- Content: **Vocabulary, task a, b**
Task a. Read the definitions and then fill in the blanks with the new words. Listen and repeat.
Task b. In pairs: Talk about things you did in the last week using the new words. Tell your partner.
- Expected outcomes: Ss can use the words to complete the tasks correctly.
- Organization

Teacher's activities	Students' activities
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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 again and ask Ss to repeat in chorus.	- 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 talk about the things they did last week. - Give them time to work. - Check the answers.	- Work in pairs. - talk about the things they did last week. - Give their answers. Ss' own answers.

C. While-listening: 15 minutes

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

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

Task a. Listen to two friends trying to make plans for the weekend. What is it they want to do?

Task b. Now, listen and fill in the blanks.

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

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. - Ask Ss to share their answer with a partner. - Call Ss to give the answer. - Check Ss' answers and give feedback if needed.	- Look at the pictures and give the answers. - Listen and choose the correct answers. - Share it with a partner. - Give answer. Answer Keys (Use the DCR)
Task b. - Ask Ss to look at the four questions. - Have Ss underline the key words in each question. - Play the audio file. - Get Ss to give the answers. - Check their answers.	- Underline the key words in the questions. - Listen and fill in the blanks. - Give answers. Answer Keys (Use the DCR)
Task c: - Have Ss look at the Conversation Skill box before listening (one time). - Use the DCR to check Ss' answers.	- Look at the Conversation Skill box. - Listen and number the phrases in order. 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 d and e

Task d: Listen and repeat.

Task e: In pairs: What have you promised, agreed, or arranged to do this week?

c. Expected outcomes: Ss can end a conversation by using the phrases to talk about their plans, arrangements, promises.

d. Organization

Teacher's activities	Students' activities
Task d: - Ask Ss to listen and repeat the phrases again. - Emphasize on how to end the conversation.	- Listen and repeat (individually).
Task e: - Ask Ss to work in pairs - Ask Ss to talk about their plans, arrangements, promises. - Monitor the class and help them if necessary. - Ask some Ss to present their ideas.	- Talk plans, arrangements, promises with a partner. - Talk to the whole class. Ss' own answers.

E. Consolidation and homework assignments: 5 minutes

- Make a clip about an arrangement with a partner.
- Do the exercises in workbook on page 10.
- Prepare the next lesson: Lesson 2.2 - Grammar, (page 16).
- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 10).
- 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:

Tiết 14

UNIT 2: ENTERTAINMENT AND LEISURE

Unit 2, Lesson 2.2 - Grammar, (page 16)

1. Objectives

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

1.2. Language knowledge & skills

- have general idea about the form and use of *to-infinitives*.
- use the *infinitives and past simple form of the verbs* to fill in the blanks.
- improve writing skill.

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1.2. Competences

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

1.3. Attributes

- become an independent and responsible person.

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. - Choose the correct verbs. - Make and refuse invitations.	- 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 get Ss familiar with the use of *to-infinitives* by answering the questions.
- Content: **Questions.**
- Expected outcomes: Revise Ss of the listening lesson and get them ready for the lesson.
- Organization

Teacher's activities	Students' activities
Matching task - Introduce the task. - Give Ss questions to answer. 1. <i>What have you planned to do this week?</i> 2. <i>What have you promised to do this week?</i> - Set the time for the activity. - Get answers from Ss. - Check the answers and lead to new lesson.	- Listen to T, then complete the task individually and in pairs. - Give the answers. <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 "to- infinitives".
- Content: **Task a. Listen and repeat.**
- Expected outcomes: Ss can generalize the use of "to- infinitives".
- Organization

Teacher's activities	Students' activities
Task a. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Have Ss practice the dialogue with a friend. - Get Ss to give the form, the meaning, and the use of the phrases or T does (if needed).	- Listen to the audio file. - Practice it with a friend. - Give the form, the meaning, and the use of the phrases. - 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: Fill in the blanks. Use the Past Simple and to-infinitives.
Task c: Circle the correct verbs.
c. Expected outcomes: Ss can complete the blanks correctly and choose correct answers.
d. 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. - Get the answers from Ss. - Check Ss' answers and give feedback if needed.	- Read the sentences. - Fill in the blanks. - Share the answers - Give their answers. Answer Keys (Use the DCR)
Task c: - Ask Ss to look through the letter before choosing the correct answer. - Get Ss to work individually, and then share the answers with a partner. - Get answers and explanation from Ss. - Use the DCR to check Ss' work.	- Study the letter. - Choose the best answers. - 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: Take turns making and refusing invitations.
c. Expected outcomes: Ss can **make and refuse invitations** appropriately.
d. Organization

Teacher's activities	Students' activities
Task d: - Ask Ss to work in pairs. - Set the time for Ss to do. - Get round 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 and refuse invitations. - Give their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Make a list of ten verbs (to-infinitives).
- Do the exercises in workbook on page 11.
- Prepare the next lesson: Lesson 2.3 – Pronunciation & Speaking (page 17)
- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 11).
- 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:
.....
n. What I learned from this lesson today:
.....
c. What I should improve for this lesson next time:

UNIT 2: ENTERTAINMENT AND LEISURE

Unit 2, Lesson 2.2 - Grammar, (page 16)

1. Objectives

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

1.3. Language knowledge & skills

- have general idea about the form and use of *to-infinitives*.
- use the *infinitives and past simple form of the verbs* to fill in the blanks.
- improve writing skill.

1.2. Competences

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

1.3. Attributes

- become an independent and responsible person.

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. - Choose the correct verbs. - Make and refuse invitations.	- 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 get Ss familiar with the use of *to-infinitives* by answering the questions.
- Content: **Questions.**
- Expected outcomes: Revise Ss of the listening lesson and get them ready for the lesson.
- Organization

Teacher's activities	Students' activities
Matching task - Introduce the task. - Give Ss questions to answer. 1. <i>What have you planned to do this week?</i> 2. <i>What have you promised to do this week?</i> - Set the time for the activity. - Get answers from Ss.	- Listen to T, then complete the task individually and in pairs. - Give the answers. <i>Ss' own answers</i>

- Check the answers 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 “to- infinitives”.
- Content: **Task a. Listen and repeat.**
- Expected outcomes: Ss can generalize the use of “to- infinitives”.
- Organization

Teacher’s activities	Students’ activities
Task a. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Have Ss practice the dialogue with a friend. - Get Ss to give the form, the meaning, and the use of the phrases or T does (if needed).	- Listen to the audio file. - Practice it with a friend. - Give the form, the meaning, and the use of the phrases. - 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. Use the Past Simple and to-infinitives.**
- Task c: Circle the correct verbs.**
- Expected outcomes: Ss can complete the blanks correctly and choose correct answers.
- 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. - Get the answers from Ss. - Check Ss’ answers and give feedback if needed.	- Read the sentences. - Fill in the blanks. - Share the answers - Give their answers. Answer Keys (Use the DCR)
Task c: - Ask Ss to look through the letter before choosing the correct answer. - Get Ss to work individually, and then share the answers with a partner. - Get answers and explanation from Ss. - Use the DCR to check Ss’ work.	- Study the letter. - Choose the best answers. - Share the answers with a partner. - Give answers and explanation. 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: Take turns making and refusing invitations.**
- Expected outcomes: Ss can **make and refuse invitations** appropriately.
- Organization

Teacher’s activities	Students’ activities
Task d: - Ask Ss to work in pairs.	- Work in pairs.

- Set the time for Ss to do. - Get round to give help and take notes of some mistakes. - Call some pairs to talk to the whole class. - Check and give comment.	- Make and refuse invitations. - Give their answers. <i>Ss' own answers</i>
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E. Consolidation and homework assignments: 5 minutes

- Make a list of ten verbs (to-infinitives).
- Do the exercises in workbook on page 11.
- Prepare the next lesson: Lesson 2.3 – Pronunciation & Speaking (page 17)
- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 11).
- 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:
.....

Tiết 15

UNIT 2: ENTERTAINMENT AND LEISURE

Unit 12, Lesson 2.3 – Pronunciation & Speaking, (page 17)

1. Objectives

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

1.8. Language knowledge & skills

- practice and pronounce the /-ed/ sounds correctly.
- make sentences using the verbs and the pictures.
- invite their friends to do things together and find a time to meet.
- improve speaking skill.

1.2. Competences

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

1.3. Attributes

- become an independent and responsible person.

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
- Revise the verbs and introduce the ED sounds.	- Ss' reaction to handouts and their performance.	- T's feedback.

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- Recognize and practice saying the sounds. - Take turns making sentences using the verbs. - Practice talking about their ideas.	- Ss' reaction to tasks. - Ss' answers. - Ss' answers/ presentation.	- T's feedback/ 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 the -ED sounds.
- Content: **Handouts about verbs**
- Expected outcomes: Ss can have a general view of the ED sounds and get them ready for the lesson.
- Organization

Teacher's activities	Students' activities																												
Handouts about verbs - Give Ss handout with verbs. <table border="1"> <thead> <tr> <th>VERBS</th><th>VERB-ED</th></tr> </thead> <tbody> <tr><td>1. agree</td><td></td></tr> <tr><td>2. refuse</td><td></td></tr> <tr><td>3. decide</td><td></td></tr> <tr><td>4. offer</td><td></td></tr> <tr><td>5. promise</td><td></td></tr> <tr><td>6. arrange</td><td></td></tr> </tbody> </table> - Have Ss add ED to each verb. - Ask Ss to write their answers on the board. - Check the answers and lead to new lesson.	VERBS	VERB-ED	1. agree		2. refuse		3. decide		4. offer		5. promise		6. arrange		- Listen to T. - Look at the handouts and do as told. Answer keys <table border="1"> <thead> <tr> <th>VERBS</th><th>VERB-ED</th></tr> </thead> <tbody> <tr><td>1. agree</td><td>1. agreed</td></tr> <tr><td>2. refuse</td><td>2. refused</td></tr> <tr><td>3. decide</td><td>3. decided</td></tr> <tr><td>4. offer</td><td>4. offered</td></tr> <tr><td>5. promise</td><td>5. promised</td></tr> <tr><td>6. arrange</td><td>6. arranged</td></tr> </tbody> </table>	VERBS	VERB-ED	1. agree	1. agreed	2. refuse	2. refused	3. decide	3. decided	4. offer	4. offered	5. promise	5. promised	6. arrange	6. arranged
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3. decide	3. decided																												
4. offer	4. offered																												
5. promise	5. promised																												
6. arrange	6. arranged																												

B. Pre-speaking: 10 minutes

- Objectives: to prepare Ss for the speaking activity by introducing the ED sounds in words.
- 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 that has the underlined part pronounced differently from the others.
Task d. Read the words with the correct sound to a partner.
- Expected outcomes: Ss can pronounce the ED sounds correctly and naturally in the words.
- Organization

Teacher's activities	Students' activities
Task b. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the ED sounds. - Call some Ss to read the words. - Give help if necessary.	- Listen to the audio file and repeat the words. - Notice the ED sounds. - Do as told. <i>Ss' own answers</i>

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 answer.	- Study the words individually. - Listen and circle the word that has the underlined part pronounced differently from the others. - Give their answers. Answer Keys (Use the DCR)
Task d. - Get Ss to work in pairs to read the words with the correct sound to a partner. - 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 ED sounds correctly, and improve Ss' speaking skill.

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

Practice, task a: Take turns making sentences using the verbs and the pictures. Use the Past Simple.

Practice, task b: Practice with your own ideas.

Speaking, task a. You're arranging to meet your friend. In pairs: Student A: Fill in the green areas. Student B: Fill in the pink areas. Take turns inviting each other and find a time to meet.

c. Expected outcomes: Ss can make more meaningful conversations, ask and answer about the information in the table and develop their speaking skill.

d. Organization:

Teacher's activities	Students' activities
Practice, task a. - Ask Ss to have a look at the pictures and the words given under each picture. - Elicit some information from the words and the pictures. - Get Ss to work in pairs. - Call some Ss to give answers. - Give feedback if needed.	- Study the words and the pictures. - Give the answers. - Take turns making sentences using the verbs and the pictures. Answer Keys (Use the DCR)
Practice, task b. - Get Ss to work in pairs to practice with their own ideas. - Elicit the answers from Ss. - Check the answers.	- Work in pairs to build more similar sentences. - Give answers. Answer Keys (Use the DCR)
Speaking, task a. - Ask Ss to complete the table individually before working with a friend. - Give them time to work. - Call some to talk to the whole class. - Check their answers.	- Complete the table. - Work in pairs to invite friends and find a time to meet. - 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: What did you arrange to do and when? Share your ideas with the class.

c. Expected outcomes: Ss can talk about their arrangement and the time.

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. - Explain why they would like to meet someone. - Present their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Write a short arrangement about going to the cinema with someone in your family.
- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 18).
- Review the vocabulary and grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (pages 10 & 11).
- 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:
.....

Tiết 15

UNIT 2: ENTERTAINMENT AND LEISURE

Unit 12, Lesson 2.3 – Pronunciation & Speaking, (page 17)

1. Objectives

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

1.9. Language knowledge & skills

- practice and pronounce the /-ed/ sounds correctly.

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- make sentences using the verbs and the pictures.
- invite their friends to do things together and find a time to meet.
- improve speaking skill.

1.2. Competences

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

1.3. Attributes

- become an independent and responsible person.

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
- Revise the verbs and introduce the ED sounds. - Recognize and practice saying the sounds. - Take turns making sentences using the verbs. - Practice talking about their ideas.	- Ss' reaction to handouts 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 raise the Ss' awareness of the topic and the -ED sounds.
- Content: **Handouts about verbs**
- Expected outcomes: Ss can have a general view of the ED sounds and get them ready for the lesson.
- Organization

Teacher's activities	Students' activities																												
Handouts about verbs - Give Ss handout with verbs. <table border="1"> <thead> <tr> <th>VERBS</th><th>VERB-ED</th></tr> </thead> <tbody> <tr><td>1. agree</td><td></td></tr> <tr><td>2. refuse</td><td></td></tr> <tr><td>3. decide</td><td></td></tr> <tr><td>4. offer</td><td></td></tr> <tr><td>5. promise</td><td></td></tr> <tr><td>6. arrange</td><td></td></tr> </tbody> </table> -Have Ss add ED to each verb. - Ask Ss to write their answers on the board. - Check the answers and lead to new lesson.	VERBS	VERB-ED	1. agree		2. refuse		3. decide		4. offer		5. promise		6. arrange		- Listen to T. - Look at the handouts and do as told. Answer keys <table border="1"> <thead> <tr> <th>VERBS</th><th>VERB-ED</th></tr> </thead> <tbody> <tr><td>1. agree</td><td>1. agreed</td></tr> <tr><td>2. refuse</td><td>2. refused</td></tr> <tr><td>3. decide</td><td>3. decided</td></tr> <tr><td>4. offer</td><td>4. offered</td></tr> <tr><td>5. promise</td><td>5. promised</td></tr> <tr><td>6. arrange</td><td>6. arranged</td></tr> </tbody> </table>	VERBS	VERB-ED	1. agree	1. agreed	2. refuse	2. refused	3. decide	3. decided	4. offer	4. offered	5. promise	5. promised	6. arrange	6. arranged
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B. Pre-speaking: 10 minutes

- Objectives: to prepare Ss for the speaking activity by introducing the ED sounds in words.
 - 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 that has the underlined part pronounced differently from the others.

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

c. Expected outcomes: Ss can pronounce the ED sounds correctly and naturally in the words.

d. Organization

Teacher's activities	Students' activities
Task b. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the ED sounds. - Call some Ss to read the words. - Give help if necessary.	- Listen to the audio file and repeat the words. - Notice the ED sounds. - Do as told. Ss' own answers
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 answer.	- Study the words individually. - Listen and circle the word that has the underlined part pronounced differently from the others. - Give their answers. Answer Keys (Use the DCR)
Task d. - Get Ss to work in pairs to read the words with the correct sound to a partner. - 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 ED sounds correctly, and improve Ss' speaking skill.

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

Practice, task a: Take turns making sentences using the verbs and the pictures. Use the Past Simple.

Practice, task b: Practice with your own ideas.

Speaking, task a. You're arranging to meet your friend. In pairs: Student A: Fill in the green areas. Student B: Fill in the pink areas. Take turns inviting each other and find a time to meet.

c. Expected outcomes: Ss can make more meaningful conversations, ask and answer about the information in the table and develop their speaking skill.

d. Organization:

Teacher's activities	Students' activities
Practice, task a. - Ask Ss to have a look at the pictures and the words given under each picture. - Elicit some information from the words and the pictures. - Get Ss to work in pairs. - Call some Ss to give answers. - Give feedback if needed.	- Study the words and the pictures. - Give the answers. - Take turns making sentences using the verbs and the pictures. Answer Keys (Use the DCR)
Practice, task b. - Get Ss to work in pairs to practice with their own ideas. - Elicit the answers from Ss. - Check the answers.	- Work in pairs to build more similar sentences. - Give answers. Answer Keys (Use the DCR)

Speaking, task a. - Ask Ss to complete the table individually before working with a friend. - Give them time to work. - Call some to talk to the whole class. - Check their answers.	- Complete the table. - Work in pairs to invite friends and find a time to meet. - Talk to the whole class. <i>Ss' own answers</i>
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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: What did you arrange to do and when? Share your ideas with the class.

c. Expected outcomes: Ss can talk about their arrangement and the time.

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. - Explain why they would like to meet someone. - Present their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Write a short arrangement about going to the cinema with someone in your family.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 18).

- Review the vocabulary and grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (pages 10 & 11).

- 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:

.....

Tiết 16

UNIT 2: ENTERTAINMENT AND LEISURE

Unit 2, Lesson 3.1 – Listening & Reading, (page 18)

1. Objectives

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

1.10. Language knowledge & skills

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

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 hobbies from Ss.	- Ss' reaction to question and their performance.	- T's feedback.
- Practice listening and choose the best option.	- Ss' reaction to tasks.	- T's feedback/ DCR.
- Practice reading, choose the best option and answer the questions.	- Ss' answers.	- T's feedback/ DCR.
- React to the question of having found an old gold coin.	- Ss' answers/ presentation.	- T's feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise Ss' interest and get them ready for the lesson.
- Content: **Handout about hobby.**
- Expected outcomes: Ss can know some new hobbies that they can take up.
- Organization

Teacher's activities	Students' activities																								
Handout - Give Ss handout to do. <table border="1"> <thead> <tr> <th>A</th><th>B</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>mountains</td></tr> <tr> <td>Collecting</td><td>treasure</td></tr> <tr> <td>Finding</td><td>books</td></tr> <tr> <td>Going</td><td>stamps</td></tr> <tr> <td>Climbing</td><td>fishing</td></tr> </tbody> </table> - Get Ss to work individually before sharing the answers with a partner. - Have some Ss write their answers on the board. - Check the answers and lead to new lesson.	A	B	Reading	mountains	Collecting	treasure	Finding	books	Going	stamps	Climbing	fishing	- Listen to T. - Work individually to find the answers to the symbols. - Present their answers on the board. suggested answers <table border="1"> <thead> <tr> <th>A</th><th>B</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>books</td></tr> <tr> <td>Collecting</td><td>stamps</td></tr> <tr> <td>Finding</td><td>treasure</td></tr> <tr> <td>Going</td><td>fishing</td></tr> <tr> <td>Climbing</td><td>mountains</td></tr> </tbody> </table>	A	B	Reading	books	Collecting	stamps	Finding	treasure	Going	fishing	Climbing	mountains
A	B																								
Reading	mountains																								
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A	B																								
Reading	books																								
Collecting	stamps																								
Finding	treasure																								
Going	fishing																								
Climbing	mountains																								

B. Pre-Listening and Reading: 10 minutes

- a. Objectives: to prepare Ss for the Listening and reading tasks by raising Ss' awareness of hobbies.
- b. Content: **Let's talk!**
- In pairs: What do you do in your free time? Do you have any hobbies?**
- c. Expected outcomes: Ss can share their personal hobbies with a partner.
- d. Organization

Teacher's activities	Students' activities
Let's talk. - Have Ss look at the questions in the instruction before working with a partner. - Give them time to work. - Move around to give help if necessary. - Call some Ss to talk to the whole class. - 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 hobbies.
- b. Content: **Listening, task a, b, and Reading, task a, b.**
- Listening, task a. Listen to two teenagers talking about their hobby. What kind of talk is it?**
- Listening, task b: Now, listen and circle a or b.**
- Reading, task a: Read the blog post and choose the best heading.**
- 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). - Have Ss work individually before comparing the answers with a partner. - Play the audio file twice. - Get answers from Ss. - Give feedback if needed.	- 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). - Have Ss work individually before comparing the answers with a partner. - Play the audio file twice. - Get answers from Ss. - Give feedback if needed.	- Do the task individually. - Share the answers in pairs. - Give the answers. <i>Answer Keys (Use the DCR)</i>
Reading, task a. - Ask Ss to have a look at the headings. - Give them time to read it and choose the answers. - Call some to give their choice and explain. - Check their answers.	- Work individually to find the answer. - Give it to T. <i>Answer Keys (Use the DCR)</i>
Reading, task b. - Ask Ss to read and do the task individually, and then share their answers with a partner. - Give them time to work.	- Work individually to answer the questions. - Share the answers with a partner.

- Elicit the answers from Ss. - Check the answers and give feedback.	Give their answers to teacher. Answer Keys (Use the DCR)
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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: If you found an old gold coin, what would you do with it? Why?

c. Expected outcomes: Ss can express their personal ideas about having found an old gold coin.

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 what they would do in that situation. - Present their answers <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Make a list of hobbies that teenagers often have.

- Do the exercises in workbook on page 12.

- Prepare the next lesson: Lesson 3.2 – Writing, (page 19).

- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 12).

- 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:

.....

1. Objectives

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

1.11. Language knowledge & skills

- write a blog post about a hobby using conjunctions.

1.2. Competences

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

1.3. Attributes

- develop accountability.

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 notes about writing a blog.	- Ss' activity on handout and their performance.	- T's feedback.
- Read and underline conjunctions.	- Ss' reaction to tasks.	- T's feedback.
- Practice combining the sentences.	- Ss' answers.	- T's feedback/ DCR.
- Practice asking and answering questions.	- Ss' answers.	- T's feedback/Peers' feedback.
- Practice writing a blog post.	- Ss' answers/ presentation.	- T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise the Ss' understanding of blog post and get them ready for the lesson.
- Content: A clip about creating a blog.
- Expected outcomes: Ss can have general idea about a blog.
- Organization

Teacher's activities	Students' activities
A clip https://www.youtube.com/watch?v=WEJiptiaoCY - Introduce the clip. - Give Ss handout, ask them to watch the clip and complete the notes individually. NOTES 1. A blog can help you,, and improve writing. 2. Choosethat interests you. 3. There are steps to create. 4. There are 3 tips to - Get Ss to share the answers with a partner. - Get some Ss to write their answers on the board. - Check the answers and lead to new lesson.	- Listen to T. - Complete the task individually. - Present their answers on the board. Suggested answers NOTES 1. A blog can help you <i>reduce stress, express your emotions</i>, and improve writing 2. Choose <i>a topic</i> that interests you. 3. There are 5 steps to create. 4. There are 3 tips to <i>stay safe online</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 conjunctions, then read Jamie's blog post again and underline the conjunctions of time.

c. Expected outcomes: Ss can get the meanings and use of the conjunctions.

d. Organization

Teacher's activities	Students' activities
Writing, task a. - Have Ss work to look at the Skill box, and Jamie's blog post. - Get them to underline the conjunction, and then share the answers with a partner. - Give them time to work. - Move around to give help if necessary. - Call some to write their answers on the board. - Give feedback.	- Do as told. - Give answers. Answer Keys (Use the DCR)

C. Practice: 18 minutes

a. Objectives: to help Ss practice speaking and writing a blog post.

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

Writing, task b: Combine two sentences using the conjunctions in brackets. Delete then when necessary.

Speaking, task a: You are talking to a new classmate about hobbies. In pairs: Ask your partner and fill in the table with their answers.

Speaking, task b. Fill in the table with your own answers.

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 combining them. - Have them share their writing with a partner. - Get answers from Ss. - Give feedback if needed.	- Study the sentences. - Combine the using conjunctions. - Share the answers. - Give the answers. Answer Keys (Use the DCR)
Speaking, task a. - Introduce the task (using DCR). - Ask Ss to look at the questions in the table before working in pairs. - Set time for the activity. - Get around to give help.	- Study the questions. - Work in pairs to ask the questions and fill in the table. - Ask for help if any. Ss' own answers
Speaking, task b - Ask Ss to fill in the table with their own information. - Call some to ask and answer the questions. - Check their answers.	- Complete the table about themselves. - Present their 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 blog post about your hobby. Use the Feedback form to help you. Write 120 to 150 words.

- c. Expected outcomes: Ss can create their own blog post about their hobby.
- d. Organization

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

E. Consolidation and homework assignments: 5 minutes

- Rewrite your blog post carefully.
- Do the exercises in workbook on page 13.
- Prepare the next lesson: Unit 3, Lesson 1.1 – Vocab & Reading, (page 20).
- Complete the writing notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 13).
- 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:
.....

1. Objectives

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

1.1. Language knowledge & skills

- talk about shopping habits using the vocabulary *thrift store, styles, quality, customer service, on sale, spend, sale assistant, brand*.
- use learned phrases for reading tasks.
- practice reading for gist and specific information about teen shopping habits.
- improve critical thinking skills through expressing their reference.

1.2. Competences

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

1.3. Attributes

- Become a smart shopper.

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 shopping habit from Ss. - Fill in the blanks with the words. - Read and complete the reading tasks. - Talk about the stores they want to go to.	- Ss' answers 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

- Objectives: to raise the Ss' awareness of the habit of going shopping and get them ready for the lesson.
- Content: **Warm-up**
- Expected outcomes: Ss can have some knowledge about shopping habits.
- Organization

Teacher's activities	Students' activities
- Write the questions on the board. <i>What do you like to buy when you go shopping?</i> - Have Ss work in pairs to ask and answer the questions. - Set time for this activity. - Go around and give help if needed. - Get the answers from Ss. - Lead to new lesson.	- Listen to T, then answer the question in pairs. - 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. Fill in the blanks. Listen and repeat.

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Task b. In pairs: Do you prefer to buy quality clothes or cheap clothes on sale? Why?

c. Expected outcomes: Ss can complete the task and talk about shopping habits using the new words.

d. Organization

Teacher's activities	Students' activities
Task a. - Ask Ss to fill in the blanks 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 vocabulary. - 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.	- Fill in the blanks with the words provided 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 b: - Get Ss to discuss the question in pairs. - Move around to monitor/ facilitate. - Call some pairs to present in class. - Give feedback if necessary.	- Discuss the question in pairs. - Present their answers as directed. Ss' own answers

C. While – Reading: 15 minutes

a. Objectives: to help Ss have some ideas about teen shopping habits in Vietnam and improve Ss' reading skill.

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

- **Task a: Read the article and choose the correct answer. What's the article about?**

- **Task b: Now, read and answer the questions.**

c. Expected outcomes: Ss can read for general and specific information about teen shopping habits in Vietnam.

d. Organization:

Teacher's activities	Students' activities
Task a: - Ask Ss to read the question in task a. and look at the three choices. - Ask Ss to scan the text (twice) and choose the best answer. - Check Ss' answers and give feedback if needed.	- Read the question and the three choices. - Read the passage and choose the best option. - Give answers 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 answer the questions. - 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 answer the questions. - 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: What's your favorite store or place to go shopping? Why?

c. Expected outcomes: Ss can express their preference for the stores they want to go shopping.

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 list of things that you often buy when going shopping.
- Do the exercises in workbook on page 14.
- Prepare the next lesson: Lesson 1.2 – Grammar (page 21).
- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 14).
- 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 19

UNIT 3: SHOPPING

Lesson 1.2 – Grammar, (page 21)

1. Objectives

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

1.1. Language knowledge & skills

- practice and use *comparative* and *superlative adjectives* correctly.
- improve writing and speaking skills.

1.2. Competences

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

1.3. Attributes

- Become a smart shopper.

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.

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3. Assessment Evidence

Performance Tasks	Performance Products	Assessment Tools
- Make sentences comparing the price. - Choose the correct answers. - Complete the blanks. - Compare things in the box.	- Ss' reaction to pictures and their notes 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

- Objectives: to raise the Ss' awareness of the *comparative* and *superlative adjectives* and get them ready for the lesson.
- Content: Picture prompts
- Expected outcomes: Ss can use *comparative* and *superlative adjectives* in their answers.
- Organization

Teacher's activities	Students' activities
Pictures prompts - Show some pictures. - Get Ss to make sentences comparing the prices about the pictures. - Have Ss write their answers on the board. Picture 1  \$15 Picture 2  \$7	- Look at the pictures and make sentences using <i>comparative</i> and <i>superlative adjectives</i>. - Present their answers. Ss' own answers

Picture 3



\$5

- Check the answers and lead to new lesson.

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 *comparative* and *superlative adjectives*.
- Organization

Teacher's activities	Students' activities
Task a. - 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 the phrases or T does (if needed).	- Listen to the audio file. - Practice it with a friend. - Give the form, the meaning, and the use of the <i>comparative</i> and <i>superlative adjectives</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: Circle the correct words.**
- Task c: Fill in the blanks with the right forms of the adjectives.**
- Expected outcomes: Ss can choose correct answer in each sentence and fill in the blanks correctly.
- Organization:

Teacher's activities	Students' activities
Task c: - Ask Ss to study the sentences, choose the correct answers, 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 and choose the correct answer. - Share the answers with a partner. - Present the answers. Answer Keys (Use the DCR)
Task d: - Ask Ss to complete the blanks with the correct form of the adjectives. - Get Ss to share their answers with a friend.	- Complete the blanks. - Share the answers.

- Check Ss' answers and give feedback if needed.	- Give their answers. 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: Compare computer games. Use the prompts from the box.

c. Expected outcomes: Ss can compare the computer games using the information provided in the box.

d. Organization

Teacher's activities	Students' activities
Task d: - Ask Ss to work in pairs. - Set the time for Ss to do. - Get round 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. - Compare the computer games. - Give their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write 5 sentences comparing the price of the things you have.

- Do the exercises in workbook on page 15.

- Prepare the next lesson: Lesson 1.3 – Pronunciation & Speaking (page 22).

- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 15).

- 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 20

UNIT 3: SHOPPING

Lesson 1.3 – Pronunciation & Speaking, (page 22)

1. Objectives

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

1.12. Language knowledge & skills

- practice *word stress for two-syllable nouns*.

- practice pronouncing the words in the conversation.

- practice talking about *shopping habits*.

- improve speaking skill.

1.2. Competences

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

1.3. Attributes

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- Be aware of the way to spend money.

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
- Tell the names of objects in the classroom. - Practice listening and reading the words with the correct word stress. - Discuss the shopping habits in groups. - Make a report about the shopping habits in their groups.	- 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. - T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise the Ss' awareness of the word stress and get them ready for the lesson.
- Content: **Word prompts**
- Expected outcomes: Ss can be familiar with two-syllable nouns.
- Organization

Teacher's activities	Students' activities
Word prompts - Point to some objects in the classroom and elicit the answers from Ss. (blackboard, notebook, ruler, pencil, ...) - Ask Ss to give answers on the board. - Call some Ss to pronounce the words. - Check the answers and lead to new lesson.	- Listen to T and give the names of the objects in the classroom. - Write the answers on the board. - Pronounce the words. Ss' own answers

B. Pre-Speaking: 10 minutes

- Objectives: to prepare Ss for the speaking activity by introducing the stress on two-syllable nouns.
 - 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 one that has the wrong word stress.**
- Task d. Read the words with the correct stress to a partner.**
- Expected outcomes: Ss can make stress on two-syllable nouns correctly and naturally.
 - Organization

Teacher's activities	Students' activities
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Task b. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the stress in each word. - 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 word stress. - Do as told.
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 one with 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 using the words stress and improve Ss' speaking skill.

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

Practice, task a. Practice the conversation. Swap roles and repeat.

Practice, task b. Make another conversation using the ideas on the right.

Speaking, task a. Add one more question. In fours: Discuss the questions.

c. Expected outcomes: Ss can talk about their shopping habits in a meaningful way.

d. Organization:

Teacher's activities	Students' activities
Practice, task a. - Ask Ss to have a look at the conversation and the words on the right. - Elicit the information. - Ask Ss to practice the conversation in pairs. - Check Ss' answers and give feedback if needed.	- Study the conversation and the words. - Give the answers. - Practice the conversation. Ss' own answers
Practice, task b. - Ask Ss to practice the conversation with the words on the right in pairs. - Call some to talk to the whole class. - Check their answers.	- Work in pairs. - Talk to the whole class. Ss' own answers
Speaking, task a. - Get Ss to add one more question, then work in groups of four. - Set the time for the activity. - Get around to assist Ss and note down some possible mistakes. - Call some Ss to talk to the whole class.	- Add one more question. - Work in groups of four. - Present 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**
Task b: Report the results to your class.
 c. Expected outcomes: Ss can make a report about shopping habits in their group.
 d. Organization

Teacher's activities	Students' activities
Task b: - Introduce the task to Ss (using DCR). - Ask Ss to make a report individually before reading it to a partner. - Set the time for Ss to do. - Get round to give help and take notes of some mistakes. - Call some to talk to the whole class. - Check and give comment	- Work individually before reading it to a partner. - Give their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Make a clip to advice your friend to shop smartly.
- Prepare the next lesson: Lesson 2.1 – Vocab & Listening, (page 23).
- Review the vocabulary and grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (pages 14 & 15)
- Play games (activities) in Tiếng Anh 10 i-Learn Smart World DHA App on Eduhome.

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 21

UNIT 3: SHOPPING

Lesson 2.1 – Vocab & Listening, (page 23)

1. Objectives

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

1.13. Language knowledge & skills

- practice and learn vocab. related to *complaints* using the words ***disconnect, overheat, receipt, warranty, restart, repair, crash.***
- practice listening for specific information.
- use the phrases in the **Conversation Skill box** to practice functional English.

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1.2. Competences

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

1.3. Attributes

- become a careful and responsible person.

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 advice about making complaints. - Fill in the blanks with the words. - Listen and complete the tasks. - Talk about the imaginary situation.	- Ss' reaction to the situation and their performance. - Ss' answers. - Ss' answers. - 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: **A situation**
- Expected outcomes: Ss can give advice about making complaints.
- Organization

Teacher's activities	Students' activities
A situation - Introduce the situation to Ss. (Buying something and there is something wrong with it). - Get the answers from Ss. - Check the answers and lead to new lesson.	- Listen to T. - 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. Match the underlined words to the definitions. Listen and repeat.**
- Task b. In pairs: Talk about what problems you've had with your devices.**
- Expected outcomes: Ss can complete the tasks correctly using the words.
 - Organization

Teacher's activities	Students' activities
Task a. - Get Ss to read the sentences, identify the part of speech of the words underlined 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.	- Read the sentences. - Identify the part of speech. - 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 talk about the problems they had with their devices. - Give them time to work. - Check the answers.	- Work in pairs. - talk about the problems they had with their devices. - Give their answers. <i>Ss' own answers</i>
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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 Jess talking to the manager of an electronics store. Why is she at the store?

Task b. Now, listen and complete the form.

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

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 options. - Elicit the information related to them. - Play the audio file. - Ask Ss to share their answer with a partner. - Call Ss to give the answer. - Check Ss' answers and give feedback if needed.	- Look at the options and give the answers. - Listen and choose the correct answer. - Share it with a partner. - Give the answer. <i>Answer Keys</i> (Use the DCR)
Task b. - Ask Ss to look at the form. - Have Ss decide the type of information needed in each gap. - Play the audio file (using DCR). - Get Ss to give the answers. - Check their answers.	- Identify the type of information. - Listen and fill in the gaps. - Give answers <i>Answer Keys</i> (Use the DCR)
Task c, d: - Have Ss look at the Conversation Skill box before listening (one time) (using DCR). - Use the DCR to check Ss' answers - Play the audio file and ask them to repeat.	- Look at the Conversation Skill box. - Listen and choose the correct answer. - Listen and repeat. <i>Answer Keys</i> (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 would you do if you bought an expensive phone or laptop and it broke the next day? How would you feel?

c. Expected outcomes: Ss can make complaints to the right person by using the phrases.

d. Organization

Teacher's activities	Students' activities
Task e: - Ask Ss to work in pairs - Ask Ss to talk about their reaction to the situation.	- Talk about their reaction to the situation.

- Monitor the class and help them if necessary. - Ask some Ss to present their ideas.	- Talk to the whole class. Ss' own answers
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E. Consolidation and homework assignments: 5 minutes

- Make a clip about a complaint with a partner.
- Do the exercises in workbook on page 16.
- Prepare the next lesson: Lesson 2.2 - Grammar, (page 24).
- Do the vocabulary in Tiếng Anh 10 i-Learn Smart World Notebook (page 16.)
- 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:
.....
- w. What I learned from this lesson today:
.....
- c. What I should improve for this lesson next time:
.....

Tiết 22

UNIT 3: SHOPPING

Unit 3, Lesson 2.2 - Grammar, (page 24)

1. Objectives

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

1.4. Language knowledge & skills

- have general idea about the form and use of *when-clauses*.
- practice and use *when-clauses* correctly.
- improve writing skill.

1.2. Competences

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

1.3. Attributes

- become an independent and responsible person.

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
- Show their homework. - Unscramble the sentences. - Join the sentences.	- Ss' answers. - Ss' answers. - Ss' performance. - Ss' answers/ presentation.	- T's feedback. - T's observation/ DCR. - T's observation/ DCR.

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- Talk about the problems when using their devices.		- T's feedback/Peers' feedback.
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4. Procedures

A. Warm up: 5 minutes

- Objectives: to help Ss revise the previous lesson by checking the homework 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 - Call some Ss to show their homework. - Get other Ss to give comment. - Give comment and lead to new lesson.	- Show their work. - Give comment. <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 when-clauses.
- Content: **Task a. Listen and repeat.**
- Expected outcomes: Ss can generalize the use of when-clauses.
- Organization

Teacher's activities	Students' activities
Task a. - 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 when-clauses 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 when-clauses. - 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: Unscramble the sentences.**
- Task c: Join the sentences using when to make two new sentences.**
- Expected outcomes: Ss can complete the tasks correctly.
- Organization:

Teacher's activities	Students' activities
Task b: - Ask Ss to read the sentences before reordering them individually. - Get Ss to share their answers with a friend. - Get the answers from Ss. - Check Ss' answers and give feedback if needed.	- Read the sentences. - Reorder the sentences. - Share the answers - Give their answers. Answer Keys (Use the DCR)
Task c:	- Study the example.

- Ask Ss to look at the example before joining them in two ways. - Get Ss to work individually, and then share the answers with a partner. - Get answers and explanation from Ss. - Use the DCR to check Ss' work.	- Join the sentences. - 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: Talk about your devices using *when*-clauses.

c. Expected outcomes: Ss can **talk about the problems when using their devices**.

d. Organization

Teacher's activities	Students' activities
Task d: - 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. - Talk about the problems when using their devices. - Give their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Make five sentences about their own problems using *when*-clauses.

- Do the exercises in workbook on page 17.

- Prepare the next lesson: Lesson 2.3 – Pronunciation & Speaking (page 25).

- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 17).

- 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 23

UNIT 3: SHOPPING

Lesson 2.3 – Pronunciation & Speaking, (page 25)

1. Objectives

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

1.14. Language knowledge & skills

- practice and pronounce the sound change *can I take* correctly.

- practice *making a complaint*.

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- improve speaking skill.

1.2. Competences

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

1.3. Attributes

- become an independent and responsible person.

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
- Unscramble the sentences. - Recognize and practice saying the sound change. - Practice the conversation. - Practice talking about their experience.	- Ss' reaction to handouts 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 topic and the sound change *can I take*.
- Content: **Handout**
- Expected outcomes: Ss can have a general view of the sound change *can I take* and get them ready for the lesson.
- Organization

Teacher's activities	Students' activities
Handout - Give Ss handout with unscrambled sentences. 1. Can/ name / take/ I/ your? 2. I/ down / cannot/ shut / laptop/ my. 3. I/Can/ speak/ manager / to/ the? 4. What's/ your /wrong/ with/ laptop? -Have Ss reorder them. - Ask Ss to write their answers on the board. - Check the answers and lead to new lesson.	- Listen to T. - Look at the handouts and do as told. Answer keys 1. Can I take your name? 2. I cannot shut down my laptop. 3. Can I speak to the manager? 4. What's wrong with your laptop?

B. Pre-speaking: 10 minutes

- Objectives: to prepare Ss for the speaking activity by introducing the sound change.
- Content: **Pronunciation, task b, c, d.**
- Task b. Notice the sound changes of the underlined words.**
- Task c. Listen and cross out the one with the wrong sound changes.**
- Task d. Read the sentences with the correct sound changes to a partner.**
- Expected outcomes: Ss can pronounce the sound change correctly and naturally in the question.
- Organization

Teacher's activities	Students' activities
Task b. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the sound change. - Call some Ss to read the question. - Give help if necessary.	- Listen to the audio file and repeat. - Notice the sound change. - Do as told. <i>Ss' own answers</i>
Task c. - Ask Ss to look at the two questions before listening to them. - Play the audio file (using DCR). - Elicit the answers from Ss. - Check the answers.	- Study the two questions 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 with the correct sound changes to a partner. - 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 changes correctly, and improve Ss' speaking skill.

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

Practice, task a: Practice the conversation. Swap roles and repeat.

Practice, task b: Make two more conversations using the ideas on the right.

Speaking, task a. You have a problem with your laptop and want to get it fixed at the store where you bought it. In pairs: Student B, p.92 . Student A, complete the note with your own ideas, then talk to the manager. Swap roles and repeat.

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

d. Organization:

Teacher's activities	Students' activities
Practice, task a. - Ask Ss to have a look at the conversation and the words on the right. - Elicit the information. - Ask Ss to practice the conversation in pairs. - Check Ss' answers and give feedback if needed.	- Study the conversation and the words. - Give the answers. - Practice the conversation. <i>Ss' own answers</i>
Practice, task b. - Ask Ss to practice the conversation with the words on the right in pairs. - Call some to talk to the whole class. - Give comment.	- Work in pairs. - Talk to the whole class. <i>Ss' own answers</i>
Speaking, task a.	

- Ask Ss to complete the table individually before working with a friend. - Give them time to work. - Call some to talk to the whole class. - Check their answers.	- Complete the table. - Work in pairs to invite friends and find a time to meet. - Talk to the whole class. <i>Ss' own answers</i>
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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: Have you ever complained in a store or restaurant? Why? What happened?

c. Expected outcomes: Ss can talk about their experience in making a complaint.

d. Organization

Teacher's activities	Students' activities
Task b: - Introduce the task to Ss. - 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. - Present their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Write a list of advice about making a successful complaint.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 26).

- Review the vocabulary and grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (pages 16 & 17).

- 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 24: Review for the mid-term

Tiết 25: Review for the mid-term

Objectives

By the end of this lesson, students will be able to cover all vocabulary, grammar and skills which they have learn.

PRACTICE EXERCISES FOR THE MIDDLE FIRST TERM TEST

I. Rewrite the sentence so that it has the same meaning with the one printed before it

1. Learning a foreign language is quite difficult.

⇒ *It is quite difficult to learn a foreign language.*

2. Speaking English fluently isn't easy

. => It isn't easy to speak English fluently.

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3. Living in a big city like London is so stressful.

It.....

..

4. Tom said “ Let’s have fish for dinner ”

=> Tom suggested

5. Could you turn the radio down , please ?

=> Would you mind

6. She bought some new books

=> Some new books

7. Her father is planting the trees in the garden now ?

→

Are.....

...

8. Are they doing their homework at the moment?

→ Is

9. Mr. Phong hates lazy people.

=> Mr . Phong doesn't

10. He runs the business more successfully than his uncle

=> His uncle.....

11. Many people believe that no sea in the world is warmer than the Red Sea. (warm)

→

12. I disconnect the screen. It restarts

=> When.....

13. My phone crashed. I tried to play a new game

=> When.....

II. Put in the correct forms of the verbs in brackets

1. I decided (not do) a hotel management course in 2012.

.....

2. English (not speak) in this country 20 years ago.

.....

3. I’m too tired of (listen) to boring stories.

.....

4. I chose (not participate) in that competition.

.....

5. Are you interested in (compose) poems?

.....

6. This shopping central (build) about 15 years ago

.....

7. I (**stand**) in the queue when I (**realize**) that I had lost my wallet.

.....

8. Last night, when we (talk) on the phone, the children (start) fighting and broke a window

.....

9. The living room (**look**) tidy now,your sister (**just, clean**) it ?

.....

10. We've decided (**attend**) the music contest at the end of this year.

.....

11. When my mother and I (**cook**) in the kitchen, John (**come**) in and broke the dish

.....

12. You can use my car but you must promise (**return**)it before Friday.

13. Why ...you (**always, put**) your clothes in the wrong place? I (**tell**) you so many times.

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.....
14. My father promised (**buy**) me a comic book on my 9th birthday

.....
15. We (**teach**) by Mrs. Joanna since April.

.....
16. Little John (**punish**) by his parents yesterday.

.....
17. Yesterday morning, when I (walk) to school, I (see) Mary and we stopped to talk to each other

.....
18. Up to now , they (write) a lot of stories for children =>

.....
19. He loves (solve) clues to get the answer to crossword puzzles

.....
20. Mary offers ((pay) for our meal as a thank you

21. Can you arrange(go) to the movie next week?

22. How about (go) to the temple on Saturday morning?

23. The boys (not, mind) (wash) their father's car everyday

24. I can't stand (jog) in this cold weather

III. Choose the option that best completes the sentences

1. My grandmother feels much....whenever I give her a homemade cake on *Mother's Day*.

A. **happier** B. more happily C. the happiest D. the most happily

2. This is....wedding party I've ever attended.

A. the more memorable B. more memorable

C. **the most memorable** D. most memorable

3. I'm fit as I oftenaerobics

A. play B. go C. **do** D. dance

4. Jane is not very reliable because she rarely her promise

A. holds B. carry C. **keeps** D. maintains

5. The security guard..... to let me in because I couldn't show my ID card

A. **refused** B. agree C. promised D. arranged

6. I wanted to make a pancake, but I couldn't make.....of the recipe

A. **sense** B. understanding C. sight D. most of

7. Anna wants to know whether she had tothe shopping

A. go B. **do** C. buy D. make

8. The number of bus owners In recent years

A. **has increased** B. have increased C. increased D. is increasing

9. The economic conditions today are they were in the past.

A. much more good B. **much better than** C. much better D. the best
than

10. At seven p.m. yesterday, when I _____ in my room, I heard a very big noise.

A. study B. studied C. had been studying D. **was studying**

11. Do you think the Harry Potter films are than the books ?

A. The best B. **better** C. more good D. worst

13. A digital camera isthan a film camera since you don't have to buy rolls of films.

A. more B. most economical C. **more economical** D. The most economical

14. I have been looking.....this book for months, and at last, I have found it.

A. over B. up C. **for** D. at

15. This is the first time I _____ the experiment on plant breeding.

- A. **have done** B. do C. would do D. did
16. This is....wedding party I've ever attended.
A. the more memorable B. more memorable C. the **most memorable** D. most memorable
17. I'd like.....all of you to enjoy my party on this Friday.
A. **to invite** B. inviting C. invite D. not invite
18. We expect Linh.....to the airport late as the plane will take off in 15 minutes.
A. to come B. **not to come** C. not coming D. coming
19. I'm happy.....that you've passed your driving test. Congratulations!
A. not hearing B. hear C. hearing D. **to hear**

IV. 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. closed B. **looked** C. rained D. followed
- 2: A. simplify B. occupy C. **difficulty** D. supply
- 3: A. trashed B. talked C. reached D. **loved**
- 4: A. **diversity** B. distract C. discover D. disruptive
- 5: A. kissed B. laughed C. looked D. **loved**
- 6: A. few B. new C. **threw** D. knew
- 7: . washed B. **exchanged** C. experienced D. mixed
- 8: . decreased B. **used** C. reached D. developed

V. Write the correct form of the given words

- Is this shirt enough to wear in summer (comfort)
- We should pay close to the materials the brands use (attend)
- Mai's friends think her hobby is boring but she..... (agree)
- Dime Time is the.....in the town (cheap)
- The Internet is a very useful means of (communicate)

VI. Underline the error in each sentence and correct it

- I hope they can provide a replacement as soon as possibly
- This restaurant has the worse food in this town, so it receives a lot of bad reviews
- This man offers going shopping for the old couple
- I enjoy doing crossword puzzles at a home
- Most people do not realize the enormously benefits that come to a family when husbands and children share the housework.
- Everyone is feeling a bit cold here , would you mind to close all the window

VII. Read the following passage and 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 42.

The Most Convenient Way to Shop

Do you do a lot of online shopping? For millions of people, it is a wonderful way to purchase the things they want without having to leave their homes.

Online shopping is not very old. The first online shopping company was created in 1991. However, the idea of shopping from home has existed for a very long time. Many years ago, people shopped with mail-order catalogues. A catalogue is a very thin magazine that is full of advertisements, and then they mailed their order back to the company. A few weeks later, their product arrived. Because people ordered their products through the mail, **they** were called "mail - order" catalogues. After that, shopping television shows became popular. These TV shows introduced products to people watching at home. People who wanted to buy something called the company and placed the order. This is called home shopping.

Now we have online shopping. Online shoppers go online and look at web sites. When they find something they want, they place an order with the web site. They usually pay with a credit-card or with virtual currency.

Online shopping is changing shopping. Millions of people buy things online every day. The biggest effect of online shopping is on stores. As more people buy things online, more stores are **shutting down**. After all, why should you go to a store if you can buy things from home?

The main advantage of online shopping is convenience. You can buy almost anything from anywhere in the world, and a week later the product will be in your house. Also, other customers write **reviews** of products. You can read these reviews and decide whether or not you want to buy the product. The big disadvantages are the loss of jobs from store closing, and the fact that you can't examine an item closely before you buy it.

After online shopping, what do you think will come next?

1. Which of the following came first?
 - A. Home shopping
 - B. Online shopping
 - C. Mail-order catalogues
 - D. The passage does not say.
2. What is one effect of online shopping?
 - A. People aren't using computers anymore.
 - B. More stores are opening.
 - C. People are buying fewer things.
 - D. There are fewer shops.
3. The word "**they**" in paragraph 2 refers to _____.
 - A. the customers
 - B. the products
 - C. the advertisements
 - D. the companies
4. The phrase "**shutting down**" in paragraph 4 is closest in meaning to
 - A. taking a rest
 - B. opening
 - C. moving to a new place
 - D. stopping business
5. What is the main advantage about online shopping?
 - A. It is safer.
 - B. It is more convenient.
 - C. It is always much cheaper.
 - D. You can look at the product before you buy them.

Tiết 26: The mid-term test

Tiết 27: The mid-term test correction & feedback

Tiết 28

UNIT 3: SHOPPING

Lesson 3.1 – Listening & Reading, (page 26)

1. Objectives

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

1.15. Language knowledge & skills

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

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 vừng/ 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
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- Elicit the ideas about shopping online from Ss. - Practice listening and complete the task. - Practice reading, choose the best option. - Tell their partner about their experience of making a complaint.	- 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.
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4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise Ss' interest and get them ready for the lesson.
- Content: **Question**
- Expected outcomes: Ss can know about shopping online.
- Organization

Teacher's activities	Students' activities
Question - Show the question on the screen. <i>What can you buy online?</i> - Get Ss to work with a partner. - Have some Ss write their answers on the board. - Check the answers and lead to new lesson.	- Listen to T. - Work in pairs. - Present their answers on the board. <i>Ss' own answers</i>

B. Pre-Listening and Reading: 10 minutes

- Objectives: to prepare Ss for the Listening and reading tasks by raising Ss' awareness of Shopping online.
 - Content: **Let's talk.**
- In pairs: What things do you like to buy? What can you do if there's a problem with an item?**
- Expected outcomes: Ss can share their personal experience with a partner.
 - Organization

Teacher's activities	Students' activities
Let's talk. - Have Ss look at the questions in the instruction before working with a partner. - Give them time to work. - Move around to give help if necessary. - Call some Ss to talk to the whole class. - Give feedback.	- Work in pairs. - Do as told. - Give answers. <i>Ss' own answers</i>

C. While- Listening and Reading: 15 minutes

- Objectives: to help Ss practice listening and reading about hobbies.
 - Content: **Listening, task a, b, and Reading, task a, b.**
- Listening, task a.** Listen to an expert talking about shopping online. What's the main idea?
- Listening, task b:** Now, listen and complete the notes. Write one word only for each answer.
- Reading, task a:** Read June's email and choose the best subject heading.
- Reading, task b.** Now, read and circle the answers.
- Expected outcomes: Ss can complete the tasks correctly and develop their listening and reading skills.
 - 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 (using DCR). - Ask Ss to look though the table 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 headings. - Give them time to read it and choose the answers. - Call some to give their choice and explain. - Check their answers.	- Work individually to find the answer. - Give it to T. Answer Keys (Use the DCR)
Reading, task b. - 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: Have you ever contacted customer service about something you bought? Did they fix your problem?

c. Expected outcomes: Ss can express their personal experience about making a complaint.

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 experience about making a complaint. - Present their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write a short paragraph to introduce some good websites to shop online.

- Do the exercises in workbook on page 18.

- Prepare the next lesson: Lesson 3.2 – Writing, (page 27).

- Do the vocabulary exercise in Tiếng Anh 10 i-Learn Smart World Notebook (page 18).
- 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:
.....
- z. What I learned from this lesson today:
.....
- c. What I should improve for this lesson next time:
.....

Tiết 29

UNIT 3: SHOPPING Lesson 3.2 – Writing, (page 27)

1. Objectives

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

1.16. Language knowledge & skills

- write *a complaint email*.

1.2. Competences

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

1.3. Attributes

- develop accountability.

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 game about listing.	- Ss' activity on the game and their performance.	- T's feedback.
- Read and underline the part of an email.	- Ss' reaction to tasks.	- T's feedback.
- Practice making the sentences.	- Ss' answers.	- T's feedback/ DCR.
- Complete the table about a picture.	- Ss' answers.	- T's feedback/Peers' feedback.

- Practice writing a complaint email.	- Ss' answers/ presentation.	- T's feedback/Peers' feedback.
---------------------------------------	------------------------------	---------------------------------

4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise the Ss' understanding of writing and get them ready for the lesson.
- Content: **A listing game.**
- Expected outcomes: Ss can have general idea about reason for writing emails.
- Organization

Teacher's activities	Students' activities
A listing game - Divide the class into 2 teams. - Introduce the game. - Show the question on the screen. <i>Why do people write emails?</i> - Get some Ss to write their answers on the board. - Check the answers and lead to new lesson.	- Listen to T. - Complete the task individually. - Present their answers on the board. <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 complaint emails, then read June's email again and underline the examples of parts 1-4 from the Writing Skill in the email.
c. Expected outcomes: Ss can know the use of the formal language and the main parts of an email.
d. Organization

Teacher's activities	Students' activities
Writing, task a. - Have Ss work to look at the Writing Skill box, and June's email. - Get them to underline the 4 parts of an email, and then share the answers with a partner. - Give them time to work. - Move around to give help if necessary. - Call some to write their answers on the board. - Give feedback.	- Do as told. - Give answers. <i>Answer Keys (Use the DCR)</i>

C. Practice: 18 minutes

- Objectives: to help Ss practice speaking and writing a blog post.
- Content: **Writing, task b and Speaking, task a, b.**
Writing, task b: Write full sentences using the prompts. Use the skill box to help you. Then, number the sentences (1-4) to match them with the parts of a complaint email.
Speaking, task a: In pairs: Look at the pictures in the lesson. Discuss what the problems are and what the customers should do.
Speaking, task b. Choose an item from the pictures or use your own idea and make notes 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	- Study the prompts.

- Ask Ss to have a look at the prompts before writing full sentences and matching. - Have them share their writing with a partner. - Get answers from Ss. - Give feedback if needed.	- Write full sentences and match. - Share the answers. - Give the answers. Answer Keys (Use the DCR)
Speaking, task a. - Introduce the task (using DCR). - Ask Ss to look at the pictures on page 27 before working in pairs. - Set time for the activity. - Get around to give help.	- Study the pictures. - Work in pairs to discuss the problems and solutions. - Ask for help if any. Ss' own answers
Speaking, task b - Ask Ss to fill in the table with the chosen picture with their own information. - Call some to ask to give their answer. - Check their answers.	- Complete the table about themselves. - Present their 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 complaint email to the company. Remember to follow the model and use formal language. Use the Feedback form to help you. Write 120 to 150 words.

c. Expected outcomes: Ss can write a complaint email.

d. Organization

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

E. Consolidation and homework assignments: 5 minutes

- Rewrite your complaint email carefully.

- Do the exercises in workbook on page 19.

- Prepare the next lesson: Review 1, (page 28).

- Complete the writing notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 19).

- 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:

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

Tiết 30

REVIEW 1

Listening, Reading, & Vocabulary (page 28)

1. Objectives

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

1.17. Language knowledge & skills

- practice listening and reading for specific information.
- practice test-taking skills.
- consolidate and practice vocab. presented in units 1-3.

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 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.

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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 some questions on the screen. <i>How many units have we studied so far?</i> <i>What is the name of unit 1,2,3?</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. Ss' own answers

B. Listening: 12 minutes

- Objectives: to provide Ss with new opportunity to practice listening skill.
- Content: **Listening.**
You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).
- Expected outcomes: Ss can get the main point of each conversation and complete the task correctly.
- Organization

Teacher's activities	Students' activities
Listening. - Have Ss look at the questions and underline the key words. - 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

- Objectives: to help Ss practice reading skill.
- Content: **Reading.**
Five sentences have been removed from the text below. For each question, choose the best answer (A–H). There are three extra examples which you do not need to use.
- Expected outcomes: Ss can complete the tasks correctly and develop their reading skill.
- Organization:

Teacher's activities	Students' activities
Reading. - Ask Ss to have a look at the tittle and the five sentences.	- Work individually to find the answer.

- Elicit the topic and some new words (if any). - 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.	- 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, Task a, b.**

Task a: Match the words with the descriptions. There are two extra words which you do not need to use.

Task b: Fill in the blanks using the words in the box. There are two extra words which you do not need to use.

c. Expected outcomes: Ss can complete the tasks correctly using the 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)
Task b: - Introduce the task to Ss. - 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 write their answers on the board. - Check and give comment.	- Work in pairs. - Talk to their partner about their personal experience about making a complaint. - Present their answers. Answer Keys (Use the DCR)

E. Consolidation and homework assignments: 5 minutes

- Practice listening to more talks on YouTube.
- Do the exercises in workbook on pages 62.
- Prepare the next lesson: Review 1, (page 29).
- Do the exercises in Tiếng Anh 10 i-Learn Smart World Notebook (pages 66 & 67).

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:

.....

Tiết 31

REVIEW 1

Grammar, Pronunciation, Speaking & Writing. (page 29)

1. Objectives

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

1.18. Language knowledge & skills

- consolidate and practice grammar presented in units 1-3.
- consolidate and practice pronunciation presented in units 1-3.
- consolidate and practice vocab. presented in units 1-3.

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 task. - 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

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

Teacher's activities	Students' activities
Question - Show some questions on the screen. <i>Which grammar points have we studied so far?</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. Grammar: 9 minutes

- a. Objectives: to provide Ss with a new opportunity to practice using grammar points.
- b. Content: **Grammar, task a, b.**
- Task a. Write full sentences using the words below.**
- Task b. Fill in the blanks using the comparative or superlative form of the adjectives.**
- c. Expected outcomes: Ss can complete the tasks correctly.
- d. Organization

Teacher's activities	Students' activities
Task a. - Have Ss look at the prompts and make full sentences. - 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 questions and provide the correct form of the adjectives. - 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. - 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 the best Sunday ever. Think of two fun places and then tell your partner(s).

Task b: Listen to your partner's ideas and give your opinions. Say which ones you like the most and the least, then finally choose the one you all think is the best.

Task c: Tell another group your plans.

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

d. Organization

Teacher's activities	Students' activities
Speaking - 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 write their answers on the board. - Check and give comment	- Work in groups. - Present their answers. Ss' own answers

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 1- 3 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	

- 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 write their answers on the board. - Check and give comment	- Work in pairs. - Present their answers <i>Ss' own answers</i>
---	--

E. Consolidation and homework assignments: 5 minutes

- Practice speaking with a partner on a topic you like.
- Do the exercises in workbook on pages 63, 64.
- Prepare the next lesson: Unit 4, Lesson 1.1 – Vocab & Listening, (page 30)

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 32

UNIT 4: INTERNATIONAL ORGANIZATIONS & CHARITIES

Lesson 1.1 – Vocabulary & Listening (page 30)

1. Objectives

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

1.19. Language knowledge & skills

- practice and learn vocab. for *the work of charity* using the words *charity, volunteer, donate, provide, raise, support*.
- practice listening for purpose of the talk and specific information.
- practice functional English (*Signaling the end of a conversation*).

1.2. Competences

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

1.3. Attributes

- become a global citizen.

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 answer about giving something to help people. - Fill in the blanks with the words. - Listen and complete the tasks. - Talk about the reasons for choosing a kind of charity.	- Ss' reaction to the situation and their performance. - Ss' answers. - Ss' answers. - 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 the topic and get them ready for the lesson.
- Content: **Question**
In pairs: **Have you ever given something to someone to help them? Why?**
- Expected outcomes: Ss can talk about their helping other people.
- Organization

Teacher's activities	Students' activities
Question - Write/ show the question to Ss. <i>Have you ever given something to someone to help them? Why?</i> - Get Ss to work in pairs. - Get the answers from Ss. - Check the answers and lead to new lesson.	- Listen to T. - Work in pairs. - 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. Read the definitions, then fill in the blanks with the new words. Listen and repeat.
Task b. In pairs: Talk about charities in your country. How do they help people?
- 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 again and ask Ss to repeat in chorus.	- 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 talk about charities in Vietnam. - Give them time to work. - Check the answers.	- Work in pairs. - talk about charities in Vietnam. - Give their answers. Ss' own answers

C. While-listening: 15 minutes

- Objectives: to help Ss get the main content of the interview and improve Ss' listening skill.
- Content: **Listening, task a, b, c**
Task a. Listen to two people talking about a charity. What is the purpose of the interview?
Task b. Now, listen and fill in the blanks.
Task c. Read the Conversation Skill box and listen to Task b. audio again. Circle the phrase 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 two options. - Elicit the information related to them. - Play the audio file (using DCR). - Ask Ss to share their answer with a partner. - Call Ss to give the answer. - Check Ss' answers and give feedback if needed.	- Look at the options and give the answers. - Listen and choose the correct answer. - Share it with a partner. - Give the answer. Answer Keys (Use the DCR)
Task b. - Ask Ss to look at the blanks. - Have Ss decide the type of information needed in each blank. - Play the audio file (using DCR). - Get Ss to give the answers. - Check their answers.	- Identify the type of information. - Listen and fill in the blanks. - 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 repeat.	- Look at the Conversation Skill box. - Listen and choose the correct answer. - Listen and repeat. 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: If you volunteer for a charity, what kind of charity will you work for? Why?**

c. Expected outcomes: Ss can present the reasons for choosing a kind of charity to work for.

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.	- Talk about their reaction to the question. - Talk to the whole class. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write a short paragraph about the need for a charity.

- Do the exercises in workbook on page 20.

- Prepare the next lesson: Lesson 1.2 - Grammar (page 31).

- Do the vocabulary exercises in Tiếng Anh 10 i-Learn Smart World Notebook (page 20).

- 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:

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

Tiết 33

UNIT 4: INTERNATIONAL ORGANIZATIONS & CHARITIES

Lesson 1.2 – Grammar (page 31)

1. Objectives

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

1.1. Language knowledge & skills

- practice and use *The Present Simple* and *The Present Continuous* correctly.
- improve writing skill.

1.2. Competences

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

1.3. Attributes

- Become a helpful citizen.

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 the picture. - Circle the correct answer. - Fill in the blanks. - Make sentences using the verbs.	- 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 help Ss revise the previous lesson by checking the homework and get them ready for the lesson.
- Content: **Picture prompt**
- Expected outcomes: Ss can describe the activities in the picture.
- Organization

Teacher's activities	Students' activities
Picture prompt - Show/write a picture.	- Study the picture. - Describe it. Ss' own answers



- Get Ss to describe it.
- Give comment and lead to new lesson.

B. Presentation: 10 minutes

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

Teacher's activities	Students' activities
Task a. - 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 Present Simple</i> and <i>The Present Continuous</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>The Present Simple</i> and <i>The Present Continuous</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: Circle the correct verb form, then practice saying the sentences with a partner.**
- Task c: Read the letter and fill in the blanks, using the correct form of the verbs.**
- Expected outcomes: Ss can complete the tasks correctly.
- Organization:

Teacher's activities	Students' activities
Task b: - Ask Ss to read the sentences before choosing the correct answer individually. - 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. - Choose the correct answer. - 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 letter before filling the blanks.	- Study the letter. - Fill in the blanks. - Share the answers with a partner.

- Get Ss to work individually, and then share the answers with a partner. - Get answers and explanation from Ss. - Use the DCR to check Ss' work.	- 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 sentences using the verbs in Task b. and exchange them with your partner.

c. Expected outcomes: Ss can make correct sentences.

d. Organization

Teacher's activities	Students' activities
Task d: - 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. - Talk about charity activities. - Give their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Make five sentences about the benefits of charity.

- Do the exercises in workbook on page 21.

- Prepare the next lesson: Lesson 1.3 – Pronunciation & Speaking (page 32).

- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 21).

- 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:

.....

Tiết 34

UNIT 4: INTERNATIONAL ORGANIZATIONS & CHARITIES

Lesson 1.3 – Pronuciation & Speaking (page 32)

1. Objectives

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

1.20. Language knowledge & skills

- practice *word stress for two-syllable verbs*.
- practice pronouncing the words in the conversation.
- practice talking about *charity*.
- improve speaking skill.

1.2. Competences

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

1.3. Attributes

- Become a helpful citizen.

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. - Practice listening and reading the words with the correct word stress. - Ask and answer about charity. - Make an interview about charity.	- 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

- Objectives: to raise the Ss' awareness of the word stress and get them ready for the lesson.
- Content: **Jumbled words**
- Expected outcomes: Ss can be familiar with two-syllable verbs.
- Organization

Teacher's activities	Students' activities
Jumbled words - Show/write some jumbled words and elicit the answers from Ss. (<i>support, donate, provide, supply, ...</i>) - Ask Ss to give answers on the board. - Call some Ss to pronounce the words. - Check the answers and lead to new lesson.	- Listen to T and give the correct words. - Write the answers on the board. - Pronounce the words. Ss' own answers.

B. Pre-Speaking: 10 minutes

- Objectives: to prepare Ss for the speaking activity by introducing the stress on two-syllable verbs.
 - 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 one that has the wrong word stress.**
- Task d. Read the words with the correct stress to a partner.**
- Expected outcomes: Ss can make stress on two-syllable verbs correctly and naturally.
 - Organization

Teacher's activities	Students' activities
Task b. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the stress in each word. - 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 word 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 one with 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 using the words stress and improve Ss' speaking skill.

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

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

Speaking, task a. You're a journalist interviewing a charity volunteer. In pairs:

Student A, use your notes and interview the volunteer. Student B, use your own ideas to answer the questions. Swap roles and repeat.

c. Expected outcomes: Ss can talk about *charity* in a meaningful way.

d. Organization:

Teacher's activities	Students' activities
Practice - Ask Ss to have a look at the pictures and the prompts below each picture. - Elicit the information. - Ask Ss to practice asking and answering in pairs. - Check Ss' answers and give feedback if needed.	- Study the pictures and the prompts below each picture. - Give the answers. - Practice asking and answering in pairs. Answer Keys (Use the DCR)
Speaking, task a. - Get Ss to look at the notes and think about the questions to ask a partner. - Set the time for the activity. - Get around to assist Ss and note down some possible mistakes. - Call some Ss to talk to the whole class.	- Look at the notes and think about the questions to ask a partner. - Present 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**

Task b: Now, join another pair and role-play your interview to them.

c. Expected outcomes: Ss can make a real interview about charity.

d. Organization

Teacher's activities	Students' activities
Task b: - Introduce the task to Ss (using DCR). - Ask Ss to interview another partner. - Set the time for Ss to do. - Get round to give help and take notes of some mistakes. - Call some to talk to the whole class. - Check and give comment.	- Interview another partner. - Give their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Make a clip about your interview with a partner.
- Prepare the next lesson: Lesson 2.1 – Vocab & Reading, (page 33).
- Review the vocabulary and grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (pages 20 & 21).
- 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:
.....

Tiết 35

UNIT 4: INTERNATIONAL ORGANIZATIONS & CHARITIES

Lesson 2.1 – Vocabulary & Reading (Page 33)

1. Objectives

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

1.1. Language knowledge & skills

- practice and learn vocab. related to charity: *organize, awareness, set up, conservation, aim.*
- use learned phrases for reading tasks.
- practice reading for gist and specific information about teen shopping habits.
- improve critical thinking skills through giving solutions.

1.2. Competences

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

1.3. Attributes

- Become a helpful citizen.

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 need to have plants from Ss. - Circle correct definitions - Choose the best title. - Read and complete the reading tasks. - Talk about the solution.	- 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/Peers' feedback. - 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 clip**
- Expected outcomes: Ss can have some knowledge about roles of plants.
- Organization

Teacher's activities	Students' activities
A clip https://www.youtube.com/watch?v=ygvnPllrQW8 - Write the questions on the board. <i>What do you need plants?</i> - Have Ss work in pairs to ask and answer the questions. - Set time for this activity. - Have Ss watch the clip and note down the answers, and then share them with a partner. - Go around and give help if needed. - Get the answers from Ss. - Lead to new lesson.	- Listen to T, then answer the question in pairs. - Watch the clip and answer the question. - Share the answers - 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. Circle the correct definitions for the underlined words. Listen and repeat.
Task b. In pairs: If you set up a charity, who or what will you help, and why?
- Expected outcomes: Ss can complete the task and talk about charity using the new words.
- Organization

Teacher's activities	Students' activities
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Task a. - Ask Ss to circle the correct answer 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.	- Circle the answer 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 b: - Get Ss to discuss the question in pairs. - Move around to monitor/ facilitate. - Call some pairs to present in class. - Give feedback if necessary.	- Discuss the question in pairs. - Present their answers as directed. Ss' own answers

C. While – Reading: 15 minutes

a. Objectives: to help Ss have some ideas about charity 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 circle the answers.

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

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 answers 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 choose the best 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 choose the best 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: How can we stop people and companies from cutting down trees in our rainforests?

c. Expected outcomes: Ss can present their own solution to an issue.

d. Organization

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

- Set the time for the activity. - Move around to assist Ss if needed. - Ask some pairs to present their work.	- Discuss the question and give the reason for that. - Give answers to T. Ss' own answers
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E. Consolidation and homework assignments: 5 minutes

- Write a list of things that you should do to set up a charity.
- Do the exercises in workbook on page 22.
- Prepare the next lesson: Lesson 2.2 – Grammar (page 34).
- Do the vocabulary exercises in Tiếng Anh 10 i-Learn Smart World Notebook (page 22).
- 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:

.....

Tiết 36

UNIT 4: INTERNATIONAL ORGANIZATIONS & CHARITIES

Lesson 2.2 – Grammar (page 34)

1. Objectives

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

1.1. Language knowledge & skills

- practice and use *The Present Perfect* correctly.
- improve writing skill.

1.2. Competences

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

1.3. Attributes

- Become a helpful citizen.

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
- Make sentences using the present perfect. - Choose the correct answers. - Write full sentences.	- Ss' reaction to pictures and their notes in notebooks. - Ss' answers. - Ss' performance. - Ss' answers/ presentation.	- T's feedback. - T's observation/ DCR. - T's observation/ DCR.

- Talk about people in the box.		- T's feedback/Peers' feedback.
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4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise the Ss' awareness of *The Present Perfect* and get them ready for the lesson.
- Content: Picture prompts
- Expected outcomes: Ss can use *The Present Perfect* in their answers.
- Organization

Teacher's activities	Students' activities
Pictures prompts - Show some pictures. - Make a sentence for each picture as a model. - Get Ss to make sentences about the pictures. - Have Ss write their answers on the board. Picture 1  T: I have been to Da Lat many times. T: I have visited Da Lat many times. Ss: Ss: Picture 2  T: I have not had breakfast yet. T: I haven't eaten breakfast yet. Ss: Ss: - Check the answers and lead to new lesson.	- Look at the pictures and make sentences using <i>The Present Perfect</i>. - 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 *The Present Perfect*.

d. Organization

Teacher's activities	Students' activities
Task a. - 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>The Present Perfect</i> or T does (if needed).	- Listen to the audio file. - Practice it with a friend. - Give the form, the meaning, and the use of <i>The Present Perfect</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: Circle the correct word.

Task c: Write sentences using the prompts and the Present Perfect.

c. Expected outcomes: Ss can choose correct answer in each sentence and write sentences using the prompts and the Present Perfect correctly.

d. Organization:

Teacher's activities	Students' activities
Task c: - Ask Ss to study the sentences, choose the correct word, 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 and choose the correct word. - Share the answers with a partner. - Present the answers. Answer Keys (Use the DCR)
Task d: - Ask Ss to write sentences using the prompts and the Present Perfect. - Get Ss to share their answers with a friend. - Check Ss' answers and give feedback if needed.	- Write sentences using the prompts and the Present Perfect. - 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 Michael and Alan. Use the prompts from the box.

c. Expected outcomes: Ss can ask and answer about two people using the information provided in the box.

d. Organization

Teacher's activities	Students' activities
Task d: - Ask Ss to work in pairs. - Set the time for Ss to do. - Get round 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 and answer. - Give their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write 5 sentences using the present perfect about thing you have or have not done in your life.
- Do the exercises in workbook on page 23.
- Prepare the next lesson: Lesson 2.3 – Pronunciation & Speaking (page 35).
- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 23).
- 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 37

UNIT 4: INTERNATIONAL ORGANIZATIONS & CHARITIES

Lesson 2.3 – Pronunciation & Speaking (page 35)

1. Objectives

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

1.21. Language knowledge & skills

- practice the sound change for *have* and *has* correctly.
- talk about *how charities have helped*.
- improve speaking skill.

1.2. Competences

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

1.3. Attributes

- Become a helpful citizen.

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
- Write their homework.	- Ss' reaction to homework and their performance.	- T's feedback.
- Recognize and practice saying the sound change.	- Ss' reaction to tasks.	- T's feedback/ DCR.
- Practice the conversation.	- Ss' answers/ presentation.	- T's feedback.
- Practice talking about their ideas.	- Ss' answers/ presentation.	- T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

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

Teacher's activities	Students' activities
Checking homework - Call some Ss to write their homework on the board. - Get other Ss to give comment on their friends' homework. - Check the answers, focus on the pronunciation of <i>have</i> and <i>has</i> and lead to new lesson.	- Write 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.
- Content: **Pronunciation, task b, c, d.**
Task b. Notice the sound changes of the underlined words.
Task c. Listen and cross out the one with the wrong sound changes.
Task d. Read the sentences with the correct sound changes to a partner.
- Expected outcomes: Ss can pronounce the sound changes correctly and naturally.
- Organization

Teacher's activities	Students' activities
Task 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 questions. - Give help if necessary.	- Listen to the audio file and repeat. - Notice the sound change. - Do as told. Ss' own answers
Task c. - Ask Ss to look at the two sentences before listening to them. - Play the audio file. - Elicit the answers from Ss. - Check the answers.	- Study the two questions 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 with the correct sound changes to a partner. - 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

- Objectives: to help Ss pronounce the sound changes correctly, and improve Ss' speaking skill.
- Content: **Practice, task a, b and Speaking, task a.**

Practice, task a: Practice the conversation. Swap roles and repeat.

Practice, task b: Make two more conversations using the ideas on the right.

Speaking, task a. You want to donate to a charity. In pairs: Student B p 95. File 6 .

Student A, ask Student B about Animal Help and fill in the chart. Swap roles. Student B, ask Student A about World Love and fill in the chart.

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

d. Organization:

Teacher's activities	Students' activities
Practice, task a. - Ask Ss to have a look at the conversation and the words on the right. - Elicit the information. - Ask Ss to practice the conversation in pairs. - Check Ss' answers and give feedback if needed.	- Study the conversation and the words. - Give the answers. - Practice the conversation. <i>Ss' own answers</i>
Practice, task b. - Ask Ss to practice the conversation twice with the words on the right in pairs. - Call some to talk to the whole class. - Give comment.	- Work in pairs - Talk to the whole class. <i>Ss' own answers</i>
Speaking, task a. - Divide the class into pairs. - Assign their role A or B, and ask them to turn the page. - Give them time to work - Call some to talk to the whole class. - Check their answers.	- Work in pairs to ask and answer. - Complete the table. - 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: Which charity do you think is more important? Why?

c. Expected outcomes: Ss can express their ideas which charity is more important.

d. Organization

Teacher's activities	Students' activities
Task b: - Introduce the task to Ss. - 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. - Present their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Write a short paragraph about the importance of charity for disadvantaged children.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 36).

- Review the vocabulary and grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (pages 22 & 23).

- 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:
.....

Tiết 38

UNIT 4: INTERNATIONAL ORGANIZATIONS & CHARITIES

Lesson 3.1 – Listening & Reading (page 36)

1. Objectives

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

1.2.2. Language knowledge & skills

- practice listening and reading for gist and specific information.
- talk about *interesting ways to raise money for charities*.
- improve their listening and reading skills.

1.2. Competences

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

1.3. Attributes

- become a helpful citizen.

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 money management from Ss.	- Ss' reaction to question and their performance.	- T's feedback.
- Practice listening and complete the task.	- Ss' reaction to tasks.	- T's feedback/ DCR.
- Read and complete the tasks.	- Ss' answers.	- T's feedback/ DCR.
- Tell their partner about their experience of fundraising.	- Ss' answers/ presentation.	- 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: **Question**

Giáo viên- Vũ Thị Bích Ngọc

- c. Expected outcomes: Ss can know something about money management.
d. Organization

Teacher's activities	Students' activities
Question - Show/write the question. <i>How do you use your money every week?</i> - Get Ss to work with a partner. - Have some Ss give their answers. - Show/ write the percentage of using money. 60%, 20%, 10%, 10% - Get Ss to guess the meaning of the percentage. - Check the answers and lead to new lesson.	- Listen to T. - Work in pairs. - Present their answers. Suggested answers 60%: <i>Saving</i> 20%: <i>Spending</i> 10%: <i>Donation</i> 10%: <i>Investment</i>

B. Pre-Listening and Reading: 10 minutes

- a. Objectives: to prepare Ss for the Listening and reading tasks by raising Ss' awareness of fundraising.
b. Content: **Let's talk.**
In pairs: Have you ever raised money for charity? What did you do? What would you like to do in the future?
c. Expected outcomes: Ss can share their personal experience with a partner.
d. Organization

Teacher's activities	Students' activities
Let's talk. - Have Ss look at the questions in the instruction before working with a partner. - Give them time to work. - Move around to give help if necessary. - Call some Ss to talk to the whole class. - Give feedback.	- Work in pairs. - Do as told. - Give answers. Ss' own answers

C. While- Listening and Reading: 15 minutes

- a. Objectives: to help Ss practice listening and reading about hobbies.
b. Content: **Listening, task a, b, and Reading, task a, b.**
Listening, task a. Listen to a man talking about ways to raise money for charity. How many fundraising events does the speaker talk about?
Listening, task b: Now, listen and write True or False.
Reading, task a: Read the article and choose the best title.
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). - 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 (using DCR). - 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 titles. - Give them time to read it and choose the answers. - Call some to give their choice and explain. - Check their answers.	- Work individually to find the answer. - Give it to T. 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: What can you do to raise money for charity? Who will you help with the money you raise?

c. Expected outcomes: Ss can express their personal experience about raising money for charity.

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 experience about raising money for charity. - Present their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write a plan to raise money for charity in your class/school.

- Do the exercises in workbook on page 24.

- Prepare the next lesson: Lesson 3.2 – Writing, (page 37).

- Do the vocabulary exercises in Tiếng Anh 10 i-Learn Smart World Notebook (page 24).

- 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:

Tiết 39

UNIT 4: INTERNATIONAL ORGANIZATIONS & CHARITIES

Lesson 3.2 – Writing (page 37)

1. Objectives

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

1.2.3. Language knowledge & skills

- write *an article about how to raise money*, using synonyms to avoid repetition.

1.2. Competences

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

1.3. Attributes

- become a helpful citizen.

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 about synonyms. - Read and underline the synonyms. - Complete the table about a someone. - Practice writing an article.	- Ss' activity on the clip 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 raise the Ss' understanding of synonyms and get them ready for the lesson.
- Content: **A clip.**
- Expected outcomes: Ss can have general idea about synonyms.
- Organization

Teacher's activities	Students' activities
A listing game https://www.youtube.com/watch?v=X4EhMDpeHyc - Ask Ss to get ready to take notes while watching the clip. - Get some Ss to write their answers on the board. - Check the answers and lead to new lesson.	- Watch the clip. - Complete the task individually. - Present their answers on the board. 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 synonyms to avoid repetition, then read Minh Phan's article again and underline the synonyms for trip.

c. Expected outcomes: Ss can know the purpose of using the synonyms.

d. Organization

Teacher's activities	Students' activities
Writing, task a. - Have Ss work to look at the Writing Skill box and read Minh Phan's article again and underline the synonyms for trip. - Get them to share the answers with a partner. - Give them time to work. - 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. <i>Answer Keys</i> (Use the DCR)

C. Practice: 18 minutes

a. Objectives: to help Ss practice speaking and writing a blog post.

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

Writing, task b: Replace the underlined words with their synonyms from the box.

Speaking, task a: You're planning an article about raising money for charity. In pairs: Student B p 95. File 7 . Student A, ask Student B questions about Sir Tom Moore and complete the notes. Swap roles and repeat.

Speaking, task b. Now, Student B, ask Student A about John Woodley and complete the notes.

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 their synonyms from the box. - Have them share their answers with a partner. - Get answers from Ss. - Give feedback if needed.	- Study the sentences. - Replacing the underlined words with their synonyms from the box. - Share the answers - Give the answers. <i>Answer Keys</i> (Use the DCR)
Speaking, task a, b. - Introduce the task (using DCR). - Ask Ss to look at the notes before working in pairs. - Set time for the activity. - Get around to give help.	- Study the notes. - Work in pairs to ask and answer to complete the notes. - Ask for help if any. <i>Answer Keys</i> (Use the DCR)

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 article about John Woodley, Sir Tom Moore, or someone raising money for charity that you know. Use the Feedback form to help you. Write 120 to 150 words.

c. Expected outcomes: Ss can write an article.

d. Organization

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

E. Consolidation and homework assignments: 5 minutes

- Rewrite your article carefully.
- Do the exercises in workbook on page 25.
- Prepare the next lesson: Unit 5, Lesson 1.1 – Vocabulary & Listening (page 38).
- Complete the writing notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 25).
- 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 40

UNIT 5: GENDER EQUALITY

Lesson 1.1 – Vocabulary & Listening, (page 38)

1. Objectives

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

1.24. Language knowledge & skills

- practice and learn vocab. related to history of gender equality: *right, allow, property, election, vote.*
- practice listening for purpose of the talk and specific information.
- practice functional English (*Responding to surprising information*).

1.2. Competences

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

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1.3. Attributes

- become aware of feminism.

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
- Give answer about jobs for men and women. - Match definitions with the words. - Listen and complete the tasks. - Talk about the reasons for the difference in women's life a long time ago.	- Ss' reaction to the situation and their performance. - Ss' answers. - Ss' answers. - 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: **Warm-up**
In pairs: In your country, what jobs are usually done by men/women?
- Expected outcomes: Ss can talk about the jobs for men and women.
- Organization

Teacher's activities	Students' activities
Question - Write/ show the question. <i>In your country, what jobs are usually done by men/women?</i> - Get Ss to work in pairs. - Get the answers from Ss. - Check the answers and lead to new lesson.	- Study the question. - Work in pairs. - 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. Match the underlined words with their definitions. Listen and repeat.
Task b. In pairs: Talk about what things you are allowed or not allowed to do at school. Are there different rules for boys and girls?
- 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.	- 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)

- Play the audio file and ask Ss to repeat in chorus and individually.	
Task b. - Ask Ss to work in pairs to talk about school rules for boys and girls in Vietnam. - Give them time to work. - Check the answers.	- Work in pairs. - Talk about school rules for boys and girls in Vietnam. - Give their answers. <i>Ss' own answers</i>

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 Emma talking to her grandma, Donna. What is Emma's project 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.

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 three options. - Elicit the information related to them. - Play the audio file (using DCR). - Ask Ss to share their answer with a partner. - Call Ss to give the answer. - Check Ss' answers and give feedback if needed.	- Look at the options and give the answers. - Listen and choose the correct answer. - Share it with a partner. - Give the answer. Answer Keys (Use the DCR)
Task b. - Ask Ss to look at the incomplete sentences. - Have Ss guess the answer. - Play the audio file (using DCR). - Get Ss to give the answers. - Check their answers.	- Study the incomplete sentences. - Listen and choose the correct 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 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: In what other ways do you think life was different for men and women one hundred years ago? Why?

c. Expected outcomes: Ss can present the reasons for the difference between men and women one hundred years ago in their life.

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.	- Talk about their reaction to the question. - Talk to the whole class. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write a short paragraph about the need for gender equality.
- Do the exercises in workbook on page 26.
- Prepare the next lesson: Lesson 1.2 - Grammar, (page 39).
- Do the vocabulary 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:

.....

ll. What I learned from this lesson today:

.....

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

.....

Tiết 41

UNIT 5: GENDER EQUALITY

Lesson 1.2 – Grammar, (page 39)

1. Objectives

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

1.1. Language knowledge & skills

- practice and use *infinitive* correctly.
- improve writing skill.

1.2. Competences

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

1.3. Attributes

- become aware of feminism.

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 question. - Fill in the blanks. - Match the sentences with the rules. - Make sentences using the verbs.	- 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 help Ss revise the previous lesson and get them ready for the lesson.
- Content: **Question**
- Expected outcomes: Ss can tell the class about their home rules.
- Organization

Teacher's activities	Students' activities
Questions - Show/write the question. <i>What are you allowed to do at home?</i> → <i>I am allowed</i> → <i>I am not allowed</i> → <i>I can</i> → - Get Ss to answer it. - Give comment and lead to new lesson.	- Study the question. - Answer it. <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 *infinitives*.
- Content: **Task a. Listen and repeat.**
- Expected outcomes: Ss can generalize the use of *infinitives*.
- Organization

Teacher's activities	Students' activities
Task a. - 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>infinitives</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>infinitives</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: Fill in the blanks using the verb in the box in the to-infinitive or bare infinitive form.**
- Task c: Match the sentences in Task b. with the rules for using to-infinitives and bare infinitives listed below. Write the numbers of the sentences 1–6 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 filling the blanks individually. - 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 sentences in task b. and the rules in task c. - 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 sentences in task b. and the rules in task c. - Match them together. - 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 sentences to say what women can do today. Use to-infinitives or bare infinitives.**
- c. Expected outcomes: Ss can make correct sentences.
- d. Organization

Teacher's activities	Students' activities
Task d: - 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. - Talk about what women can do today. - Give their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Make five sentences about the rights of women today.
- Do the exercises in workbook on page 27.
- Prepare the next lesson: Lesson 1.3 – Pronunciation & Speaking (page 40).
- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 27).
- 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 42 +43+ 44: Review for the end-of-term exam

Tiếng Anh 10 – i-Learn Smart World

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. dust B. untidy C. refuse D. customer
 2. A. promised B. decided C. provided D. donated

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. allow B. improve C. arrange D. helpful
 4. A. generous B. entertain C. charity D. furniture

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. Anna failed the last exam. Therefore, she was _____ to pass it this year. She studied really hard.
 A. determined B. relaxed C. grateful D. exhausted
6. The main aim of our green group is to _____ the environment.
 A. recycle B. donate C. protect D. raise
7. Student A: _____ any volunteer work?
 Student B: Yes, I _____ at a soup kitchen in May.
 A. Have you ever done / have volunteered B. Have you ever done / volunteered
 C. Are you doing / volunteered D. Did you do / was volunteering
8. The government didn't _____ female athletes compete in the Olympics until 1900.
 A. allow B. let C. have D. agree
9. According to USAID, about 62 million girls around the world don't have access _____ proper education and healthcare.
 A. for B. with C. in D. to
10. I asked Josh to help me with the cooking, but he _____.
 A. agreed B. refused C. offered D. arranged
11. If your laptop is still _____, they will replace the faulty parts free of charge.
 A. on sale B. crashed C. under warranty D. restart
12. All donations to East Africa Hunger Relief Fund will _____ hunger relief efforts in five East Africa countries, including Eritrea, Ethiopia, Kenya, Somalia and South Sudan.
 A. support B. donate C. provide D. promise
13. Nothing bothers Sammy. She's very _____.
 A. impatient B. helpful C. proud D. easygoing
14. Tony is such a nice kid. He always _____ to help out with the housework.
 A. refuses B. offers C. enjoys D. asks

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. My brother has never taken part in a fun run before, so he was really excited.
A. set up B. participated C. organized D. supported
16. The World Wildlife Fund (WWF) is an organization which works to protect endangered animals.
A. harm B. raise C. bring up D. save

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. Maria is really generous. She has already donated a lot of money to an organization which helps immigrants.
A. kind B. mean C. charitable D. unfriendly
18. Frank's parents were so proud and delighted when he passed the final exam with flying colors.
A. pleased B. joyful C. dissatisfied D. hopeful

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 exchanges.

19. After seeing the pollution of the ocean on holiday, I decided to join a campaign to rise
A B C D
public awareness of the problem.
20. I prefer reading non-fiction books than fiction; I like reading about things which actually
A B C
happened.
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: I think everyone can do more to protect the environment.
Student B: _____
A. Yes, I don't mind.
B. You can say that again.
C. I wasn't sure about that.
D. I often do too.
22. Student A: Excuse me, would you mind helping me? I can't open this door.
Student B: _____
A. That would be great.
B. Could you give me a hand?
C. I suppose so.
D. Of course not!
23. Student A: How long have you collected stamps?
Student B: _____
A. Five years ago. B. When I was in grade 5.
C. Since I have free time. D. For five years.

III. WORD FORMATION (0.4 points)

Write the correct forms of the words in brackets.

24. Throughout history, women have faced lots of barriers and gender discrimination. Despite these challenges, however, they have made amazing _____ in different fields. (ACHIEVE)
25. Don't be _____. You should think of others first. (SELF)

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.

Sea Watch Foundation is a national organization which was (26) _____ in 1991. Its main aim is to improve the (27) _____ and protection of whales, dolphins and porpoises in British and Irish waters. Professional researchers work together with volunteers to identify and monitor the numbers and locations of these animals (28) _____ they can gain valuable knowledge of the ocean environment, the impact of climate change on the seas, the effects of chemical pollution, over-fishing and accidental capture in fishing gear. The project also increases awareness and understanding of marine mammals and the threats they face. Volunteers can work both in the office and in the field. There is also a (29) _____ of regional coordinators and volunteer observers all around the UK coastline. They provide data and support to *Sea Watch* through recording and reporting all sightings of whales, dolphins and porpoises. *Sea Watch Foundation* has also run courses (30) _____ over twenty years, making it one of the most experienced organizations for training observers and students interested in sea animals in the country. If you would like to be a volunteer, the most straightforward way to get involved is to contact the organization's co-ordinator in your area and join him or her for a sea watch. Anyone with enthusiasm and a pair of binoculars can take part in.

- | | | | |
|---------------------|--------------|-----------------|---------------|
| 26. A. found | B. supported | C. set up | D. made |
| 27. A. conservation | B. conserve | C. conservative | D. conserved |
| 28. A. in order to | B. so that | C. because | D. therefore |
| 29. A. relationship | B. link | C. network | D. connection |
| 30. A. in | B. since | C. during | D. for |

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.

Rosa Louise McCauley Parks (February 4, 1913 – October 24, 2005) was an African- American civil rights activist. Ms. Parks was a 42-year-old worker in Montgomery, Alabama when she caught a bus on December 1, 1955. Shortly after she sat down, a white man got on the bus and had to stand. At that time, there were segregation laws which required African-Americans to make room for white passengers. Ms. Parks refused to comply with the bus driver's demands for her to move. She said, "No, I am tired of being treated like a second-class citizen". She was convicted of breaking the law. Therefore, she had to go to jail for one day and was fined \$10. However, her act of bravery sparked a famous bus boycott that lasted 381 days. It also led to the end of segregation laws throughout America's South. In 1956, the Supreme Court declared that African Americans could sit wherever they wanted. In 1964, the Civil Rights Act banned all racial discrimination in public places. The mayor of Detroit praised her courage and strength. He said she was a symbol of the civil rights movement. He also said: "Just by a simple act of sitting down she stood up for so many people". Ms. Parks is called *the mother of America's civil rights movement*. In 1999, the US Senate described her as *a living icon for freedom in America*.

- | | |
|---|-------|
| 31. Ms. Parks agreed to give up her seat to the white passenger. | _____ |
| 32. She was the first person to challenge America's segregation laws. | _____ |
| 33. She was arrested and imprisoned for 381 days. | _____ |
| 34. Her act launched an event that changed the segregation laws of the country. | _____ |
| 35. Ms. Parks was honored as 'a living icon for freedom in America' by the US Senate. | _____ |

C. Read the following passage. Match the types of shoppers (A-E) to the suitable information (36-40).

Some people love shopping, some hate it, some do it quickly and some enjoy it. Overall, there are five common types of shoppers.

A. The bargain hunter

Bargain hunters are not after a particular item, nor are they loyal to a specific brand. Price is their most important purchasing factor. They don't like to waste money, so they always shop around to find the best deal they can. They also look for special offers in the shops and online.

B. The well-informed scholar

They need to find out everything about a product before they buy it. They read reviews in magazines and blogs to check what people say, scan general pricing information and even talk to friends who own the products before visiting the store.

C. The impulse buyer

Unlike the well-informed scholars, the impulse shoppers make unplanned purchases based on items that attract them in the moment. They're not interested in all the details about a product. When they see something they like, they buy it. Maybe they don't need it, it's just so cute.

D. The loyalist

Shopping is easy for them because they always buy the same thing from the same brands. They know which shops they like; they only go to those stores and make regular purchases. The sales assistants might even know them by name and have a good relationship with them.

E. The man on the mission

Before entering the store, they already have a note of what to buy, and they stick to that. Shopping is not something they enjoy. They want the fastest and smoothest shopping experience, so they can leave the store and get back to doing other things. They might even place the order online and pick up the same day.

Which type of shoppers ...

36. doesn't like to change their shopping habits? _____
37. buys things that they don't need? _____
38. looks for the cheapest products? _____
39. wants lots of information about the product they want to buy? _____
40. doesn't want to spend much time on shopping? _____

V. WRITING (1 point)

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

41. In the past, women didn't have the right to vote in elections. (ALLOWED)
→ In the past, women _____ .

42. We started raising money for disabled students in this school two months ago.
→ We have _____ .

43. "I was so delighted to win the competition", said Laura.
→ Laura said that _____ .

B. Use the given words or phrases to make complete sentences.

44. Former Prime Minister Shinzo Abe / give / speech / campaign meeting / be shot twice / from behind.
→ _____ .

45. Nuôi Em project / provide / nutritious meals / children / remote mountainous areas / since 2014.
→ _____ .

VI. LISTENING (1 point)

You will listen to two people talking about their voluntary work. Complete the table with suitable information. Write NO MORE THAN TWO WORDS AND/ OR A NUMBER for each blank.

	Andrew	Erin
Name of the project	The (46) _____ Project	The Bear Project
Location	Kakamega, Kenya	The Wildlife Rescue and Conservation Center, India
Duration	(47) _____	Three weeks
Working hours	8 a.m. – 2 p.m.	(49) _____

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Responsibilities	* Dig wells * Build and (48) _____ water filters	* Prepare and distribute food to bears * Do the gardening and plant trees * (50) _____ enclosures and facilities * Make hammocks
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EXTRA QUESTIONS (1 point)

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 questions.

51. Yolanda doesn't like doing crossword puzzles at all.
 A. Yolanda doesn't mind doing crossword puzzles.
 B. Doing crossword puzzles is Yolanda's least favorite hobby.
 C. Yolanda can't do crossword puzzles at all.
 D. Yolanda can't stand doing crossword puzzles.
52. It's been a week since I last tidied my room.
 A. I was tidying my room last week.
 B. I haven't tidied my room for a week.
 C. I didn't tidied my room since last week.
 D. I tidied my room for a week.

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

53. Women in the UK started _____.
 A. to fight for gender equality in 1903.
 B. asking for gender equality since 1903.
 C. to having gender equality from 1903.
 D. to earn gender equality before 1903.
54. He asked the teacher _____.
 A. when American women had got the right to own property
 B. when did American women get the right to own property
 C. when American women got the right to own property
 D. when American women have got the right to own property
55. _____ I have ever received.
 A. It was better customer service than
 B. This is good customer service
 C. This is the best customer service
 D. This customer service is better than

*****End – Of – Test*****

Tiết 45: The end-of-term test

Tiết 46: The end-of-term test correction & feedback

UNIT 5: GENDER EQUALITY

Lesson 1.3 – Pronunciation & Speaking, (page 40)

1. Objectives

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

1.25. Language knowledge & skills

- practice intonation for WH-questions.
- talk about *history of gender equality*.
- improve speaking skill.

1.2. Competences

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

1.3. Attributes

- become aware of feminism.

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
- Ask and answer the questions. - Practice listening and reading the questions with the correct falling intonation. - Ask and answer about moments. - Compare the answers with another student.	- 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 WH-questions and get them ready for the lesson.
- b. Content: **WH-questions**
- c. Expected outcomes: Ss can recognize the falling intonation in WH-questions.
- d. Organization

Teacher's activities	Students' activities
WH-questions - Show/write some questions. <i>What lessons do we have today?</i> <i>What are you going to do this weekend?</i> - Ask Ss to work in pairs. - Call some Ss to work in front of class. - Check the answers and lead to new lesson.	- Ask and answer the questions in pairs. - Present their answers. Ss' own answers

B. Pre-Speaking: 10 minutes

a. Objectives: to prepare Ss for the speaking activity by introducing intonation for WH-questions.

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

Task b. Listen to the sentence and focus on how the intonation goes down.

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 the falling intonation in WH-questions correctly and naturally.

d. Organization

Teacher's activities	Students' activities
Task b. - Play the audio file and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the falling intonation. - Call some Ss to read the question with the right intonation. - Give help if necessary.	- Listen to the audio file and repeat the question. - Notice the falling intonation. - Do as told. Answer Keys (Use the DCR)
Task c. - Ask Ss to read the questions before listening to them. - Play the audio file (using DCR). - Elicit the answer from Ss. - Check the answers.	- Read the questions individually. - Listen and cross out the one with wrong intonation. - Give their answers. Answer Keys (Use the DCR)
Task d. - Get Ss to work in pairs to read the question. - 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 question. - Present their answers. Ss' own answers

C. Practice: 15 minutes

a. Objectives: to help Ss get used to using the falling intonation in WH-questions and improve Ss' speaking skill.

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

Practice. Talk about Canada and Australia, using the prompts. Remember to show surprise.

Speaking, task a. You're discussing the most important moments in the history of gender equality. In pairs: Look at the moments in the table and choose the best reason for each one. Rank the moments from 1–4 (most important to least important).

c. Expected outcomes: Ss can talk about *history of gender equality* in a meaningful way.

d. Organization:

Teacher's activities	Students' activities
Practice - Ask Ss to have a look at the prompts below each country. - 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.	- Study the prompts below each country. - Give the answers. - Practice asking and answering in pairs. Answer Keys (Use the DCR)
Speaking, task a.	- Look at the table and choose the best reason for each moment in pairs.

- Get Ss to look at the table and choose the best reason for each moment before ranking the moments in pairs. - Set the time for the activity. - Get around to assist Ss and note down some possible mistakes. - Call some Ss to talk to the whole class.	- Rank the moments. - Present the answers. 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: **Speaking, Task b**

Task b: Now, compare your choices with another pair. Did you agree on the most important changes? Can you think of any changes that still need to happen?

c. Expected outcomes: Ss can express their agreement or disagreement on an issue.

d. Organization

Teacher's activities	Students' activities
Task b: - Introduce the task to Ss (using DCR). - Ask Ss to work with another 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 another partner. - Discuss the situation. - Give their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write a short paragraph about the important moments in your life.

- Prepare the next lesson: Lesson 2.1 – Vocab & Reading, (page 41).

- Review the vocabulary and notes on grammar in Tiếng Anh 10 i-Learn Smart World Notebook (pages 26 & 27).

- 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:

.....

nn. What I learned from this lesson today:

.....

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

.....

UNIT 5: GENDER EQUALITY

Lesson 2.1 – Vocab & Reading, (Page 41)

1. Objectives

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

1.1. Language knowledge & skills

- practice and learn adjectives of attitudes: *determined, grateful, passionate, proud, delighted, exhausted*.
- practice reading for main ideas 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

- become aware of feminism.

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 adjective describing women from Ss. - Match the underlined words to the definitions - Choose the best title. - Read and complete the reading tasks. - Talk about the personal view.	- 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

- a. Objectives: to raise the Ss' awareness of the topic and get them ready for the lesson.
- b. Content: **A listing game**
- c. Expected outcomes: Ss can revise some adjectives to describe women.
- d. Organization

Teacher's activities	Students' activities
A listing game - Divide the class into two teams. - Write the topic on the board. <i>List the adjectives describing women.</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. <i>Suggested answers + Ss' answers</i> - <i>hardworking</i> - <i>gentle</i> - <i>caring</i> - <i>careful</i>

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 underlined words to their definitions. Listen and repeat.

Task b. In pairs: Discuss the ideas below using the new words.

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

d. Organization

Teacher's activities	Students' activities
Task a. - 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 vocabulary. - 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 b: - Get Ss to discuss the ideas in pairs. - Move around to monitor/ facilitate. - Call some pairs to present in class. - Give feedback if necessary.	- Discuss the ideas in pairs. - Present their answers as directed. Ss' own answers

C. While – Reading: 15 minutes

a. Objectives: to help Ss have some ideas about a racing car driver and improve Ss' reading skill.

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

Task a: Read the interview about a racing car driver. What is the interview mainly about?

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 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 answers 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 write short answers. - 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 write short answers. - 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: Would you like to drive a racing car? Why (not)?

c. Expected outcomes: Ss can express their opinion about driving a racing car.

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 list of things that women can do as well as men.
- Do the exercises in workbook on page 28.
- Prepare the next lesson: Lesson 2.2 – Grammar (page 42).
- Do the vocabulary in Tiếng Anh 10 i-Learn Smart World Notebook (page 28).
- 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:

.....

oo. What I learned from this lesson today:

.....

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

.....

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UNIT 5: GENDER EQUALITY

Lesson 2.2 – Grammar, (page 42)

1. Objectives

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

1.1. Language knowledge & skills

- practice and use *reported speech* correctly.
- improve writing skill.

1.2. Competences

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

1.3. Attributes

- become aware of feminism.

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 and then use the reported speech to make sentences. - Fill in the blanks. - Write full sentences.	- Ss' reaction to questions and their notes in notebooks. - Ss' answers. - Ss' performance. - Ss' answers/ presentation.	- T's feedback. - T's observation/ DCR. - T's observation/ DCR.

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- Talk about people in the group.		- T's feedback/Peers' feedback.
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4. Procedures

A. Warm up: 5 minutes

- Objectives: to raise the Ss' awareness of *reported speech* and get them ready for the lesson.
- Content: Question prompts
- Expected outcomes: Ss can use *reported speech* in their answers.
- Organization

Teacher's activities	Students' activities
Question prompts - Show some questions. <i>What time do you get up?</i> <i>What sports do you like?</i> <i>Do you like swimming?</i> - Have Ss write their answers on the board. - Use the questions and answers to introduce the reported speech. <i>I asked</i> <i>Student A said</i> - Elicit the answer from SS. - Check the answers and lead to new lesson.	- Look at the questions and give answers. - 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 *reported speech*.
- Organization

Teacher's activities	Students' activities
Task a. - Ask Ss to look at the sentences - 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>reported speech</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>reported speech</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 verb form.
Task c: Write sentences to report Bill and Ben's conversation.
- Expected outcomes: Ss can fill in correct answer in each sentence and write sentences using *reported speech* correctly.
- Organization:

Teacher's activities	Students' activities
Task b: - Ask Ss to study the sentences, fill in the blanks, and share them with a partner. - Have some SS write the answers on the board.	- Read the sentences and fill in the blanks. - Share the answers with a partner. - Present the answers.

- Use the DCR to check Ss' work.	Answer Keys (Use the DCR)
Task c: - Ask Ss to write sentences using the prompts and the <i>reported speech</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>reported speech</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 groups of three: Student A, say something about yourself or ask a question. Student B, report it to Student C. Swap roles and repeat.

c. Expected outcomes: Ss can ask and answer about two people using the information provided in the box.

d. Organization

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

E. Consolidation and homework assignments: 5 minutes

- Interview 5 people, write their answers, and then report the questions and answers.

- Do the exercises in workbook on page 29.

- Prepare the next lesson: Lesson 2.3 – Pronunciation & Speaking (page 43).

- Complete the grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (page 29).

- 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:

.....

pp. What I learned from this lesson today:

.....

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

.....

UNIT 5: GENDER EQUALITY

Lesson 2.3 – Pronunciation & Speaking, (page 43)

1. Objectives

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

1.26. Language knowledge & skills

- practice *intonation for reported speech*.
- talk about *achievements and their feelings about them*.
- improve speaking skill.

1.2. Competences

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

1.3. Attributes

- become aware of feminism.

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
- Write their homework.	- Ss' reaction to homework and their performance.	- T's feedback.
- Recognize and practice saying the intonation.	- Ss' reaction to tasks.	- T's feedback/ DCR.
- Practice the conversation.	- Ss' answers/ presentation.	- T's feedback.
- Practice reporting the interview.	- Ss' answers/ presentation.	- T's feedback/Peers' feedback.

4. Procedures

A. Warm up: 5 minutes

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

Teacher's activities	Students' activities
Checking homework - Call some Ss to write their homework on the board. - Get other Ss to give comment on their friends' homework. - Check the answers, focus on the <i>intonation for reported speech</i> and lead to new lesson.	- Write their answers. - Give comment. Ss' own answers

B. Pre-speaking: 10 minutes

- a. Objectives: to prepare Ss for the speaking activity by introducing the *intonation for reported speech*.
- b. Content: **Pronunciation, task b, c, d.**
- Task b. Listen to the sentence and notice how the intonation rises and 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 *intonation for reported speech* correctly and naturally.
d. Organization

Teacher's activities	Students' activities
Task b. - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually. - Ask Ss to notice the <i>intonation for reported speech</i> . - Call some Ss to read the sentence. - Give help if necessary.	- Listen to the audio file and repeat. - Notice the <i>intonation for reported speech</i> . - Do as told. Answer Keys (Use the DCR)
Task c. - Ask Ss to look at the two sentences before listening to them. - Play the audio file (using DCR). - Elicit the answers from Ss. - Check the answers.	- Study the two 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 read the sentence with the correct intonation to a partner. - 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 intonation correctly, and improve Ss' speaking skill.

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

Practice, task a: Practice the conversation. Swap roles and repeat.

Practice, task b: Take turns reporting the conversation using reported speech.

Speaking, task a. Student A, you're a journalist. Add two more questions and then interview Lisa Hackett. Student B, you're Lisa Hackett, an astronaut. You've just returned from a five-day mission to the Moon.

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

d. Organization:

Teacher's activities	Students' activities
Practice, task a. - Ask Ss to practice the conversation in pairs. - Set the time for the activity. - Call some Ss to act out the conversation. - Check Ss' answers and give feedback if needed.	- Practice the conversation in pairs. - Act out the conversation. Ss' own answers
Practice, task b. - Ask Ss to practice reporting the questions and answers in pairs. - Set the time for the activity. - Call some to talk to the whole class. - Give comment.	- Work in pairs. - Talk to the whole class. Answer Keys (Use the DCR)
Speaking, task a. - Divide the class into pairs. - Assign their role A or B, and ask them to turn to the page mentioned. - Ask them to add two more questions to the list. - Give them time to ask and complete the notes.	- Add two more questions. - Work in pairs to ask and answer. - Complete the notes. - Talk to the whole class. Ss' own answers

- Call some to talk to the whole class. - Check their answers.	
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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: Find a new partner and report your interview with Lisa Hackett.

Swap roles and repeat.

c. Expected outcomes: Ss can report the information to a new partner.

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. - Report the interview. - Present their answers. <i>Ss' own answers</i>

E. Consolidation and homework assignments: 5 minutes

- Write a short paragraph about the information from the interview.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 44).

- Review the vocabulary and grammar notes in Tiếng Anh 10 i-Learn Smart World Notebook (pages 28 & 29).

- 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:

.....

qq. What I learned from this lesson today:

.....

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

.....

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UNIT 5: GENDER EQUALITY
Lesson 3.1 – Listening & Reading, (page 44)

1. Objectives

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

1.27. Language knowledge & skills

- practice listening and reading for specific information.

- talk about *famous women in history*.

- improve their listening and reading skills.

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1.2. Competences

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

1.3. Attributes

- become aware of feminism.

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
- Elicit the ideas about famous women from Ss. - Practice listening and complete the tasks. - Read and complete the tasks. - Tell their partner about their view about being a stuntman or stuntwoman.		- Ss' reaction to question and their performance. - Ss' reaction to tasks. - Ss' answers. - Ss' answers/ presentation.	- T's feedback - T's feedback - T's feedback - 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: **Pictures**

c. Expected outcomes: Ss can talk something about some famous Vietnamese women.

d. Organization

Teacher's activities	Students' activities
Pictures - Show/write the Pictures . <i>Picture 1</i> 	- Listen to T. - Work in pairs. - Present their answers. <i>Ss' own answers</i>

Picture 2



- Get Ss to work with a partner.
- Allow Ss to use smartphones to search for the information about the pictures.
- Have some Ss give their answers.
- 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 by raising Ss' awareness of famous women.

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

In pairs: In pairs: Can you match the names to the pictures? Can you think of three other famous women from history?

c. Expected outcomes: Ss can share their personal knowledge about famous women with a partner.

d. Organization

Teacher's activities	Students' activities
Let's talk. - Introduce the task (using DCR). - Have Ss match the pictures with the names given in the box before working 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. Answer Keys (Use the DCR)

C. While- Listening and Reading: 15 minutes

a. Objectives: to help Ss practice listening and reading about famous women doing things.

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

Listening, task a. Listen to a talk about Amelia Earhart. Where is this talk taking place?

Listening, task b: Now, listen and fill in the blanks.

Reading, task a: Read the text about Helen Gibson. Did she live a long life?

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). - Play the audio file twice.	- Listen and do the task individually. - Share the answers in pairs.

- Have Ss work individually before comparing the answers with a partner. - Get answers from Ss. - Give feedback if needed.	- Give the answers. Answer Keys (Use the DCR)
Listening, task b. - Introduce the task (using DCR). - 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 it 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: Do you think you could be a stuntman or stuntwoman? Why (not)?

c. Expected outcomes: Ss can express their personal view about being a stuntman or stuntwoman.

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 being a stuntman or stuntwoman. - Present their answers. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Write a short paragraph about a famous Vietnamese woman you admire most.
- Do the exercises in workbook on page 30.
- Prepare the next lesson: Lesson 3.2 – Writing, (page 45).
- Do the vocabulary in Tiếng Anh 10 i-Learn Smart World Notebook (page 30).
- 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:
.....
- rr. What I learned from this lesson today:
.....
- c. What I should improve for this lesson next time:
.....

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UNIT 5: GENDER EQUALITY

Lesson 3.2 – Writing, (page 45)

1. Objectives

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

1.28. Language knowledge & skills

- write *a biography*.
- Make progress in writing skill.

1.2. Competences

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

1.3. Attributes

- become aware of feminism.

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 vừng/ 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.
- Read and complete the biography in the previous lesson with the words in bold.	- Ss' reaction to tasks.	- T's feedback/ DCR.
- Reorder the information in a biography.	- Ss' answers.	- T's feedback/ DCR.
- Practice writing a biography.	- Ss' answers/ presentation.	- 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 have general idea about synonyms.
- 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. <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 writing a biography, then read Helen Gibson's biography again and add the words in bold above the correct paragraph.

c. Expected outcomes: Ss can know the main parts of a biography.

d. Organization

Teacher's activities	Students' activities
Writing, task a. - Have Ss look at the Writing Skill box and read Helen Gibson's biography again and add the words in bold above the correct paragraph. - Get them to share the answers with a partner. - Give them time to work. - 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. <i>Answer Keys (Use the DCR)</i>

C. Practice: 18 minutes

a. Objectives: to help Ss practice speaking and writing a biography.

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

Writing, task b: Reorder Jane Austen's biography. Use the biography model to help you.

Speaking, task a: You are working on a class project about famous women in history. In pairs: Read about Florence Nightingale and discuss which events belong to these stages of the biography model.

Speaking, task b. Note down a sentence summarizing her main achievement and why she will be remembered.

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 reordering the information in the biography. - Have them share their answers with a partner. - Get answers from Ss. - Give feedback if needed.	- Study the sentences. - Reorder the information in the biography. - Share the answers with a partner. - Give the answers. <i>Answer Keys (Use the DCR)</i>
Speaking, task a - Introduce the task (using DCR). - Ask Ss to look at the events before working in pairs. - Set time for the activity - Get around to give help. - Give feedback.	- Study the events. - Work in pairs to discuss the stages. - Ask for help if any. - Present the answers. <i>Answer Keys (Use the DCR)</i>
Speaking, task b	

- Introduce the task (using DCR). - Ask Ss to note down a sentence summarizing her main achievement and why she will be remembered. - Get the answer from Ss. - Give comment.	- Do as directed. - Present the answer. 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 a biography about Florence Nightingale. Use the Feedback form to help you. Write 120 to 150 words.

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

d. Organization

Teacher's activities	Students' activities
Let's write - Introduce the task to Ss (using DCR). - Ask Ss to write a biography 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 and give comment.	- Write a biography individually. - Present their answers. - Give comment on their friend's work. Ss' own answers

E. Consolidation and homework assignments: 5 minutes

- Rewrite your biography carefully.

- Do the exercises in workbook on page 31.

- Prepare the next lesson: Review 2, (page 46).

- Complete the notes on writing in Tiếng Anh 10 i-Learn Smart World Notebook (page 31).

- 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:

.....

ss. What I learned from this lesson today:

.....

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

.....

Tiết 53

REVIEW 2

Listening, Reading, & Vocab. (page 46)

1. Objectives

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

1.29. Language knowledge & skills

- practice listening and reading for specific information.

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- practice test-taking skills.
- consolidate and practice vocab. presented in units 4-5.

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 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
Question - Show some questions on the screen. <i>What is the name of unit 4,5?</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 five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).
- Expected outcomes: Ss can get the main point of each conversation and complete the task correctly.
- Organization

Teacher's activities	Students' activities
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Listening. - Have Ss look at the questions and underline the key words. - Give them time to work. - Move around to give help if necessary. - Play the audio file twice. - 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)
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C. Reading: 13 minutes

a. Objectives: to help Ss practice reading skill.

b. Content: **Reading.**

Read the text about a famous woman in history. Choose the correct answer (A, B, C, or 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 text and the options below it. - Elicit the topic and some new words (if any) - 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)

D. Vocabulary: 10 minutes

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

b. Content: **Vocabulary, Task a, b.**

Task a: Fill in the blanks, using the words in the box. There are two extra words which you do not need to use.

Task b: Fill in the blanks with the words from Unit 5. The first letter is already there.

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)
Task b: - 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.	- Work individually. - Present their answers. Answer Keys (Use the DCR)

- | | |
|---|--|
| <ul style="list-style-type: none"> - Call some to write their answers on the board. - Check and give comment. | |
|---|--|

E. Consolidation and homework assignments: 5 minutes

- Practice listening to more talks on YouTube.
- Do the exercises in workbook on page 65.
- Prepare the next lesson: Review 2, (page 47).
- Do the exercises in Tiếng Anh 10 i-Learn Smart World Notebook (page 62).

5. Reflection

a. What I liked most about this lesson today:

.....

tt. What I learned from this lesson today:

.....

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

.....

Tiết 54

REVIEW 2

Grammar, Pronunciation, Speaking & Writing. (page 47)

1. Objectives

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

1.30. Language knowledge & skills

- consolidate and practice grammar presented in units 4-5.
- consolidate and practice pronunciation presented in units 4-5.
- consolidate and practice vocab. presented in units 4-5.

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 task. - Practice pronouncing the words.	- Ss' reaction to question and their performance. - Ss' reaction to tasks. - Ss' answers.	- T's feedback. - T's feedback/ DCR. - T's feedback/ DCR.

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- Practice speaking. - Practice checking partner's writing.	- Ss' answers/ presentation. - Ss' answers/ presentation.	- T's feedback/ presentation. - Ss' answers/ presentation.
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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 some questions on the screen. <i>Which grammar points have we studied in unit 4-5?</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. Grammar: 9 minutes

- Objectives: to provide Ss with a new opportunity to practice using grammar points.
 - Content: **Grammar, task a, b.**
- Task a. Write full sentences using the prompts and the Present Perfect.**
Task b. Rewrite what Jolie and Lena said, using reported speech.
 - Expected outcomes: Ss can complete the tasks correctly.
 - Organization

Teacher's activities	Students' activities
Task a. - Have Ss look at the prompts and make full sentences. - 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 questions and report them with a friend. - 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

- Objectives: to help Ss practice pronouncing the words.
- 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. - 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: Tell your partner(s) what you think are the two biggest problems that the world or your community is facing.

Task b: Discuss with your partner(s) and decide on the biggest problem and the best way you can help fix it.

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 - 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 write their answers on the board. - Check and give comment.	- Work in groups. - Discuss the issue. - Present their answers. Ss' own answers

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 4- 5 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 - 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 write their answers on the board. - Check and give comment.	- Work in pairs. - 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 4,5 you like.
- Do the exercises in workbook on page 66.
- Prepare the next lesson: Unit 6, Lesson 1.1 – Vocab & Listening, (page 48).
- Do the exercises in Tiếng Anh 10 i-Learn Smart World Notebook (page 63).

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:
.....