*Date of preparing: 20/02/2023 Date of teaching: 14/03/2023*

*Teacher: Vo Thi Tuyet Nhung Class: 10A4*

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| **Unit 8: New ways to learn****Lesson 8: Looking back & Project****\* Warm-up**Brainstorming**I. Looking back**Task 1: Listen and underline the stressed words in the sentences. Then practice reading them.Task 2: Complete the sentences using the words in the boxTask 3: Complete the sentences with *who, which, that* or *whose*. You may use more than one relative pronoun in some sentences.**II. Project**Technology for learning**\* Homework** |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

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| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| WARM-UP | - To revise the vocabulary related to the topic and lead in the next part of the lesson- To enhance students’ skills of cooperating with teammates | **Brainstorming**\* T divides the class into 2 teams and gives instructions.\*\* Members of each team take turns and write as many electronic devices that can be used in online learning in two minutes.\*\*\* The class discuss the answers.\*\*\*\* T checks if the answers are correct or incorrect. The group having more correct answers is the winner.*Suggested answers: desktop computer, laptop, tablet, smartphone, headphones, microphones, touch pen, electronic dictionary, etc.* | T-SSS-ST-S | 5 mins |
| LOOKING BACK | - To help students revise the words that are stressed in the sentences- To help students revise vocabulary related to different ways of learning- To help students revise the relative clauses and relative pronouns | **TASK 1: LISTEN AND UNDERLINE THE STRESSED WORDS IN THE SENTENCES. THEN PRACTICE READING THEM.** *(p.94)*\* T encourages Ss to complete the task individually.- Before Ss do Task 1, T reminds Ss of the knowledge they have learnt about sentence stress.+ Content words (nouns, verbs, adjectives, adverbs) 🡺 often stressed in a sentence.+ Structure words (determiners, pronouns, prepositions, conjunctions, auxiliary verbs) often unstressed in a sentence.\*\* Ss do the task as required. \*\*\* Ss exchange their textbooks with their partners.\*\*\*\* T gives feedback and discusses with the class.\*\*\*\* T plays the audio file for Ss to listen and repeat.*Answers:**1. Many students bring smartphones to school nowadays.**2. You can download the app to study English.**3. Thanks to technology, students can learn anywhere.**4. My sister is looking for information for her presentation tomorrow.***TASK 2: COMPLETE THE SENTENCES USING THE WORDS IN THE BOX** *(p.94)*\* T encourages Ss to complete the task individually.\*\* Ss do the task as required. \*\*\* Ss exchange their textbooks with their partners.\*\*\*\* T gives feedback and discusses with the class.*Answers:**1. online**2. traditional**3. connection**4. blended**5. teamwork***TASK 3: COMPLETE THE SENTENCES WITH *WHO, WHICH, THAT* OR *WHOSE*.** *(p.94)*\* T gives instructions and has Ss complete the task individually.- Before Ss do the task, T helps them revise quickly about defining and non-defining relative clauses, especially the use of ‘that’ in each type.- A relative clause gives more information about a person or thing by defining the noun before it.- It usually begins with a relative pronoun: who, whom, which, that or whose.- There are 2 types of relative clauses: Defining relative clause and Non-defining relative clause+ Defining relative clause: give essential information about someone or something – information that we need in order to understand what or who is being referred to. + Non-defining relative clause: give extra information about the person or thing. It is not necessary information. We don’t need it to understand who or what is being referred to.\*\* Ss do the task as required.\*\*\* Ss exchange their textbooks and give feedback to each other.\*\*\*\* T gives feedback and discusses with the class.*Answers:**1. who/that**2. which/that**3. which**4. whose**5. which/that**6. who* | T-SSS-ST-ST-SSS-ST-ST-SSS-ST-S | 15 mins |
| PROJECT | To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project | **Technology for learning***\**T assigns the project one week in advance of the lesson. T divides class into 5 groups ( 5 units) and in this unit, group 4 has a presentation about “ New ways to learn”.\*\* Ss work in groups and conduct a survey about how Ss use electronic devices to learn as required in the textbook (p.95)* T encourages Ss to interview as many people as possible (prepare one week before)
* T guides Ss to use different tools to collect data (face-to-face interviews, questionnaires, online surveys) ( one week before)
* Ss summarize the data collected and visualize them to make powperpoint presented at classroom.

\*\*\* T asks the class to listen to the reports and ask questions if they would like to.* Ss have peer assessment by taking notes on a checklist and then give opinion or question to get discussing mark for their groups.

\*\*\*\* T gives comments and feedback to the presentation and give mark to the group. | T-SS-ST-ST-S | 22 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | T asks Ss to talk about what they have learnt in the lesson. | T-S | 2 mins |
| HOMEWORK | To prepare for the next lesson. | Prepare for the next lesson: Unit 9 – Lesson 1. Getting started. | T-S | 1 min |

 Teacher:

 

 Vo Thi Tuyet Nhung