*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 box  Task 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-S  S  S-S  T-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-S  S  S-S  T-S  T-S  S  S-S  T-S  T-S  S  S-S  T-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-S  S-S  T-S  T-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:



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