UNIT 8: NEW WAYS TO LEARN
Lesson 1: Getting Started – New learning activities

I. OBJECTIVES
By the end of the lesson, students will be able to:

1. Knowledge
- Be aware of the new learning activities and their importance
- Build up vocabulary with topic new learning activities and practice them
- Get to know the language aspects: relative pronouns

2. Core competence
- Develop listening and reading skills
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities
- Familiarize with new learning activities
- Develop self-study skills

II. MATERIALS
- Grade 10 textbook, Unit 8, Getting Started
- Computer, Smartphone connect to the Internet
- Projector

Assumptions

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

Board Plan

Date of teaching
Unit 8: NEW WAYS TO LEARN
Lesson 1: Getting started – New learning activities

*Warm-up: Game "Kahoot!"
*Listen and Read
Task 1: Listen and read.
Task 2: Match the verbs with the nouns to make phrases in Task 1
    - watch a video
    - prepare materials
    - do a project
    - search information
    - take notes
    - discuss a topic
Task 3: Read the conversation again and decide whether the following statements are true (T) or false (F).
Task 4: Complete each of the following sentences with ONE word from the conversation.
*Survey
*Homework

III. PROCEDURES
Notes:
In each activity, each step will be represented as following:
*   Deliver the task
**   Implement the task
***   Discuss
**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To stir up the atmosphere and activate students' knowledge on the topic new learning activities - To set the context for the listening and reading part - To enhance students' skills of cooperating with teammates.	**GAME: Kahoot!** *T asks Ss to log into the game and answer the 6 questions in the game. The student with the most correct answers wins the game. **Link to the game: *https://create.kahoot.it/share/new-learning-activities/e8e880dc-82c5-49f2-b944-747e2451e166* T declares the winner of the game. ***T shows on the slide again 6 words and lets students guess the theme of lesson today: NEW LEARNING ACTIVITIES ****T gives relevant comments on the students' answers. *Answers:* *1. Group work* *2. Pairwork* *3. Presentation* *4. Debate* *5. Projects* *6. Experiment* *Lead-in: "These days, we have experienced a number of new learning activities and apply them in studying. Our lesson today is about New learning activities.*	T-S T-S T-S T-S	5 mins
PRESENTAT ION	To get students revise collocations related to the topic	**VOCABULARY: GAME "WHO IS FASTER?"** **TASK 1: MATCH THE VERBS WITH THE NOUNS TO MAKE PHRASES.** *(Activity 3, p. 87)* *T divides the class into 2 groups. Each group receives a pack of 6 cards, on which verbs are written. **T sticks 6 phrases on the board. One representative of each group goes to the board as fast as possible to stick their verb cards next to the phrases on the board to make correct phrases. Each correct phrase gets 1 point.	T-S T-S	7 mins

		The winner is the group with more correct phrases.		
		WORD(S) ON THE BOARD a video information a topic notes materials a project	**VERBS ON CARDS** watch prepare do take discuss search	
		****T gives correction ***T asks Ss to copy these phrases into their notebooks *Answers:* *Watch a video* *Prepare materials* *Do a project* *Search information* *Take notes* *Discuss a topic*	T-S S	
PRACTICE	To get students get to know the topic	**TASK 2: LISTEN AND READ.** *(Activity 1, p.86)* *T asks Ss to listen to a conversation between Nick and Long and guess what they are talking about. **T lets Ss listen. ***T calls 2 Ss to answer the question. ****T gives corrections. *Expected answer:* *- They are talking about their learning activities.* *- They are talking about their homework.*	T-S S T-S	6 mins
PRODUCTION	- To have students get specific information of the text - To check students' understanding of the	**TASK 3: TRUE OR FALSE** *(p.87)* *T asks Ss to read the conversation again and decide if the statement is T (True) or F (False). *T shows 3 statements on the slide and introduces the task. 1. Nick is preparing for his next geography class.	T-S T-S	6 mins

conversation and help students use the words in context	2. Nick's note taking skills are quite good. 3. Nick's class is working on many projects now. **T pre-teaches reading skills: T shows 4 steps to do a 'True or False' task in a random order on the slide and asks Ss to order them into the correct order. <u>Step 1</u>: Identify KEY WORDS (nouns, verbs, adjectives) in the statement <u>Step 2</u>: Find SIMILAR WORDS in the text <u>Step 3</u>: Compare these SIMILAR WORDS with the KEY WORDS to see if they are similar or opposite in content. <u>Step 4</u>: Decide if the statement is true or false. *** Ss work in pairs and apply these 4 steps to do the task and correct the false statements. *** T calls each student to give their answer and show the text on the slide and highlight key words/correct information. ****T provides the explanations or asks for the explanations for false statements. *Answers:* *1. T* *2. F* *3. T*	T-S S-S T-S T-S	

To get students identify relative clauses and relative pronouns	**TASK 4: COMPLETE EACH OF THE FOLLOWING SENTENCES WITH ONE WORD FROM THE CONVERSATION.** *(p.87)*
	*T asks Ss to read the conversation again, and find ONE suitable word to complete sentences.
	    1. Nick is watching the video _____ his geography teacher uploaded on Eclass.
	    2. This way of learning gives him a chance to discuss with his classmates, _____ may have original ideas on the topic.
		T-S	6 mins

		3. They are doing a lot of projects _____ help them understand the lessons better. 4. That way of studying, _____ gives them more control over their own learning, is quite useful. **Ss work independently ***T calls one Ss to write their answer on the board. T corrects his/her work. T asks Ss: "What are these words : 'that', 'who', 'which' called?" ****T shows the correct answer on the slide and informs Ss that they will learn more about relative pronouns and relative clauses in the next lessons. *Answers:* *1. that* *2. who* *3. that* *4. which*	S T-S T-S	
EXTRA ACTIVITY		**SURVEY: Quizizz** *T asks Ss to log into the survey and answer 5 questions in the survey. Link to the survey: *https://quizizz.com/admin/presentation/61cf36470bdae7001f0059e0* **T asks Ss to go to the link and give their votes on Quizizz 1. What activities have you experienced before? 2. What are your favorite activities? 3. What activities do you dislike? 4. What activity do you think is the most difficult? 5. What activities will you join more in the future? ***Based on the votes, T calls some Ss and asks them the following questions: With the results of Question 3: Why don't you like them?	T-S T-S T-S	10 mins

		With the results of Question 4: Why is it difficult? Can the teacher do anything to make it easier? *** T emphasizes the activities with the highest/lowest votes one more time and gives comments.		
WRAP–UP	To consolidate what students have learnt in the lesson	T asks Ss to talk about what they have learnt in the lesson.		3 mins
HOMEWORK	To review the lesson and prepare for the next lesson	- Write a short paragraph about your favorite learning activity and give explanations in your notebook. - Prepare for the project in Lesson 8		2 mins

UNIT 8: NEW WAYS TO LEARN
Lesson 2: Language

I. OBJECTIVES

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

1. Knowledge
- Use the lexical items related to the topic New ways to learn*;*
- Put the stress in the correct words in the sentence;
- Review the use of relative pronouns and relative clauses.

2. Core competence
- Be collaborative and supportive in pair work and team work;
- Access and consolidate information from a variety of sources;
- Actively join in class activities.

3. Personal qualities
- Be ready to use different ways to study;
- Develop self-study skills.

II. MATERIALS

- Grade 10 textbook, Unit 8, Language
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

		Use
- 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	to 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	to 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.

Assumptions

Anticipated difficulties	**Solutions**
1. Students may be confused when using defining relative clause and non-defining relative clause	Give short and clear explanations with legible examples for each case.
2. Students may have underdeveloped speaking and co-operating skills.	- Give clear instructions, give examples before letting students work in groups. - Provide feedback and help if necessary.

Board Plan

Date of teaching
Unit 8: NEW WAYS TO LEARN
Lesson 2: Language

* Warm-up
Game: Name ten
I. Pronunciation
Task 1: Listen and repeat.
Task 2: Read and underline the stressed words in the sentences.
II. Vocabulary: Different ways of learning
Task 1: Match the words and phrases with their meanings.
Task 2: Complete the sentences with the words and phrases in Task 1.
III. Grammar: Relative clauses
Task 1: Match the two parts to make complete sentences.
Task 2: Join the following sentences. Use *who, that, which* or *whose*
IV. Production
Game: Who is faster?
* Homework

III. PROCEDURES
Notes:
In each activity, each step will be represented as following:
*   Deliver the task
**   Implement the task
***   Discuss
****   Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To activate students' prior knowledge and vocabulary related to the topic. - To enhance students' skills of cooperating with teammates.	***Game: Name ten*** * T gives instructions. ** T asks Ss to write down the names of 10 items related to online learning. *** Ss work in 4 groups, discuss and take notes of the name of 10 items as quickly as possible, then take turns to write the words/ phrases on the board. **** T checks if the words are suitable and corrects if Ss spell or pronounce the words/ phrases incorrectly. *Suggested answers*: *laptop, smartphone, headphones, tablet, touch pen, earphones, microphone, webcam, Internet, wifi.* *Lead-in: Due to the situation of Covid-19, all of us are familiar with new ways of learning, one of which is Online learning. And that's why "New ways of learning" is chosen as the general theme of Unit 8. In the lesson today, we are going to learn more about this topic. First of all, let's come to the first part: Pronunciation.*	T-S S-S T-S	5 mins
PRONUNCIATION	To help students understand how to stress words in the sentence	* T introduces the rules of sentence stress by letting Ss listen to a sentence. *We should finish the project for our history class.* * T asks Ss to say the words that are stressed in the sentence and find out their word forms. ** Ss listen, find the stressed words and their word form. *** Ss exchange their answers with their partner. *Suggested answers:* *Stressed words in the sentence include:* *FINISH: verbs* *PROJECT, HISTORY, CLASS: nouns* **** T corrects the answers, gives feedback and draws Ss' attention to the rules of sentence stress.	T- S S S-S T-S	5 mins

Sentence stress is what gives English its rhythm or "beat". Sentence stress is accent on certain words within a sentence.

Most sentences have two basic types of word:

Content words:
Content words are the key words of a sentence. They are the important words that carry the meaning or sense—the real content. □ often stressed in a sentence.

Structure words:
Structure words are not very important words. They are small, simple words that make the sentence correct grammatically. They give the sentence its correct form—its structure. □ often unstressed in a sentence.

	To help students identify and practice the stressed words in the sentences	**TASK 1: LISTEN AND REPEAT. PAY ATTENTION TO THE STRESSED WORDS IN THE SENTENCES.** *(p.87)*
		 * T plays the recording and asks Ss to listen and repeat. T also asks Ss to quickly note down the word form of stressed words in the sentences.
		 ** Ss listen and do as required.
		 *** Ss compare the answers with their partner.
		 **** T checks if the answers are correct or incorrect.
		 Suggested answers:
		 1. We should 'finish the 'project for our 'history 'class.
		               (v) *(n)* *(n)* *(n)*
		 2. 'Peter is re'vising for his e'xam 'next 'week.
		   (n) *(v)* *(n)* *(adj)* *(n)*
		 3. 'Students will 'spend more 'time 'working with 'other 'classmates.
		     (n) *(v)* *(n)* *(v)* *(adj)* *(n)*
		 4. I 'like to 'watch 'videos that 'help me 'learn 'new 'things.
		     (v) *(v)* *(n)* *(v)* *(v)* *(adj)* *(n)*
		 5. I have in'stalled some 'apps on my 'phone.
		            (v) *(v)* *(n)*
			T-S
			
			 S
			 S-S
			 T-S
				5 mins

		TASK 2: READ AND UNDERLINE THE STRESSED WORDS IN THE SENTENCES. *(p.87)*		
	To help students practise identifying the stressed words in the sentences	* T asks Ss to underline the stressed words in the sentences. Before reading and doing the task, T lets Ss review the rules in pairs. - T prepares a big piece of paper for the sentences and sticks it on the board. ** Ss go to the board to stick a symbol (i.e: a flower) under the stressed word. *** Ss discuss the answers. **** T gives corrections and feedback. *Suggested answer:* *1. Our <u>teacher</u> <u>often</u> <u>gives</u> us <u>videos</u> to <u>watch</u> at <u>home</u>.* *2. I <u>never</u> <u>read</u> <u>books</u> on my <u>tablet</u> at <u>night</u>.* *3. It is a <u>new</u> way of <u>learning</u> and <u>students</u> <u>really</u> <u>like</u> it.* *4. You can <u>find</u> a lot of <u>useful</u> <u>tips</u> on this <u>website</u>.* *5. They should <u>make</u> an <u>outline</u> for their <u>presentation</u>.*	T- S S S-S T-S	
VOCABULAR Y	To enrich students' vocabulary	**TASK 1: MATCH THE WORDS AND PHRASES WITH THEIR MEANINGS.** *(p.88)* * T asks Ss to match in pairs. ** Ss do the task as required. *** T calls some pairs to share their answers with the whole class. **** T gives feedback and corrections (if necessary). *Answers:* 1.c 4.e 2.d 5.b 3.a	T-S S-S S-S T-S	4 mins

	To help students use the vocabulary in context	**TASK 2: COMPLETE THE SENTENCES WITH THE WORDS OR PHRASES IN TASK 1.** *(p.88)* * T asks Ss to work independently and put a suitable word or phrase in each blank. ** Ss do the task as required. *** T allows Ss to share their answers before discussing it as a class. **** T corrects the answers and gives feedback. *Answers:* 1. *face-to-face* 2. *online learning* 3. *prepare for* 4. *strategy* 5. *blended learning*	T-S S S-S T-S	5 mins
GRAMMAR	To have students revise *the* relative clauses	**RELATIVE CLAUSES** - T lets Ss recall the knowledge of relative pronouns. - 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. **TASK 3: MATCH THE TWO PARTS TO MAKE COMPLETE SENTENCES.** *(p.88)*	T- S T-S	6 mins

		* T has Ss read the sentences individually once and asks them to pay attention to relative pronouns (who, which, that, whose) to find the correct nouns before them. ** Ss match the information in the left column and the right one. *** T asks Ss to work in pairs to compare their answers. T calls some Ss to share their answers with the whole class. **** T gives feedback and corrections (if necessary). *Answers:* *1. d* *2. e* *3. b* *4. c* *5. a*	S S-S T-S	
	To help students use defining and non-defining relative clauses in context.	- T lets Ss recall the knowledge of defining and non-defining relative clauses. - There are 2 types of relative clauses: Defining relative clause and Non-defining relative clause. + Defining relative clause is used to 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 is used to 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. **TASK 4: JOIN THE FOLLOWING SENTENCES. USE *WHO, THAT, WHICH* OR *WHOSE*** (p.88) * T asks Ss to work independently. ** Ss do the task as required. *** T calls 1 or 2 Ss to write their answers on the board. **** T checks their answers sentence by sentence. *Answers:* *1. My brother, who is good at computers, teaches me how to use a laptop.* *2. Peter, whose sister is taking an online Maths course, is a friend of mine.* *3. Lan has read the book which/that I lent her.*	T-S T-S S S-S T-S	5 mins

		4. *The boy who had designed this invention is only 10 years old.* 5. *That app, which can help improve your pronunciation, is easy to use.*		
EXTRA ACTIVITY	To give students a chance to apply what they have learnt	**GAME: WHO IS FASTER?** * T divides Ss into groups of four, gives each group a piece of paper, and asks them to write 2 sentences: one with a defining relative clause and one with a non-defining relative clause. Another requirement is that the sentences must include vocabulary about different ways to learn (such as: online learning, blended learning, face-to-face learning, etc) (e.g.: *Blended learning is a new way to learn <u>that</u> is used commonly in Vietnam nowadays.*) ** Ss work in groups and write the sentences. *** T asks each group to hand in their paper. The fastest group with all correct sentences is the winner. **** T checks all the answers. T asks the winner to read aloud their sentences with correct stress in each sentence.	T-S S-S T-S	5 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	3 mins
HOMEWORK	To revise what they have learnt and prepare for the next lesson: Reading	- Rewrite the sentences into notebooks. - Practice grammar and vocabulary by completing a worksheet given by the teacher. - T asks Ss to search for information about different ways to learn.	T-S	2 mins

UNIT 8: NEW WAYS TO LEARN
Lesson 3: Reading

I. OBJECTIVES
By the end of this lesson, students will be able to:
1. Knowledge
- Develop reading skills for general ideas and for specific information about online and face-to-face learning.
2. Core competence
- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and team work;
- Develop presentation skills;
- Actively join in class activities.
3. Personal qualities
- Understand more about advantages and disadvantages of online and face-to-face learning, therefore, students can make use of the strong points of each method;
- Develop self-study skills.

II. MATERIALS
- Grade 10 textbook, Unit 8, Reading
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. distraction (n)	/dɪˈstrækʃən/	something that prevents someone from giving their attention to something else	sự xao nhãng
2. strategy (n)	/ˈstrætədʒi/	a way of doing something or dealing with something	chiến lược
3. (to) exchange (v)	/ɪksˈtʃeɪndʒ/	to give something to someone and receive something from that person	trao đổi

Assumptions

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

Board Plan

Date of teaching
Unit 8: NEW WAYS TO LEARN
Lesson 3: Reading

* Warm-up
Game: Guessing game
Vocabulary
   1. distraction (n) /dɪˈstrækʃən/: sự xao nhãng
   2. strategy (n) /ˈstrætədʒi/: chiến lược
   3. (to) exchange (v) /ɪksˈtʃeɪndʒ/: trao đổi
Task 1: Look at the photos and answer the questions.
Task 2: Read the texts. What are the two students talking about? Choose the correct answer.
Task 3: Read the texts again and decide who mentions the following by putting a tick in the correct box.
Task 4: Work in pairs. Discuss the following questions.
Which way of learning is better? Why?
* Homework

III. PROCEDURES
Notes:

In each activity, each step will be represented as following:
* Deliver the task
** Implement the task
*** Discuss
**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To introduce the topic of reading - To enhance students' skills of cooperating with teammates	**GAME: GUESSING GAME** * T divides class into 2 teams and explains the rules of the games: - There are 3 sets of pictures (3 pictures/set) which are about different ways of learning. - T shows each set of pictures, one by one. - If one team: + gets the correct answer after the 1st picture □ they get 3 points. + gets the correct answer after the 2nd picture □ they get 2 points. + gets the correct answer after the 3rd picture □ they get 1 point. - The team with more points will be the winner. ** Ss work in groups and guess the key words. *** Ss share their answers with the whole class. **** T checks if the answers are correct or incorrect. Set 1: *Key: Online learning* Set 2: 	T-S S-S S-S T-S	5 mins

Key: Self study
<u>Set 3:</u>

Key: face-to-face learning
Lead-in: We can see that there are many different ways to learn such as online learning, self-study or face-to-face learning and it's also what we are going to learn in the Reading lesson today.

PRE-READING	To lead in the reading skills	**TASK 1: LOOK AT THE PHOTOS AND ANSWER THE QUESTIONS.** *(p.89)* * T leads Ss into the lesson by showing the pictures p.89 and asks them some questions: 1. Where is the girl in the picture a? 2. What can you see on her computer screen?	T-S	10 mins

		3. How is she learning? 4. Where are students in picture b? 5. Are they facing the teacher? /Are they taught in person? 6. What do we call this traditional type of learning? 7. Have you experienced both ways of learning? ** Ss answer the questions *** T calls some Ss to share the answers with the whole class. **** T checks and corrects if Ss spell or pronounce the words/ phrases incorrectly. *Suggested answers:* *1. at home, in front of a computer* *2. teacher/tutor* *3. online* *4. in the classroom* *5. yes* *6. face-to-face learning* *Lead-in: In reality, we have been familiar with both types of learning: face-to-face and online learning. In the lesson today, we are going to read about some opinions of the two most popular types of learning.*	S S-S T-S	

	To help students use key language more appropriately before they read	**VOCABULARY**
		 * T asks Ss to look at the explanation and the photos to guess the meaning of new words. T asks Ss to get the meaning of the in context.
		 ** Ss say the Vietnamese meaning of the word.
		   1. distraction (n) /dɪˈstrækʃən/: something that prevents someone from giving their attention to something else
		   2. strategy (n) /ˈstrætədʒi/: a way of doing something or dealing with something
		   3. (to) exchange (v) /ɪksˈtʃeɪndʒ/: to give something to someone and receive something from that person
		 *** Other Ss correct if the previous answers are incorrect.
		 **** T shows the Vietnamese meaning, says the words aloud and asks Ss to repeat them.
			T-S
			
			 S
			
			 S-S
			 T-S	

WHILE-READING	To develop reading skills for general information	**TASK 2: READ THE TEXTS. WHAT ARE THE TWO STUDENTS TALKING ABOUT? CHOOSE THE CORRECT ANSWER.** *(p.89)*
		* T asks Ss to open the book, read through the texts quickly and tell the main idea of the texts.
		** Ss do the task as required.
		*** T calls some Ss to give the answer and explain which sentence gives them the information.
		**** T checks if the answer is correct or incorrect.
		  A. Ways of helping students
		  B. Ways of learning
		  C. How to enjoy learning
		
		Answer:
		B. Ways of learning
			T- S
			
			S
			S-S
			
			T-S
				17 mins

	To develop reading skills for specific information	**TASK 3: READ THE TEXTS AGAIN AND DECIDE WHO MENTIONS THE FOLLOWING BY PUTTING A TICK IN THE CORRECT BOX.** *(p.90)* * T asks Ss to read through the sentences and underline or highlight the keywords in each sentence. ** T lets Ss work independently and find the correct answer.	T-S S S-S T-S	

		*** T lets Ss compare their answers in pairs before checking with the whole class. **** T checks the answers by the game "Magic box" - There is a 'magic box' with 6 cards in which 6 sentences are written. - T divides class into 2 groups, each group sends a member to pick a card and answer a question. - The group gaining more points is the winner. *Answers:* *This person:* *1. thinks that online learning is not as good as face-to-face learning (Kim)* *2. gains the same knowledge in both ways of learning (Laura)* *3. has more direct conversations and discussions (Kim)* *4. uses e-mail to contact classmates (Laura)* *5. can pay more attention in class (Kim)* *6. needs to have access to high-speed internet (Laura)*		
POST-READING	- Check students' understanding about the reading passage - To help some students enhance presentation skills - To practise team working - To give students authentic practice in	**TASK 4: WHICH WAY OF LEARNING IS BETTER? WHY?** *(p.90)* * T sets the scene and gives instruction. *You are students who are taking part in a forum about educational innovations. The topic of the forum this year is: face-to-face learning or online learning? Raise your voice and express your personal viewpoint.* ** T lets Ss work in groups, discuss the question and give explanation. ***T calls some Ss to present their answers in front of the whole class. ***T allows Ss to give comments for their friends and vote for the most interesting and informative presentation. **** T gives feedback and comments.	T-S S-S T-S T-S	8 mins

	using target language			
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	3 mins
HOMEWOR K	To review the lesson they have learnt and prepare for the next lesson: Speaking	- T asks Ss to write down their opinion about the way of learning they prefer. - T asks Ss to search for the pros and cons of online learning.	T-S	2 mins

UNIT 8: NEW WAYS TO LEARN
Lesson 4: Speaking – Online learning

I. OBJECTIVES

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

1. Knowledge
- Gain an overview about the topic *Online learning*
- Memorize vocabulary to talk about online learning.

2. Core competence
- Gain some language expressions to talk about advantages and disadvantages
- Talk about the advantages and disadvantages of online learning and give reason for their ideas

3. Personal qualities
- Familiarize with online learning and ready to adapt this new way of learning.
- Develop self-study skills

II. MATERIALS

- Grade 10 textbook, Unit 8, Speaking
- Computer, smart phones connected to the internet
- Projector

Assumptions

Anticipated difficulties	Solutions
Students may lack more vocabulary to deliver a speech.	- Provide vocabulary and useful language before assigning tasks. - Encourage students to work in groups so that they can help each other. - Give short, clear instructions and help if necessary.

Board Plan

Date of teaching
Unit 8: New ways to learn
Lesson 4: Speaking – Online learning

* Warm-up: Game 'Jigsaw puzzle'

* I-Speak:

Task 1: Put the advantages and disadvantages of online learning from the box into suitable categories. You may add more to each category.

ONLINE LEARNING	
Advantages	Disadvantages
……………..	………..

Task 2: Work in groups. Each group chooses to be either For or Against online learning. Discuss and provide explanations to support your side. use the table below to note your ideas.

Task 3: Work with a classmate from the opposite group. Discuss your opinions about online learning. Sse your notes in Task 2

* Homework

III. PROCEDURES

Notes:

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

*   Deliver the task
**   Implement the task
***   Discuss
****   Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To activate students' knowledge on the topic of the unit. - To set the context for the speaking part.	**Game: Jigsaw puzzle** *T asks Ss to guess the name of each device in each puzzle and guess the key picture behind after each puzzle is opened. Picture 1: Picture 2: Picture 3: Picture 4: Picture 5:	T-S	5 mins

Key picture:

Answer:
Picture 1: earphones
Picture 2: headset
Picture 3: laptop
Picture 4: wifi router
Picture 5: Zoom
Key picture: Online learning T leads into the topic of today lesson: Online learning

| BRAINSTORM ING | To provide students with additional ideas for the following speaking task | **TASK 1: FILL IN THE TABLE**
*T shows on the screen the following table.
**T asks Ss to refer to the advantages and disadvantages of online learning when compared to face-to-face learning from the Reading lesson and fill in the table.

*** T asks 2 Ss to give their answers
**** T gives feedbacks and shows the correct answers on the slide | T-S
T-S

S

S
S | 5 mins |

		Suggested answers:		
		ONLINE LEARNING		
		ADVANTAGES / **DISADVANTAGES**		
		- don't have to go to school		
		- can't discuss and communicate with friends / - can't ask for answers or help from teachers immediately		
		- talk and exchange comments & ideas through emails and online discussion board		
		- lots of distractions / - need a fast Internet connection		
CONTROLLED PRACTICE	To help students collect materials from the previous lesson for the following speaking tasks	**TASK 2: FILL IN THE CHART** *(p.90)* **Put the advantages and disadvantages of online learning from the box into suitable categories. You may add more to each category.** *T asks Ss to open the book, work in pairs and put the following 6 statements into 2 columns: Advantages and disadvantages of online learning ** Ss work in pairs and fill in the chart. *** T asks 2 pairs of Ss to give their answers. **** T gives correction on the slide. *Answers:* *Advantages: a, d, e* *Disadvantages: b, c, f*	T-S S-S T-S	
LESS CONTROLLED PRACTICE		**TASK 3: FILL IN THE TABLE** *(p.90)* **Work in groups. Each group chooses to be either For or Against online learning. Discuss and provide explanations to support your side. Use the table below to note your ideas.**	T-S S-S T-S	10 mins

	Online learning	Examples / Evidence
For	learn anytime and anywhere with an Internet connection	don't go to school and save time
Against	harm our health	can cause short-sightedness or backache

*T asks Ss to give examples/evidence for each advantage and disadvantage mentioned in Task 2 by filling in the table.
** Ss work in groups and fill in the chart.

		*** T asks one group to give their answers and asks if other groups want to add anything else.		
		**** T gives correction on the slide.		
		Suggested answers:		
		FOR		
		– We can learn anytime and anywhere with an Internet connection. (We don't have to go to		
		school and we can save a lot of time travelling. We can do assignments when we have free		
		time as they are uploaded online.)		
		– We can organise our own study schedule. (We choose to attend the courses that are suitable		
		for our schedule. The timetable may not be fixed.)		
		AGAINST		
		– This can harm our health. (If we sit in front of a computer for a long time, it can cause shortsightedness or backache.)		
		– We may have technical problems. (We can't follow the teacher's lesson or submit homework.)		
FREE PRACTICE	To provide Ss with useful expressions for the following speaking task	**TASK 4: ROLE-PLAY** *(p.90)* **Discuss your opinions about online learning. Use your notes in Task 1,2,3** *T divides the class in 4 groups and play different roles as described below: - Group 1: Zoom CEO - Group 2: Students - Group 3: Teachers - Group 4: Parents **T explains the context of the role-play: It's an educational talk show where each member will take turns talking about the advantages and disadvantages of online learning from their point of view. -Ss have to use the ideas provided in Task 1,2,3 and useful languages on the slides.	T-S T-S	15 mins

		USEFUL LANGUAGES:		
		Advantages:		
		A positive aspect of …….		
		A benefit of ……. is …..		
		A good point about… is …		
		An argument in favor of .. is …		
		Disadvantages:		
		A negative aspect of…. is ……		
		An argument against …. is …..		
		A drawback of …. is ….	S-S	
		**T shows the marking criteria on the slides.		
		Marking criteria: ….. / 40	T-S	
		Useful expressions: …/10		
		Ideas (from task 1,2,3): …/10		
		Pronunciation: …/10		
		Fluency: …./ 10		
		*** Ss discuss in 7 minutes to prepare Ss work in		
		*** Each group send 1 member to the board to deliver the talk shows.		
		****T gives feedback and marks each group's performance based on the marking criteria.		
WRAP-UP	To consolidate what students have learnt in the lesson	Teacher asks students to talk about what they have learnt in the lesson.		3 mins
HOMEWORK	To review the lesson and prepare for the next lesson	Do exercises in the workbook.		2 mins

UNIT 8: NEW WAYS TO LEARN
Lesson 5: Listening

I. OBJECTIVES

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

1. Knowledge
- Gain an overview about the topic *Blended-learning class*
- Memorize vocabulary to talk about blended learning.

2. Core competence
- Develop listening skills: listen for specific details
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities
- Familiarize with blended-learning class and identify the differences between traditional and blended-learning class.
- Develop self-study skills

II. MATERIALS

- Grade 10 textbook, Unit 8, Listening

- Computer connected to the internet, projector

Assumptions

Anticipated difficulties	Solutions
- Students may not be familiar with the concept of 'blended learning'.	- Explain it at the beginning of the lesson
- Students may not know how to compare traditional learning with blended learning.	- Provide a few criteria for students to base their comparison on

Board Plan

<table>
<tr><td colspan="5" align="center">Date of teaching
Unit 8: New ways to learn
Lesson 5: Listening – Blended learning</td></tr>
</table>

*Warm-up: 'Blended learning'
*Listening
Task 1: Guess the words
    1. upload (v)
    2. e-class (n)
    3. folder (n)
    4. take notes
    5. population growth (np)
    6. log in (v) >< log out (v)
Task 2: Reorder the steps
Task 3: Listen to the second part of the conversation and complete the flowchart with no more than TWO words

Task 4: Work in groups. Discuss the questions.

*Production: Group-work
*Homework

III. PROCEDURES

<u>*Notes:*</u>
In each activity, each step will be represented as following:
*   Deliver the task
**   Implement the task
***   Discuss
**** Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To activate students' knowledge on the topic of the unit - To set the context for the listening part	**Watch a video** *T shows a video about "Blended learning" from Youtube: (from 0:00 - 1:28) <u>https://www.youtube.com/watch?v=-bwhR1ZKGRE</u>	T-S T-S	5 mins

		T asks Ss to watch the video then name 3 components of blended learning. * Ss watch the clip **** T asks 2 Ss to give their answers and gives corrections. *Answers:* *3 components are* *- face-to face learning activities* *- digital learning objects* *- independent study time*	S T-S	

PRE-LISTENING	To provide students with vocabulary for the following listening task	**VOCAB GAME: GUESS THE WORD(S)**
		*T asks Ss to look at the slides and guess the word(s) as instructed.
		** Ss look at the slides and raise hands to answer.
		    Slide 1: Fill in the blank
		    You can _ _ _ _ _ _ your own videos on YouTube.
		    Slide 2: Another word for 'online class'?
		    Slide 3: What is it?
		
		    Slide 4: What is he doing?
		
		    Slide 5: Fill in the blanks
			T-S
			
			S
				4 mins

There has been a _____   _____ from 5.3 billion to 11.2 billion.
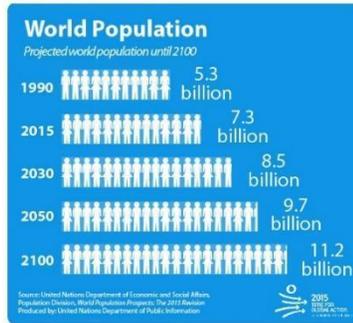
Slide 6: Fill in the blank

To _ _ _ _ _ to your email, you need to type in your account and password.

**** T gives correction after each question

***T asks Ss to note these word(s) into their notebook.

Answers:

1. upload

2. e-class

3. folder

4. take notes/ taking notes

5. population growth

6. log in

T-S
S

TASK 1: TICK THE BOX

*T asks Ss to open the book and discuss with their friend next to them what they do to prepare for a lesson.

* Ss discuss and tick the box.

*** T calls 1 pair to speak their answers.

WHILE-LISTENING	To provide students with useful steps to do before listening for specific information	**TASK 2: ANSWER THE QUESTIONS** *(p.91)* **Listen to the first part of the conversation between a teacher and her students, then answer the following questions.** *T asks the class to read two questions in part 2 **T asks Ss to guess the answers. ** T asks Ss to listen and answer the questions. ***T calls one student to answer each question, asks him/her how he/she gets the answer and gives correction (if needed) **** T gives correction *Answers:* *1. She is talking about the homework given to the class.* *2. She has uploaded videos on the E-Class.*	T-S S T-S	5 mins
		Reorder the steps *T shows on the screen a list of 4 steps that should be done before a "*fill-in-the-blank*" listening task ** Ss work in pairs and put them in the correct order.	T-S S-S	4 mins
			T-S	
		a. Decide what kind of information should be filled in the blank (noun, verb,....) b. Predict answers c. Read the question carefully and underline key words (verbs, nouns, ...) d. Listen, take notes		
		***T calls 2 pairs to give their answers ****T corrects them if needed *Correct order: c - a - b - d*	T-S	8 mins

			T-S	

		TASK 3: **COMPLETE THE FLOW-CHART** *(p.91)*
		Listen to the second part of the conversation and complete the flowchart with no more than TWO words.
		* T asks Ss to work in pairs, and apply the 4 steps mentioned in Task 3 in 1 minute.
		** T can ask some Ss to answer if the blank should be a noun/verb….
		   T asks Ss to listen and complete the flow-chart with no more than 2 words.
		   T plays the recording again if 1/4 of the class don't get all the answers.
		*** T calls 2 pairs to share their answers
		**** T gives corrections.
		
		Cue:
		1. an adj, noun
		2. a verb (infinitive)
		3. a noun/noun phrase
		4. a verb (infinitive)
		5. a verb (infinitive)
		Answers:
		1. homework
		2. take notes
		3. information
		4. discuss
		5. email
			T-S	

POST-LISTENING		**TASK 4: WORK IN GROUPS. DISCUSS THE QUESTIONS** *(p.91)*	T-S	15 mins

		*T shows this table on the screen:		
		<table><tr><th>Criteria</th><th>Blended Learning</th><th>Traditional Learning</th></tr><tr><td>Location</td><td>E-class</td><td>…………….</td></tr><tr><td>Activities</td><td>read the materials, watch materials, take notes, mind-map, discuss</td><td>…………….</td></tr><tr><td>Sources of information</td><td>Libraries, newspapers, articles, Internet</td><td>…………….</td></tr><tr><td>Means of communication</td><td>Work in group, discuss with friends, email teacher</td><td>…………….</td></tr></table> *T divides the class into groups of 4 and asks each group to compare 'Blended Learning' and 'Traditional Learning' based on 4 criteria. ***T calls 2 groups to share their ideas. **** T shows possible answers on the slide ***T asks 2 other groups which they prefer: blended or traditional learning and why. *Suggested answers:* <table><tr><th>Traditional Learning</th></tr><tr><td>In class</td></tr><tr><td>read materials, watch videos, take notes, mind-map, discuss</td></tr><tr><td>textbooks, library, materials given by teachers</td></tr><tr><td>work in group, discuss with friends</td></tr></table>	S-S T-S	
WRAP–UP	To consolidate what students have learnt in the lesson	T asks Ss to talk about what they have learnt in the lesson.		3 mins

HOMEWORK	To review the lesson and prepare for the next lesson	Do exercises in the workbook.		2 mins

UNIT 8: NEW WAYS TO LEARN
Lesson 6: Writing

I. OBJECTIVES

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

1. Knowledge
- Use the lexical items related to the topic *New ways to learn;*
- Write a paragraph about the benefits of blended learning.

2. Core competence
- Develop communication skills and creativity;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.

3. Personal qualities
- Recognize the benefits of blended learning so that students can make use of their time in class to study better;
- Be more active in blended learning classrooms.

II. MATERIALS

- Grade 10 textbook, Unit 8, Writing
- Computer connected to the internet
- Projector/ TV/ pictures and cards
- sachmem.vn

Assumptions

Anticipated difficulties	Solutions
Students may have underdeveloped writing skills.	- Guide students to make an outline of the benefits of blended learning based on the ideas mentioned in Task 1 and the useful expressions in Task 3. - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.

Board Plan

<table>
<tr><td colspan="2">

Date of teaching
Unit 8: New ways to learn
Lesson 6: Writing

* Warm-up
Menti game
* Writing
Task 1: Discuss and tick the benefits of blended learning.
Task 2: Use the benefits in Task 1 and your own ideas to complete the following outline.
Task 3: Use the outline in Task 2 and write a paragraph about the benefits of blended learning.
* Wrap up & Homework
</td></tr>
</table>

III. PROCEDURES
Notes:
In each activity, each step will be represented as following:
*   Deliver the task
**   Implement the task
***   Discuss
****   Give comments or feedback

Stage	Stage aim	Procedure	Interaction	Time
WARM-UP	- To introduce the topic of writing - To set the context for the writing part	**MENTI GAME** * T provides the link to the website MENTI.COM and asks Ss to use their smart devices to get access to the link. ** Ss do as required in the link: Write down all types of learning that you have learnt. *** Ss share the answers with each other. **** T checks if the answers are correct or incorrect, and reviews the meaning of the learning methods. T draws Ss'	T-S S S-S T-S	5 mins

		attention to the phrase BLENDED LEARNING and lets them know they are going to learn about this topic. *Lead-in: Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. Today we are going to learn how to write a paragraph about the benefits of it.*		
PRE-WRITING	- To provide students with some ideas about the benefits of blended learning.	**TASK 1: DISCUSS AND TICK THE BENEFITS OF BLENDED LEARNING.** (p.92) * T gives instruction. ** Ss work in pairs to discuss and agree on the answers. *** T calls some pairs to present their answers in front of the whole class **** T checks if the answers are correct or incorrect and gives feedback. *Suggested answers:* *1. It helps Ss have more control of their own learning.* *2. It is easier to get access to lesson materials.* *4. Ss can develop better communication and teamwork skills.*	T-S S S-S T-S	12 mins
	- To help students get some more ideas to prepare for the writing task	BRAINSTORMING * T asks Ss to work in groups to find some other benefits of blended learning. **Ss take notes in A0 paper. *** T asks groups to stick the A0 paper on the board ****T gives feedback. *Suggested answers:* *- Ss are more interested in the lessons by getting access to various types of tasks and assignments.* *- The connection between T and Ss is easier via different channels.* *- Ss remember knowledge easier and longer.* *- Ss have more space and time to express their viewpoints.*	T-S S S-S T-S	

		TASK 2: USE THE BENEFITS IN TASK 1 AND YOUR OWN IDEAS TO COMPLETE THE FOLLOWING OUTLINE. *(p.92)*	T-S	
		* T gives instruction.	S	
		** Ss work individually to complete the blanks in the outline by using the ideas that they have just brainstormed.	S-S	
		*** T calls some Ss to present their answers in front of the whole class	T-S	
		**** T gives feedback.		
		Suggested answers:		
		- Second, Ss can develop better communication and teamwork skills.		
		- Explanation 1: We can use different ways to communicate in class.		
		- Concluding sentence: I think we should have more blended learning classes at school because they keep us engaged and help us learn useful skills.		
WHILE-WRITING	To let students learn how to write a paragraph about the benefits of blended learning.	TASK 3: USE THE OUTLINE IN TASK 2 AND WRITE A PARAGRAPH ABOUT THE BENEFITS OF BLENDED LEARNING. *(p.92)*		15 mins
		Useful expressions:	T-S	
		* T asks Ss for some useful phrases or expressions that can be used in the writing.		
		** Ss speak out the expressions.	S	
		*** Ss discuss whether the expressions are appropriate or not.	S-S	
		**** T gives feedback, adds more if necessary and shows the table containing all the useful expressions to help Ss with their writing task.	T-S	
		Suggested answers:		
		+ The first/second benefit is … N/V-ing		
		+ Firstly, Secondly, Finally …		
		+ First, Second,…		

		+ *To conclude, In conclusion, In brief, …* + *We will be able to …* + *This enables + O + to-V*		
			T-S	
		Writing: * T asks Ss to work in groups, gives them a large piece of paper and asks them to write the full paragraph into the paper in 6 minutes.		
		- T asks Ss to pay attention to punctuation, structures, word choice, linking words, etc.	S-S	
		- T reminds Ss to use some linking words to list out the ideas as well as some expressions to talk about the benefits of blended learning.	T-S	
		** Ss work in groups, do the task as required. *** Ss discuss while writing. **** T walks around the class and manages the process, provides more guidance if necessary.		

POST-WRITING	To do a cross-check and final check on students' writing.	**CROSS-CHECKING**
		* T has the groups swap and give feedback on each other's writing. T shows a writing rubric to help Ss do the peer review.
		   1. *Topic sentence: …/10*
		   2. *Supporting detail sentences: …/10*
		   3. *Elaborating detail sentences: …/10*
		   4. *Legibility: …/10*
		   5. *Spelling and grammar: …/10*
		     TOTAL: …/50
			T-S	10 mins

		** Ss do the task as required. *** Ss discuss in groups to complete the cross-checking.	S-S	
		**** T then gives feedback on one writing as a model. - choose some useful or excellent words/ phrases/ expressions/ word choices Ss have used to give suggestions to other Ss	T-S	

		- choose some typical errors and correct as a whole class without nominating the Ss' names		
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 allow students to finalize their versions after being checked by friends and teacher	- Rewrite the paragraph in the notebooks. - Prepare for the Communication and Culture/CLIL.	T-S	1 min

UNIT 8: NEW LEARNING ACTIVITIES
Lesson 7: Communication and Culture/ CLIL

I. OBJECTIVES
By the end of the lesson, students will be able to:

1. Knowledge
- Expand vocabulary with topic modern schools
- Share opinions about the learning activities at school

2. Core competence
- Give instructions to download a learning app into their smartphone
- Be collaborative and supportive in class discussion

3. Personal qualities
- Be ready to give instructions and share opinions
- Understand the main features of modern schools

II. MATERIALS

- Grade 10 textbook, Unit 8, Communication and Culture/CLIL
- Computer connected to the internet
- Projector/ TV/ pictures
- sachmem.vn

Assumptions

Anticipated difficulties	Solutions
- Students may have underdeveloped speaking and co-operating skills.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
- Students may lack vocabulary to deliver a speech	- Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks

	- Encourage students to work in groups so that they can help each other.

Board plan

Date of teaching
Unit 8: New Learning Activities
Lesson 7: Communication and Culture/ CLIL

*Warm-up: KAHOOT!
Game: Which learning app?
Everyday English
Task 1: Listen and complete the conversation with the words in the box. Then practice it in pairs.
Task 2: Work in pairs. Make a similar conversation about how to install another study app on a smartphone.
Culture
Task 1: Read a text about modern schools and answer the questions.
Task 2: Work in groups. Discuss whether your school has similar features and learning activities.
* Homework

PROCEDURES
Notes:
In each activity, each step will be represented as following:
*   Deliver the task
**   Implement the task
***   Discuss
**** Giving comments or feedback

Stage	Stage aim	Procedure	Interaction	Time

WARM-UP	- To introduce the topic - To enhance students' skills of cooperating with teammates	**GAME: Which learning app?** *T introduces to the Ss about the Kahoot! Game: getting to know about 6 popular English learning apps. **Ss choose the right answer as quickly as possible by touching the option shown on their smartphone. The 3 students with the most correct answers will get a reward. Link to the game: *https://create.kahoot.it/share/which-app/d237562c-85d3-4f10-9ca7-30facb238f4a* **** T announces the winner of the game *Answers:* 1. A 2. A 3. D 4. C 5. B 6. A	T-S S	5 mins
LEAD-IN	To lead in the targeted vocabulary.	**Q&A** **T asks the whole class: "How many steps are there to download an app on your phone?" ***Ss raise hand to give answer. *T leads in the context of the listening activity.	T-S	
EVERYDAY ENGLISH	- To prepare students with vocabulary - To introduce some expressions to give instructions for later practice	**TASK 1: COMPLETE THE CONVERSATION** **Listen and complete the conversation with the words in the box. Then practise it in pairs.** *(p. 93)* *T introduces the context: You are going to listen to Tam and Mai talking about how to install I-speak app on a smartphone. **Ss fill in the conversation with ONE verb only. T asks 1 student to write his/her answers first on the board based on the context. ***Teacher calls another S to give their answer on **** T gives corrections	T-S S T-S	7 mins

		Answers: 　1.*go* 　2.*type* 　3. *click* 　4. *click* 　5.*wait* ***T asks the class to find words/phrases used to give instructions in the conversation (linking words and instruction verbs) ****T gives correction on the slide *Answers: First, Second, Then, Now*	S T-S	
	To practice giving instructions	**TASK 2: MAKE A CONVERSATION** **Make a similar conversation about how to download a learning app on a smartphone.** *(p.93)* *T asks Ss to make a similar conversation based on the conversation in Task 1, pick 1 from 6 learning apps from the Warm-up section. 　T shows an example on the slides: How to download 'Zoom' **Ss work in pairs ***T calls 2 pairs to make a conversation in front of the whole class ****T gives feedback and corrections *Suggested answer:* *A: Can you show me how to install the Zalo app on my* 　*smartphone? I want to text or make video calls with my friends.* 　*B: Of course. First, go to the Apple store or Google play. Second,* 　*type 'Zalo' in the search box at* 　*the top of the screen, then click the 'Search' button.* 　*A: Let me try. OK, I can see the app Zalo. What do I do next?* 　*B: Now, click 'Get' next to the 'Zalo' icon and wait until the* 　*download is complete.*	T-S S-S T-S	5 mins

CULTURE & CLIL	To get to know main features of modern schools	**TASK 1: READ A TEXT ABOUT MODERN SCHOOLS AND ANSWER THE QUESTIONS** *(p. 93)* *T askes Ss to read the text in pairs and answer the questions. ** Ss read the text in pairs. ***T calls one student to answer each question and give reasons for their answer. ****T shows evidence for each answer on the slide *Answers:* *1. Teachers play the role of a guide for students.* *2. Two common features of modern schools are class discussion and group learning.* *3. They use them to access digital learning resources.* *4. They participate in field trips and school camps.*	T-S S-S T-S	8 mins
	To apply the knowledge they have learnt in this lesson	**TASK 2: VOTE AND DISCUSS** *(p. 93)* **Part 1. VOTE** *T asks Ss to give their votes for the question "DOES YOUR SCHOOL HAVE SIMILAR FEATURES AND LEARNING ACTIVITIES" on Menti.com T asks Ss to choose as many options as they want ** Ss go to this link and vote in 1 minute. *https://www.mentimeter.com/s/fe6c01ee75718dbc538aaa0665509af6/22db24998c7f/edit* Questions: DOES YOUR SCHOOL HAVE THESE FOLLOWING FEATURES and LEARNING ACTIVITIES? 9 options to choose from: - Class discussions - Group learning - Express personal opinions - Ask questions - Work in small groups - Access digital learning resources - Use audio-visual materials	T-S S	15 mins

		- Participate in field trips
		- Attend school camps
		*** Teacher reports the results to the whole class (the highest voting, the lowest voting,…)
		
		Part 2. DISCUSS
		*T informs Ss that now they will have a discussion based on their votes.
		**T shows the following questions on the slides:
		    - For the highest-voting activities:
		Do you like this feature/learning activities?
		In which subjects are they used?
		    - For the lowest-voting activities:
		Do you want to have more learning activities like these? Why/Why not?
		
		***Ss share their answers and give explanations for their choices.
		****T allows Ss to give comments for their friends and gives feedback.
			T-S
			
			T-S
			T-S
			
			S-S
			T-S	

WRAP-UP	To consolidate what students have learnt in the lesson	T asks Ss to talk about what they have learnt in the lesson.		3 mins
HOMEWORK	To review what students have learnt in the lesson	Write about your dream schools with selective learning activities. Explain them in specific subjects and examples.		2 mins

UNIT 8: NEW WAYS TO LEARN
Lesson 8: Looking back & Project

I. OBJECTIVES

By the end of this lesson, students will be able to:
1. Knowledge
- Review the vocabulary and grammar of *Unit 8;*
- Apply what they have learnt (vocabulary and grammar) into practice through a project.
2. Core competence
- Develop communication skills and creativity;
- Develop presentation skills;
- Develop critical thinking skills;
- Be collaborative and supportive in pair work and team work;
- Actively join in class activities.
3. Personal qualities
- Be more creative when doing the project;
- Develop self-study skills.

II. MATERIALS

- Grade 10 textbook, Unit 8, Looking back & Project
- Computer connected to the internet
- Pictures, A0 paper
- Projector/ TV
- sachmem.vn

Assumptions

Anticipated difficulties	Solutions
Students may have underdeveloped speaking, writing and co-operating skills when doing the project.	- Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.

Some students will excessively talk in the class.	- Explain expectations for each task in detail.
	- Have excessive talking students practise.
	- Continue to explain task expectations in small chunks (before every activity).

Board Plan

Date of teaching
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

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	**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 <u>students</u> <u>bring</u> <u>smartphones</u> to <u>school</u> <u>nowadays</u>.* *2. You can <u>download</u> the <u>app</u> to <u>study</u> <u>English</u>.* *3. Thanks to <u>technology</u>, <u>students</u> can <u>learn</u> <u>anywhere</u>.* *4. My <u>sister</u> is <u>looking</u> for <u>information</u> for her <u>presentation</u> <u>tomorrow</u>.*	T-S S S-S T-S	15 mins

	related to different ways of learning	**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*	T-S S S-S T-S
	- To help students revise the relative clauses and relative pronouns	**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.	T-S S S-S T-S

		Answers: *1. who/that* *2. which/that* *3. which* *4. whose* *5. which/that* *6. who*		

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 4 groups.
		** 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 (maybe more than 15 Ss and they can be from other classes)
		  - T guides Ss to use different tools to collect data (face-to-face interviews, questionnaires, online surveys)
		  - Ss summarize the data collected and visualize them to make big posters around the 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 vote for the most attractive poster and the most interesting presentation.
		**** T gives comments and feedback to all posters and presentations, and awards a prize to the group which has the most votes.
			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