Date of planning :

Date of teaching :

**Period 79**

**UNIT 10 : COMMUNICATION IN THE FUTURE**

**Lesson 1: GETTING STARTED**

**At the technology club**

**I. Objectives: By the end of this lesson, Ss will be able to :**

**1. Knowledge:**

- Gain the topic about “Communication in the future”

- Practice listening and reading skills .

- Pronounce words ending in -ese and -ee with correct stress;

*+ Vocabulary:* Use vocabulary to talk about communication technology video conference (n), webcam (n) ,zoom in (v),tablet (n), internet connection (n);

*+ Grammar:*recognise and use prepositions of place and time and possessive pronouns;

**2. Competence:**

- Develop communication skills and creativity

- Be co-operative and supportive in pair work and teamwork.

- Be actively join in class activities.

**3. Qualities :**

- Raise the students’ awareness about enviromental protection; Show respect and interest in different type of shopping places; develop awareness of Natural disasters.

- Have the good attitude to working in groups, individual work, pair work, co-operative learning. Develop self-study skills.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn.....

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up ( 5’)** | |
| **Aims: -** To create an active atmosphere in the class before the lesson;  - To lead into the new unit. | |
| **Teacher’s Student’s activities** | **Content** |
| **\* Vocabulary: pre-teaching**  - T introduces the vocabulary.  - T explains the meaning of the new vocab by pictures.  - T reveals that the words according to the pictures will appear in the reading text and asks sts to open their textbook to find these words.  ***Otherwise, T can:*** Show pictures of the logos of popular communication apps, such as Facebook messenger, Viber, Zalo, Zoom, etc. very quickly.  Hide the pictures and ask Ss to name the apps they can remember from the pictures.  Elicit from Ss the common functions of these apps (They are all for people to communicate with each other without meeting face to face.). -- Ask Sts if they are using any of these apps.  - Lead into the new lesson by saying: *Nowadays we can keep in contact with each other easily thanks to communication technologies*. *But what about in the future?* Let's see how communication might change in the future.  - Write the unit title on the board Communication in the Future. Ask Ss to open their books and start the lesson.  - Share with Sts the objectives of the lesson by showing them on a projector. Alternatively, write the objectives in a corner of the board and leave them there and tick the objectives off when the class finishes with them. | **+ Greeting**  **- T\_Ss.**  + Sts listen and learn how to do the tasks.  **\* New words**  **1.** video conference (n)/ˈvɪd.i.əʊ ˌkɒn.fər.əns/: họp trực tuyến  **2**. webcam (n) /ˈweb.kæm/: thiết bị ghi hình kĩ thuật số  **3.** zoom in (v) /zum ɪn/: phóng to  **4.** tablet (n) /ˈtæb.lət/: máy tính bảng  **5**. internet connection (n) /ˈɪn.tə.net kəˈnek.ʃən/: kết nối mạng  **-** Open the book and write the tittle of the lesson. |
| **2. Presentation ( 10’)** | |
| **Aims:** To set the context for the introductory conversation;To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1: Greeting - Listen and read.**  **\* Vocabulary pre-teaching**  - T introduces the vocabulary.  - T explains the meaning of the new vocabulary by pictures.  - Teacher reveals that the words according to the pictures will appear in the reading text and asks students to open their textbook to find these words.  + Ask Sts to look at the picture on pages 104 - 105 and answer the questions below:  *What is the girl doing?*  *Can you name the devices you see in the picture?*  - Elicit answers from Sts. Confirm that the girl is having a video conference.  - Introduce the two characters: Trang and Mark. Explain that they are members of the technology club and they are preparing for a video conference.  - Play the recording twice for Ss to listen and read along. Have Ss underline the words and phrases that are related to the topic of the unit while they are listening and reading.  - Invite some pairs of Ss to read the conversation aloud.  - Sts say the words and phrases in the conversation that they think are related to the topic *Communication.*  + Quickly write them on one part of the board. Comment on Ss' answers | **1- Listen and read.**  \*Vocabulary  **1.** video conference (n)/ˈvɪd.i.əʊ ˌkɒn.fər.əns/: họp trực tuyến  **2**. webcam (n) /ˈweb.kæm/: thiết bị ghi hình kĩ thuật số  **3.** zoom in (v) /zum ɪn/: phóng to  **4.** tablet (n) /ˈtæb.lət/: máy tính bảng  **5**. internet connection (n) /ˈɪn.tə.net kəˈnek.ʃən/: kết nối mạng  **\* Questions:**  a. Who are they?  b. Where are they?  c. What are they doing? |
| **3. Practice ( 17’)** | |
| **Aims:** To help Ss understand the conversation;To introduce some vocabulary items related to communication technologies*;* To introduce some words and phrases that are used in the conversation. | |
| **Teacher’s Student’s activities** | **Content** |
|  | |
| **Activity 2: Read the conversation again and circle the correct answer A, B, or C.**  - Sts to read the questions and choose the correct answers from what they remember after their listening. Elicit the answers from Ss. Write their answers on the board. Now have them read the conversation again to check their answers. | **2- Read the conversation again and circle the correct answer A, B, or C. \* Answer key:**  **1**. A  **2**. C  **3**. A |
| **EXTRA ACTIVITY**  *+ Tell Ss to work individually. Ask them to write down on a separate sheet of A4 paper all of the words and*  *- Put Ss into pairs to compare their answers.*  *- Encourage them to work together to discover the meaning of terms using the context in the conversation.*  *- Go over the answers with the class and explain any details that they are unsure about.* | |
| **Activity 3: Match the words and phrases in the conversation with their pictures.**  - Sts name items or activities they can see in each picture(a-e).  - Sts work individually to match the words and phrases with the appropriate pictures.  - Have them compare their answers with a partner.  - T invites some Ss to go to the board and write their answers.  - T confirms the correct answers.  - T has some Ss practise saying the words and phrases again. | **3- Match the words and phrases in the conversation with their pictures.**  \* **Answer key:**  **1. d**  **2. a**  **3. b**  **4. e**  **5. c** |
| **Activity 4: Circle the words/ phrases which are CLOSEST in meaning to the underlined words/ phrases.**  - Stswork in pairsand find the underlined words andphrases of **4** in the **Getting started** conversation, then guess the meaning of these words/ phrases using the clues in the conversation.  - T has Ss share their guesses and confirm the correct ones.  - T has Ss complete **Activity 4**.  + For more able class, Have Ss work in groups to make sentences with the underlined words and phrases*.* T checks and confirms the answers. | **4- Circle the words/ phrases which are CLOSEST in meaning to the underlined words/ phrases.**  **\* Answer key:**  **1. A**  **2**. **B**  **3**. **A**  **4**. **A**  **5**. **B** |
| **4. Production ( 10’)** | |
| **Aims:** To help Ss practise using the vocabulary items related to communication technology. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 5: Work in groups. Complete the diagram of the history of communication technology with the words and phrases from the box.**  - T sets time (3-5 minutes) for Ss to do this activity in groups.  - T tells Sts that they can use the diagram to help them.  - T has Sts read aloud the answers and confirms the answers.  - For a more able class, ask Ss to work in their groups again and prepare a short talk about the history of communication technology. | **5- Work in groups. Complete the diagram of the history of communication technology with the words and phrases from the box.**  **\* Suggested answers:**  **1.** carrier pigeon  **2.** telephone  **3.** mobile phone  **4.** social network |
| **5. Wrap-Up & Home Work (3’)**  **a. Wrap-up**  - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson.  **b. Homework**  - Do more exercises in workbook.  - Prepare new lesson: **Unit 10 – A closer look 1.**  **\* Prepare for the Project of the unit:**  Teacher randomly puts Ss in groups of 4 or 5 and asks them to brainstorm about a serious pollution problem in their areas and solutions to the problem, then make a poster about it. Students will show and present their posters in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.) | |

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

Date of planning:

Date of teaching:

**Period 80**

**UNIT 10 : COMMUNICATION IN THE FUTURE**

**Lesson 2 : A CLOSER LOOK 1**

**I. Objectives:**

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

**1. Knowledge:**

- Vocabulary: The lexical items related to *Communication*

- Pronunciation: Correctly stress words that ending with -ese and -ee

*+ Vocabulary:* Use vocabulary to talk about communication technology;

*+ Grammar:*Recognise and use prepositions of place and time and possessive pronouns;

**2. Competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities:**

- Love talking about communication technology.

- Have the good attitude to working in groups, individual work, pair work, co-operative learning.

- Develop self-study skills.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn.....

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up** ( 5’) | |
| **Aims: -** To create an active atmosphere in the class before the lesson;  - To lead into the new unit. | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting Anagram:**  - T shows the words with the letters mixed  - Ss rearrange the words  - Teacher elicits answer from students and announces the winning pair.  - T sets the context for the lesson | **+ Greeting**  ***\* Answer key:***  **1.** video conference **2**. tablet  **3**. internet connection **4**. zoom in  **5**. webcam |
| **2. Presentation ( 10’)** | |
| **Aims:** To create an active atmosphere in the class before the lesson; To lead into the new lesson. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1:** **Write the correct word or phrase from the box under each picture.**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  - Teacher checks the students' understanding by the *Rub out and Remember* technique.  - Sts look at the pictures and name what they see in the pictures.  - Sts read the words / phrases in the box and match them with the appropriate pictures.  - Sts work in pairs to compare their answers before giving T the answers.  - Check and confirm the correct answers. Elicit from Ss the clue(s) that help(s) them to complete the matching task.  - Note: *some words are familiar to them such as social network, smartphone, group call).* Spend more time explaining unfamiliar words like holography and emojis.  - Have the whole class read aloud the words / phrases. | 1- Write the correct word or phrase from the box under each picture. \*Vocabulary  **1.** social network  /vɔɪs ˈmɛsɪdʒ/ mạng xã hội  **2**. voice message  /ˈsoʊʃəl ˈnɛtwɜːrk/  tin nhắn thoại  **3.** group call /ɡruːp kɔːl/  cuộc gọi nhóm  **4**. smartphone /smɑrt ˈfoʊn/ điện thoại thông minh  **5**. emojis /ɪˈmoʊdʒiːz/  biểu tượng cảm xúc  **6.** holography /həˈlɑɡrəfi/  hình chiếu 3 chiều  ***\* Answer key:***  **1.** smartphone  **2.** emojis  **3.** voice message  **4.** holography  **5.** social networks  **6.** group call |
| **EXTRA ACTIVITY**  *Put Ss into pairs. Ask them to look at the pictures from 1 and try to come up with a definition of each of the terms in the vocabulary box of 1.*  ***\* voice message:*** *a message made by using a voice recording*  *+ social network: a website or app which enables users to communicate with each other by posting information, comments, messages, images, etc.*  *+ group call: a call with three or more participants*  *+ smartphone: a mobile phone that can connect to the Internet, take photos, etc.*  *+ emoji: an icon used on devices to show an emotion*  *+ holography: the study and making of holograms (photos made with lasers that lookthree dimensional)* | |
| **3. Practice ( 17’)** | |
| **Aims: -** To help Ss practise using the words and phrases related to communication technology learnt in 1.  - To give Ss further practice with fixed phrases related to communication technology | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 2: Choose the correct answer A, B, or C.**  - Sts do this exercise individually. Tell them to read all the sentences carefully to make sure they understand the sentences and choose the correct option.  - Let them share their answers in pairs.  - Invite some Ss to give the answers and confirm the correct ones. Explain the options that might be challenging to Ss.  - With a more able class, have Ss make true sentences about themselves with the learnt words/ phrases | **2- Choose the correct answer A, B, or C.**  **\*Answer key:**  **1.** A  **2.** C  **3.** B  **4.** B  **5.** A |
| **Activity 3: Complete the sentences with the words from the box.**  - Sts read the sentences in pairs and choose the appropriate words to complete the sentences.  - Invite Ss to share their sentences orally or in writing.  - Confirm the correct answers. Draw Ss’ attention to the phrases “private messages”; “language barrier”, “in real time”, “translation machine”, “reply to messages instantly”. Make sure they understand the meaning of these phrases.  - Have Ss to choose one or two phrases and make sentences with them. | **3- Complete the sentences with the words from the box.**  \* ***Answer key:***  **1**. private  **2.** language  **3**. real  **4.** translation  **5.** instantly  **\* Suggested outcome:**  Students repeats the words correctly |
| **4. PRONUNCIATION: ( 8’)**  Stress in words ending in – ese and – ee | |
| **Aims:** To help Ss identify how to pronounce words ending in -ese and -ee with correct stress; To help Ss practise pronouncing these sounds in words; To help Ss identify and pronounce words ending in -ese and -ee with correct stress in sentences | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 4: Listen and repeat the words. Pay attention to the word stress**  - Sts read out the words first. Then play the recording for them to listen and repeat the words they hear. Play the recording as many times as necessary.  - Explain to Ss that these words end with -ese and -ee. Say the words again slowly and elicit from them the stress of these words.  - Ask Ss to look at the Remember! box. Confirm the rule for stressing these words.  - Have the class say the words again in chorus, and then invite some Ss to say them.  - Invite some Ss to say some words they know that end in -ese or -ee.  - T gives corrections and feedbacks to students’ pronunciation | **4- Listen and repeat the words. Pay attention to the word stress**  **\* Audio scripts: T. 63** |
| **Activity 5: Mark the stress in the underlined words. Then listen and repeat the sentences.**  - Have Ss quickly read the sentences. Ask them to pay attention to the underlined words.  - Elicit from Ss the syllables that they should stress on in each word. Confirm the correct ones.  - Have some Ss read aloud the sentences with correct stress.  - Play the recording for Ss to repeat the sentences.  - Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud.  - Comment on their pronunciation of the sounds.  - T checks students’ answers and their pronunciation and gives feedback. | **5- Mark the stress in the underlined words. Then listen and repeat the sentences.**  **\* *Answer key:*** |
| **5. Wrap-Up & Home Work (3’)**  **a. Wrap-up**  - Ask one or two Ss to tell the class what they have learnt. Draw Ss'attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that they have learnt.  **\* HOME WORK**:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 2 . | |

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

Date of planning:

Date of teaching:

**Period 81**

**UNIT 10 : COMMUNICATION IN THE FUTURE**

**Lesson 3 : A CLOSER LOOK 2**

**I. Objectives:**

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

**1. Knowledge:**

- Use the *prepositions of time and place* ; *Possessive pronouns.*

*+ Vocabulary:* Use vocabulary to talk about communication technology;

*+ Grammar:*Recognise and use prepositions of place and time and possessive pronouns;

**\* Language analysis**

**a) Preposition of place:**

In: On: At: Under: In front of: Opposite: ….

**b) Preposition of time:**

**- “in + a length of time”** can express future meaning.

*Example*: *Robots will replace human shop assistants in ten years.*

**- “for + a length of time”** says how long something goes on for.

*Example:* *It rained for three hours yesterday*.

**- “by + a specific time”** means “not later than that time”.

Example: *We’ll be there by 6 p.m.*

**c) Possessive pronouns**

-We can use possessive pronouns after **of ….**

**2. Competence:**

- Develop communication skills and creativity.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities

**3. Qualities :**

- Love talking about communication technology.

- Have the good attitude to working in groups, individual work, pair work, co-operative learning. Develop self-study skills.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn.....

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up ( 5’)** | |
| **Aims:** - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson**.** | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **+ GAMES: Find someone who:**  - Show Ss your mobile phone. Then put it on the table. Say: Look. This is my mobile phone. Where is it?  - Sts answer the question. Quickly move your phone to different places while asking “Where’s it now?” to elicit Ss’ answers with prepositions of places (on, in, under, opposite, etc.). Write one or two sentences of their answers on the board. Underline the prepositions in Ss’ answers.  - Write a question on the board: “*What will mobile phones be like in 2030?*”  - Elicit Ss’ answers.  - Tell Ss that today they are learning more prepositions of place and time, and possessive pronouns.  - Lead to the lesson.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | **+ Greeting**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  **\* Answer the questions:**  1. Where is teacher’s smartphone?  2. What will smartphone be like at the end of 2023?  3.What will smartphone be like in 10 years?  *- Learn how to do their tasks and open the notebooks and write the title of the lesson.* |
| **2. Presentation ( 10’)** | |
| **Aims:** - To teach Ss prepositions of time and place, possessive pronouns  - To help Ss review prepositions of place they learnt in Grades 6 and 7 | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1: Grammar teaching**  **\*Complete the sentences with at, in, in front of, on, opposite, or under.**  **\* PREPOSITIONS OF PLACE: UNDER, AT, ON, IN, IN FRONT OF, OPPOSITE**  - show the pictures of prepositions of places and ask ss to guess the meaning based on the pictures.  **\* PREPOSITIONS OF TIME: IN, FOR, BY**  - Remind Ss of some common phrases with prepositions of time: at, in, on.  - Write the sentence “Robots will replace human shop assistants in ten years.” on the board. Point to  “will” and “in ten years” and elicit from Ss that this sentence talks about the future.  - Explain that “in + a length of time” can express future meaning. Give Ss one or two more examples.  - Go through a similar process to explain “for + a length of time” and “by + specific time”. Use the examples in the Remember! box.  **\* POSSESSIVE PRONOUNS**  - Write the example sentences in the Remember! box on the board. Underline “one of my friends” and “a friend of mine”.  - Draw Ss’ attention to “mine” and “my” and explain the two structures.  - Ask Sts to do the exercise in pairs and then check their answers with another pair.  Invite some Ss to share their answers. Confirm the correct answers. | **1- Complete the sentences with at, in, in front of, on, opposite, or under.**  **\* *Answer key:***  **Prepositions of place**  - In: bên trong  - On: bên trên  - Under: bên dưới  - Opposite: đối diện  - In front of: phía trước  - At: ở  **Prepositions of time:**  In + length of time: future meaning  For + length of time: how long something goes on  By + a specific time: not later than  **Possessive pronouns**  We can use possessive pronouns after **of ..**  ***\* Suggested answers:***  **1. at**  **2. opposite**  **3. under**  **4. on**  **5. in front of** |
| **3. Practice ( 17’)** | |
| **Aims:** - To help Ss practise using prepositions of time [*at, on, in, for, by).*  - To give Ss further practice with prepositions of place and time.  - To help Ss produce sentences with prepositions of time and place. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 2: Circle the correct preposition in each sentence.**  - Sts do these exercises individually and then compare their answers with a partner.  - Some Sts write their answers on the board.  - Check the answers with the whole class. Accept different sentences provided that they are correct. | **Circle the correct preposition in each sentence.**  **\*** ***Answer key:***  **1.by 2.in 3.for**  **4.on 5.in** |
| **Activity 3: Complete the text with the prepositions from the box. Use each preposition only ONCE.**  - Ask each sts to make one prediction about what a smartphone may look like and what it can do in 2035. Write some of their predictions on the board.  - Sts do the exercise individually and then compare the answers with another classmate.  - Invite some Ss to write their answers on the board.  - Check the answers with the whole class. Confirm the correct answers  - Draw Ss'attention to the predictions on the board. Ask them to compare these with the predictions in  the book. With a more able class, ask them to describe their predictions in more detail | **Complete the text with the prepositions from the box. Use each preposition only ONCE.**  ***\** Key:**  **1. in**  **2. By**  **3. at**  **4. on**  **5. for** |
| **Activity 4: Work in pairs. Tell each other whether you agree or disagree with the following ideas.**  - Have Ss work in pairs and say whether they agree or disagree with the given ideas. They can take notes if they wish to. With a less able class, T can ask further questions to help them (e.g. *What are some bad points of using smartphones too much in the future, will people meet each other face to face like now? etc.).*  - Invite some pairs to stand up and give their opinions. Comment on their answers. | **4- Work in pairs. Tell each other whether you agree or disagree with the following ideas.**  **Eg:**  **+** We should not use our smartphones for more than a few hours everyday.  + By 2050, the way people communicate with each other will be different from now. …… |
| **4. Production ( 10’)** | |
| **Aims:** To help Ss use a structure with possessive pronouns correctly. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 5: Complete the second sentence so that it has the same meaning as the first sentence.**  - Write the example sentences in the Remember! box on the board. Underline "***one of my friends"*** and "***a friend of mine".***  **Ex:** We can use possessive pronouns after **of**  + Mi is one of my friends.  - Mi is a friend of mine.  - Draw Ss' attention to "mine" and "my" and explain the two structures.  - Have Ss work individually to complete this exercise. Invite some early-finishers to the board to write their answers.  - Check their answers with the class and confirm the correct ones.  - T gives corrections and feedbacks*.* | **5- Complete the second sentence so that it has the same meaning as the first sentence.**  ***\*Answer key:***  **1**. Jack is *a cousin of hers.*  **2.** Is this *a tablet of his*?  **3**. Can I borrow *one of your pencils*?  **4.** You look like Nick and Peter. Are you *a relative of theirs?*  **5.** Last year, *two classmates of ours* won scholarships to the US |
| **5. Wrap-Up & Home Work (3’)**  - Ask Ss to summarise what they have learnt in the lesson. Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.  - Ask each student to prepare a small piece of paper. Divide the class into three big groups.Then ask Ss in group 1 to write a pronoun, a noun, or a proper name on their piece of paper, Ss in group 2 to write a verb, Ss in group 3 to write a time phrase with at, on, in, for, and by.  - Collect the pieces of paper from each group and put them in different boxes. Invite some Ss to the board to pick randomly one piece of paper from each box and read aloud the sentence.  **\* HOME WORK**:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 4 : COMMUNICATION. | |

Date of planning:

Date of teaching:

**Period 82**

**UNIT 10 : COMMUNICATION IN THE FUTURE**

**Lesson 4 : COMMUNICATION**

**I. Objectives:**

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

**1. Knowledge:**

- To introduce Everyday English: *Interrupting politely.*

*Vocabulary:* Use vocabulary to talk about communication technology;

*+ Grammar:*Recognise and use prepositions of place and time and possessive pronouns;

**2. Competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities :**

- Raise the students’ awareness about enviromental protection; Show respect and interest in different type of shopping places; develop awareness of Natural disasters.

- Have the good attitude to working in groups, individual work, pair work, co-operative learning. Develop self-study skills.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up ( 5’)** | |
| **Aims:** - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson**.** | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **-** T asks students questions “How do you see you in 10 years?”.  - Sts complete the sentence with their own ideas.  - Encourage them to provide more detail by adding one more sentence.  - Sts share their sentences. Listen attentively and try interrupting one student by saying “Hold on. Can you repeat that, please?”.  - Have student repeat the information. Thank him/her.  - Write “*Hold on. Can you repeat that, please?”* on the board.  - Explain to Sts that this structure is for interrupting the other speaker politely.  - Lead into the lesson. Introduce the objectives of the lesson. Write the objectives in the left corner of the board. | **+ Greeting . T\_Ss.**  **Chatting:**  + Sts listen and learn how to do the tasks.  Write on the board “ I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in 10 years.”  **\* Suggested answers:**  *1. I will be working as a teacher.*  **-** Open the book and write the tittle of the lesson. |
| **2. Presentation ( 10’)** | |
| **EVERYDAY ENGLISH**  **Interrupting politely**  **Aims:** To introduce ways of interrupting politely;To help Ss practise ways of interrupting politely. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1: Listen and read the conversations below. Pay attention to the highlighted parts**  - Play the recording for Ss to listen and read the conversations between Mark and Trang, and between Nick and Lan. Ask Ss to pay attention to the highlighted language. Tell them that these are two ways to interrupt the other speaker politely.  - Sts practise the conversations in pairs. Call on some pairs to practise the dialogues in front of the class.  - Play the recording for Sts to listen and read the two  - Sts work in pairs to make similar dialogues, using the language they have learnt.  - Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance | **1. Listen and read the conversations below. Pay attention to the highlighted parts.**  ***1/ Mark:*** *Now, about the video conference … Everyone must be here at 9:30 a.m. and …* ***Trang:*** *Sorry for interrupting, but I think we should meet at 9:00. We need to test the devices.*  ***2/ Nick:*** *This webcam is easy to handle. You tap these buttons to move it up or down and these to…*  ***Lan:*** *Hold on. Can you repeat that, please?* |
| **Activity 2: Work in pairs. Make similar conversations with the following situations.**  Ask Ss to work in pairs to make similar conversations with given situations, using the language they have learnt.  Move around to observe and provide help. Call on some pairs to practise in front of the class.  - Comment on their performance  **-** T listens to students’ pronunciation and gives feedback. | **2. Work in pairs. Make similar conversations with the following situations.** |
| **EXTRA ACTIVITY:**  - Explain that Ss will do a role-play. In the role-play, two Ss (Student A and Student B) are talking about something they are planning to do in the near future (e.g. go to a mall, see a movie together, share a meal, go camping) while Student C is continually interrupting, trying to join the conversation by asking questions, making suggestions, and making corrections.  - Have Ss switch roles and do it two more times so that each student gets to play the role of Student C | |
| **3. Practice ( 17’)** | |
| **Aims: -** To provide Ss with information about a popular means of communication;To give Ss an example of the structure for their talk.  - To help Ss use given information to make a conversation with their partner. | |
| **Activity 3: Read Mark’s prediction about a popular means of communication in the near future. Then ask and answer the questions**  - Draw or show pictures of some emojis on the board. Have Ss call out the word “emoji”. Ask them if they use emojis a lot when chatting.  - Have Ss work in pairs, read Mark’s prediction about emojis and answer the questions that follow.  - Invite some pairs to share their answers. Confirm the correct answers. Accept all answers that are  logical and reasonable.  - Ask Ss if they think one day, they will receive an email or message that contains only emojis. | **3. Read Mark’s prediction about a popular means of communication in the near future. Then ask and answer the questions**  ***\* Suggested answers:***  **1**. Emojis  **2.** In 20 years  **3**. People of all ages  **4**. Emojis help people communicate their attitudes effectively regardless of the language they speak.  **5.** Because an emoji can replace words to a certain extent / because they are convenient and effective, etc. |
| **Activity 4: Work in pairs. Choose one means of communication below. Ask and answer questions about it.**  - Draw Ss’attention to the questions in **3**.Tell Ss that they can use similar questions in their conversation.  - Sts work in pairs. They take turns to ask and answer the questions about one of the given means of communication.  - They can use the questions in **3** and the information given in **4.**  - Monitor and comment on each pair’s conversation.  - If time allows, have some pairs perform their conversation in front of class | **4. Work in pairs. Choose one means of communication below. Ask and answer questions about it.**  **1.** What means of communication will you use/ be using?  **2.** Who will be using them?  **3.** How will they help in conversation?  **4.** Why will they become more popular? |
| **4. Production ( 10’)** | |
| **Aims:** To provide Ss with a chance to use information in 4 to make a talk. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 5: Report your pair’s conversation to the class by making a similar talk to Mark’s prediction in 3.**  - Sts work in their pairs. Tell them to read Mark’s prediction in 3 again, and then take turns to practise their talk with each other.  - Sts to give their talk in front of the class.  - Comment on Ss’talks.  **2.** *Chatbot will become more commonly used in 10 years. Sellers of online shops will be using them. They will instantly reply to customers in all language. Because they will help sell more products to customers from other countries* | **5. Report your pair’s conversation to the class by making a similar talk to Mark’s prediction in 3.**  ***\* Suggested answers:***  **1.** *In 10 years, we will be using* ***Automatic translation function****. Social netwok users will be using it more than now. Automatic translation function will help them translate comments and private messages in all languages. Automatic translation function will remove language barriers…* |
| **5. Wrap-Up & Home Work (3’)**  - Ask Ss to summarise what they have learnt in the lesson. Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.  **b. Homework**  - Do more exercises in workbook.  - Prepare new lesson: **Unit 10 – Skills-1 .** | |

Date of planning :

Date of teaching :

**Period 83**

**UNIT 10 : COMMUNICATION IN THE FUTURE**

**Lesson 5 : SKILLS 1/ Reading and speaking**

**I. Objectives:**

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

**1. Knowledge:**

- Read about ways of communication;

- Talk about ways of communication;

*+ Vocabulary:* Use vocabulary to talk about communication technology;

*+ Grammar:*recognise and use prepositions of place and time and possessive pronouns;  
**2. Competence:**

- Develop communication skills and creativity.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities

**3. Qualities :**

- Raise the students’ awareness about enviromental protection; Show respect and interest in different type of shopping places; develop awareness of Natural disasters.

- Have the good attitude to working in groups, individual work, pair work, co-operative learning. Develop self-study skills.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up ( 5’)** | |
| **Aims:** To create an active atmosphere in the class before the lesson;To lead into the new lesson. | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting + Brainstorming**  **List as many ways of communication as you can**  - Have Ss list as many ways of communication as they can.  - Get feedback  - Share with Ss the lesson objectives.  - Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss. | **+ Greeting + Brainstorming**  *meeting face-to-face, sending letters, sending emails, texting, chatting online, sending voice messages, making phone calls, making group calls, having video calls, etc*  **-** Open the book and write the tittle of the lesson. |
| **2. Presentation ( 10’)** | |
| **Aims:** To create an active atmosphere in the class before the lesson; To lead into the new lesson; To help Ss remember some words related to telepathy;  **To activate Ss' knowledge of the topic of the reading text** | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1: Work in pairs. List as many ways of communication as you**  **Vocabulary:**  - T introduces the vocabulary.  + T uses different techniques to teach vocab (situation, realia, translation.)  + T introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + T do the “Rub out and remember” checking technique.  + Write *emoji, automatic translation, and chatbot* on the board. Ask Ss which means of communication they like the best and why.  - Tell Ss that they are going to read and speak about different ways of communication in this lesson.  - Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.  *+ Have Ss work in pairs and list as many ways of communication as they can.*  - Invite some Ss to share their lists.  - Write their ideas on a corner of the board and keep them there until the end of the lesson. | **1. Work in pairs. List as many ways of communication as you**  **\*Vocabulary:**  **1. telepathy (n)** /ˈtɛləpæθi/  Thần giao cách cảm  **2. keep in contact (v)**  /kiːp ɪn kənˈtækt/ . Giữ liên lạc  **3. thought (n)** /θɔːt/ Suy nghĩ  **4. tiny (a)** /ˈtaɪni/ Nhỏ bé  \****Suggested answers:***  *meeting face-to-face, sending letters, sending emails, texting, chatting online, sending voice messages, making phone calls, making group calls, having video calls, etc.* |
| **3. While Reading ( 12’)** | |
| **Aims:** To help Ss develop the skill of reading for details; To help Ss develop the skill of reading for main ideas and for specific information (scanning). | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 2: Read an interview with two students, Minh and Tom. Then tick the speaker of each sentence.**  - Draw Ss’ attention to the word “telepathy”. Tell them that this is a way of communication. Challenge Ss to quickly find the word telepathy in the conversation and guess its meaning. Confirm their answer.  - Ask Ss who are in the interview (the MC, Minh and Tom). Tell them that in this exercise, they need to find out what Tom is saying and what Minh is saying, so they should focus on Tom and Minh’s lines in the conversation.  - Briefly tell Ss the steps to complete the exercise: Read the statements, underline the keywords in each statement, locate the keywords in the text, find the information and decide if Minh or Tom is saying that information.  - Sts to do the exercise individually and then check their answers in pairs.  - Sts share their answers. Confirm answers. | 2: **Read an interview with two students, Minh and Tom. Then tick the speaker of each sentence.**  **\* *Suggested answers:***  **1. *Minh***  **2*. Tom***  **3*. Minh***  **4*. Minh***  **5*. Tom*** |
| **Activity 3: Read the interview again. Choose the correct answer A, B, or C.**  - Ask Sts what they are going to do.  -  Sts share how to do this exercise.  - Briefly tell them the steps: Read the questions, underline the key words in each question, locate the  key words in the text and find the information to answer the question.  -  Sts repeat the steps if necessary.  - Sts do the exercise individually and then check their answers in pairs.  - Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers.  - To connect the reading and the speaking parts, T can draw a table and ask Ss to fill in the table about the advantages and disadvantages of telepathy:  - Teacher’s observation and feedback. | **3. Read the interview again. Choose the correct answer A, B, or C.**  **\* Answer key:**  **1*. A 2. B. 3. C. 4. B. 5. C*.**   |  |  | | --- | --- | | **Advantages** | **Disadvantages** | | - Everyone will be able to use it  - It is convenient | Bad people can take advantage of it to control others.  People may become too lazy to talk to each other. | |
| **4 . SPEAKING ( 15’)**  **Aims:** To help Ss prepare ideas to talk about the advantages and disadvantages of online calls; To help Ss practise talking about the advantages and disadvantages of a way of communication;To give Ss a chance to report their group discussion to the class. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 4: Work in pairs. Read the following ideas about online calls. Put the ideas in the correct column**  - Sts to work in pairs and complete the table about the advantages and disadvantages of online calls.  - Have Ss share their answers.  - Confirm the correct answers. | **4. Work in pairs. Read the following ideas about online calls. Put the ideas in the correct column**  **\* *Key:***  ***+ Advantages: a, c, e***  ***- Disadvantages: b, d, f*** |
| **Activity 5: Work in groups. Choose a way of communication and discuss its advantages and disadvantages. Then report your answers to the class**  - Elicit from Ss some useful structures to start a talk, and to introduce the advantages and disadvantages. For example:  - To start a talk about advan. tages and disadvantages:  *+ I think there are both advantages and disadvantages of online calls.*  + To introduce the advantages:  *+ In terms of the advantages / good points, ...*  *+... can be beneficial in many ways. First, ...* - To introduce the disadvantages:  *+ However, ... has some drawbacks. For example, ...*  Encourage Ss to try using the structures to make sentences about online calls.  Have Ss work in groups. Tell them that they will choose from the list of ways of communication in the Warm up and discuss its advantages and disadvantages. They should make a table like the one in Activity 4 first, and then talk.  (Ways of communication: meeting face-to-face, sending letters, sending emails, texting, chatting online, sending voice messages, making phone calls, making group calls, having video calls, etc.)  Set a time limit for group work.  Ask other groups to listen and give comments. Comment on Ss’ answers.  - T asks the class to give feedback on their questions and answers, and pronunciation. | **5. Work in groups. Choose a way of communication and discuss its advantages and disadvantages. Then report your answers to the class**  **\* *Suggested speaking:***  *I think there are both advantages and disadvantages of online calls. Online communication makes life more accessible because it can help people learn and develop. It is also worth admitting that online communication is helpful because it contributes to the fact that ordinary people have access to information that they did not previously know. In addition to that, online communication has also participated in enriching the research field. Irrespective of the information above, it is impossible to ignore the fact that online communication can imply some drawbacks. The possible disadvantages include the “lack of security, Internet addiction, information overload, and loss of social contacts”.* |
| **5. Wrap-Up & Home Work (3’)**  - Ask Ss what they have learnt in the lesson.  - Ss retell the reasons why we go to shopping centres and information about new shopping centres.  **\* HOME WORK**:  - Learn by heart all the words that they have just learnt.  - Do more exercises in workbook.  - Make a speech introducing a new shopping centre in your city.  - Prepare new lesson: Lesson 6 : A SKILLS \_2. | |

Date of planning :

Date of teaching :

**Period 84**

**UNIT 10 : COMMUNICATION IN THE FUTURE**

**Lesson 6 : SKILLS 2/ Listening and writing**

**I. Objectives:**

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

**1. Knowledge:**

- Listen to someone making an announcement of art exhibition

- Write a paragraph about modern ways of communication

*+ Vocabulary:* Use vocabulary to talk about communication technology;

*+ Grammar:*Recognise and use prepositions of place and time and possessive pronouns;

**2. Competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities :**

- Raise the students’ awareness about enviromental protection; Show respect and interest in different type of shopping places; develop awareness of Natural disasters.

- Have the good attitude to working in groups, individual work, pair work, co-operative learning. Develop self-study skills.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up ( 5’)** | |
| **Aims: -**To create an active atmosphere in the class before the lesson;  - To lead into the new lesson**.** | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **+ Playing GAMES: Hot seat**  - Invite some Sts to go to the board. Give him/ her one leisure activity that they learnt in previous lesson. Ask them to describe the words without saying anything. The rest of the class guess the words.  - Lead to the new lesson: Listening and Writing about ways of communication.  - Introduce the objectives of the lesson.  - T introduces the vocabulary If have  - T uses different techniques to teach vocab (situation, realia, translation.)  **OR**: Invite some Ss to go to the board. Have them mime a way of communication. Ask other Ss to guess what way it is.  - Lead into the new lesson: Listening and writing lesson about communication. | **+ Greeting ; T\_Ss.**    **Questions:**  - What am I doing?  ***Suggested answers:***  *- telephone*  *- writing letter…*  + Students **(Ss)** listen and learn how to do the tasks.  **-** Open the book and write the tittle of the lesson. |
| **2. Presentation ( 10’)** | |
| **A. LISTENING**  **Aims :** To prepare Ss for the listening text. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1: Look at the pictures. Complete the word / phrase for each picture**  −  Have Ss look at the pictures and complete the words.  −  Invite answers from Ss. Confirm the correct answers.  −  Have some Ss read aloud the answers again. Tell them that these words will appear in the listening, so they should pay attention to them.  **+ Questions:**  **1.** In your opinion, what activities can we do with our friends in our leisure time?  **2.** Why should we spend time with our friends? | **1- Look at the pictures. Complete the word / phrase for each picture.**  **1**. carrier pigeon **2**. smart watch  **3.** translation machine.  **4**. holography. |
| **3. While Listening ( 15’)** | |
| **Aims :** To help Ss develop the skill of listening for specific information; To help Sts develop the skill of listening for specific information and listening for main ideas. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 2: Listen to an announcement about an exhibition. Complete each gap in the agenda with ONE word or a number.**  - Tell Sts that they are going to listen to an announcement about an exhibition.  - Sts look at the agenda. Elicit from them the type of information they need to fill in each blank.  - Play the recording and ask Ss to listen and complete each gap with one word or a number.  - Ask one or two Sts to go to the board and write their answers. Have other Ss work in pairs to compare their answers.  - Confirm the correct answers. Play part of the recording again when needed. | **2- Listen to an announcement about an exhibition. Complete each gap in the agenda with ONE word or a number.**  **\* *Answer key:***  **1. *8:20***  **2. *First***  **3*. Modern***  **4*. 10:15***  **5*. Cinema*** |
| **Activity 3: Listen again. Circle the correct answer A, B, or C.**  - Tell Sts that they are going to listen to the announcement again and choose the correct answers.  - Sts read the questions and underline the keywords in each question.  - Play the recording and ask Ss to listen again and choose the correct answers. Then ask Ss to work in  pairs to compare their answers with each other.  - Check the answers to Activity 3 with the whole class. Ask Ss to explain their choices. Confirm the correct answers  - T checks the answers and gives feedback. | **3- Listen again. Circle the correct answer A, B, or C.**  ***\* Answer key:***  **1. A**  **2. C**  **3. A**  **4. B**  **5. C** |
| **4 . WRITING ( 13’)**  **Aims : -** To brainstorm ideas and make an outline for Ss'writing.  - To help Ss practise writing a paragraph to describe a way of modern communication. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 4: Work in pairs. Match the ideas (a - h) with parts of an outline (1 - 4) for a paragraph about a video call.**  -  Have Ss work in pairs to match the ideas to their appropriate parts of a paragraph outline.  - Have some Ss present their answers or write their answers on the board. Confirm the correct answers. | **4- Work in pairs. Match the ideas (a - h) with parts of an outline (1 - 4) for a paragraph about a video call.**  ***\** Suggested answers:**  **1.** What is it:a,d  **2**. Advantages: c, f, h  **3.** Disadvantages: b, e  **4**. Will people use it in the future: g |
| **Activity 5: Write a paragraph (80 – 100 words) to describe a way of modern communication. You can use the ideas in 4 or your own ideas:**  - Review the outline in 4 with Ss. Tell them that their paragraph should start by introducing the name of the way of communication, then describe one or two advantages and disadvantages of it, and conclude by making a prediction about its future.  - Ask Ss to write their paragraph individually based on the outline in 4. Remind them that they do not need to use all suggested ideas, and that they can add ideas of their own.  - Comment on their writing  ***Suggested answer:***  *Making a video call is a modern way of communication. A video call is a phone call via the Internet. It transmits live images of the speakers with a webcam or camera on smart devices. Video calls are time-saving because people do not need to travel to meet and still see and hear each other in real time. They help both family members and business partners keep contact with each other regardless of geographic distances. However, video calls require high-speed Internet access, so not all the time people can make one. I believe that when the Internet becomes better in the future, video calls will be an even more common tool of communication.*  ***\*\**** *T gives feedback on their writing in terms of spelling, grammatical mistakes, cohesion, and content.* | **5- Write a paragraph (80 – 100 words) to describe a way of modern communication. You can use the ideas in 4 or your own ideas:**  ***\* Suggested answer:***  *Have you ever asked yourself what ways of communication you will be using in the future?*  *I strongly believe there will be huge changes in the way we communicate.*  *Presently, we often meet face-to-face, send emails or chat online to work on our group projects.*  *But it’s possible that in the year 2030, we’ll be having video conferences with 3D images and Hololens Virtual Reality Glasses to interact with these people.*  *When we want to ask our friends to get some drinks, we often contact them by phone or social media. However, in 20 years, super-smart phones, which can read your thoughts and automatically transfer them into text or voice messages, will be replacing those methods. Besides, I guess telepathy will be especially popular then.And I bet in 40 years, we will be able to understand what our pets are thinking with the help from some smart devices. That will certainly be very amazing!* |
| **EXTRA ACTIVITY**  + As either a homework assignment or a class project Ss go online to find an online shop that they like.  + Encourage them to explore the site and note the different features that it has.  + Have Ss find a partner and talk about the site that they have explored. | |
| **5. Wrap-Up & Home Work (3’)**  - Ask Ss to summarise what they have learnt in the lesson. Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.  **\* Homework**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 7 : LOOKING BACK. | |

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Date of planning :

Date of teaching :

**Period 85**

**UNIT 10 : COMMUNICATION IN THE FUTURE**

**Lesson 7 : LOOKING BACK & PROJECT**

**I. Objectives:**

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

**1. Knowledge:**

- Review the vocabulary and grammar of Unit 10.

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

*+ Vocabulary:* Use vocabulary to talk about communication technology;

*+ Grammar:*Recognise and use prepositions of place and time and possessive pronouns;  
**2. Competence:**

- Develop communication skills and creativity.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities

**3. Qualities:**

- Love talking about communication technology.

- Develop self-study skills.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up ( 5’)** | |
| **Aims:** - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson. | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting: + Revision**  - T asks Sts to think of what they have learnt already in Unit 10.  - Sts work in pairs to do the task. Teacher calls some students to retell.  - Teacher confirms and leads them to do all the exercises in books.  - Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit  - T leads in the lesson. | **+ Greeting T\_Ss. Ss - Ss**  **Questions:**  - What have we learnt in Unit 10?  ***Suggested answers:***  *- Use the words related to* ***communication technology****;*  *- Pronounce the words ending in* ***-ese*** *and* ***-ee*** *with the correct stress;*  *…….*  **-** Open the book and write the tittle of the lesson. |
| **2. Presentation ( 10’)** | |
| **Aims:** To help Ss revise the vocabulary items they have learnt in the unit; To help Ss revise the vocabulary items they have learnt in the unit and use them in a text. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1: Circle the correct option to complete each sentence below**  - Have Ss do this activity individually, then compare their answers with their partners.  - Ask for Ss' answers or ask one student to write his / her answers on the board.  - Confirm the correct answers. | **1- Circle the correct option to complete each sentence below** \****Answer key:***  **1**. social network  **2**. Telepathy  **3**. voice messages  **4**. translation machine  **5**. making a group call |
| **Activity 2: Fill in each gap with a word from the box to complete the passage**  - Have Ss read the passage and fill in the blanks with given words.  - Ask them to share their answers with a classmate.  - Invite some Ss to write the answers on the board. Confirm the correct answers.  - Ask Ss if they want to have a social robot and why (not).  - Confirm the correct answers. | **2- Fill in each gap with a word from the box to complete the passage**  **\* Key**  **1**. text  **2**. social  **3**. real  **4**. language  **5**. instantly |
| **B. Grammar (17’)** | |
| **Aims:-** To help Ss revise the use of prepositions of place and time.  - To help Ss revise prepositions of place and time and possessive pronouns. | |
| **Teacher’s Students’ activities** | **Content** |
| **Activity 3: Complete the sentences with the prepositions from the box. Tick (**✓**) the sentences which have prepositions of time.**  - Ss list some phrases with prepositions of place and time they have learnt in the unit.  - Have Ss do this exercise individually, then compare their answers with a partner. Call on some Ss to give the answers. Confirm the correct answers and write them on the board.  - Remind Ss to keep a record of their original answers so that they can use that information in the Now I can … section.  - Confirm the correct answers as a class. | **3- Complete the sentences with the prepositions from the box. Tick (**✓**) the sentences which have prepositions of time.**  **\******Suggested answers:***  **1***. on* **2***. in*  **3.** *for* **4.** *opposite*  **5***. by*  *+ Sentences with prepositions of time: 2, 3, 5* |
| **Activity 4: To help Ss revise prepositions of place and time and possessive pronouns.**  - Tell them that they need to identify the incorrect part in each sentence and correct it.  - Have Ss do this exercise individually then compare their answers with a partner.  - Invite some Ss to read their answers aloud. Confirm the correct answers. | **4- To help Ss revise prepositions of place and time and possessive pronouns.**  **\* *Key:***  **1***.* **B** *(my- mine)* **2***.* **A** *(at - on)*  **3***.* **A** *(ours - our)* **4. C** *(on - in)*  **5. C** *(in - by / on)* |
| **4. Production/ Project ( 10’)** | |
| **Aims:** To give Ss an opportunity to think about and discuss a future means of communication;To help Ss improve their creativity and teamwork;To improve their speaking and presentation skills. | |
| **Teacher’s Student’s activities** | **Content** |
| - Sts to read the instructions. Make sure they understand what to do. Assign Ss to work in groups to do the project.  Instruct Ss how to carry out this project. Remind them to use the guiding questions to brainstorm and structure their discussion.  - Have Ss prepare a poster or create a model to illustrate their idea.  - Have Ss present their ideas to the class, using the poster or the model they have created.  -T checks ss’ grammatical and spelling mistakes on their poster, listens to their presentation, and gives feedback. | ***Note:*** Assign the project in earlier lessons such as in **GETTING STARTED** lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson **(LOOKING BACK),** ask Ss to present their ideas to the class.  + Ss display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class.  *- Students’ posters & presentations* |
| **5. Wrap-Up & Home Work (3’)**  - Ask one or two Ss to tell the class what they have learnt. Draw Ss'attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that they have learnt.  **\* HOME WORK:**  - Do more exercises in workbook.  - Prepare new lesson: **Unit 11** : SCIENCE AND TECHNOLOGY | |

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Date of planning:

Date of teaching:

**Period 86**

**UNIT 11 : SCIENCE AND TECHNOLOGY**

**Lesson 1: GETTING STARTED**

***Great news for students***

**I. Objectives:**

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

**1. Knowledge:**

- Introduce an overview about the topic *Science and technology.*

- Learn how to use the words to talk about *Science technology*

- Practice listening and reading skills .

*+ Vocabulary:*The lexical items related to *science and technology.*

- Sentence stress

- Giving and responding to good news.

*+ Grammar:*Review the Present Simple Tense & learn about the Reported speech (statement)

**2. Competence:**

**-** Students will be able to develop communication skills and creativity

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Love talking about *Science and technology*

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up (5’)** | |
| **Aims:** - To create an active atmosphere in the class before the lesson;  - To lead into the new unit. | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **GAME: HIDDEN WORD**  - T introduces the rule of the game:  + Read the questions or situations  + Find a word to answer each question or fill in each situation.  +  - T leads to the new unit. Write the unit title SHOPPING on the board. Ask Ss to guess what they are going to learn about in this unit. | **+ Greeting ; T\_Ss.** |
| **2. Presentation ( 10’)** | |
| **Aims: -** To set the context for the introductory conversation.  - To introduce the topic of the unit. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1: Teach vocabulary: Listen and read :/ Page 114**  + T uses different techniques to teach vocab (situation, realia, translation.)  + T introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + T do the “Rub out and remember” checking technique.  - T reveals that these seven words will appear in the reading text and asks students to open their textbooks to discover further.  **\* Set the context:** Have Sts look at the conversation and the picture, and answer some questions e.g. *Who are the girl and the boy?*  *Where do you think they are? What might they be talking about?What do you see in the bubble?* | **1. Listen and read :/ Page 114**  **\* Vocabulary**  **1.** technology(n) Công nghệ  **2.** face to face (adj) Trực tiếp, mặt đối mặt  **3**. epidemics (n) Đại dịch  **4.** contact lens (n) Kính áp tròng  **5.** breakout room(n)Phòng học chia nhỏ, chia nhóm  **6**. invention (n) Phát minh  **\* Questions:**  - Who are the girl and the boy?  - Where do you think they are?  - What might they be talking about?  - What can you see in the bubble? |
| - Encourage Ss to answer, but do not confirm whether their answers are right.  - Play the recording twice for Ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.  - Refer to the questions previously asked.  - Confirm the correct answers:  - Sts say the words and phrases in the text that they think are related to the topic Science and Technology.  - Quickly write the words and phrases on one part of the board. Comment on Ss'answers. | ***\*Suggested answer:***  - They are Minh and Ann.  - They are at school.  - They are discussing their online class / robot teacher. |
| **3. Practice ( 17’)** | |
| **Aims:** To help Ss understand the conversation; To help Ss learn phrases related to the topic *Science and Technology;* To help Ss use the vocabulary in 3 in the right context. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 2: Read the conversation again and tick (**✓**) T (True) or F (False) .**  - Sts to work in pairs to read the conversation.  Ask them to underline the keywords and phrases in the statements. Then have pairs work for one or two minutes to check if the statements are true or false.  - Sts read out the statements and say if the statements are true or false.  - Make sure they pronounce the words correctly.  - Check the answers as a class | **2. Read the conversation again and tick (**✓**) T (True) or F (False) .**  ***\* Answer key:***  **1.** F **2.** T **3.** F **4.** T **5.** T |
| **EXTRA ACTIVITY:**  Write this on the board and have Ss copy it.  Minh: \_\_\_\_\_\_\_ yesterday's \_\_\_\_\_\_\_\_\_\_.  Ann: \_\_\_\_\_\_\_ face-to-face \_\_\_\_\_\_\_\_\_.  Minh: \_\_\_\_\_\_\_ during bad \_\_\_\_\_\_\_\_\_\_.  Ann: \_\_\_\_\_\_\_ doesn't always \_\_\_\_\_\_\_.  - Play the first four exchanges of the recording again and Ss fill in the blanks by writing the word that comes just before and just after the written word(s).  - Put Ss in pairs and have them compare answers.  - Play the recording again for Ss to check their answers and add one more word before the first one they wrote and one more after the last one they wrote. | |
| **Activity 3: Label each picture with a phrase from the box.**  - Ask Ss to say the phrases aloud. Make sure they pronounce the phrases correctly.  - Ask Ss to work in pairs to label the pictures with the appropriate phrases. | **3. Label each picture with a phrase from the box.**  **\* Answer key:**  **1**. computer screen **2**. 3D contact lenses  **3**. online class **4**. robot teacher  **5**. breakout rooms  **6**. Internet connection |
| **Activity 4: Complete the sentences, using the phrases in 3.**  - Sts work independently to complete each sentence with a phrase from the box in 3.  - Allow Ss to refer to the pictures and phrases in 3 or the conversation if needed.  - Check the answers as a class.  - Ask several Ss to read aloud the full sentences.  - Correct Ss' pronunciation if needed. | **4. Complete the sentences, using the phrases in 3.**  **\* Answer key:**  **1**. computer screen  **2**. breakout rooms  **3**. robot teacher  **4**. online class  **5.** 3D contact lenses |
| **4. Production ( 10’)** | |
| **Aims:** To help Ss learn more about past inventions;To create a fun atmosphere in the class. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 5: Quiz: Do you know what things were invented in these years? Work in pairs and find out.**  -Ask Ss to work in pairs to read the information in the Quiz and to make guesses.  Encourage Ss to guess as many things as possible.  Ask some Ss to report the things they have thought of. Confirm the correct answers.  **Key:**  1. the first computer  2. the telephone  3. penicillin  4. the World Wide Web (WWW)  5. robot ASIMO (Advanced Step in Innovative Mobility) | **5. Quiz: Do you know what things were invented in these years? Work in pairs and find out.**  **\* Key** |
| **5. Wrap-Up & Home Work (3’)**  **a. Wrap-up**  - Ask Ss to use lexical items related to science and technology  - If there is an overhead projector in the classroom, show the dialogue, highlight the key words related to the topic.  \* HOME WORK:  - Name technologies and inventions they have learnt about in the lesson.  - Learn the new words and phrases by heart.  - Prepare for the Project of the unit. | |

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

Date of planning :

Date of teaching :

**Period 87**

**UNIT 11 : SCIENCE AND TECHNOLOGY**

**Lesson 2 : A CLOSER LOOK 1**

**I. Objectives:**

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

**1. Knowledge:**

- Identify some nouns related to the topic of *science and technology* and some new technologies.

- Identify some new verb phrases that used to talk about inventions, discoveries, creations and development

- Identify sentence stress.

*+ Vocabulary:*The lexical items related to *science and technology.*

- Sentence stress; Giving and responding to good news.

*+ Grammar:*Reported speech (statement)

**2. Competences:**

- Developcompetencies of communication, cooperation, and self-management.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Love to research more about the benefits of science and technology in learning

- Have positive attitude in applying science and technology in learning and daily life

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up (5’)** | |
| **Aims:** To create an active atmosphere in the class before the lesson;To lead into the new lesson**.** | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting +Game: Labelling the pictures**  - Give Sts a few minutes to play a game. Have Ss play in two groups.  - Give Sts pictures of things and strips of paper with phrases including computer screen, breakout rooms, robot teacher, online class, 3D contact lenses, connection.  - Ask teams to stick the phrases to the right pictures.  - The team with the most correct answers wins.  - Ask Ss to open their books to page 116. | **+ Greeting**  **- T\_Ss.**    **-** Open the book and write the tittle of the lesson. |
| **2. Presentation ( 10’)** | |
| **Aims:** To introduce new words and phrases that are related to new technologies. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1**: **Write the words and phrases under each picture.**  + T uses different techniques to teach vocab (situation, realia, translation.)  + T do the “Rub out and remember” checking technique.  - T checks the students' understanding by the *Rub out and Remember* technique.  - To introduce new words and phrases that are related to new technologies.  - Sts read aloud the words and phrases in the box.  - Sts work in pairs to look at the pictures and describe them.  - Have pairs write the correct words and phrases under the pictures.  - Explain the meaning of the new words and phrases in Vietnamese if needed.  - Invite Ss to take turns to read out their answers.  - Correct their pronunciation if needed.  - Check the answers as a class. | |  | | --- | | **1- Write the words and phrases under each picture.** |   \*Vocabulary  **1.** face recognition (n) /feɪsˌrekəɡˈnɪʃn/  Công nghệ nhận biết/ diện gương mặt  **2.** experiment (n) /ɪkˈsperɪmənt/  Thí nghiệm  **3**. eye-tracking (n) /’ai ,trækɪŋ/  Công nghệ dõi (cử động) mắt  **4**. fingerprint scanner(n) /ˈfɪŋɡəprɪnt ˈskænə(r)/ Máy quét vân tay  **5**. digital communication (n) /ˈdɪdʒɪtl /kəˌmjuːnɪˈkeɪʃn/ Giao tiếp kỹ thuật số**Key:**  **1.** digital communication  **2.** face recognition  **3.** eye-tracking  **4.** experiment  **5.** fingerprint scanner  **6.** video conferencing |
| **3. Practice ( 17’)** | |
| **Aims:** To allow Ss to learn new verb phrases that are used to talk about inventing, discovering, creating, and developing;To allow Ss to use the learnt words and phrases in context. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 2**: **Choose the option that best completes each phrase.**  - Ask Ss to read aloud the given verbs and nouns.  - Explain the verbs and if possible, give some examples. Also explain the verbs in Vietnamese.  + Ask Ss to work in pairs to choose the correct options to complete the phrases.  - Check the answers as a class.  - Have some Ss read aloud the phrases.  - Correct Ss’ pronunciation if necessary.  + Also ask Ss to add more words / phrases to the verbs to make up other phrases. This way, T can broaden Ss’ vocabulary if they are ready. | **2. Choose the option that best completes each phrase.**  **\*Answer key:**  *- To discover = to find somebody/something that was hidden or that you did not expect to find.*  *Ex: Galileo discovered*that Jupiter had moons.  *To create something = To bring into existence out of nothing.*  *Ex: She created a new robot.*  *- To invent = to design a new process or mechanism. E.g: He invented a new electric cooker.*  *- To develop = grow gradually or become bigger, stronger, etc.*  *Ex: They developed a relationship / a method to work better / a computer programme.*  **\* Answer key:**  **1.** A **2.** A **3**. B **4**. B |
| **Activity 3**: **Complete the sentences with the words and phrases from the box.**  - Ask Ss to work individually to choose the correct answer for each sentence.  - Have Ss swap their answers with partners. Then check the answers as a class.  - Also ask some Ss to read out their answers. Then have some Ss read the sentences aloud as a class.  - Correct Ss’ pronunciation if necessary. | **3. Complete the sentences with the words and phrases from the box.**  \* **Answer key:**  **1.** discovered  **2**. invented  **3**. created  **4.** experiments  **5.** fingerprint scanner. |
| **4. Pronunciation ( 10’)** | |
| **Aims:** To help Ss be aware of which words in a sentence should be stressed and which should not be;To help Ss say sentences with correct stress; To help Ss be aware of the words they have to stress in a sentence;To help Ss practise saying sentences with correct stress. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 4**: **Listen and repeat the sentences. Pay attention to the bold syllables.**  - Have Ss listen to the recording once first. Ask them to pay attention to the stressed syllables.  - Play the recording again for them to listen and repeat each word as a class, then as individuals. Play the recording as many times as possible.  - Then ask Ss to read out the sentences. Correct their pronunciation and stress if needed.  - Introduce the rules in the **Remember! Box**: stress sentences, which words in a sentence should be stressed, and which are not.  Remind Ss of the words that receive stress in a sentence, which they leant in *Unit 11 T.Anh 7.*  -T gives corrections and feedbacks to students’ pronunciation | **4. Listen and repeat the sentences. Pay attention to the bold syllables.**  **\* Key:** |
| **Activity 5**: **Listen and repeat the sentences. How many stressed words are there in each sentence.**  - Play the recording for Ss to listen and repeat each sentence after the recording. Correct Ss’ pronunciation if necessary.  - Sts count the number of stressed words in each sentence. Check if Ss have counted enough stressed words in each of the sentences.  - Call on some Ss to read the sentences. Play the recording multiple times again if necessary.  **\* Teacher checks students’ answers and their pronunciation and gives feedback.** | **5. Listen and repeat the sentences. How many stressed words are there in each sentence.**  **\* *Answer key:***  **1.** He is an inv**en**tor.  **2**. We **won’t have** a **ro**bot **tea**cher **next year.**  **3**. She **likes lear**ning on**line.**  **4.** Was she **check**ing at**ten**dance **when** you **came**? - **No**, she **wasn’t.**  **5.** **What** did he in**vent**?  **\* Key:** **1**. 1 **2.** 5 **3.** 3 **4**. 6 **5**. 2 |
| **5. Wrap-Up & Home Work (3’)**  - Ask Ss to summarise what they have learned in the lesson.  - Ask them to list some some verb phrases learned in the lesson.  - Ask them to list some other learnt words and phrases related to modern technologies.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 2 . | |

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Date of planning :

Date of teaching :

**Period 88**

**UNIT 11 : SCIENCE AND TECHNOLOGY**

**Lesson 3 : A CLOSER LOOK 2**

**I. Objectives:**

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

**1. Knowledge:**

- Teach and introduce what direct speech and reported speech are.

- Realize some differences between a direct speech and a reported speech (statements).

- Be aware of changes in tenses, pronouns, time, and place expressions.

*+ Vocabulary:*The lexical items related to *science and technology.*

- Sentence stress ; Giving and responding to good news.

*+ Grammar:*Reported speech (statement)

**2. Competence:**

**-** Students will be able to develop communication skills and creativity

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Have a positive attitude to using reported speech in daily life.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

**Language analysis : REPORTED SPEECH**

|  |  |  |
| --- | --- | --- |
|  | **Direct speech** | **Reported speech** |
| **1. Definition** | - a report of the exact words used by a speaker or writer.  - usually placed inside quotation marks and accompanied by a reporting verb, signal phrase, or quotative frame. | - the form of speech used to convey what was said by someone at some point of time. |
| **2. Changes in tenses** | 1. Present simple  2. Present continuous  3. Present perfect  4. Past simple  5. Past continuous  6. Past perfect  7. will/ 8. Can/ 9. may  10. must | 1. Past simple  2. Past continuous  3. Past perfect  4. Past perfect  5. Past perfect continuous  6. Past perfect  7. would/ 8. Could/ 9. might  10. had to |
| **3. Changes in pronouns**  *(according to situations)* | 1. I/ me  2. We/ us  3. You  4. He/she/it/ they…  5. this  6. these | 1. He/She/ him/her  2. They/ them  3. I/me  4. He/she/it/ they…  5. that  6. those |
| **4. Changes in time and place expressions** | 1. now  2. today  3. ago  4. tomorrow  5. this week  6. yesterday  7. last week  8. here | 1. then  2. that day  3. before  4. the following day/ the next day  5. that week  6. the day before/ the previous day  7. the week before/ the previous week  8. there |
| **5. Structures** | S1 said: “S2 + V2,”  “S2 + V2,” S1 said | S1 + said/ told sb + (that) +  S2 + V2 lùi thì |

|  |  |
| --- | --- |
| **1. Warm Up ( 5’)** | |
| **Aims:** To create an active atmosphere in the class before the lesson;To lead into the new lesson**.** | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting Game: MEMORIZING RULE:**  - Work in 4 groups  - Look at the pictures in 30 seconds and try to remember what each people said.  - Write down on the posters what each of the people in the picture said.  - The group with the most correct answers is the winner.  Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss. | **+ Greeting ; - T\_Ss.**  *- Learn how to do their tasks and open the notebooks and write the title of the lesson.* |
| **2. Presentation ( 10’)** | |
| **Aims:** To help Ss understand direct speech and reported speech (statements);  - To help Ss realise some differences between direct speech and reported speech(statements).  **Grammar: \* REMEMBER : REPORTED SPEECH**  **\* Reported speech is used to report what someone said.**  *( Lời nói tường thuật được sử dụng để thuật lại những gì ai đó đã nói )*  **Example:**  Mi said : “I want a new computer.”  **→** Mi said (that) she wanted a new computer.  **\* When we turn a direct sentence into a reported one, we change:**  *( Khi chuyển một câu trực tiếp sang một câu tường thuật, chúng ta thay đổi:)*  **a)** **Verb forms** *( Các hình thức động từ.)*   |  |  | | --- | --- | | **Present simple** *(Thì hiện tại đơn)*  Mi said, “ **I love** science.” | **Past simple** (Thì quá khứ đơn)  Mi said (that) **she loved** science. | | **Present continuous** *(Thì hiện tại tiếp diễn)*  Mi said. “ **I am learning** English.” | **Past continuous** *(Thì quá khứ tiếp diễn)*  Mi said (that) **she was learning** English. | | **Will + V** *(Thì tương lai đơn)*  "**I will become** a scientist,” he said. | Would + V  Hesaid (that) **he would become** a scientist. |   **b)**  **Time and place expressions.** (*Diễn đạt thời gian và địa điểm )*  - now → then ; today → that day ; ago → before.  - tomorrow → the following day / the next day  - this week → that week ; here → there  **c)**  **pronouns according to situations.** *( Đại từ tùy theo tình huống.)*  I →he / she ; we → they me → him / her... | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1: Look at part of the conversation in GETTING STARTED again. Then match Minh’s uncle’s direct speech with his reported speech.**  - Sts work individually to look at the part of the conversation from GETTING STARTED  - Sts underline the sentences in GETTING STARTED  - Sts work in pairs to look at direct speech and reported speech boxes to match.  - Check the answers as a class.  - Ask some Ss to underline the differences in the pairs of sentences they have just matched.  - Emphasize ***will*** in direct speech is turned into ***would*** in the reported speech.  - Ask several Ss to read aloud full sentences. Correct their pronunciation if necessary.  **\* TEACHING POINT**  - Sts work individually to read the Remember! box.  - Write examples of direct speech and reported speech on the board.  - Ask some Sts to point out the differences between pairs of sentences (direct and reported speech sentences)  - Remark on the differences in (1) verb form, (2) time expressions, (3) time and place expression, and (4) pronouns. | **1. Look at part of the conversation in GETTING STARTED again. Then match Minh’s uncle’s direct speech with his reported speech.**  **\* Key: 1. B 2. A** |
| **3. Practice ( 17’)** | |
| **Aims:** To help Ss be aware of how to change verb forms when they report information; To help Ss be aware of the changes in time and place expressions when they report information; To help Ss practise changing direct sentences into reported sentences. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 2: Complete the second sentences using the correct verb form.**  - Remind Ss that they should put the verb one tense back when they report something [backshifting].  - Sts work in pairs to complete the sentences with the correct verb forms.  - Ask some Ss to write their answers on the board.  - Check Ss' answers. Correct any mistakes and re-explain the rule if necessary.  - Have Ss read out loud sentences again and correct their pronunciation if necessary. | **2. Complete the second sentences using the correct verb form.**  \* ***Key:***  **1**. was  **2**. would take  **3**. was talking  **4**. were going  **5**. didn’t have |
| **Activity 3: Complete the second sentences with the words and phrases from the box.**  - Sts work individually to underline the expressions denoting time and place in the direct sentences  - Sts choose the correct word / phrase from the box to fill in each of the reported sentences.  - Remind them of the expressions they have just underlined in each of the direct speech sentences.  - Ask some Ss to read out loud the direct and reported speech sentences.  - Correct their pronunciation if necessary.  - Check the answers as a class. | **3. Complete the second sentences with the words and phrases from the box.**  **\* Answer key:**  **1.** the next day  **2**. then  **3**. that day  **4**. that year  **5.** there |
| **Activity 4: Complete the second sentence in each pair so that it means the same as the first one.**  - Have Ss work individually for five minutes to complete the reported sentences. Then ask them to work in pairs to swap their answers.  - Ask some Ss to write their reported sentences on the board.  - Check the answers as a class.  - Have the class read out loud the sentences.  - Correct their pronunciation if necessary. | **4. Complete the second sentence in each pair so that it means the same as the first one.**  ***\* Answer key:***  **1.** The scientist said that we would live much longer in the future.  **2.** Our teacher said that our school was going to have a new laboratory there.  **3.** My dad said that they were developing technology to monitor students better.  **4.** Tom said that there were no classes the next day because their teacher was ill.  **5.** The teacher said that they wanted some students to join the science club the next semester. |
| **EXTRA ACTIVITY**  As a quick review, elicit from Ss what types of changes are made in reported speech. Make sure they include: 1) changing the verb forms, 2) changing time expressions, and 3) changing place expressions as well as 4) changing the pronouns according to the situation.  Ss consider ail four of these types of changes and work in pairs to create a sentence in reported speech that includes at least three types of changes  Ss then give their sentences to another pair that writes the direct speech version of it. | |
| **4. Production ( 10’)** | |
| **Aims:** To enable Ss to practise reporting speech;To create a lively atmosphere for learning. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 5:**  **Work in pairs. One student says a sentence and the other changes that sentence into reported speech. Then swap roles.**  **\*GAME: He/ She said that…**  - Divide the class into groups.  - Instruct Ss to play the game in groups.  - Give groups two minutes to prepare. Tell them that groups can write down their group’s sentences.  - Invite one group to read out or say aloud a direct speech sentence and the other to say out the sentence in reported speech, starting with She / He said...  - Remind them that the group that has the correct reported speech sentence has the right to read out their direct sentence for the other to turn into a reported one.  - Correct any grammar and pronunciation mistakes if necessary.  - The group with the most correct reported sentences wins.  - T gives corrections and feedbacks. | **5. Work in pairs. One student says a sentence and the other changes that sentence into reported speech. Then swap roles.**    A. My mum said: “ I like making cakes in my free time ”  B. *My mum sai that she liked making cakes in her free time.*  ……. |
| **5. Wrap-Up & Home Work (3’)**  - Ask Ss to summarise what they have learnt in the lesson.  - Have them say out loud the changes they need to make when they report a statement (verb forms, expressions of time and place, and pronouns).  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 4 : COMMUNICATION. | |

Date of planning :

Date of teaching :

**Period 89**

**UNIT 11 : SCIENCE AND TECHNOLOGY**

**Lesson 4 : COMMUNICATION**

**I. Objectives:**

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

**1. Knowledge:**

- Identify how to give and respond to good news.

- Apply the structure about giving and responding to good news to make similar dialouges.

- Talk about the benefits and problems of online learning.

- **Vocab:** Review vocab related to the topic: Science and technology.

**- Structure:**Give and respond to good news, review the reported speech.

**2. Competences**

- Developcompetencies of communication, cooperation, and self-management.

- Be collaborative and supportive in pair work and group work.

**3. Personal qualities**

- Raise ss’ awareness of the benefits and problems of online learning.

- Have good attitude to giving and responding to good news.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up (5’)** | |
| **Aims:** - To create an active atmosphere for the class before the lesson;  - To help Ss revise reported speech. | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting.**  - Let Ss play a game. **GAME**  - Have one student stick slips of paper (with a direct speech sentence on each of the slips) to the board. Other Ss work in two different groups. Ss from each group take turn to report the sentence each time a slip of paper is stuck to the board. The group that has a wrong reported speech sentence loses their turn. The group that has the most correct reported speech sentences wins.  - T declares the winner(s) and says congratulations to the winner, then leads to the new lesson.  - Ask Ss to look at COMMUNICATION on page 86. | **+ Greeting . T\_Ss.**  **GAME**  + Students **(Ss)** listen and learn how to do the tasks.  **Ex:**  a) Lan said: “ I live in the city.”  => Lan said (that) she lived in the city  b) “I like surfing the net in my free time”, said Ha.  => Ha said that ……………………… .  **-** Open the book and write the tittle of the lesson. |
| **2. Presentation ( 10’)** | |
| **EVERYDAY ENGLISH**  **Giving and responding to good news**  **Aims: -** To introduce one way to give good news and two ways to respond to good news;  - To help Ss practise giving and responding to good news | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1: Listen and read the conversation, paying attention to the highlighted parts.**  - Play the recording for Ss to listen and read the conversation between Nick and Mi.  - Ask Ss to pay attention to the highlighted sentences.  - Emphasise the ways to give and respond to good news:  *- Great news for us.*  *- Great!*  *- Congratulations!*  - Tell Ss that Great! and Congratulations! are different ways to respond to good news in different contexts.  - Tell them that if good news is general and good for everyone, we can say *Great!;* if the news is good for the speaker only, the responder may say *Congratulations!*  - Have Ss practice the conversation in pairs. | **1. Listen and read the conversation, paying attention to the highlighted parts.**  ***Nick****: Great news for us. We’ll have school clouds so we won’t have to carry lots of books to school.*  ***Mi****: Great!*  ***Nick:*** *And my dad promised to give me a new Ipad to read books from the school clouds.*  ***Mi****: Congratulations!*  **-** To give and respond to good news, you can use:  *+ Great news for us.*  *+ Great!*  *+ Congratulations!* |
| **Activity 2: Work in pairs. Give news and respond to the news in the following situations**  - Ask Ss to work in pairs to make similar conversation. Tell them to use the contexts given and the sample expressions.  - Give feedback on Ss’ conversation.  **\*** *Teacher listens to students’ pronunciation and gives feedback.* | **2. Work in pairs. Give news and respond to the news in the following situations**  **1.** *You tell your classmate about the new vending machine at your school.*  **2***. You tell your classmate about a new laptop that your dad gave you on your birthday.* |
| **EXTRA ACTIVITY**  - Ss work in groups of three to make short conversations that include the phrases: *That's great news!, Great!, and Congratulations!*  - Their conversations should be between two people and be between four and six sentences long.  Ask Ss if they think of any other expressions to show giving and responding to good news  Some possible examples are*: That's wonderful!; I'm happy to hear that. Wonderful!; Well done!* | |
| **3. Practice ( 17’)** | |
| **Aims:** To help Ss learn the language to describe the benefits and problems of online learning;To help Ss practise reading for specific information; To helpSs practise talking about the benefits and problems of the learning platform. | |
| **Activity 3: Work in pairs. Read the posts from some students about online learning and complete the table.**  - Ask some Ss to read the posts aloud.  - Have Ss work in pairs to read the posts to get information from the post and to fill in the table below.  - Ask some pairs to read out their answers. Make corrections if necessary.  - Check the answers as a class.  - If time allows, ask some students to retell information from the posts or to role play the four friends to tell class about the platform their teacher uses for their classes. | **3. Work in pairs. Read the posts from some students about online learning and complete the table.**  ***\* Answer key:***   |  |  | | --- | --- | | **Benefits** | **Problems** | | 1. It’s convenient.  2. Students don’t have to get up early  3. It helps students become more.  4. It helps students avoid traffic jams | **1.** Some students don’t have computers or  smart phones  **2.** The Internet connection is poor  **3**. It makes some students feel more stressed when learning online  **4.** Students can’t meet their classmates.  **5.** Some students get tired eyes  and can’t concentrate well. | |
| **Activity 4: Work in groups. Talk about a platform you use for your online classes or one you know about. What are the benefits and problems of using it?**  - Have Ss work in groups to talk about the benefits and problems of their online learning platform.  - Ask them to think of the platform they use and use the table in Activity **3** to make notes. Tell them to use adjectives or phrases as in Activity **3**.  - Invite some Ss to tell about their online learning platforms. Correct any grammar or pronunciation mistakes if necessary. | **4. Work in groups. Talk about a platform you use for your online classes or one you know about. What are the benefits and problems of using it?**  *\* Our teacher uses Google Meet for video conferencing. It’s quite convenient, and we don’t have to get up early. Still , I prefer to study face to face. I want to see my classmate.*  *……* |
| **4. Production ( 10’)** | |
| **Aims:**To help Ss practise reporting the platform his / her friends use for online learning, the benefits and problems of that online learning platform;To help Ss practise reported speech. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 5: Report the answers of one of your group members to the class .*\* You can conclude:***  - Have Ss work in groups to discuss their online learning platforms.  - Tell them that they can make notes about what their friends like and dislike about the platform their classes /teachers use.  - Ask them to use ideas from the posts and the table in Activity 3.  - Invite group representatives to report one of their group member’s answers.  - Give feedback on Ss’ reports.  **\* T corrects any grammar and pronunciation mistakes if necessary.** | **5. Report the answers of one of your group members to the class .*\* You can conclude:***  *- The name of the platform you use for your online classes or one you know about.*  *- Its benefits*  *- Its problems*  ***Example:***  *Lan said that her extra class used Microsoft Teams. She said that she and her classmates found it difficult to use. However, it is convenient to have online classes on Microsoft Teams when the weather is bad.* |
| **5. Wrap-Up & Home Work (3’)**  + Ask Ss what they have learnt and practised in this lesson.  + Ask the to list one way to give good news and two ways to respond to good new.  + Ask Ss to list orally the benefit and problems of online learning.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 5 : SKILLS\_1. | |

Date of planning :

Date of teaching :

**Period 90**

**UNIT 11 : SCIENCE AND TECHNOLOGY**

**Lesson 5 : SKILLS 1/ Reading and speaking**

**I. Objectives:**

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

**1. Knowledge:**

- Improve the skill of reading advertisements for details.

- Remember the lexical items related to some new technologies that are applied at schools

- Recognize how to make a conversation to ask and answer information about an invention or a technology

*+ Vocabulary:*The lexical items related to *science and technology.*

- Sentence stress; Giving and responding to good news.

*+ Grammar:*Reported speech (statement).

**2. Competence:**

- Develop their reading skill for specific and general information through ticking exercise and multiple choice questions.

- Practise asking and answering questions for information about an invention or a technology

- Developcompetencies of communication, cooperation, and self-management.

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Raise ss’ awareness of some new technologies that are applied at schools.

- Have a good attitude to applying and using new technology or inventions at schools.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up ( 5’)** | |
| **Aims: -** To create an active atmosphere in the class before the lesson;  - To lead into the new lesson. | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting Brainstorming:**  - Ask Sts to name the technological applications your school uses.  *OR; Let Ss play a game in two groups of four or five, Group A and Group B. Give each group a set of ten phrases on slips of paper with five about the benefits of online learning and five about the possible problems of online learning. Group A has to choose the right slips about the benefits to stick to the board. Group B has to choose the right slips about the problems to stick to the board.*  *- Stop the game when time is up.*  *- Ask each group to read out their answers. The group that has the most correct or appropriate answers wins.T declares the winner(s).*  - Ask Sts to look at SKILLS 1 on page 120-121.  - Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss. | **+ Greeting ; Brainstorming:**  **Expected answers:**  *- Fingerprint scanner*  *- Face recognition*  **-** Open the book and write the tittle of the lesson. |
| **2. Presentation ( 10’)** | |
| **Aims:** To introduce Ss to some new technologies;To help Ss practise describing pictures. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1: Work in pairs. Name the technological applications in the pictures. Can they be used in schools?**  **Teach vocabulary:**  + T uses different techniques to teach vocab (situation, realia, translation.)  + T introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + T do the checking *“Matching”*  + T reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.  - Ask Sts to work individually to read the texts and to decide if the statements from text are about biometrics or nanolearning. Ask them to write B (Biometrics) or N (Nanolearning).  - Ask Sts to underline the key words in each of the statements then search for the information in the two texts.  - Sts work in pairs to swap answers or to check answers together.  - Ask some Ss to read out loud the statements and say B or N. Ask them to show the parts in the reading where they find the answers.  - Check the answers as a class.  - Have the class work in pairs to describe the pictures and say what technological applications the pictures are about. Check the answers as a class.  Ask Ss to discuss if these technologies can be used at schools. | **1. Work in pairs. Name the technological applications in the pictures. Can they be used in schools?**  **\*Vocabulary:**  **1**. biometrics (n) /ˌbaɪəʊˈmetrɪks/  Khoa học sinh trắc  **2**. truancy (n) /ˈtruːənsi/  Trốn học, nghỉ học không phép  **3**. Nanolearning (n) /’nænəʊlɜːnɪŋ/  Dạy học với bài dạy kích thước nhỏ  **4**. effortless(adj) /ˈefətləs/  Không cần nhiều nỗ lực  **5**. platform(v) /ˈplætfɔːm/ Nền tảng  **6.** cheating (n) /tʃiːtɪŋ/ Gian lận  \****Suggested answers:***    **\* Key:**  **1.** eye tracking  **2.** fingerprint scanner  **3.** face recognition |
| **3. While Reading ( 17’)** | |
| **Aims: -** To introduce Ss to some new technologies that are applied at schools;  **-** To improve Ss' skill of reading advertisements for details;  - To improve Ss' skill of reading for general and specific information. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 2: Read the passage and tick (**✓**) B (Biometrics) or N (Nanolearning).**  - Sts lookatthe two headings Biometrics and Nanolearning and the pictures in 1 to guess what they are.  - Explain the meanings of the two words. Explain these words in Vietnamese because these may be unfamiliar technologies to Ss.  - Sts work individually to read the texts and to decide if the statements are about biometrics or nanolearning. Ask them to tick B (Biometrics) or N (Nanolearning).  - Ask Ss to underline the keywords in each of the statements, then search for the information in the two texts.  - Sts work in pairs to swap answers or to check answers together.  - Ask some Ss to read out loud the statements and say B or N. Ask them to show the parts in the reading where they find the answers.  - Check the answers as a class. | **2. Read the passage and tick (**✓**) B (Biometrics) or N (Nanolearning).**  **Biometrics** /.baioo metnks/: A science that use measurements of human features *(eyes, fingerprint,...) to identify people.*  **Nanolearning** = Nano + learning. Nano means very very small = one billionth. Nanolearning means learning small portions.  **\* Answer key:**  **1. N**  **2. B**  **3. B**  **4. N**  **5. N** |
| **Activity 3: . Read the passage and choose the correct answer A, B, or C.**  - Sts work individually for five minutes and choose the correct answers. Remind them to underline the keywords in the questions and the evidence for the answers in the texts.  - Ask Ss to take turns to give the answers. Ask them to show the parts in the reading texts where they find the answers.  - Check the answers as a class.  - T can also ask one or two Ss to say which technology they prefer and why or ask them to orally summarise each of the texts.  **-** Teacher’s observation and feedback. | **3. Read the passage and choose the correct answer A, B, or C.**  ***\** Answer key:**  **1. A 2. B**  **3. C 4. B** |
| **4 . SPEAKING**  **Aims:** To have Ss practise asking and answering questions about an invention; To have Ss practise asking and answering questions about an invention or a technology;To give Ss an opportunity to practise explaining how the invention or technology can help us;To improve Ss' confidence in speaking in front of the class. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 4: Work in pairs. Discuss and match the questions in A with the answers in B, and then make a conversation about an invention.**  - Sts work in pairs to match the questions in A with the answers in B.  - Have them practise asking and answering questions about biometrics in the example.  - Assist Ss to make full questions when necessary.  - Ask them to ask and answer questions about an invention or a technology they like or know.  - Ask some pairs to role-play it.  - Ask the class to offer feedback on their questions, answers, and pronunciation.  - Prepare cue cards about different inventions and ask Ss to practise asking and answering questions about those inventions .  - This activity helps prepare Ss for **5**. | **4. Work in pairs. Discuss and match the questions in A with the answers in B, and then make a conversation about an invention.**  **\* *Suggested outcome:***    **A:** *What invention do you like?*  **B***: I like biometrics.*  **A:** *Who invented it?*  **B:** *Alphonse Bertillon*  **A:** *When did he invent it?*  **B:** *In 1880s*  **A:** *How can we use it?*  **B:** *It can help us check students’ attendance. We can also use it to check identities of people at airports or offices.* |
| **Activity 5: Work in groups. Ask and answer questions about a technology or an invention. Use the example in 4 as a cue. Then report your answers to the class.**  - Have Ss work in groups to ask and answer questions about a invention or a technology;  - Ask them to explain what they can use the technology or invention for.  - Invite one representative of each group to report their group’s answers to the class.  - Give feedback on their reports in terms of language, reported verb forms, and pronunciation.  - T asks the class to give feedback on their questions and answers, and pronunciation. | **5. Work in groups. Ask and answer questions about a technology or an invention. Use the example in 4 as a cue. Then report your answers to the class.**  **\* *Suggested speaking:***  **Example:**  *Mi likes biometrics. Alphonse Bertillon invented it in 1800s. It is a very important technology. We use it to check students’ attendance. School also use it for Ss who borrow books and equipment. ….* |
| **5. Wrap-Up & Home Work (3’)**  - Ask Ss to summarise what they have learnt in the lesson.  **\* HOME WORK**:  - Learn by heart all the words that they have just learnt.  - Do more exercises in workbook.  - Prepare new lesson: Lesson 6 : A SKILLS 2. | |

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

Date of planning :

Date of teaching :

**Period 91**

**UNIT 11 : SCIENCE AND TECHNOLOGY**

**Lesson 6 : SKILLS 2/ Listening and writing**

**I. Objectives:**

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

**1. Knowledge:**

- Recognize listening skills for specific information about what a robot teacher can do and can’t do.

- Recognize how to write a paragraph expressing opinions about whether a robot teacher will replace human teachers at school.

*+ Vocabulary:*The lexical items related to *science and technology.*

- Sentence stress; Giving and responding to good news.

*+ Grammar:*Reported speech (statement).

**2. Competence:**

- Improve the skill of listening for details.

- Improve listening comprehension and note-taking skills.

- Improve the writing skill of writing a paragraph expressing opinions.

- Developcompetencies of communication, cooperation, and self-management.

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Raise ss’ awareness of some new technologies that are applied at schools.

- Have a good attitude to applying and using new technology or inventions at schools.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up ( 5’)** | |
| **Aims:** - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson. | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting + Chatting**  +Sts play a game in two groups. Give each group a set of phrases on slips of paper about the use of Biometrics and Nanolearning. Each group has to choose the right slips about Biometrics and the right ones about Nanoleaning and stick to the right columns on the board. Stop the game when time is up. Ask each group to read out their answers. The group that the most correct and appropriate answers wins. T declares the winner(s).  **+** Tasks Ss some questions about the previous lessons. T encourages Ss to talk in English as much as possible. | **+ Greeting ; T\_Ss.**  **+ Chatting**  + Stslisten and learn how to do the tasks.  **-** Open the book and write the tittle of the lesson. |
| **2. Presentation ( 10’)** | |
| **Aims :** To help Ss brainstorm ideas for listening. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1: Listen and tick (**✓**) the things that you think a robot teacher can do**  **\*Vocabulary**  - T introduces the vocabulary.  - T explains the meaning of the new vocabulary by pictures or explanation.  - Sts work in pairs to tick the things that a robot teacher can do. Ask Ss to add more things a robot teacher can do.  - Ask Ss to list things robots in general can do (for example: doing boring housework, hard work in factories, delivering letters at workplaces, etc.) | **1. Listen and tick (**✓**) the things that you think a robot teacher can do**  **\* Vocabulary**  **1**. emotional (adj): /ɪˌməʊʃənl/ thuộc tình cảm  **2**. interact with (v): /ˌɪntərˈækt wɪð/ tương tác  **\* Suggested answer:**  **+ 1, 2**  + A robot teacher can dance, teach subjects, play with students... |
| **3. While Listening ( 12’)** | |
| **Aims :** To improve Ss' skill of listening for details;To improve Ss' listening comprehention. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 2: Listen to the conversation and fill in each blank with ONE word.**  - T tells Ss they are going to listen to a conversation about a robot teacher and fill in each of the blanks with ONE word.  - Sts work individually to read the table and guess the possible words to fill in each of the blanks.  - Remind them to think of the part of speech of that word (noun, verb, adjective, adverb or number). and forms of nouns (singular, plural).  - Play the recording once for Ss to fill in the blanks. Remind Ss that they should write only ONE word for each blank.  - Check Ss’ answers and play the recording again for them to better understand the conversation between Tom and Lan.  - Stop or rewind the recording where necessary. | **2. Listen to the conversation and fill in each blank with ONE word.**  **\* *Suggested answers:***  **1**. languages  **2**. maths  **3**. interact  **4**. behave  **5**. problems |
| **Activity 3: Listen again and tick (**✓**) T (True) or F(False).**  - Ask Ss to work in pairs to read the statements and underline the key words in the statements.  - Play the recording once. Give them two minutes to decide if the sentences are T (True) or F (False).  - Play the recording again .  - Check their answers as a class.  - T checks the answers and gives feedback. | **3. Listen again and tick (**✓**) T (True) or F(False).**  **1.** T **2**. T **3.** F **4.** F **5**. F |
| **4 . Writing (15’)** | |
| **Aims :**To provide Ss with vocabulary and ideas about whether a robot teacher will replace human teachers at schools ;To improve Ss’ skill of writing a paragraph expressing opinions about whether robots will replace teachers at schools. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 4: Work in pairs. Discuss if you agree or disagree that robots will soon replace teachers at schools. Write the reasons in the table.**  - Ask Ss to work in pairs to brainstorm ideas and fill in the blanks.  - Ask Ss to get ideas from the listening and add any more ideas they have.  - Ask some Ss to read out loud ideas for each column.  - Correct their pronunciation where necessary | **4. Work in pairs. Discuss if you agree or disagree that robots will soon replace teachers at schools. Write the reasons in the table.**  ***\** Suggested answers:**   |  |  | | --- | --- | | **Agree** | **Disagree** | | **1.** *Robots can better remember things than*  *teachers.*  **2.** *Robots can talk for a longer time and not feel tired.*  **3.** *Robots can store more data and information*  *and tell it to students.*  **4.** *Robots can interact well with students.*  **5.** *Robots don't make students embarrassed if they give wrong answers.* | **1.** *Robots can't understand students'emotions.*  **2.** *Robots can't teach students how to behave*  *well.*  **3.** *Robots can't help solve problems between*  *students.*  **4.** *Robots can't motivate students.*  **5.** *Robots don't have emotional connections*  *with students.* | |
| **Activity 5: Now write a paragraph (80-100 words) to express your opinion. Use the notes in 4.**  - T records the ideas Ss have brainstormed in Activity 4 on the board.  - Ask Ss to work individually to write for 15 minutes. Tell them to use the information in Activity 4 and any other ideas they may think of. Remind Ss to choose only three ideas for their paragraph.  - T asks one student to read out his / her paragraph.  - If time allows, also ask Ss to work in groups to write on an A1 / A0 size piece of paper, then T organises a gallery walk. Ss walk round and offer feedback on peers’ writing in terms of ideas, grammar and connectors.  - Comment on their writing  **-**T gives feedback on their writing in terms of spelling, grammatical mistakes, cohesion, and content. | **5. Now write a paragraph (80-100 words) to express your opinion. Use the notes in 4.**  **\* *Suggested answer:*** |
| **Suggested writing:**  *I disagree that robots will soon replace teachers at school. First, although robots can store much information to provide to students, they cannot teach students how to behave in the right ways in different situations. Second, a robot can only teach what is programmed, but cannot help students deal with problems, especially troubles among students' relationships. Third, a robot can speak, walk, do simple actions, but they cannot interact with students in the way human teachers do. Robots do not have emotions and feelings, so I believe they cannot help students to deal with problems related to feelings and emotions.* | |
| **5. Wrap-Up & Home Work (3’)**  - Ask Ss what they have learned in the lesson.  - Ss tell the whole class:   * What a robot teacher can do and what it can’t do. * The reasons robot teachers can or can’t replace teachers at school. * How to write a paragraph expressing opinions.   **\* HOME WORK**:  - Learn the new words by heart.  - Rewrite the paragraph expressing opinions about whether a robot teacher can(not) replace teachers at school.  - Do exercises in workbook.  - Prepare new lesson: Lesson 7 : LOOKING BACK. | |

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

Date of planning :

Date of teaching :

**Period 92**

**UNIT 11 : SCIENCE AND TECHNOLOGY**

**Lesson 7 : LOOKING BACK & PROJECT**

**I. Objectives:**

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

**1. Knowledge:**

- Memorize the vocabulary about new technologies and words and phrases that are used to talk about inventions, discoveries, inventions, and creations.

- Review reported speech (statements)

- Brainstorm ideas about problems they have at home or at school

- Be creative to deal with problems by imagining an invention.

- Ss use what they have learnt from the unit to help them answer the questions. Ss need to see how far they have progressed and in which areas they need further practice.

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

*+ Vocabulary:*The lexical items related to *science and technology.*

- Sentence stress; Giving and responding to good news.

*+ Grammar:*Reported speech (statement).

**2. Competence:**

- Use the vocabulary about new technologies and words and phrases that are used to talk about inventions, discoveries, inventions, and creations to do exercises.

- Apply the knowledge of reported speech (statements) to do exercises.

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Consolidate ss’ awareness of science and technology.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up ( 5’)** | |
| **Aims:** - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson. | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting: Kim’s game:**  **-** T asks students to work in groups of three or four students  - Get ss to watch a video clip and try to remember all the inventions mentioned in the clip without taking notes.  - After finishing watching the clip, Ss write down as inventions as possible.  - T gets ss to swap the posters and give correction after T shows the answers.  -The group with the most correct answers will win.T leads in the lesson. | **+ Greeting**  **\* Answers:**  **10***. The paper*  **9.** *The compass*  **8.** *The refrigeration*  **7.** *The printing press*  **6.** *Plumbing*  **5.** *Medicine*  **4.** *Engines*  **3.** *The wheel*  **2.** *Communication*  **1.** *Electricity* |
| **2. Presentation ( 10’)** | |
| **Aims:-** To help Ss review the vocabulary learnt; To help Ss review reported statements.  - To help Ss rewrite the sentences. Using the words in BOLD. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1: Circle the option that goes with each verb.**  - Sts work individually to circle the option that can combine with the given verbs.  - Have Ss read out their phrases.  - Check answers as a class.  - Correct Ss’ pronunciation if necessary. | **1. Circle the option that goes with each verb.**  \****Answer key:* 1. A 2. B 3. B 4. A** |
| **Activity 2: Fill in each gap with a word or phrase from the box. You may have to change the form of the word or phrase.**  - Have Ss work individually to fill in each blank with the correct form of the words /phrases from the box.  - Check answers as a class.  - Ask some Ss to read aloud the sentences.  - Correct Ss’ pronunciation if necessary. | **2. Fill in each gap with a word or phrase from the box. You may have to change the form of the word or phrase.**  **\* Key**  **1**. robot teacher  **2**. application  **3**. face recognition  **4**. eye-tracking  **5**. check attendance |
| **B. Grammar (17’)** | |
| **Aims:** - To help Ss review reported statements  - To help Ss rewrite the sentences. Using the words in BOLD. | |
| **Teacher’s Students’ activities** | **Content** |
| **Activity 3: Which of the underlined parts in each question is incorrect? Find and correct it.**  - Sts work individually to circle a mistake in each of the sentences. Remind them that only the underlined words will have mistakes.  - Then ask Ss to work in pairs to swap and check their answers.  - Check answers as a class.  - Ask one student to read out his/her sentences. Correct his her pronunciation if necessary.  - Confirm the correct answers as a class. | **3. Which of the underlined parts in each question is incorrect? Find and correct it.**  ***\******Suggested answers:**  **1**. B (discovers **-**> discovered)  **2.** B (is **-**> was)  **3.** B (will make **-**>) would make  **4. C** (a day ago **-**>a day before)  **5.** C ( next year **-**> the next/following year) |
| **Activity 4: Rewrite the following sentences, using the words in BOLD.**  - Ask Ss to work individually to complete the sentences as requested in the book.  - Ask one or two Ss to go to the board and write their full sentences.  - Then ask the class to work in pairs. Tell them to swap their writings and check their partner’s answers.  - Check the sentences written on the board.  - Have all Ss correct their partner’s answers.  - Ask some Ss to read out their sentences. Correct Ss’ language and pronunciation if necessary. | **4. Rewrite the following sentences, using the words in BOLD.**  **\* Suggested answers:**  **1.** Tom said they couldn’t connect to the Internet to work online there.  **2.** Mr. Thompson said (that) science was becoming a more important subject in schools then.  **3.** The headmaster said (that) the school would use a machine to check students’ attendance the following year.  **4.** The monitor said to the class (that) they were having a science competition that week.  **5.** The students said (that) they didn’t like robot teachers at all. |
| **4. Production/ Project ( 10’)** | |
| **YOUR INVENTION**  **Aims:-** To help Ss to brainstorm ideas about problems they have at home or at school;  - To raise Ss’ awareness of their ability to be creative to deal with the problems;  **-** To improve Ss’ teamwork and public speaking skills. | |
| **Teacher’s Student’s activities** | **Content** |
| **\*Think about a problem you have at home or at school. Imagine an invention (a tool, a machine, an application…) that helps you deal with your problem.** - Sts work in groups of 3-4 students  - Sts read the instructions and suggestions carefully.  - Encourage Ss to think about a problem they have at home or at school and imagine an invention (a tool, a machine, an application…) that helps them deal with your problem.  -Have Ss work in groups to discuss a problem they have at home or at school. Ask them to think of an invention that can help them deal with their problem.  - Ask them to answer the suggested questions .  - Tell Ss that they can draw pictures, create models or take photos to illustrate their invention. Ask groups of Ss to pin / tape / glue the pictures / photos / models and write how it can help them on a large piece of paper and present it to the class.  - If time is limited, T can assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide Ss in detail and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to present their poster.  - T checks ss’ grammatical and spelling mistakes on their poster, listens to their presentation, and gives feedback. | **1. Think about a problem you have at home or at school. Imagine an invention (a tool, a machine, an application…) that helps you deal with your problem.**  **\*** *T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK),* Ss to present their report to the class.  **2**. Discuss and answer the following questions  3. Prepare a poster presentation with pictures or a paper model of the invention and present it to your class.  + Sts display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class.  - Students’ posters & presentations |
| **5. WRAP-UP & HOME WORK (3’)**  **\* Wrap-up**   * Reviewing vocabulary in Unit 11 * Reviewing reported speech (Statements) .   + **NOW I CAN …**  - Ask Ss to complete the self-assessment table.  - Identify any difficulties and provide further practice.  **\* HOME WORK:**  - Do more exercises in workbook.  - Prepare new lesson: **Unit 12 : LIFE ON OTHER PLANETS.** | |

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