|  |  |
| --- | --- |
| ***Date of planning***:30/03/25  ***Date of teaching*:** 01/4/25  **WEEK: 29** | **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 gain the following:**

**1. Knowledge:**

- Listening to someone making an announcement of art exhibition

- Writing 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:**

- Love talking and writing about ways of communication.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Grade 8 textbook, Unit 10 , Skills\_2 .

- Computer connected to the Internet

- Projector / TV

- *Hoclieu.vn*

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **\* Aims:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson***.**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Outcome*: Having a chance to speak English. Ss can identify and name types of pressure that teen may face  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **+ Playing GAMES: Hot seat**  - Invite some Ss 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.  \* Teacher introduces the vocabulary If have  + Teacher 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.  Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board. | **+ 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/ NEW LESSON ( 12’- 15’)** | |
| **A. LISTENING**  **\* Pre-listening**  **\*Objectives : To prepare Ss for the listening text.**  *\* Content:*Look at the pictures. Complete the word / phrase for each picture.  *\* Expected outcomes:*Students’ answers.  *\* Organisation* **:** Teacher’s instructions. | |
| **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? | **- T\_Ss**    **1**. carrier pigeon **2**. smart watch  **3.** translation machine.  **4**. holography. |
| **3. WHILE LISTENING ( 15’)** | |
| **\*Objectives :**  2. To help Ss develop the skill of listening for specific information.  **3.** **To help Ss develop the skill of listening for specific information and listening for main ideas.**  *\* Content:* Listen to an announcement about an exhibition. Complete each gap in the agenda with ONE word or a number. Listen and Circle the correct answer A, B, or C.  *\* Expected outcomes:*Students can  *\* Organisation :* | |
| **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 Ss that they are going to listen to an announcement about an exhibition.  - Have Ss 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 Ss 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. | **- T\_Ss**  **\* *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 Ss that they are going to listen to the announcement again and choose the correct answers.  - Have Ss 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 as a class and gives feedback.*** | **- T\_ Ss**  ***\* Answer key:***  **1. A**  **2. C**  **3. A**  **4. B**  **5. C** |
| **4 . WRITING**  **\*Objectives :**  4. To brainstorm ideas and make an outline for Ss'writing.  **5. To help Ss practise writing a paragraph to describe a way of modern communication.**  *\* Content*: Do the matching the ideas (a - h) with parts of an outline (1 - 4) for a paragraph about a video call. Write a paragraph (80 – 100 words) to describe a way of modern communication.  *\* Expected outcomes:*  *\* Organisation :* | |
| **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. | **- T\_ Ss.**  ***\** 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.* | ***\* 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 (2’)**  **a. Wrap-up**  - 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: Lesson 7 : LOOKING BACK.  ==============================================   |  |  | | --- | --- | | ***Date of planning***:30/03/25  ***Date of teaching*:** 92/04/25  **WEEK: 29** | **Period 86 :**  **UNIT 10 : COMMUNICATION IN THE FUTURE**  **Lesson 7 : LOOKING BACK & PROJECT** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **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 collaborative 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:**  - Grade 8 textbook ; Unit 10: Looking back & project .  - Computer connected to the Internet.  - Projector / TV  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Aims:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson*.  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Outcome*: Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting:**  **+ Revision**  - Teacher asks Ss to think of what they have learnt already in Unit 10.  - Ss 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/ NEW LESSON ( 12’- 15’)** | | | **A. PRACTICE EXERCISES**  **VOCABULARY**  **\* Objectives:**  - 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.  *\* Content:* Circle the correct option to complete each sentence below. Do the filling.  *\* Expected outcomes:* Ss do exercises correctly.  *\* Organisation* **:** Teacher’s instructions. | | | **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. | **- T\_Ss**  \****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. | **- T\_Ss**  **\* Key**  **1**. text  **2**. social  **3**. real  **4**. language  **5**. instantly | | **B. GRAMMAR** | | | **\* Objectives:**  - To help Ss revise the use of prepositions of place and time.  - To help Ss revise prepositions of place and time and possessive pronouns.  *\* Content:* Complete the sentences with the prepositions from the box.Which of the underlined parts in each question is incorrect?  *\* Expected outcomes:* Ss can do the exercises correctly.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Students’ activities** | **Content** | | ACTIVITY 3: **Complete the sentences with the prepositions from the box. Tick (**✓**) the sentences which have prepositions of time.** | | | - Ask Ss to 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. | **- T\_ Ss**  \****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. | **- T\_ Ss.**  **\* *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 ( 8’)** | | | **COMMUNICATION IN THE FUTURE**  **\* Objectives:**  **-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**.  *\* Content:**It is better for T to assign the project in earlier lessons. Make sure to guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to give their presentation.*  *\* Expected outcomes:* **-** Students’ speaking  *\* Organization:* | | | **Teacher’s Student’s activities** | **Content** | | - Ask Ss 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 (2’)**  **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: **Unit 11** : SCIENCE AND TECHNOLOGY  ==============================================   |  |  | | --- | --- | | ***Date of planning***:30/03/25  ***Date of teaching*:** 02/4/25  **WEEK: 29** | **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 gain the following:**  **1. Knowledge:**  - To introduce an overview about the topic *Science and technology.*  - To learn how to use the words to talk about *Science technology*  - To practice listening and reading skills .  *+ 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:**  - Love talking about *Science and technology*  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, projector ; Unit 11, Getting started  - Students : Text books, workbook…  - Computer connected to the Internet  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Aims:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new unit.*  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes:* Having a chance to speak English and focus on the topic of the lesson.  *\* Organisation :* Teacher’s instructions … | | | **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.**    **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **\* Objectives:**  **-** *To set the context for the introductory conversation.*  *- To introduce the topic of the unit.*  *\* Content:*Learn some new words . Read the conversation and find out new words. Focus on topic of the lesson, grammar points…  *\*Expected outcomes:*Know more new words ; Understand the conversation; topic of the lesson  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1. **Listen and read :/ Page 114** | | | **\* Teach vocabulary:**  + 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 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 Ss 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?* | **- T\_Ss**  \*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:  *- They are Minh and Ann.*  *- They are at school.*  *- They are discussing their online class/robot teacher*.  - Have Ss 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 ( 15’)** | | | **\* Objectives:**  *-* **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.**  *\* Content:*Listen and read the conversation. Tick T/F. Label pictures. Complete the sentences  *\* Expected outcomes:* Ss understand the content of the conversation and know the vocabulary related to the topic. Do exercises correctly.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2: **Read the conversation again and tick (**✓**) T (True) or F (False) .** | | | - Ask Ss 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.  - Have Ss 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 | **- T\_Ss**  **- Work individually.**  ***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. | **- T\_ Ss**  \* **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.** | | | - Ask Ss to 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. | **- T\_ Ss.**  **- Work individually.**  **\* Answer key:**  **1**. computer screen  **2**. breakout rooms  **3**. robot teacher  **4**. online class  **5.** 3D contact lenses | | **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | | | **\* Objectives:**  **- To help Ss learn more about past inventions;**  **- To create a fun atmosphere in the class.**  *\* Content:*Doing the QUIZ. Do you know what things were invented in these years?  *\* Expected outcomes*: Students can answer the questions correctly.  *\* Organisation :* | | | **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) | **+ T-Ss + Ss**  **\* Key** | | **5. WRAP-UP & HOME WORK (2’)**  **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.  - Do Exercise ………..page ……Unit 11/Workbook  **\*\* Prepare for the Project of the unit:**    ==============================================  PHT GV TTCM | | | | | |