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| ***Date of planning***: March 10th, 2025  ***Date of teaching*:** March 17th, 2025  **WEEK: 27**  **Period: 80** | **UNIT 10 : COMMUNICATION IN THE FUTURE**  **Lesson1: GETTING STARTED** |

**I. OBJECTIVE**

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

- gain the topic about “Communication in the future”

- gain practice listening and reading skills .

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

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

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

**-** Students will be able to practice listening and reading skills .

- Develop communication skills and creativity

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

- Be actively join in class activities.

**3. Qualities:**

- Love talking about communication in the future

- Develop self-study skills.

**II. TEACHING AIDS:**

**+ Teacher’s aids :**Grade 8 textbook: *Unit 10 - Getting started*

- Computer connected to the Internet

- Projector; interractive white board . *Hoclieu.vn*

**+ Students’ aids :**Student book, notebook, workbooks…

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **\* Aims:**  **1) 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** |
| **\* 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.  ***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 Ss 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 Ss 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.**  + Students **(Ss)** 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/ NEW LESSON ( 12’- 15’)** | |
| ACTIVITY 1:  **\* Objectives:**  **- 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.**  *\* Content:*Learn some new words . Read the conversation and find out new words. Focus on topic of the lesson, grammar points…  - To learn some more words about some places for shopping and some features of diferent markets.  *\*Expected outcomes:*Know more new words about different markets and their features, understand the conversation; topic of the lesson  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s Student’s activities** | **Content** |
| **1. Listen and read :/ Page 104** | |
| **+ Greeting**  **\* 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 Ss 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 Ss. 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.  - Have Ss 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 | **- T\_Ss**  **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 ( 15’)** | |
| **\* Objectives:**  **- 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**  *\* Content:*  - Read the conversation again and circle the correct answer A, B, or C.  - Match the words and phrases in the conversation with their pictures.  - Circle the words/ phrases which are CLOSEST in meaning to the underlined words/ phrases.  *\* Expected outcomes:* Ss understand the content of the conversation and know the vocabulary related to the topic.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 2: **Read the conversation again and circle the correct answer A, B, or C.** | |
| + Ask Ss 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.  Ask Ss for their answers again, referring to the answers that have been written on the board before.  - Confirm the correct answers. | **- T\_Ss**  **- Work individually.**  **\* 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.*  ***Suggested terms:*** Tech Savvy, technology club, video conference, video call, computer, tablet,  webcam, button, (high-speed) Internet connection | |
| ACTIVITY 3: **Match the words and phrases in the conversation with their pictures.** | |
| - To ask Ss to name items or activities they can see in each picture(a-e).  - Have Ss 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. | **- T\_ Ss**  \* **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.** | |
| - Have Sswork 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. | **- T\_ Ss.**  **- Work individually.**  **\* Answer key:**  **1. A**  **2**. **B**  **3**. **A**  **4**. **A**  **5**. **B** |
| **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| **\* Objectives:**  **- To help Ss practise using the vocabulary items related to communication technology**.  *\* Content:*Complete the diagram of the history of communication technology with the words and phrases from the box.  *\* Expected outcomes*: Students’ conversations  *\* Organisation :* | |
| **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 Ss that they can use the diagram to help them.  - T has Ss 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. | **+ T-Ss ; + Ss\_ Ss**  **\* Suggested answers:**  **1.** carrier pigeon  **2.** telephone  **3.** mobile phone  **4.** social network |
| **5. WRAP-UP & HOME WORK (2’)**  **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***: March 11th , 2025  ***Date of teaching*:** March 18th, 2025  **WEEK: 27**  **Period: 81** | **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 gain the following:**  **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.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, projector ;  - Students : Text books, workbook…  - Computer connected to the Internet  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION** ( 3’- 5’) | | | **\* Objectives:**  **- 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. Students get some vocabulary from the lesson and be ready for the lesson.  *\* Organisation :* Teacher’s instructions … | | | **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**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  ***Answer key:***  **1.** video conference  **2**. tablet  **3**. internet connection  **4**. zoom in  **5**. webcam  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;** **To lead into the new lesson.**  *\* Content:*Write the words and phrases under the correct pictures.  *\* Expected outcomes:*Knowing more new words. Students know how to use some collocations related to the environment and environmental protection.  *\* Organisation* **:** Teacher’s instructions. | | | **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.  \* Have Ss look at the pictures and name what they see in the pictures.  - Have Ss read the words / phrases in the box and match them with the appropriate pictures.  - Let Ss 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. | **- T\_Ss**  \*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 ( 15’)** | | | **\* Objectives:**  **- 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  *\* Content:* Choose the correct answer A, B, or C. Complete the sentences with the words from the box.  *\* Expected outcomes:* **-** Knowing how to use the words/phrases in context. Do exercises correctly  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2: **Choose the correct answer A, B, or C.** | | | - Have Ss 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 | **- T\_Ss**  **- Work individually.**  **\*Answer key:**  **1.** A  **2.** C  **3.** B  **4.** B  **5.** A | | ACTIVITY 3: **Complete the sentences with the words from the box.** | | | - Have Ss 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. | **- T\_ Ss**  - **Ss to work individually.**  \* ***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 | | | **\* Objectives:**  - 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  *\* Content:*To repeat the words. Pay attention to the word stress . Listen and repeat.  Mark the stress in underlined words.  *\* Expected outcomes:*Students repeats the words correctly. Mark the stress correctly.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 4: **Listen and repeat the words. Pay attention to the word stress** | | | - Have some Ss 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.  *\* Teacher gives corrections and feedbacks to students’ pronunciation* | **- T\_ Ss.**  **- Work individually.**  **\* 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.  **\* Teacher checks students’ answers and their pronunciation and gives feedback.** | **- T \_ Ss ; Ss**  **\* *Answer key:*** | | **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: Lesson 2: A CLOSER LOOK 2 .  ==============================================   |  |  | | --- | --- | | ***Date of planning***: March 17th, 2025  ***Date of teaching*:** March 24th , 2025  **WEEK: 28**  **Period: 82** | **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 gain the following:**  **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: bên trong ; On: bên trên ; At: ở ; Under: bên dưới ; In front of: phía trước  Opposite: đối diện ….  **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 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: A closer look 2.  - Computer connected to the Internet  - Projector / TV. *Hoclieu.vn*  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Objectives:**  *- 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.  *\* Expected Outcomes*: Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | | | **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?  - Have Ss 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/ NEW LESSON ( 12’- 15’)** | | | **\* Objectives:**  **- To teach Ss prepositions of time and place, possessive pronouns**  **- To help Ss review prepositions of place they learnt in Grades 6 and 7**  *\* Content:*Introduce the grammar point of the lesson. Adverbs of frequency;the present simple for future actions.  *\* Expected outcomes:*Students know how to use the target grammar.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | **ACTIVITY 1. Complete the sentences with at, in, in front of, on, opposite, or under.** | | | **\* Grammar teaching**  **\* 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 Ss 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. | **- T\_Ss**  **\* *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 ( 15’)** | | | **\* Objectives:**  **- 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.**  *\* Content:*Circle the correct preposition in each sentence; Complete the text with the prepositions from the box; Work in pairs. Tell each other whether you agree or disagree with the following ideas.  *\* Expected outcomes;* Students understand how to use the target grammar. Practice using it.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2: **Circle the correct preposition in each sentence.** | | | - Have Ss do these exercises individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Accept different sentences provided that they are correct. | **- T\_Ss** ; ***Answer key:***  **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 student 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.  - Have Ss 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 | **- T\_ Ss**  - **Ss to work individually.**  ***\** 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. | **- T\_ Ss.**  **- Work individually.**  **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/ FURTHER PRACTICE ( 8’)** | | | **Possessive pronouns**  **\* Objectives:**  **- To help Ss use a structure with possessive pronouns correctly.**  ***\**** *Content*:Complete the sentences sothat it há the same meaning á the first one.  *\* Expected outcomes:* Students complete the sentences corectly,  *\* Organisation :* | | | **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".***  **Eg:** 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.  *\* Teacher gives corrections and feedbacks.* | **\* Ss do the tasks**  ***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  + Copy | | **5. WRAP-UP & HOME WORK (2’)**  **\* 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.  - 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***: March 18th, 2025  ***Date of teaching*:** March 25th , 2025  **WEEK: 28**  **Period: 83** | **UNIT 10 : COMMUNICATION IN THE FUTURE**  **Lesson 4 : COMMUNICATION** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **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:** 5 - Be ready and confident in real life conversations  - Develop self-study skills.  **II. TEACHING AIDS:**  - Grade 8 textbook, Unit 10: Leson 4: Communication.  - Computer connected to the Internet  - Projector / TV.  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  |  | | --- | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | | **\* Objectives:**  *- 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. Jumbled conversation  *\*Expected outcomes*: Having a chance to speak English. Students can arrange the sentence in the correct order to form a conversation.  *\* Organisation :* Teacher’s instructions … | | | | **Teacher’s Student’s activities** | | **Content** | | **+ Greeting**  **-** Teacher asks students questions “How do you see you in 10 years?”.  - Write on the board “ I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in 10 years.”  - Have Ss to complete the sentence with their own ideas.  - Encourage them to provide more detail by adding one more sentence.  - Invite some Ss to 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 Ss 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.  - Ask Ss to look at COMMUNICATION on page 108 | | **+ Greeting . T\_Ss.**  **Chatting:**  + Students **(Ss)** listen and learn how to do the tasks.  **\* Suggested answers:**  *1. I will be working as a teacher.*  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | | **EVERYDAY ENGLISH**  **Interrupting politely**  ACTIVITY 1+2 :  **\* Objectives:**  **- To introduce ways of interrupting politely;**  **- To help Ss practise ways of interrupting politely.**  *\* Content:*Listen and read the conversation. Pay attention to the highlighted sentences.  - Make similar conversations with following situations.  *\* Expected outcomes:*Students know how to use the structures for Interruping politely.  *\* Organisation* **:** Teacher’s instructions. | | | | **Teacher’s Student’s activities** | | **Content** | | ACTIVITY1: **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.  - Have Ss practise the conversations in pairs. Call on some pairs to practise the dialogues in front of the class.  - Play the recording for Ss to listen and read the two  - Ask Ss to 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 | | **- T\_Ss**  ***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  **\*** Teacher listens to students’ pronunciation and gives feedback. | | **- T\_Ss**  **- Work in pairs** | | + 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 ( 15’)** | | | | **The future of language**  **\* Objectives:**  **3. To provide Ss with information about a popular means of communication;**  **- To give Ss an example of the structure for their talk.**  **4.** **To help Ss use given information to make a conversation with their partner.**  *\*Content:* Read the predictions about means of communication in the near future. Ask and answer. Choose one of means of communiaction. Ask and answer about it.  *\*Expected outcomes:* Ss can ask and answer about one of means of communiaction.  *\* Organisation****:*** | | | | 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. | | **- T\_ Ss**  ***\* 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.  - Have Ss 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 | | **- T\_ Ss. Ss-Ss**  **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 ( 8’)** | | | | **Objectives:**  **5.** **To provide Ss with a chance to use information in 4 to make a talk**.  *\* Content:*: Report the pair’ s conversation to the class by making a talk to Mark’s preditions.  *\* Expected outcomes:*Ss can report one means of transport of communication to the class  *\* Organisation:* | | | | **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.** | | | | - Have Ss continue to 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.  - Ask some Ss 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* | | **+ T- Ss ; Ss -Ss**  ***\* 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 (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: **Unit 10 – Skills-1 .**  ============================================== | | | | ***Date of planning***: March 20th, 2025  ***Date of teaching*:** March 27th, 2025  **WEEK: 28**  **Period: 84** | **UNIT 10 : COMMUNICATION IN THE FUTURE**  **Lesson 5 : SKILLS 1** | | |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **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 collaborative and supportive in pair work and teamwork  - Actively join in class activities  **3. Qualities:**  - Love reading and talking ways of communication  - Develop self-study skills.  **II. TEACHING AIDS:**  - Grade 8 textbook, Unit 10, Skills\_1.  - Computer connected to the Internet  - Projector / TV  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Objectives:**  **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**  **+ 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 ; T\_Ss , Ss – Ss**  **+ 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/ NEW LESSON ( 12’- 15’)** | | | **A. READING**  **\* Pre-reading**  **\* Objectives:**  **-** *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***  *\* Content:*Learn some new words . Focus on the content of the reading.  *\* Outcome:*Knowing more new words. Focusing on the content of the text.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1: **Work in pairs. List as many ways of communication as you** | | | **\* Teach vocabulary:**  - Teacher introduces the 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.  + 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. | **- T\_Ss**  **\*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 ( 15’)** | | | **\* Objectives:**  **2. To help Ss develop the skill of reading for details.**  **3. To help Ss develop the skill of reading for main ideas and for specific information (scanning).**  *\* Content:*Read an interview and do the tasks. Read the interview again. Choose the correct answer A, B, or C.  *\* Outcome:* - Students understand the content of the interview . Choose the correct answer.  *\* Organisation :* | | | **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.  - Ask Ss to do the exercise individually and then check their answers in pairs.  - Invite some Ss to share their answers. Confirm the correct answers. | **- T\_Ss**  **- Work individually.**  ***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 Ss what they are going to do.  - Have Ss 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.  - Ask Ss to repeat the steps if necessary.  - Ask Ss to 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.** | **- T\_ Ss**  - **Ss to work individually.**  \* **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**  **\* Objectives:**  **4. To help Ss prepare ideas to talk about the advantages and disadvantages of online calls.**  **5. 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.**  *\* Content:*: Read the ideas about online calls and do the tasks. Choose a way ofcommunication and discuss its advantages and disadvantages. Then report your answers to the class  *\* Outcome:* Students can read the ideas about online calls . Report your answers to the class.  *\* Organisation :* | | | **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** | | | - Ask Ss 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. | **- T\_ Ss. Ss- Ss**  **\* *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. Go around, monitor and support when necessary. Invite some Ss to share their group’s discussion to the class.  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.*** | **+ Ss**  **\* *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 (2’)**  - 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***: April 4th, 2025  ***Date of teaching*:** March 31st , 2025  **WEEK: 29**  **Period: 85** | **UNIT 10 : COMMUNICATION IN THE FUTURE**  **Lesson 6 : SKILLS 2** |   **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***: April 4th, 2025  ***Date of teaching*:** April 1st , 2025  **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  ============================================== | | | |