|  |  |
| --- | --- |
| **Week 27 - Period 79**  *Date of planning: …./…../2021*  *Date of teaching: …./…../2021* | **THE MID-TERM 45-MINUTE TEST** |

**A. Objectives**

**1. Knowledge: :** By the end of the lesson, SS can review knowledge from unit 7 to unit 9. They will be able to realize their studying result and know how to learn to improve it.

\* **Listening**:

- Listen and circle the best answer.

- Listen and complete.

***\** Grammar - Vocabulary**:

- Choose the best answer to complete the sentences.

\* **Reading:** - Read the notice and match to its meaning.

- Read the passage and choose the best answer.

\* **Writing**:

- Write a new sentence so that it has the same meaning as the first one.

- Write about a natural disaster you know.

**2. Competence:** SS will develop some competences such as working independently and being determined, using language in the right ways.

**3. Behavior:** Students are hard-working and serious.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, loud speakers, paper tests.

**2. Students**: Notebooks, pens…

**C. Procedures:**

**1. Matrix table**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Chủ đề** | **Nhận biết** | | **Thông hiểu** | | **Vận dụng** | | | | **Cộng** |
| **Thấp** | | **Cao** | |
| TNKQ | TL | TNKQ | TL | TNKQ | TL | TNKQ | TL |
| **A. Listening** | Listen and tick √ the correct picture. | | - Listen and write the correct answer | |  | |  | |  |
| Số câu hỏi | 5 |  |  | 5 |  |  |  |  | ***10*** |
| Số điểm | 1 |  |  | 1 |  |  |  |  | ***2*** |
| **B. Language focus** | *Choose the best answer to complete each following sentence.* | | | |  | |  | |  |
| - Conditional sentence type 1 and 2  - Because/ so  - Present simple with future meaning  - Passive voice  - Past perfect | | | |  | |  | |  |
| Số câu hỏi | 5 |  | 5 |  |  |  |  |  | ***10*** |
| Số điểm | 1 |  | 1 |  |  |  |  |  | ***2*** |
| **C. Reading** | I. Read the sentences 1-5 and match with the information in the notices A-H. | | | | | | | |  |
| Số câu hỏi |  |  |  | 5 |  |  |  |  | ***5*** |
| Số điểm |  |  |  | 1,5 |  |  |  |  | ***1,5*** |
|  | II.Read the passage and circle A,B or C to complete the sentences. | | | | | | | |  |
| Số câu hỏi | 2 |  | 3 |  |  |  |  |  | ***5*** |
| Số điểm | 0,6 |  | 0,9 |  |  |  |  |  | ***1,5*** |
| **D. Writing** | I. Rewrite the following sentences, using given words | | | | | | | |  |
| Số câu hỏi |  |  |  |  | 5 |  |  |  | ***5*** |
| Số điểm |  |  |  |  | 1,5 |  |  |  | ***1,5*** |
|  | II*.* Write a paragraph about a natural disaster you know. | | | | | | | |  |
|  |  |  |  |  |  |  | > 5 |  | ***5*** |
|  |  |  |  |  |  |  | 1,5 |  | ***1,5*** |
| ***TS câu hỏi*** | **12** | | **18** | | **5 5** | | | | **40** |
| ***TS điểm***  ***Tỉ lệ %*** | **2,6**  **26%** | | **4,4**  **44%** | | **1,51,5 30%** | | | | **10** |

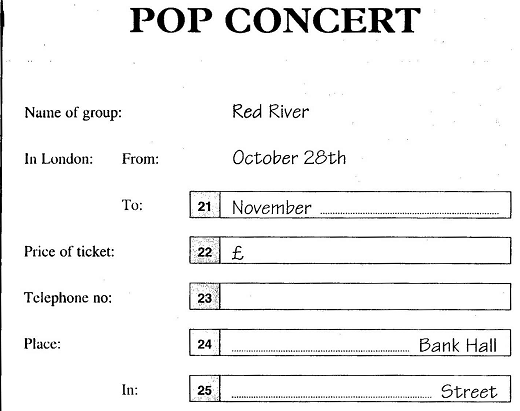
**2. Contents:**

**A- Listening**

**I. Listen and choose the correct answer. (1 pt)**

|  |  |
| --- | --- |
| 1. Where did Gary start his new job?    2. What time does the film start?    3. What was the weather like on Saturday? | 4. Which motorway will they take?    5. Which book does Lorna want? |

**II. Listen and complete. (1 pt)**



**B. Vocabulary-Grammar-Language function.**

**Choose the correct answer A, B or C. (2 pts)**

**1.** The plane \_\_\_\_\_\_\_\_\_\_\_off at 5.00 tomorrow morning.

A. takes B. will take C. has taken

2. Water \_\_\_\_\_\_\_\_\_\_in the lake has made the fish die.

A. pollution B. pollute C. polluted

3. If the factory continues dumping poison into the lake, all the fish and other aquatic animals \_\_\_\_\_\_\_\_\_\_\_\_.

A. die B. could die C. will die

4. If we \_\_\_\_\_\_\_\_\_\_\_water carefully, more people will have fresh water.

A. will use B. would use C. use

5. If the air wasn’tdirty, I \_\_\_\_\_\_\_\_\_\_\_so much.

A. wouldn’t sneeze B. sneeze C. would sneeze

6. When I woke up this morning, all members of my family \_\_\_\_\_\_\_\_\_\_\_to work.

A. went B. have gone C. had gone

7. Food and medical supplies \_\_\_\_\_\_\_\_\_\_\_to the victims of the flood.

A. have sent B. have been sent C. sent

8. Rescue workers are still trying to \_\_\_\_\_\_\_\_\_\_\_the forest fires.

A. put out B. take C. provide

9. A: Hundreds of homes were damaged in Haiti by tornado.

B: \_\_\_\_\_\_\_\_\_\_\_

A. That’s amazing B. That’s awful C. That’s a relief

10. English is an \_\_\_\_\_\_\_\_\_\_\_in countries like India, Malaysia and Singapore.

A. official language B. native speakers C. accents

**C. READING**

**I. Which notice says this? (1.5 pts)**

|  |  |
| --- | --- |
| 1. You must not play football here. | A. |
| 2. You can study here soon. | B. |
| 3. You can sleep here. | C. |
| 4. Not all drivers can park here. | D. |
| 5. We are only open in the morning. | E. |
|  | F. |

**II. Read the passage and choose the correct answer. (1.5 pt)**

**Alaska**

Alaska is perhaps the most amazing state in the USA. It has coastlines facing both the Arctic Ocean and the Pacific Ocean. This state has an incredible three million lakes. That’s four lakes per person living there.

Many cities in Alaska cannot be reached by road, sea or river. The only way to get in and out is by air, on foot or by doglsled. That’s why Alaska has the busiest sea airport in the world, Lake Hood Seaplane Base. Nearly two hundred floatplanes take off and land on the water of this airport every day. It’s really a fun scene to watch.

Alaska is called the Land of the Midnight Sun because in summer, the sun does not set for nearly three months. But in winter the sun stays almost unseen.

All Alaskans take special pride in their beautiful and unique state.

1. Alaska ……….

A. is another name for the USA.

B. is an island in the Pacific Ocean.

C. has coastlines facing both the Pacific and the Arctic Oceans.

2. Which statement below is **NOT** correct?

A. In Alaska, the number of lakes is bigger than that of people.

B. There is one lake for each person living there.

C. Alaska has an incredibly high number of lakes.

3. Which method below can always be used to reach a place in Alaska?

A. by air B. by road C. by river

4. In Alaska we can always see the sun………..

A. in winter B. in summer C. every month of the year

5. Where do floatplanes take off and land?

A. in the USA B. Lake Hood Seaplane Base C. the Pacific Ocean

**D. WRITING (3.0 pts)**

**I. Rewrite the second sentence so that it has the same meaning as the first one (1.5 pts).**

1. They have delivered food and medical supplies to homeless people.

Food and medical supplies ………………………………………………..

2. The water is polluted, so the fish are dead.

Because ……………………………………………………………………..

3. I’m not you, but I think you should recycle these plastic bags.

If I ………………………………………………………………………….

4. Do more exercise and you will be healthier.

If you……………………………………………………………………….

5. They took residents of flooded villages to a safe place last night.

Residents of flooded villages ……………………………………………….

**II. Write a paragraph about a natural disaster you know. (1.5 pts)**

Suggestion:

- What type of natural disaster is it?

- When and where did it happen?

- What are the effects of this disaster?

- What has been done to help the victims of the disaster?

**III. Key and points**

|  |  |  |
| --- | --- | --- |
| **Questions** | **Key** | **Point** |
| **LISTENING**  **(2 pts)** | **I.**  1 – C 2 – A 3 – B 4 – B 5 - A  **II.**  1. 2nd 2. 37 3. 2830065  4. south 5. Trinity | 0.2 pt for each |
| **VOCABULARY – GRAMMAR**  **- LANGUAGE FUNCTION**  **(2 pts)** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. A  2. A | 3. C  4. C | 5. A  6. C | 7. B  8. A | 9. B  10. A | | 0.2 pt for each |
| **READING**  **(3 pts)** | I. For class 8A, C   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. C | 2. E | 3. A | 4. B | 5. D |   II.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. C | 2. A | 3. A | 4. B | 5. B | | 0.3 pt for each |
| **WRITING**  **(3 pts)** | I.  1. Food and medical supplies have been delivered to homeless people.  2. Because the water is polluted, the fish are dead.  3. If I were you, I would recycle these plastic bags.  4. If you do more exercise, you will be healthier.  5. Residents of flooded villages to homeless people were taken to a safe place last night.  II.  - Good content: 0.7 pt  - Good grammar: 0.5 pt  - Good vocabulary: 0.3 pt | 0.3 pt for each |

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| **Week 27 - Period 80**  *Date of planning: …./…../2021*  *Date of teaching: …./ ….. /2021* | **UNIT 10: COMMUNICATION**  **Lesson 2: A closer look 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able Practice the vocabulary of the topic “Communication forms and communication technology”. They will be able to stress words ending in ity and itive.

- Vocab: lexical items related to communication

- Pronunciation: Stress in words ending in –ity and -itive

**2. Competence:** SS will develop some competences such as being determined, self-studying, creative and communicating. They will use language correctly.

**3. Behavior:** Students are hard-working and attentive. They know and choose the right ways of communication for them.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aims:*** To attract Ss’s attention to the lesson and to lead in the new lesson.  ***b, Contents***: Ss work in groups to write ways of communication.  ***c, Outcome*:** Ss can write ways of communication correctly.  ***d, Organization*:** | |
| T asks Ss to write ways of communication.  Ss practice in groups (two groups)  Time: 3 minutes | **\*Network.**  using social media emailing |
| **2. Presentation (18’)**  ***a, Aims:*** Help students use words about other ways of communication.  ***b, Contents***:  + Ss work individually to choose words/ phrases from the box to describe the photos about other ways of communication.  + Ss work individually to match the words with the definitions.  + Ss work in groups to complete the diagram with the communication examples they have learnt so far.  ***c, Outcome*:** Ss can use words about other ways of communication correctly.  ***d, Organization*:** | |
| T asks Ss to match words with each picture.  Ss do exercise 1) individually and then share the answer with the partner  T corrects the mistakes  T asks Ss work individually to complete the exercise. Similar to exercise 1, after giving corrections.  T can share with Ss some of their own experiences of using these technologies.  T asks Ss to work in groups to give the ways of communication. (three groups)  Time: 5 minutes  Ss work in groups to give the ways of communication  T corrects | **1. Choose words/ phrases from the box to describe the photos about other ways of communication.**  Key:  1. using music  2. using signs  3. leaving a note  4.painting a picture  5.communicating non-verbally with animals  6. using codes  7.sending flowers  8. using body language  **2. Communication technology. Match the words with the definitions.**  Key: 1. d 2. e 3. b 4. c 5. a  **3. Complete the diagram with the communication examples you have learnt so far. Some can be put in more than one category. Can you add more ideas?**  -  verbal: meeting F2F, video conference, F2F discussion group, video chatting, sending letters, message board,  -   non-verbal: using signs, using telepathy, using body language, sending flowers, painting a picture, using music, communicating non verbally with animal. -   Multimedia: texting, email, snail mail, video chatting, landline, mobile phone. |
| **3. Practice (15’)**  ***a, Aims:*** Help Ss practice stress in words ending in –ity and –itive.  ***b, Contents***:  + Ss work individually to study how to stress in words ending in –ity and –itive.  + Ss work individually to mark the stress for the following words, then listen and repeat.  + Ss work individually to fill the gaps with the words in 5 and practice saying the sentences. Then listen and check.  ***c, Outcome*:** Ss can know how to stress in words ending in –ity and –itive and do pronunciation exercises correctly.  ***d, Organization*:** | |
| T introduces stress in words ending in –ity and –itive.  Ss listen and take notes.  T asks the Ss to listen and mark the stress in each words.  Ss do it.  T asks some Ss to read their answers.  Some Ss read.  T checks and corrects.  T asks the Ss to do task 6.  Ss do it.  T asks them to read their answers.  Some Ss read.  T checks and corrects. | **\*Pronunciation:**  **Stress in words ending in –ity and –itive.**  For words ending –ity and -itive, place the  stress on the syllable before the suffix.  Example:  oppor'tunity  She got the opportunity to see Frozen.  'positive  His answer is positive! Great!  **5. Mark the stress for the following words, then listen and repeat.**  Key:  1. com'petitive  2. in'fi nitive  3. re'petitive  4. 'positive  5. a'bility  6. possi'bility  7. curi'osity  8. natio'nality  **6. Fill the gaps with the words in 5 and practice saying the sentences. Then listen and check.**  Key:  1. nationality  2. repetitive  3. competitive  4. possibility  5. ability |
| **4. Application (5’)**  ***a, Aims:*** Ss can debate about ways of communicating.  ***b, Contents***: Ss work in pairs to choose one or more pairs of ways of communicating and explain why.  ***c, Outcome*:** Ss can debate about ways of communicating well.  ***d, Organization*:** | |
| T asks Ss to work in pairs of ways of communicating and give the reason.  Ss work in pairs of ways of communicating and give the reason  T corrects | **\* Debate. Choose one or more pairs of ways of communicating. Which one is better? Why?**  \* Video conference - f2f meeting They are so convenient. People can contact directly and get the direct result. |

**3. Guides for homework (2’)**

- Summarizes the main content of the lesson.

- Practice vocabulary and pronunciation again.

- Guide ss how to do exercises in WB.

- Prepare: A closer look 2: Ask Ss read the “Getting started” and find the future continuous and Verbs + to V.

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| **Week 27 - Period 81**  *Date of planning: …./…../2021*  *Date of teaching: …./ ….. /2021* | **UNIT 10: COMMUNICATION**  **Lesson 3: A closer look 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to review the future continuous tense and use some verbs that are followed by to-inf correctly.

- Vocabulary: lexical items related to communication.

- Grammar: Future continuous review, Verbs + to infinitive.

**2. Competence:** SS will develop some competences such as being determined, self-studying, creative and communicating. They will use language correctly.

**3. Behavior:** Students are hard-working and attentive. They know and choose the right ways of communication for them.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class and lead in the lesson.  ***b, Contents***: Ss work individually to give examples about tenses.  ***c, Outcome*:** Ss can give examples about tenses well.  ***d, Organization*:** | |
| T asks Ss to give examples about tenses.  Eg: I am studying English  I go to school by bike …  Ss give example |  |
| **2. Presentation (18’)**  ***a, Aims:*** Ss cando exercises using future continuous.  ***b, Contents***:  + Ss work individually to study the future continuous.  + Ss work individually to complete the sentences with the future continuous.  + Ss work in groups to predict when the following may happen in the future.  ***c, Outcome*:** Ss can know how to use the future continuous and do related exercises about the future continuous correctly.  ***d, Organization*:** | |
| T gives examples, form and uses about the future continuous.  Ss listen and copy  T writes different times of the day on the board (e.g. 7 a.m., 10 a.m., 12 p.m., etc.) and ask Ss to work in pairs to tell each other what they will be doing at these times tomorrow.  Ss work in pairs  T asks Ss to complete the sentences with the future continuous  Ss do exercise 2) individually and then share the answer with the partner  T corrects the mistakes  T asks Ss to work in groups of three to predict when the following may happen in the future. Then compare your answers with other groups  Ss work in groups. Then compare your answers with other groups.  T corrects | **\* Future continuous**  ***Form***: S + will be V-ing  ***Use***: We use the future continuous tense to express being in the process of doing  something at a specific time in the future.  ***Example***:  - Tonight at 8.30 p.m. Mai will be watching Frozen again at home. She loves it!  - He will be having his Vietnamese class.  - They will be watching a film at the cinema.  **2. Complete the sentences with the future continuous.**  Key:  1. Will he still be sleeping; will be studying  2. will be having  3.will be eating  4. Will she be staying; will be writing  5. will be playing  6. will be learning  **3. Work in groups to predict when the following may happen in the future.** |
| **3. Practice (14’)**  ***a, Aims:*** Ss can understand the structure and do exercises about Verb + to infinitive.  ***b, Contents***:  + Ss work individually to study the grammar of Verb + to infinitive.  + Ss work individually to choose the best answer.  ***c, Outcome*:** Ss can know how to use Verb + to infinitive and do related exercises well.  ***d, Organization*:** | |
| - SS look at their books and examples. Ss work individually to complete the task. Write on the board:  I also wanted to call you want to do something.  Ask some volunteers to write the rest on the board in a similar way.  Tell Ss to look at the **watch out!** box.  Provide the list of common verbs followed by to -infinitive. Ask Ss if they know any other verbs that are followed by to – infinitive.  Remind Ss that some verbs such as love, hate, prefer can be followed by both a gerund and to -infinitive.  If time allows, ask Ss to practice marking sentences with these verbs.  - Ss work individually then in pairs to compare their answers. | **4. Look at the conversation in GETTING STARTED again and write down all the verbs that are followed by to – infinitive that you can find.**  If we want to follow a verb with another action, we must use either a gerund (Unit 1) or an infinitive.  \* Some common verbs followed by to- infinitive:  - want, try, need, choose. Decide, love…..  **Note**: some verbs such as love, hate, prefer can be followed by both a gerund and to -infinitive.  **5. Choose the best answer.**  ***Key:*** 1. c 2. b 3. a 4. c 5. a |
| **4. Application (8’)**  ***a, Aims:*** Ss can interact to each other.  ***b, Contents***: Ss work in pairs to select three ways of communication that they think will be most common. Then make the list longer by sharing their ideas with another pair using full sentences.  ***c, Outcome*:** Ss can k interact to each other well.  ***d, Organization*:** | |
| - Remind Ss of the different ways of communicating from the beginning of the unit. Draw their attention to the time expression (year 2050) and ask them which verb tense should be used. Give an example if necessary. Then Ss work in pairs and share their ideas with other pairs to make a “Dream List”. If it is possible, this task can be done as a mingle activity where one pair has to talk to at least three other pairs. Remind them to use full sentences.  If time does not allow, T can choose either activity **6** or **7** for Ss to do. | **6. The Dream List. Imagine we are in the year 2050. Work in pairs and select three ways of communication that you think will be most common. Then make the list longer by sharing your ideas with another pair using full sentences.**  E.g.:  We’ll be using video conferencing in every meeting. |

**3. Guides for homework (2’)**

- T asks Ss to retell the structures: future continuous and Verbs + to V

- Review future continuous and Verb + to-infinitive.

- Prepare: Communication.

+ Find and explain that understanding body language can help people avoid communication breakdown.

+ Find the ways of communication online.