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| **Week 26 - Period 76**  *Date of planning: …./…../2021*  *Date of teaching: …./ ….. /2021* | **UNIT 10: COMMUNICATION**  **Lesson 1: Getting started** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to understand the conversation between Phuc and Nick and do the task well. They will be able to know more ways of communication.

- Vocabulary: lexical items related to communication

- Grammar: Future continuous, verbs + to-infinitive

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**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:**

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| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To attract Ss’s attention to the lesson and to lead in the new lesson.  ***b, Contents***: Ss work in groups to discuss about advantages and disadvantages of mobile phone.  ***c, Outcome*:** Ss can about advantages and disadvantages of mobile phone well.  ***d, Organization*:** | |
| T asks Ss to discuss about advantages and disadvantages.  Ss discuss about advantages and disadvantages | **\*Chatting.**  - call  - take message  - send email  - video chatting  - ........ |
| **2. Presentation (20’)**  ***a, Aims:*** Help students listen, read and do some exercises about the conversation.  ***b, Contents***:  + Ss work individually to look at the pictures and answer the questions.  + Ss work in pairs to listen and read.  + Ss work individually to find words or phrases in the conversation that mean.  + Ss work individually to decide if the statements are true (T) or false (F).  + Ss work in pairs to discuss the questions.  ***c, Outcome*:** Ss can understand the conversation and do related exercises well.  ***d, Organization*:** | |
| T asks Ss to look at the pictures and answer the questions.  *- What are they doing?*  *- What do you think Phuc and Nick are talking about on the phone?*  *- Where are Mai and Phuc in the fi rst picture? What are they doing there?*  *- Where is Nick in the second picture?*  *- What is he doing there?*  *- What is it in the third picture? What does it mean?*  *- What is a possible connection between pictures 1, 2 and 3?*  Ss answer the questions  T introduces the contents of conversation.  T lets Ss listen to the tape. (twice)  - T asks Ss to underline the future continuous and retell the form and the use quickly.  T explains the use of V + to-infi  T asks Ss do exercise a.  Ss do exercise individually and share the answer with the partner.  T corrects the mistakes  T asks Ss do exercise b.  Ss do exercise individually and share the answer with the partner.  T corrects the mistakes  T asks Ss do exercise c.  Ss do exercise pairs and share the answer with the partner.  T corrects the mistakes | **1. Listen and read.**  **\* Future continuous**  I’ll be having my Vietnamese class  I’ll need to take the bus  We tried to call you  **a. Find words or phrases in the conversation that mean:**  Key:  1. wait for ages  2. show up  3. get through  4. ‘My battery was flat.’  5. ‘Are you kidding?’  6. ‘We can try again.’  **b. Decide if the statements are true (T) or false (F).**  Key: 1. T 2.T 3. F (Nick was waiting outside the wrong cinema.) 4. T 5. T 6. T  **c. Why couldn’t Phuc, Mai, and Nick see the film together as was their plan? What was the problem? Was it only because of Nick’s mobile phone?**  **Key:** They couldn’t see the film together because Nick went to the wrong cinema. They didn’t communicate clearly the name and address of the cinema beforehand. Then they were not able to contact each other because the battery of Nick’s mobile phone was flat. |
| **3. Practice (15’)**  ***a, Aims:*** Ss can know some vocabulary related to the topic and use ways of communication.  ***b, Contents***:  + Ss work individually to match the words/ phrases with the photos about ways of communication. Then listen to check their answers.  + Ss work individually fill the gaps with the correct form of the words/ phrases from the box in 2.  ***c, Outcome*:** Ss can know some vocabulary related to the topic and use ways of communication well.  ***d, Organization*:** | |
| T asks Ss do exercise 2)  Ss do exercise individually and share the answer with the partner. Then listen to check the answer.  T asks Ss do exercise 3  Ss do exercise individually and share the answer with the partner.  T corrects the mistakes and explain for both T and F options. | **2. Match the words/ phrases with the photos about ways of communication. Then listen to check your answers.**  Key:  1. having a video conference  2. emailing  3. video chatting  4. meeting face-to-face (F2F)  5. using social media  6. using telepathy  7. sending letters (snail mail)  **3. Fill the gaps with the correct form of the words/ phrases from the box in 2.**  Key:  1. Using social media  2. meet face-to-face  3. emailing; sending letters/ snail mail  4. Using telepathy  5. video chatting  6. have a video conference |
| **4. Application (5’)**  ***a, Aims:*** Ss can find morecommunication ways.  ***b, Contents***: Ss work in groups to write down as many different ways they have communicated.  ***c, Outcome*:** Ss can write down as many different ways they have communicated.  ***d, Organization*:** | |
| Ss work in groups to write down as many different ways they have communicated. The person with the most ideas is the winner. Alternatively, this can be a competition between groups where they collect information from each member and collate it to find the winning group with the most communication ways. | **Eg:**  meet face-to-face , |

**3. Guides for homework (2’)**

- Make a list about ways of communication.

- Prepare: A closer look 1.

- Write 10 ways of communication and give actions for each the way.

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| **Week 26 - Period 77**  *Date of planning: …./…../2021*  *Date of teaching: …./…../2021* | **REVIEW 3 (P1)** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to review the language they learnt in units 7, 8 and 9.

- Vocabulary: Review the vocabulary they have learnt in unit 7, 8, 9.

- Grammar: Conditional sentence type 1, 2; present tenses; passive voice, past perfect.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Ss will be more aware of studying English

**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:**

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| **Teacher’s and students’ activities** | **Contents** |
| **1. Pronunciation (5’)**  ***a, Aims:*** Help Ssreview the rules of stress in words ending in -ic, -al, -ee, -ese, -logy, and -graphy.  ***b, Contents***: Ss work individually to mark the stress on the correct syllables in the words. Then listen and repeat.  ***c, Outcome*:** Ss can review the rules of stress in words ending in -ic, -al, -ee, -ese, -logy, and -graphy and do pronunciation exercise correctly.  ***d, Organization*:** | |
| - Review the rules of stress in words ending in -ic, -al, -ee, -ese, -logy, and -graphy with Ss as a class.  - Have Ss then mark the stress independently  - Play the recording. Ss listen and correct their answers.  - Confirm their answers.  - Ss listen again and repeat, in chorus and individually. | **1. Mark the stress on the correct syllables in the words. Then listen and repeat.**  **Key:**  Nepa'lese, 'musical, pho'tography, ath'letic, tech'nology, refe'ree, eco'nomic, bi'ology Japa'nese, ge'ography, 'physical, exami'nee |
| **2. Vocabulary (10’)**  ***a, Aims:*** Help Ss reviewthe vocabularies they have learnt in unit 7, 8, 9  ***b, Contents***:  + Ss work individually to complete each sentence with the suitable form of the word provided.  + Ss work individually to match the definitions with their words.  ***c, Outcome*:** Ss can reviewthe vocabularies they have learnt in unit 7, 8, 9 and do vocabulary exercises correctly.  ***d, Organization*:** | |
| - Ask Ss to read the sentences and decide what kind of word is needed for each sentence (a noun? a verb? an adjective?...).  - Elicit their answers.  - Let Ss do the exercise independently.  - Ss can then share their answers with a partner.  - Check and write the answers on the board.  - Ask Ss to do this exercise individually.  - Check Ss’ answers and write the correct ones on the board. | **2. Complete each sentence with the suitable form of the word provided.**  Key:  1. predict  2. Iconic  3. natural  4. culture  5. flooded  6. polluted  **3. Match the definitions with their words.**  Key: 1. c 2. a 3. f 4. b 5. d 6. e |
| **3. Grammar (25’)**  ***a, Aims:*** Help Ss reviewConditional sentence type 1, 2; present tenses; passive voice, past perfect.  ***b, Contents***:  + Ss work individually to choose the correct answer A, B, C, or D to complete the sentences.  + Ss work individually to use the verbs in brackets in the correct form to complete the conditional sentences.  + Ss work in pairs to choose the correct voice to complete the sentences.  + Ss work in pairs to match the sentences in A with replies in B.  ***c, Outcome*:** Ss can reviewConditional sentence type 1, 2; present tenses; passive voice, past perfect and do grammar exercises correctly.  ***d, Organization*:** | |
| - This exercise revises the use of present tenses, conditionals, and passive voice. Have a brief revision if necessary. Then have Ss do it individually. Ss exchange their answers and discuss if there is any difference in their answers.  - Check and explain each answer.  - Have Ss read and decide which type of conditional is used in each sentence. Elicit their answers.  - Then let Ss do this exercise independently.  - Check and write the correct answers on the board.  - Ask Ss to look at the subjects and the verbs to decide if an active or a passive is needed. Have them do the exercise in pairs.  - Check and write the correct answers on the board.  **d. Everyday English.**  - Have Ss do this exercise in pairs.  - Correct their answers and ask some pairs to act out the mini dialogues. | **\*Grammar.**  **4. Choose the correct answer A, B, C, or D to complete the sentences.**  Key: 1. A 2. B 3. C 4. A 5. C 6. B  **5. Use the verbs in brackets in the correct form to complete the conditional sentences.**  Key:  1. get; will grow  2. was/ were; would not have to work  3. could choose; would go  4. don’t act; will lose  5. was/ were; would be  6.used; would be  **6. Choose the correct voice to complete the sentences.**  Key:  1. have been sent  2. organised  3. is made up  4. is caused  5. was chosen  6. have replaced  **\*Everyday English.**  **7. Match the sentences in A with replies in B**  Key: 1. e 2. a 3. g 4. b 5. d 6. f |

**3. Guides for homework (5’)**

**\* Rewrite the following sentences as the same meaning.**

*1. David had gone home before we arrived.*

*- After ……………………………*

*2. We had lunch then we took a look around the shops.*

*- Before…………………………*

*3. The light had gone out before we got out of the office.*

*- When………………………………*

*4. Bill will invite Ann to the party.*

*- Ann……………………………..*

*5. Do you wash the dishes everyday?*

*- Are………………………?*

***\* Keys***

*1. After David had gone home, we arrived.*

*2. Before we took a look around the shops, we had lunch.*

*3. When the light had gone out, we got out of the office.*

*4. Ann will be invited to the party by Bill.*

*5. Are the dishes washed everyday?*

- Do the exercises in workbook.

- Prepare next lesson: Review 3 - Skills.

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| **Week 26 - Period 78**  *Date of planning: …./…../2021*  *Date of teaching: …./…../2021* | **REVIEW 3 (P2)** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to revise the skills they learnt in units 7, 8 and 9.

- Vocabulary: Review the vocabulary they have learnt in unit 7, 8, 9.

- Grammar: Conditional sentence type 1, 2; present tenses; passive voice, past perfect.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

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

**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 (4’)**   ***a, Aims:*** To attract Ss’ attention to the lesson and to lead in the new lesson.  ***B, Contents***: Ss work individually to make sentences using conditional sentence type 1 and 2, passive voice and past perfect tense.  ***c, Outcome*:** Ss can reviewsome grammar they have learnt so far and make sentences correctly.  ***d, Organization*:** | |
| - Asks Ss to make sentences using:  + conditional sentence type 1 and 2.  + Passive voice  + Past perfect tense  - T comments. |  |
| **2. Reading (7’)**  ***a, Aims:*** Help students review reading skill.  ***b, Contents***: Ss work individually to read the text and choose the correct answer.  ***c, Outcome*:** Ss can do reading exercise correctly.  ***d, Organization*:** | |
| - T explains some difficult words.  **-** Ss read the text and answer the questions independently.  - Ss compare their answers with a partner before giving them to T.  - Have Ss explain where they got the answers from in the text. | **I- Reading**  **1. Read the text and choose the correct answer A, B, C, or D for each question.**  ***Key***   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. B | 2. D | 3.A | 4. B | 5.C | |
| **3. Speaking (10’)**  ***a, Aims:*** Help students review speaking skill.  ***b, Contents***: Ss work in pairs to choose one of the topics and make a short conversation.  ***c, Outcome*:** Ss can do speaking exercise correctly.  ***d, Organization*:** | |
| - The focus of this speaking exercise is on fluently.  - Let Ss work in pairs to choose their topic and think about their questions and answers.  - Remind them to use expressions they have learnt from the conversations in **GETTING STARTED** to respond in a natural way to what they hear.  - They then ractice between themselves.  - Ss in pairs act out their conversations in front of the class. | **II. Speaking**  **2. Work in pairs. Choose one of the topics and make a short conversation.**  ***Example:***  *Topic: The most serious type of pollution in your area.*  A: What is the most serious type of pollution in your area?  B: Visual pollution.  A: Can you give an example?  B: Sure. People stick advertisements on walls.  A: Can you do anything to reduce it?  B: Not much. Once we tear of one advertisement, there will be more of them.  A: Oh! That’s terrible! |
| **4. Listening (7’)**  ***a, Aims:*** Help students reviewlistening skill.  ***b, Contents***: Ss work individually to listen and decide if the sentences are true (T) or false (F).  ***c, Outcome*:** Ss can do listening exercise correctly.  ***d, Organization*:** | |
| - Ask Ss to read the statements carefully first and guess they are T or F.  - T then plays the recording.  - Ss listen and decide if the statements are true or false.  - Write Ss’ answers on the board.  - Don’t confirm their answers at this stage.  - Have Ss listen again and check their own answers.  - Correct their answers. | **III. Listening**  **3. Listen to Nguyen talking with his friend Phong, who has just come back from a visit to Singapore and decide if the sentences are true (T) or false (F).**  ***Key:***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 1. T | 2. T | 3. F | 4. F | 5. F | 6. T | |
| **5. Writing (15’)**  ***a, Aims:*** Help students review writing skill.  ***b, Contents***: Ss work individually to listen and decide if the sentences are true (T) or false (F).  ***c, Outcome*:** Ss can do writing exercise correctly.  ***d, Organization*:** | |
| *-* First, have Ss read to understand the schedule of the Fight Pollution Day.  - They then choose the activity they would like their friend to participate in and write to him/ her to introduce it.  - Remind Ss that they can use the present simple to talk about practical aspects of an event in the future.  - For example:  *The event takes place on Saturday, 4 April.*  *The event starts at 8.30 and finishes at 12.00.*  *We pick up trash and sort it for recycling.*  - T can call on a student to write his/ her letter on the board.  - Other Ss and T comment on it.  - Ss then refer back to their own work and see if they want to make any changes. | **4. The school is organising FIGHT POLLUTION DAY to raise students’ awareness of the dangers of pollution. Choose one activity you would like your friend to participate in and write to him/ her introducing it.**  **Suggested writing**  *Dear Lan,*  *My school is organizing Fight Pollution Day to raise awareness among students in order to make the environment cleaner. I love this activity very much and I’d like to join. There are four main activities: Community work, Poster Designing, Greenisation and Talks. I am going to take part in Poster Designing because I am creative and good at drawing. Would you like to join in this activity with me? I think this activity will fascinate you and you won’t regret it. This activity take place at the school library on the 4th of April and last for a whole day. We will also take pictures of the polluted places in the neighborhood to illustrate our posters. Then we will design posters to warn people of dangers of pollution and call for actions to protect the environment. Do you think it’s important and helpful? Let’s join in.*  *Write to me soon.*  *Love*  *Thu* |

**3. Guides for homework (2’)**

- Undo all the exercises.

- Finish their writing.

- Prepare next lesson: Review for the mid-term 45-minute test.