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| **Week 28 - Period 82**  *Date of planning: …./…../2021*  *Date of teaching: …./ ….. /2021* | **UNIT 10: COMMUNICATION**  **Lesson 4: Communication** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson students will be able to know more about the ways of communication to avoid communication breakdown and share their own views about the future technology that will help to avoid communication breakdown.

- Vocabulary: Extra vocabulary related to the topic 'Communication'

- Grammar: Future continuous review, 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 warm up the class and lead in the lesson.  ***b, Contents***: Ss use body language to communicate. Other Ss explain the meanings.  ***c, Outcome*:** Ss can use body language to communicate well.  ***d, Organization*:** | |
| T asks 2 Ss to use body language to communicate.  T calls others to explain the meanings. |  |
| **2. Presentation (5’)**  ***a, Aims:*** Help students understandthe communication breakdown.  ***b, Contents***: Ss study some extra vocabularies and brainstorm about communication breakdown.  ***c, Outcome*:** Ss can know some extra vocabularies and understandthe communication breakdown.  ***d, Organization*:** | |
| T: First, have Ss guess what they think communication breakdown means. Refer to the Look out! box. Remind Ss of what happened in the conversation in GETTING STARTED. Ask Ss why they think this communication breakdown happened and how to avoid it.  T gives Extra vocabulary box with Ss. Give examples to further explain each word where needed. | **\* Extra vocabulary.**  - ‘language ‘barrier (n): rào cản ngôn ngữ  - ‘cultural ‘difference (n): khác biệt văn hóa  - communi’cation ‘channel (n): kênh giao tiếp  - shrug (shoulder) : nhún (vai)  - glance (v): nhìn lướt |
| **3. Practice (20’)**  ***a, Aims:*** Help Ss understand body language.  ***b, Contents***:  + Ss work in pairs to match the following possible reasons for communication breakdown with the examples.  + Ss work in groups to match the body language with the meaning.  + Ss work in groups to decode the sentences written in texting/ chatting style without looking at the cues.  ***c, Outcome*:** Ss can understand body language and do exercises correctly.  ***d, Organization*:** | |
| - T asks Ss work in pairs to complete this task. Once they have finished, encourage them to add in some more reasons and examples.  Ss work in pairs.  - T elicits from Ss what body language is. Explain that understanding body language can help people avoid communication breakdown.  T may give an example and ask Ss to guess what T is trying to say.  Ss work in groups  T asks them to add more examples and demonstrate these for the class to guess their meaning.  - T writes on the board some of the language for online communication learnt in Unit 1 and ask Ss if they can read them in the full form. Explain that using abbreviations for online chatting and texting is not always easy to understand. Ss then work in pairs to complete this task.  Ss work in groups | **1. Match the following possible reasons for communication breakdown with the examples. Can you add in some more reasons and examples?**  Key:  1. A 2. B 3. C 4. C 5. A 6. B  **2. Match the body language with the meaning. Add more examples if you can.**  Key:  1. c 2. a 3. e 4. b 5. d  **3. Using abbreviations for online chatting and texting is not always easy to understand. Can you decode the following sentences written in texting/ chatting style without looking at the cues?**  Key:  1. Where are you? We are at Lotte on the second floor.  2. I’ll be 5 minutes late. See you soon.  3. Do you want to see a movie this weekend?  4. Please call me right back. Thanks.  5. Hi! What are you doing tonight?  6. Did you see it? Laugh out loud! |
| **4. Application (15’)**  ***a, Aims:*** Ss candiscuss a technology solution that will help people avoid the communication breakdown.  ***b, Contents***: Ss work in groups to think of a future technology idea that will help avoid each communication breakdown mentioned in 1.  ***c, Outcome*:** Ss can discuss a technology solution that will help people avoid the communication breakdown well.  ***d, Organization*:** | |
| - Ss work in groups to make their group’s ideas Bank by discussing a technology solution that will help people avoid the communication breakdown mentioned in 1.  - The groups then make a short presentation of their ideas to share with the class to make a big ideas Bank. | **4. Ideas Bank. Work in groups. For each communication breakdown mentioned in 1, think of a future technology idea that will help avoid it. Share your ideas with the class.**  Example: Language barrier:  We will use an app on a smartphone to  automatically translate what we are saying into the language of the listener. |

**3. Guides for homework (3’)**

- T retells the main contents of the lesson

- Learn new words.

- Prepare next lesson: Skills 1.

Discuss 2 questions in four groups:

+ What way of communication do you usually use to contact with your friends?

+ What way will you use in the future?

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| **Week 28 - Period 83**  *Date of planning: …./…../2021*  *Date of teaching: …./…../2021* | **UNIT 10: COMMUNICATION**  **Lesson 5: Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to read for general and specific information about communication in the future. They will be able to talk about communication in the future.

- Vocabulary: lexical items related to communication

- Grammar: Future continuous review, 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 warm up the class and lead in the lesson.  ***b, Contents***: Ss answer the teacher’s questions individually.  ***c, Outcome*:** Ss can answer the teacher’s questions well.  ***d, Organization*:** | |
| T asks Ss:  *What way of communication do you usually use to contact with your friends?*  *What way will you use in the future?*  Ss answer the questions. |  |
| **2. Presentation (20’)**  ***a, Aims:*** Read the information about communication in the future and answer the question.  ***b, Contents***:  + Ss work in pairs to look at the letters the children from Viet Nam and Sweden sent to each other in a pen friend project and answer the questions.  + Ss work individually to read the text and match them with their meanings.  + Ss work individually to answer the questions.  ***c, Outcome*:** Ss can understand the passage about communication in the future clearly and do reading exercises correctly.  ***d, Organization*:** | |
| **\* Pre – Reading.**  T asks Ss to look at the photos. Explain that these are the letters Ss from two schools in Viet Nam and Sweden sent to each other in a pen friend project. Ask Ss to brainstorm the reasons why they think  these Ss chose this way to communicate with each other.  T asks Ss what they think is happening in the two other photos in the text in 2.  **\* While – reading.**  T asks Ss read the text quickly for the first time.  Ss read the text quickly for the first time.  T asks them to pay attention to the highlighted words and do the matching task. And then correct  - Ss try to find the answers individually first then compare the answers in pairs. Once they have agreed on the answers they can practice asking and answering the questions with each other. | **1. Look at the letters the children from Viet Nam and Sweden sent to each other in a pen friend project. Why do you think they chose this way to communicate with each other?**  **2. Read the text and match them with their meanings.**  Key:  1. in real time  2. interact  3. three-dimensional images  4. cyberworld  5. network  **3. Answer the following questions.**  Key:  1. They love to write and read real letters. One student likes to send sweets with the letters as well.  2. They are telepathy and holography. Telepathy uses a tiny device in our head to communicate by thought over the network. Holography gives three-dimensional images and we will be able to interact  with each other in real time.  3. She prefers to use real, face-to-face communication because she thinks this makes life more interesting. |
| **3. Practice (7’)**  ***a, Aims:*** Help Ss express their ideas about one view.  ***b, Contents***: Ss work in groups to decide whether they agree with the author of this text and explain why.  ***c, Outcome*:** Ss can express their ideas well.  ***d, Organization*:** | |
| - First ask Ss where in the text the author’s opinion is expressed. Then they work in pairs to tell each other if they agree with the author’s opinion or not, and explain why. Then call on some pairs to share what they have discussed. | **4. In small groups, decide whether you agree with the author of this text. Why/Why not? Share your ideas with the class.** |
| **4. Application (13’)**  ***a, Aims:*** Ss can have a survey about ways of communication do you use for the following purposes now and what will they be in the year 2030.  ***b, Contents***: Ss work in groups to do class survey.  ***c, Outcome*:** Ss can do the survey well and report to the class either the ways of communication that are most mentioned or the ways of communication that they likes best.  ***d, Organization*:** | |
| This can be done as a mingle activity where Ss stand up and talk to different classmates to complete the survey. Otherwise, Ss can do it in groups of five or six where each member completes the survey himself/ herself and shares it with the group. The group leader will then report to the class either the ways of communication that are most mentioned or the ways of communication that the group likes best. | **5. Class survey. What ways of communication do you use for the following purposes now and what will they be in the year 2030?** |

**3. Guides for homework (2’)**

- T asks students to reread the vocabularies

- Learn new words.

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| **Week 28 - Period 84**  *Date of planning: …./…../2021*  *Date of teaching: …./…../2021* | **THE MID-TERM 45-MINUTE**  **TEST CORRECTION** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to understand the test better. They will also develop the skill of doing a test and recognize their errors. They will know how to learn to get better results**.**

- Vocabulary: lexical items related to communication

- Grammar: Future continuous review, Verbs + to infinitive

**2. Competence:** They can self-evaluate their studying and have good plans to improve it.

**3. Behavior:** Students are hard-working and attentive. They will try their best to get better results.

**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:** Mid-term test correction **(43’)**

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| **Teacher’s and Students’ activities** | **Contents** |
| **A. LISTENING**  **I. Listen and tick √ the correct picture. There is one example. (1pt) *0,2pt for each correct answer***  -Asks ss to listen to the tape again then choose the best option.  - Plays the tape twice.  - Gets feedback.  **II. Listen. Which city do the words describe? Check √ the correct answer. (1pt) *0,25pt for each correct***  **B. LANGUAGE FOCUS**  **Choose the correct answer A, B, C or D to complete the following sentences. (2pts) *0,2pt for each correct answer***  -Asks ss to answer again each question and explain.  - Gets feedback.  **C. READING**  **I. Read the sentences 1-5 and match with the information in the notices A-E. (1,5 pts)*0,3 pt for each correct answer***  -Asks ss to read the text again then answer the questions  **II. Read the passage and circle A,B or C to complete the sentences (1.5pts)*0,3 pt for each correct answer***  **D. WRITING**  **I. Rewrite sentences. (1,5 pts)*0,3 pt for each correct answer***  -Asks ss to go to write the answers on the board  - Gets feedback .  **II. Write a paragraph about a natural disaster you know: (1,5 pt)**   * Correct form : 0,2pt * Fulfill task/content : 0,4 pt * Correct grammar : 0,4 pt * Good puctuation , correct word : 0,2pt * Good creation : 0,3pt   ---------------------------\*\*\*------------------   * **Common mistakes:**   **Listening:**  Part 1 : Many Ss do incorrectly question 3.  Part 2 is MORE difficult for ss  **Grammar and vocabulary**  - Some ss confuse kinds of verbs, verb tense or form.  **Reading**  Part 1 : many students couldn’t answer question 1,2. They are dificult to do the matching..  Part 2 : Most Ss do well.  **Writing**  Part 1 : Many Ss order the words incorrectly.  Part 2 : Many Ss do badly this part of writing  **\* Solution**  - Gives compliment to good students and give the criticism to lazy students.  - Encourages students to study harder  - Reminds students to avoid making the common mistakes.  **HOMEWORK:**  - Asks ss to prepare ***Skills 2.*** | **A. LISTENING:**  **I. Listen and choose the correct answer**  1 – C 2 – A  3 – B 4 – B 5 - A  **II. Listen and answer**  1. 2nd 2. 37 3. 2830065  4. south 5. Trinity  **B. LANGUAGE FOCUS**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. A  2. A | 3. C  4. C | 5. A  6. C | 7. B  8. A | 9. B  10. A |   **C. READING**  **I. Answer key**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. C | 2. E | 3. A | 4. B | 5. D |   **II. Answer key**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. C | 2. A | 3. A | 4. B | 5. B |   **D. WRITING**  **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.  ------------------------------------------------   * Listen and remember. |

**3. Guides for homework (2’)**

- T asks students to reread the vocabularies

- Learn new words.

- Prepare next lesson: Skills 2