**UNIT 10: COMMUNICATION IN THE FUTURE**

**Lesson 1: Getting started – At the technology club**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Gain an overview about the topic *Communication*

- Gain vocabulary to talk about *Communication*

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Love talking about activities *Communication*

**II. MATERIALS**

- Grade 8 textbook, Unit 10, Getting started

- Computer connected to the Internet

- Projector / TV/

- Phần mềm tương tác hoclieu.vn

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **New words** | **Pronunciation** | **Meaning** | **Meaning** |
| 1. video conference (n)  | /ˈvɪd.i.əʊ ˌkɒn.fər.əns/ | a meeting or gathering between people who are in different locations and using video and audio technology to communicate with each other. | họp trực tuyến |
| 2. webcam(n) | /ˈweb.kæm/ | a camera that is connected to a computer or the internet and is used for video communication or for broadcasting live video footage. | thiết bị ghi hình kĩ thuật số |
| 3. zoom in (v) | /zum ɪn/ | to make an image or a part of an image larger or closer in a digital image or on a computer screen | phóng to |
| 4. tablet (n)  | /ˈtæb.lət/ | a small portable computer that has a touch screen and can be used as a mobile device or as a substitute for a laptop. | máy tính bảng |
| 5. internet connection (n) | /ˈɪn.tə.net kəˈnek.ʃən/ | a connection to the internet, typically through a modem or a local area network | kết nối mạng |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Ss may lack experience of group / team work. | Encourage Ss to work in groups so that they can help one another.Give short, clear instructions, and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To set the context for the introductory dialogue;

- To introduce the topic of the unit.

**b. Content:**

**-** Teacher shows the pictures to the whole class.

- Teacher ask students to work in pairs and name the activities in the picture.

- Teacher asks students to guess the topic of the unit/lesson.

**c. Expected outcomes:**

- Students know thetopic of the unit and be ready for the conversation.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Asking questions:**- Teacher asks ss to work in groups and list as many **Social networks** as possible. - Ask students what they use social network for- Asks students to guess the topic of the unit/ lesson.  | ***Suggested answers:****Communication* |

**e. Assessment**

**-** Teacher calls the group with the most activities to answer.

**2. ACTIVITY 1: PRESENTATION** (10 mins)

**a. Objectives:**

- To prepare vocabulary for students to understand the conversation.

**b. Content:**

**-** Teacher shows pictures and asks students to find those in the conversation.

- Teacher checks students’ understanding

**c. Expected outcomes:**

- Students know how to use the target vocabulary.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**- Teacher explains the meaning of the new vocabulary by pictures.- Teacher reveals that the words according to the pitures will appear in the reading text and asks students to open their textbook to find these words- Teacher introduces the vocabulary. | **New words:**1. video conference (n)2. webcam (n) 3. zoom in (v) 4. tablet (n) 5. internet connection (n) |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRACTICE** (15 mins)

**a. Objectives:**

- To help Ss use words and phrases related to communication

- To help Ss further understand the text.

- To introduce some vocabulary items related to communication.

**b. Content:**

- Task 1,2,3,4,5 in Student book

**c. Expected outcomes:**

- Students understand the conversation and know the vocabulary related to the topic.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2. Read the conversation again and circle the correct answer A, B, or C.** (5 mins) |
| - Teacher asks Ss to read the dialogue in detail to complete the sentence - Ask Ss to read the questions and choose the correct answers from what they remember after their listening and reading. - 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.  | ***Anwer key:***1. A 2. C 3. A  |
| **Task 3. Match the words and phrases in the conversation with their pictures.** (5 mins) |
| - 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. - Invite some Ss to go to the board and write their answers. - Confirm the correct answers. - Have some Ss practise saying the words and phrases again.  | ***Answer key:***1. d 2. a 3. b 4. e 5. c  |
| **Task 4. Circle the words / phrases which are CLOSEST in meaning to the underlined words / phrases. (**5 mins) |
| - Have Ss work in pairs and find the underlined words / phrases of Activity 4 in the GETTING STARTED conversation, then guess the meaning of these words / phrases using the clues in the conversation. - Have Ss share their guesses and confirm the correct ones. - Have Ss complete Activity 4. Check and confirm the answers. - For a more able class, have Ss work in groups to make sentences with the underlined words / phrases. | **Answer key:**1. A 2. B 3. A 4. A 5. B   |

**e. Assessment**

**-** Teacher corrects for students as a whole class.

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To help Ss practise using the vocabulary items related to communication.

**b. Content:**

**-** Students work in pairs.

- Teacher goes around the class and takes note to give comments later.

**c. Expected outcomes:**

**-** Students’ conversations

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Work in groups. Complete the diagram of the history of communication technology with the words and phrases from the box.** - Set time (3-5 minutes) for Ss to do this activity in groups. Tell them` that they can use the diagram to help them.- Have Ss read aloud the answers. Confirm 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.  | **Suggested outcome:** 1. carrier pigeon 2. telephone 3. mobile phone 4. social network  |

**e. Assessment**

- Teacher gives corrections and feedbacks to students’ conversations.

**5. CONSOLIDATION (5 mins)**

a. Wrap-up

- Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to say aloud some words and phrases they remember from the lesson

b. Homework

- Students’ workbook

**Board Plan**

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| *Date of teaching***Unit 10: Communication in the futrue****Lesson 1: Getting started****\*Warm-up** **\* Vocabulary**1. video conference (n)2. webcam (n) 3. zoom in (v) 4. tablet (n) 5. internet connection (n)Task 2: Read the conversation again and circle the correct answer A, B, or C. Task 3: Match the words and phrases in the conversation with their pictures.Task 4: Circle the words / phrases which are CLOSEST in meaning to the underlined words / phrases. Task 5: Work in groups. Complete the diagram of the history of communication technology with the words and phrases from the box. **\*Homework** |

**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:

**1. Knowledge**

- Vocabulary: The lexical items related to *Communication*

- Pronunciation: Correctly stress words that ending with -ese and -ee

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Love talking about communication technology

**II. MATERIALS**

- Grade 8 textbook, Unit 10, A closer look 1

- Computer connected to the Internet

- Projector / TV/

- Phần mềm tương tác hoclieu.vn

**Language analysis**

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| **Words** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. social network | /vɔɪs ˈmɛsɪdʒ/ | a platform or website where people can create a public profile, connect with others, and share information and content, such as photos and messages | mạng xã hội |
| 2. voice message | /ˈsoʊʃəl ˈnɛtwɜːrk/ | a recorded message that is sent or received using voice technology, such as a voice memo on a smartphone or a voice mail message left on a telephone answering system | tin nhắn thoại |
| 3. group call | /ɡruːp kɔːl/ | a telephone call or video call that involves multiple participants, typically used for group discussions or meetings | cuộc gọi nhóm |
| 4. smartphone | /smɑrt ˈfoʊn/ | a mobile phone that combines the features of a computer, including the ability to run software applications and access the internet, with those of a traditional mobile phone, such as the ability to make phone calls and send text messages. | điện thoại thông minh |
| 5. emojis | /ɪˈmoʊdʒiːz/ | small digital images or icons used to express emotions, ideas, or concepts in electronic communication, such as in text messages or on social media platforms | biểu tượng cảm xúc |
| 6. holography | /həˈlɑɡrəfi/ | the science of producing holograms, which are three-dimensional images created by the interference of light beams from a laser or other light source | hình chiếu 3 chiều |

**Assumption**

|  |  |
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| **Anticipated difficulties** | **Solutions** |
| Ss may lack experience of group / team work. | Encourage Ss to work in groups so that they can help one another.Give short, clear instructions, and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson.

- To lead into the new lesson.

**b. Content:**

**-** Teacher introduces the rules of the game

- Teacher divides the class into pairs

- Teacher leads the students plays and gives corrections (if needed)

**c. Expected outcomes:**

- Students get some vocabulary of the lesson and be ready for the lesson.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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 | ***Answer key:***1. video conference
2. tablet
3. internet connection
4. zoom in
5. webcam
 |

**e. Assessment**

**-** Teacher shows students the answer on the screen and announces the winning group.

**2. ACTIVITY 1: VOCABULARY** (10 mins)

**a. Objectives:**

- To prepare vocabulary for students to do the tasks.

**b. Content:**

**-** Teacher asks students to revise phrases that they have matched in Warm up activity.

- Teacher checks students’ understanding by the task in student’s book.

**c. Expected outcomes:**

- Students know how to use the target vocabulary.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**- Teacher asks ss to complete the word search.- Teacher introduces the vocabulary.- Teacher checks students’ understanding by the follow-up tasks in student’s book. | **New words:**1. social network (n) 2. voice message (n) 3. group call (n) 4. smartphone (n) 5. emojis (n) 6. holography (n) |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRACTICE** (15 mins)

**a. Objectives:**

- To present some phrases to talk about communication technology.

- To teach Ss phrases to talk about communication technology.

**b. Content:**

- Task 1, 2, 3 in Student book

**c. Expected outcomes:**

- Students understand how to use the vocabulary related to the topic.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Write the correct word or phrase from the box under each picture.** (5 mins) |
| - 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.  | ***Answer key:***1. smartphone 2. emojis 3. voice message 4. holography 5. social networks 6. group call  |
| **Task 2. Choose the correct answer A, B, or C.** (5 mins) |
| - 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.  | ***Answer key:***1. A 2. C 3. B 4. B 5. A  |
| **Task 3. Complete the sentences with the words from the box. (5 mins)** |
| - 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. | ***Answer key:***1. private 2. language 3. real 4. translation 5. instantly |

**e. Assessment**

**-** Teacher corrects for students as a whole class.

**4. ACTIVITY 3: PRONUNCIATION** (10 mins)

**a. Objectives:**

- To help Ss identify how to stress the words ending with -ese and -ee

- To help Ss practise pronouncing these sounds in words.

**b. Content:**

**-** Teacher asks some Ss read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the endings. Play the recording as many times as necessary.

**c. Expected outcomes:**

**-** Students repeats the words correctly

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Stress in words ending in -ese and –ee. Listen and repeat the words. Pay attention to the word stress (5 mins)**- 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. **Task 5: Mark the stress in the underlined words. Then listen and repeat the sentences. (5 mins)**- 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.  | **Suggested outcome:** Students repeats the words correctly  |

**e. Assessment**

- Teacher gives corrections and feedbacks to students’ pronunciation

**5. CONSOLIDATION (5 mins)**

a. Wrap-up

- Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to say make some sentences with words and phrases they remember from the lesson

b. Homework

- Students’ workbook

**Board Plan**

|  |
| --- |
| *Date of teaching***Unit 10: Communication in the future****Lesson 2: A closer look 1****\*Warm-up** **\* Vocabulary**1. social network (n) 2. voice message (n) 3. group call (n) 4. smartphone (n) 5. emojis (n) 6. holography (n)Task 1: Write the correct word or phrase from the box under each picture. Task 2: Choose the correct answer A, B, or C.Task 3: Complete the sentences with the words from the box.**\* Pronunciation:**Task 4: Stress in words ending in -ese and –ee. Listen and repeat the words. Pay attention to the word stress.Task 5: Mark the stress in the underlined words. Then listen and repeat the sentences. **\*Homework** |

**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:

**1. Knowledge**

- use the *prepositions of time and place*, *possessive pronouns*

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Love talking about communication

**II. MATERIALS**

- Grade 8 textbook, Unit 10, A closer look 2

- Computer connected to the Internet

- Projector / TV/

- Phần mềm tương tác hoclieu.vn

**Language analysis**

|  |  |
| --- | --- |
| Grammar  | Usage  |
| Preposition of place | In: bên trongOn: bên trênUnder: bên dướiOpposite: đối diệnIn front of: phía trướcAt: ở |
| 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.* |
| Possessive pronouns | We can use possessive pronouns after of  |

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Ss may lack experience of group / team work. | Encourage Ss to work in groups so that they can help one another.Give short, clear instructions, and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To review vocab related to communication technology

- To introduce prepositions of time and place, possessive pronouns.

**b. Content:**

**-** Teacher asks students to go around the class and find your friends with the given questions.

- Teacher calls students to report when they finish collecting the answer

**c. Expected outcomes:**

- Students’ answers.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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.  | **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?
 |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: PRESENTATION** (10 mins)

**a. Objectives:**

- To teach Ss prepositions of time and place, possessive pronouns

**b. Content:**

**-** Teacher teaches grammar.

- Teacher asks students to read the grammar box and share answer.

**c. Expected outcomes:**

- Students know how to use the target grammar.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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. - Have Ss work individually to complete this exercise. Invite some early-finishers Ss to the board to write their answers. - Check their answers with the class and confirm the correct ones.  | **Prepositions of place**In: bên trongOn: bên trênUnder: bên dướiOpposite: đối diệnIn front of: phía trướcAt: ở**Prepositions of time:**In + length of time: future meaningFor + length of time: how long something goes onBy + a specific time: not later than**Possessive pronouns**We can use possessive pronouns after of |

**e. Assessment**

- Teacher checks students’ understanding by asking some checking questions.

**3. ACTIVITY 2: PRACTICE** (15 mins)

**a. Objectives:**

- To help Ss practise using prepositions of time and place, possessive pronouns.

**b. Content:**

- Task 1,2,3,5 in Student book

**c. Expected outcomes:**

- Students understand how to use the target grammar.

**d. Organisation**

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| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Complete the sentences with at, in, in front of, on, opposite, or under.** **Task 2: Circle the correct preposition in each sentence.****Task 3. Complete the text with the prepositions from the box. Use each preposition only ONCE.** **Task 5: Complete the second sentence so that it has the same meaning as the first 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.  | ***Suggested answers:******Task 1:*** 1. at 2. opposite 3. under 4. on 5. in front of ***Task 2:*** 1.by 2.in 3.for 4.on 5.in ***Task 3:*** 1. in 2. By 3. at 4. on 5. for ***Task 5:*** 1. Jack is a cousin of hers. Is this a tablet of his?
2. Can I borrow one of your pencils?
3. You look like Nick and Peter.
4. Are you a relative of theirs?
5. Last year, two classmates of ours won scholarships to the US.

*.*  |

**e. Assessment**

**-** Teacher corrects for students as a whole class.

**4. PRODUCTION (10 mins)**

**a. Objectives:**

- To help Ss practise using prepositions of time and place, possessive pronouns

**b. Content:**

- Divide Ss into pairs.

- Explain the rules of the activities

- Let groups play do the activities for 3-5 minutes

- Invite some pairs to perform the game in front of the whole class. Comment on their performance.

**c. Expected outcomes:**

**-** Students’ conversations

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 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. | ***Ideas:*** 1. We should not use our smartphones for more than a few hours every day.
2. By 2050, the way people communicate with each other will be different from now
 |

**e. Assessment**

- Teacher gives corrections and feedbacks

**5. CONSOLIDATION (5 mins)**

**a. Wrap-up**

- Summarise the main points of the lesson.

- Ask Ss to make sentences about themselves, using comparative adverbs.

**b. Homework**

- Students’ workbook

**Board Plan**

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| *Date of teaching***Unit 10: Communication in the future****Lesson 3: A closer look 2****\*Warm-up** **\* Grammar: Verbs of liking and disliking****Prepositions of place**In: bên trongOn: bên trênUnder: bên dướiOpposite: đối diệnIn front of: phía trướcAt: ở**Prepositions of time:**In + length of time: future meaningFor + length of time: how long something goes onBy + a specific time: not later than**Possessive pronouns**We can use possessive pronouns after of**Task 1: Complete the sentences with at, in, in front of, on, opposite, or under.** **Task 2: Circle the correct preposition in each sentence.****Task 3. Complete the text with the prepositions from the box. Use each preposition only ONCE.** **Task 5: Complete the second sentence so that it has the same meaning as the first sentence****Task 4: Work in pairs. Tell each other whether you agree or disagree with the following ideas.****\*Homework** |

**UNIT 10: COMMUNICATION IN THE FUTURE**

**Lesson 4: Communication**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- invite and accept invitations

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Be ready and confident in real life conversations

**II. MATERIALS**

- Grade 8 textbook, Unit 10, Communication

- Computer connected to the Internet

- Projector / TV/

- Phần mềm tương tác hoclieu.vn

**Language analysis**

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| --- | --- |
| **Structure** | **Examples** |
| How to interrupt politely | Hold on.Sorry for interrupting, but… |

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Ss may lack experience of group / team work. | Encourage Ss to work in groups so that they can help one another.Give short, clear instructions, and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To lead into the new lesson.

**b. Content:**

**-** Teacher asks students questions about communication technology

- Teacher elicits answers from some students.

- Teacher leads in the introduction of the target grammar point.

**c. Expected outcomes:**

- Students’ answers.

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **-** 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.  | ***Suggested answers:****1. I will be working as a teacher.* |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: EVERYDAY ENGLISH** (10 mins)

**a. Objectives:**

- To introduce ways interrupting politely

- To help Ss practise interrupting politely

**b. Content:**

- 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.

**c. Expected outcomes:**

- Students know how to use the structures to respond to compliments.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read the conversations below. Pay attention to the highlighted parts.****Task 2: Work in pairs. Make similar conversations with the following situations. . (**5 mins) |
| - 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.  | **Audio script – Track 5:*****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.* ***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?*  |

**e. Assessment**

- Teacher checks students’ understanding by asking some checking questions.

**3. ACTIVITY 2: THE FUTURE OF LANGUAGE** (10 mins)

**a. Objectives:**

- To help Ss learn about the prediction about future of language.

- To help Ss develop their reading skill for specific information (scanning).

- To provide Ss with practice in giving a presentation about their friends’ answer.

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**b. Content:**

- Task 3,4 in Student book

**c. Expected outcomes:**

- Students know about predictions of emojis.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Work in pairs. Read Mark’s prediction about a popular means of communication in the near future. Then ask and answer the questions.** (10 mins) |
| - 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.  | ***Suggested answers:***1. Emojis 2. In 20 years 3. People of all ages4. 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.  |

**e. Assessment**

**-** Teacher corrects for students as going around while they’re practicing.

**4. PRODUCTION (15 mins)**

**a. Objectives:**

- To provide Ss with practice in asking and answering about the future of language.

**b. Content:**

- Draw Ss’ attention to the questions in Activity 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 Activity 3 and the information given in Activity 4.

- Monitor and comment on each pair’s conversation.

- If time allows, have some pairs to perform their conversation in front of class.

**c. Expected outcomes:**

**-** Students’ conversations

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Work in pairs. Choose one means of communication below. Ask and answer questions about it.** **Task 5: Report your pair’s conversation to the class by making a similar talk to Mark’s prediction in 3.** - Have Ss work in groups to ask and answer the two questions in the book. Have Ss in each group note down their friends’ answers.- Ask some Ss to report their group’s answers to the class. - Call on some Ss to give the presentation to the whole class. After each student finishes his or her presentation, invite comments on his or her clarity, language, and fluency from other Ss. |  |

**e. Assessment**

- Teacher gives corrections and feedbacks

**5. CONSOLIDATION (5 mins)**

**a. Wrap-up**

- Have Ss say what they have learnt in the lesson.

**b. Homework**

- Students’ workbook

**Board Plan**

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| *Date of teaching***Unit 10: Communication in the future****Lesson 4: Communication****\*Warm-up** **\* Everyday English**

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| **Structure** | **Examples** |
| How to interrupt politely | Hold on.Sorry for interrupting, but… |

Task 1: Listen and read the conversations below. Pay attention to the highlighted parts.Task 2: Work in pairs. Make similar conversations with the following situations. Task 3: Work in pairs. Read Mark’s prediction about a popular means of communication in the near future. Then ask and answer the questions.Task 4: Work in pairs. Choose one means of communication below. Ask and answer questions about it. Task 5:Report your pair’s conversation to the class by making a similar talk to Mark’s prediction in 3. **\*Homework** |

**UNIT 10: COMMUNICATION IN THE FUTURE**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- read about ways of communication;

- talk about ways of communication;

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Love reading and talking ways of communication

**II. MATERIALS**

- Grade 8 textbook, Unit 10, Skills 1

- Computer connected to the Internet

- Projector / TV/

- Phần mềm tương tác hoclieu.vn

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **New words** | **Pronunciation** | **Meaning**  | **Meaning** |
| **1. Telepathy (n)** | /ˈtɛləpæθi/ | the supposed ability to communicate mentally with another person without using the usual senses. | Thần gia cách cảm |
| **2. Keep in contact (v)** | /kiːp ɪn kənˈtækt/ | to maintain communication or a relationship with someone, typically by regularly sending or receiving messages or by seeing each other. | Giữ liên lạc |
| **3. Thought (n)** | /θɔːt/ | an idea, opinion, or belief, especially one that is considered to be formed as a result of mental activity | Suy nghĩ |
| **4. Tiny (a)** | /ˈtaɪni/ | very small in size or amount; little | Nhỏ bé  |

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Ss may lack experience of group / team work. | Encourage Ss to work in groups so that they can help one another.Give short, clear instructions, and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To help Ss understand and activate their knowledge of the topic;

- To help Ss remember some words related to telepathy

**b. Content:**

- Ask Ss to work in pairs discussing what they can see in the picture.

- Ask some Ss to say their answers in front of the class. T may ask other questions to elicit other things in the picture.

**c. Expected outcomes:**

- Students’ answers.

**d. Organisation**

|  |  |
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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Work in pairs. List as many ways of communication as you can**- 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.  | ***Suggested ideas:*** *meeting face-to-face, sending letters, sending emails, texting, chatting online, sending voice messages, making phone calls, making group calls, having video calls, etc.*  |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To teach Ss the vocabulary needed to understand the passage.

**b. Content:**

**-** Teacher shows pictures and asks students to find those in the passage.

- Teacher checks students’ understanding with follow up questions.

**c. Expected outcomes:**

- Students know how to use the target vocabulary.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**- Teacher explains the meaning of the new vocabulary by pictures.- Teacher reveals that the words according to the pitures will appear in the reading text and asks students to open their textbook to find these words- Teacher introduces the vocabulary.- Teacher checks students’ understanding with with follow up questions | **New words:**1. Telepathy (n) 2. Keep in contact (v) 3. Thought (n) 4. Tiny (a) |

**e. Assessment**

- Teacher checks students’ understanding by with follow up questions.

**3. READING** (15 mins)

**a. Objectives:**

- To improve Ss’ knowledge of vocabulary related to telepathy

- To improve Ss’ skill of reading for specific information

**b. Content:**

- Task 2,3 in Student book

**c. Expected outcomes:**

- Students understand how to use the target grammar.

**d. Organisation**

|  |  |
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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Read an interview with two students, Minh and Tom. Then tick the speaker of each sentence.** (5 mins) |
| - 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.  | ***Suggested answers:****1. Minh* *2. Tom* *3. Minh* *4. Minh* *5. Tom*  |
| **Task 3: Read the interview again. Choose the correct answer A, B, or C.** (10 mins) |
| - 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:  | **Answer key:**1*. A2. B.3. C.4. B.5. C*.  |

**e. Assessment**

**-** Teacher corrects for students as a whole class.

**4. SPEAKING (15 mins)**

**a. Objectives:**

- To help Ss prepare ideas for the next activity

- To provide an opportunity for Ss to practise talking about ways of communication

**b. Content:**

- Students work in groups, ask and answer questions.

- Students collect answer and report to the whole class.

**c. Expected outcomes:**

**-** Students’ speaking

**d. Organisation**

|  |  |
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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 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.  | ***Answer:***Advantages: a, c, e Disadvantages: b, d, f  |
| **Task 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 advantages 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.  | **Suggested outcome:** *I think there are both advantages and disadvantages of online calls. ...*  |

**e. Assessment**

- Teacher gives corrections and feedbacks

**5. CONSOLIDATION**

**a. Wrap-up (5 mins)**

- Summarise the main points of the lesson.

**b. Homework**

- Students’ workbook

**Board Plan**

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| *Date of teaching***Unit 10: Communication in the future****Lesson 5: Skills 1****\*Warm-up** Task 1: Work in pairs. List as many ways of communication as you can. \* Vocabulary: 1. Telepathy (n) 2. Keep in contact (v) 3. Thought (n) 4. Tiny (a)Task 2: Read an interview with two students, Minh and Tom. Then tick the speaker of each sentence. Task 3: Read the interview again. Choose the correct answer A, B, or CTask 4: Work in pairs. Read the following ideas about online calls. Put the ideas in the correct column. Task 5: Work in groups. Choose a way of communication and discuss its advantages and disadvantages. Then report your answers to the class. **\*Homework** |

**UNIT 10: COMMUNICATION IN THE FUTURE**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Listening to someone making an announcement of art exhibition

- Writing a paragraph about modern ways of communication

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Love reading and talking about activities in leisure time

**II. MATERIALS**

- Grade 8 textbook, Unit 10, Skills 2

- Computer connected to the Internet

- Projector / TV/

- Phần mềm tương tác hoclieu.vn

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Ss may lack experience of group / team work. | Encourage Ss to work in groups so that they can help one another.Give short, clear instructions, and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To lead into the new lesson.

**b. Content:**

- 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 communications.

- Introduce the objectives of the lesson.

**c. Expected outcomes:**

- Students’ answers.

**d. Organisation**

|  |  |
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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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. | **Questions:** - What am I doing?***Suggested answers:****- telephone**- writing letter…* |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. PRE-LISTENING** (5 mins)

**a. Objectives:**

- To help Ss understand and activate their knowledge of the topic

**b. Content:**

−  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.

**c. Expected outcomes:**

- Students prepare vocabulary and knowledge for the listening tasks.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 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?  |

**e. Assessment**

- Teacher asks Ss some follow up questions.

**3. LISTENING** (15 mins)

**a. Objectives:**

To help Ss develop their skill of listening for specific information

**b. Content:**

- Task 2, 3 in Student book

**c. Expected outcomes:**

- Students understand how to use the target grammar.

**d. Organisation**

|  |  |
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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Listen to an announcement about an exhibition. Complete each gap in the agenda with ONE word or a number.** (5 mins) |
| - 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.  | ***Answer key:****1. 8:20* *2. First* *3. Modern* *4. 10:15* *5. Cinema*  |
| **Task 3: Listen again. Circle the correct answer A, B, or C.** (10 mins) |
| - 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. | ***Answer key:****1. A* *2. C* *3. A* *4. B* *5. C* |

**e. Assessment**

**-** Teacher corrects for students as a whole class.

**4. WRITING (15 mins)**

**a. Objectives:**

- To help Ss prepare ideas for the next activity

- To help Ss practise writing an email about ways of communication.

**b. Content:**

- 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.

- Review the outline in Activity 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 Activity 4. Remind them that they

do not need to use all suggested ideas, and that they can add ideas of their own.

- Write this email (JohnRobbins09july2005@gmail.com) on the board. Ss comment on what is

good/bad about this email.

- Collect some writings to correct at home.

- For a more able class, Ss can choose to write about other ways of modern communication.

**c. Expected outcomes:**

**-** Students’ speaking

**d. Organisation**

|  |  |
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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 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. | **Suggested outcome:** 1. What is it:a,d
2. Advantages: c, f, h
3. Disadvantages: b, e
4. Will people use it in the future: g
 |
| **Task 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 Activity 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 Activity 4. Remind them that they do not need to use all suggested ideas, and that they can add ideas of their own. - Write this email (JohnRobbins09july2005@gmail.com) on the board. Ss comment on what is good/bad about this email. - Collect some writings to correct at home. - For a more able class, Ss can choose to write about other ways of modern communication.  | **Suggested outcome:** *Students’ first draft* |

**e. Assessment**

- Teacher gives corrections and feedbacks

**6. CONSOLIDATION (5 mins)**

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Students’ workbook

**Board Plan**

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| *Date of teaching***Unit 10: Communication in the future****Lesson 6: Skills 2****\*Warm-up** Hot seat**\* Listening**Task 1: Look at the pictures. Complete the word / phrase for each picture.Task 2: Listen to an announcement about an exhibition. Complete each gap in the agenda with ONE word or a number.Task 3: Listen again. Circle the correct answer A, B, or C. **\* Writing**Task 4: Work in pairs. Match the ideas (a - h) with parts of an outline (1 - 4) for a paragraph about a video call.Task 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. **\*Homework** |

**UNIT 10: COMMUNICATION IN THE FUTURE**

**Lesson 7: Looking back and Project**

**I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- review the vocabulary and grammar of Unit 10

- apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Love talking about communication in the future

**II. MATERIALS**

- Grade 8 textbook, Unit 10, Looking back and Projects

- Computer connected to the Internet

- Projector / TV/

- Phần mềm tương tác hoclieu.vn

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Ss may lack experience of group / team work. | Encourage Ss to work in groups so that they can help one another.Give short, clear instructions, and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To lead into the revision

**b. Content:**

- 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.

**c. Expected outcomes:**

- Students’ answers.

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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. | **Questions:** - What have we learnt in Unit 1?***Suggested answers:**** *use the words related to* ***communication technology****;*
* *pronounce the words ending in* ***-ese*** *and* ***-ee*** *with the correct stress;*
* *recognize and use prepositions of place and time, and possessive pronouns;*
* *interrupt politely;*
* *read an interview about a way of communicating in the future;*
* *talk about the advantages and disadvantages of a way of communicating;*
* *listen to an announcement about a communication exhibition;*
* *write a paragraph to describe a way of modern communication.*
 |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. VOCABULARY REVISION** (10 mins)

**a. Objectives:**

- To help Ss review the vocabulary of Unit 10

**b. Content:**

- For activities 1 and 2, have Ss do these activities individually then compare their answers with their partners. Ask for Ss’ answers or ask some Ss to read out their answers in front of the class.

- Confirm the correct answers.

**c. Expected outcomes:**

- Students prepare vocabulary and knowledge for the listening tasks.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Circle the correct option to complete each sentence below.** **Task 2: Fill in each gap with a word from the box to complete the passage.** - For activities 1 and 2, have Ss do these activities individually then compare their answers with their partners. Ask for Ss’ answers or ask some Ss to read out their answers in front of the class.- Confirm the correct answers. | **Key:*****Task 1:****1. social network* *2. Telepathy* *3. voice messages* *4. translation machine* *5. making a group call* ***Task 2:*** *1. text* *2. social* *3. real* *4. language* *5. instantly*  |

**e. Assessment**

- Teacher asks Ss some follow up questions.

**3. GRAMMAR** (10 mins)

**a. Objectives:**

To help Ss revise the forms and uses of prepositions of place and time, possessive pronouns

**b. Content:**

- Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class.

- Remind Ss to keep a record of their original answers so that they can use that information in the Now I can … section.

**c. Expected outcomes:**

- Students’ answers

**d. Organisation**

|  |  |
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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Complete the sentences with the prepositions from the box. Tick (ü) the sentences which have prepositions of time.** **Task 4: Which of the underlined parts in each question is incorrect? Find and correct it.**  |
| - Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class.- Remind Ss to keep a record of their original answers so that they can use that information in the Now I can … section. | ***Suggested answers:******Task 3:****1. on* *2. in* *3. for* *4. opposite* *5. by* *Sentences with prepositions of time: 2, 3, 5* ***Task 4:*** *1. B (my mine)* *2. A (at - on)* *3. A (ours - our)* *4. C (on - in)* *5. C (in - by / on)*  |

**e. Assessment**

**-** Teacher corrects for students as a whole class.

**4. PROJECT (15 mins)**

**a. Objectives:**

- To help Ss practice making their report about their interview with their friends.

**b. Content:**

**-** T should 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 organize their report into a presentation.

- Ask Ss to work in groups to make an interview with their friends, then collect and present data.

- Ask Ss to display all the posters on the wall or bulletin board and ask each group to present their poster to the whole class.

**c. Expected outcomes:**

**-** Students’ speaking

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Leisure time survey****-** T should 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 organize their report into a presentation.- Ask Ss to work in groups to make an interview with their friends, then collect and present data.- Ask Ss to display all the posters on the wall or bulletin board and ask each group to present their poster to the whole class. | **Suggested outcome:** *Students’ posters & presentations* |

**e. Assessment**

- Teacher gives corrections and feedbacks

**5. CONSOLIDATION (5 mins)**

**a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Students’ workbook

**Board Plan**

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| *Date of teaching***Unit 10: Communication in the future****Lesson 7: Looking back and Project****\*Warm-up** Revision**\* Vocabulary**Task 1: Circle the correct option to complete each sentence below. Task 2: Fill in each gap with a word from the box to complete the passage. **\* Grammar**Task 3: Complete the sentences with the prepositions from the box. Tick the sentences which have prepositions of time. Task 4: Which of the underlined parts in each question is incorrect? Find and correct it. **\*Project****\* Wrap up & Homework** |