

# GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

Teaching date: .....

Period 80

## UNIT 10: COMMUNICATION

### Lesson 1: Getting started

#### I./ Objectives

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

- listen and read the conversation between Phuc and Nick for details and then do some related exercises.
- use lexical items related to communication

**2. Qualities:**

**Skills:** Speaking, listening, reading, writing.

**Attitude:** - Positive about communication.

- Students know how to learn English in right way.

**3. Competence:** Communication, self-learning capability, creative capacity, ability to use of language.....

#### II./ PREPARATION:

**1.Teacher:** book, planning, picture, laptop, projector

**2.Students:** books, notebooks

**III./ TEACHING METHODS:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

#### IV./PROCEDURE:

| Teacher and Students' activities                                                                                                                                                                                                                                                                                                                                             | Contents                                                                                                                                                                                                 |
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| <b>ACTIVITY 1: Warm up (5')</b>                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                          |
| <b>Brainstorming</b><br><b>Aims:</b> help students have an overview about the topic communication.<br><b>Contents:</b><br>- The lexical items related to the topic “communication”<br><b>Products:</b><br>- Games related to the topic.<br><b>Organization:</b><br><b>1.Warmer (5'):</b> Brainstorming<br>- Bring a mobile phone into the class. Elicit the phone's function | <b>* Suggested answers:</b><br><b>Mobile phone's function</b><br>- a means of voice communication or letter message transmission.<br>- watching a picture displayed<br>- taking photographs<br>- texting |

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

| Teacher and Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Contents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| from Ss and write them on the board.<br>- Then discuss with Ss which functions are helpful for communicating, and which functions are not. Ask Ss to explain their choice.                                                                                                                                                                                                                                                                                                                                             | - getting access to the Internet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>ACTIVITY 2. Knowledge Formation (17')</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Getting-started:</b><br><b>Aims:</b> provide sts necessary words and structure for understanding and learning the conversation.<br><b>Contents:</b><br>- new words from the conversation<br><b>Products:</b><br>- New words<br>- Exercises<br><b>Organization:</b><br><b>2.1. Vocabulary</b><br>- Teacher uses different techniques to teach vocabulary (situation, realia)<br>- Follow the seven steps of teaching vocabulary<br><br>* Checking vocab: R.O.R<br><br><b>2.2. Listen and read</b><br>* Introduction: | <b>New words</b><br>- <b>battery</b> (n): bộ pin, ắc quy<br>- <b>show up</b> (v): xuất hiện, xuất đầu lộ diện<br>- <b>oversleep</b> (v): ngủ quên<br>- <b>conference</b> (n): hội nghị<br>- <b>snail mail</b> (n): thư gửi bằng đường bưu điện<br>- <b>telepathy</b> (n): ngoại cảm, thần giao cách cảm<br>- <b>instantly</b> (adv): ngay lập tức<br>- <b>flat</b> (adj): bằng phẳng, xẹp, hết<br><br>- Repeat in chorus and individually<br>- Copy all the words<br><br>- Answer the questions individually.<br>* <b>Suggested answers:</b><br><br>- They are talking about going to the cinema.<br><br>- They are at Galaxy Nguyen Trai. |

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

| Teacher and Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Contents                                                                                                                                                                                                                                                                    |                  |            |                |                           |                       |                       |
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| <p>? Look at the pictures but cover the text.</p> <ul style="list-style-type: none"> <li>- Brainstorm questions with Ss and write them on the board.</li> <li>- <i>What do you think Phuc and Nick are talking about on the phone?</i></li> <li>- <i>Where are Mai and Phuc in the first picture?</i></li> <li>- <i>What are they doing there?</i></li> <li>- <i>Where is Nick in the second picture? What is he doing there?</i></li> <li>- <i>What is it in the third picture? what does it mean?</i></li> <li>- <i>What is a possible connection between pictures 1, 2 and 3?</i></li> <li>- Accept all possible answers from Ss. Remember not to give correction at this stage.</li> </ul> <p>? Listen and read the conversation then check your answers.</p> | <ul style="list-style-type: none"> <li>- They are waiting for someone.</li> <li>- He's at Galaxy Nguyen Du.</li> <li>- It's the simple of the battery of a mobile phone. It's flat.</li> <li>- Students' answer.</li> </ul>                                                 |                  |            |                |                           |                       |                       |
| <b>ACTIVITY 3: Practice (10')</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                             |                  |            |                |                           |                       |                       |
| <p><b><u>Aims:</u></b> help sts have some concepts about the topic communication.</p> <p><b><u>Contents:</u></b></p> <ul style="list-style-type: none"> <li>- vocabulary related communication.</li> </ul> <p><b><u>Products:</u></b></p> <ul style="list-style-type: none"> <li>- key to Practice 3</li> <li>- game</li> </ul> <p><b><u>Organization</u></b></p> <p><b><u>Doing:</u></b></p> <p><b>3.1a. Find words or phrases (1a P39)</b></p>                                                                                                                                                                                                                                                                                                                  | <p><b>Key:</b></p> <table border="0" style="width: 100%;"> <tr> <td>1. Wait for ages</td> <td>2. Show up</td> </tr> <tr> <td>3. Get through</td> <td>4. "My battery was flat."</td> </tr> <tr> <td>5. "Are you kidding?"</td> <td>6. "We can try again"</td> </tr> </table> | 1. Wait for ages | 2. Show up | 3. Get through | 4. "My battery was flat." | 5. "Are you kidding?" | 6. "We can try again" |
| 1. Wait for ages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2. Show up                                                                                                                                                                                                                                                                  |                  |            |                |                           |                       |                       |
| 3. Get through                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 4. "My battery was flat."                                                                                                                                                                                                                                                   |                  |            |                |                           |                       |                       |
| 5. "Are you kidding?"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 6. "We can try again"                                                                                                                                                                                                                                                       |                  |            |                |                           |                       |                       |

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

| Teacher and Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Contents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>? Work individually then in pairs to find the words/phrases. If time allows, encourage Ss to explain the words/phrases in the context of the story. For example, Ss may say “Phuc is saying ‘We were waiting for ages’ and this means he and Mai had to wait for Nick for a very long time.”</p> <p><b>3.1. b. True or false</b><br/>Have Ss work individually then in pairs to compare answers with each other. Correct the task as a class and encourage Ss to explain for both T and F options.</p> <p><b>3.1. c. Questions</b><br/>Ask Ss to work in group of three or four and discuss the questions. For a more able class, ask the groups to play the roles of Phuc, Mai, and Nick. What would they do if they were them?</p> <p><b>3.2. Matching</b><br/>Ss work in pairs to complete this task. After they have finished, go through each item as a whole class. Ask Ss to further explain the meaning of the words/phrases in the box, and/or how they work. Allow Ss to use Vietnamese if necessary. If there is time, ask Ss to work in pairs to tell each other if they</p> | <p><b>Key:</b><br/>1. T      2. T      3. F (Nick was waiting outside the wrong cinema.)<br/>4. T      5. T      6. T</p> <p><b>Key:</b><br/>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 was flat.</p> <p><b>Key:</b><br/>1. having a video conference 2. Emailing<br/>3. video chatting      4. Meeting face-to-face<br/>5. using social media.      6. using telepathy<br/>7. sending letters (snail mail)</p> <p><b>Key:</b><br/>1. using social media<br/>2. Meet face-to-face<br/>3. emailing; sending letters/snail mail<br/>4. Using telepathy<br/>5. video chatting<br/>6. Have a video conference</p> <p><b>E.g.:</b></p> |

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

| Teacher and Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Contents                                                                                                                                      |
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| <p>have ever used these ways of communication.</p> <p><b>3.3. Gap fill</b></p> <p>Draw Ss's attention to the words/phrases from the word box in 2 again. Tell them to do this task by first underlining the cues in each item. Also remind Ss to consider the part of speech of the missing words (where applicable). Explain the <b>Look out!</b> box.</p> <p><b>Game</b></p> <p>? Work in groups.</p> <p>- Set a time limit and ask Ss to write down as many different ways they have communicated so far today as they can. The person with the most ideas is the winner.</p> <p>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.</p> | <ul style="list-style-type: none"> <li>- phone</li> <li>- send message</li> <li>- chat</li> <li>- meet face to face</li> <li>.....</li> </ul> |
| <b>ACTIVITY 4: Further practice (5')</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                               |
| <p><b><u>Aims:</u></b> review and learn by heart at class some new words and structure.</p> <p><b><u>Contents:</u></b></p> <p>-        vocabulary        related communication</p> <p><b><u>Products:</u></b></p> <p>- review new words</p> <p><b><u>Organization:</u></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                               |

# GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

| Teacher and Students' activities                                                                                                                                                                                                                                                                                                                | Contents |
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| <p><b><u>Further practice:</u></b><br/>         ? Sum up the main content of the lesson.</p> <p><b><u>Homework:</u></b><br/>         ? Learn by heart all the new words.<br/>         ? Do Ex B1, 2,3 P30 (Workbook)<br/>         ? Prepare: <b>Closer Look 1</b><br/>         - Collect pictures, songs, clips talking about communication</p> |          |

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Teaching date: .....

**Period 81**

## UNIT 10: COMMUNICATION

### Lesson 2: A closer look 1

#### **I./. Objectives**

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

- learn more words about communication
- remember the rules of stress in words ending in -ity and -itive

**2. Qualities:**

**Skills:** Speaking, listening, writing.

**Attitude:** - Positive about communication.

- Students know how to learn English in right way.

**3. Competence:** Communication, self-learning capability, creative capacity, ability to use of language.....

#### **II./. PREPARATION:**

**1.Teacher:** book, planning, picture, laptop, projector

**2.Students:** books, notebooks

**III./. TEACHING METHODS:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

#### **IV./.PROCEDURE:**

**II. New lesson.**

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

| Teacher and Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Content                                                                                                                                                                                                                                                                                                                                                           |                |                                  |                   |                       |                                            |                     |                         |                     |                        |                         |
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| <b>ACTIVITY 1: WARM-UP (5')</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                   |                |                                  |                   |                       |                                            |                     |                         |                     |                        |                         |
| <p><b>Word webs</b></p> <p><b><u>Aims:</u></b></p> <ul style="list-style-type: none"> <li>- Elicits the topic from students</li> </ul> <p><b><u>Contents:</u></b></p> <ul style="list-style-type: none"> <li>- The lexical items related to the topic “communication”</li> </ul> <p><b><u>Product:</u></b></p> <ul style="list-style-type: none"> <li>- activity 1 page 40</li> </ul> <p><b><u>Organization:</u></b></p> <p><b>Matching (activity 1 P40)</b></p> <p>Ss work individually first then in pairs. Encourage them to describe how the communication happens in each picture.</p> <p>For a more able class, ask Ss to describe how each way of communication is different from the others.</p> | <p><b>Key:</b></p> <table border="0"> <tr> <td>1. using music</td><td>2. Using signs</td></tr> <tr> <td>3. Leaving a note</td><td>4. painting a picture</td></tr> <tr> <td>5. Communicating non-verbally with animals</td><td></td></tr> <tr> <td>6. using codes</td><td>7. Sending flowers</td></tr> <tr> <td>8. Using body language</td><td></td></tr> </table> | 1. using music | 2. Using signs                   | 3. Leaving a note | 4. painting a picture | 5. Communicating non-verbally with animals |                     | 6. using codes          | 7. Sending flowers  | 8. Using body language |                         |
| 1. using music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2. Using signs                                                                                                                                                                                                                                                                                                                                                    |                |                                  |                   |                       |                                            |                     |                         |                     |                        |                         |
| 3. Leaving a note                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 4. painting a picture                                                                                                                                                                                                                                                                                                                                             |                |                                  |                   |                       |                                            |                     |                         |                     |                        |                         |
| 5. Communicating non-verbally with animals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                   |                |                                  |                   |                       |                                            |                     |                         |                     |                        |                         |
| 6. using codes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 7. Sending flowers                                                                                                                                                                                                                                                                                                                                                |                |                                  |                   |                       |                                            |                     |                         |                     |                        |                         |
| 8. Using body language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                   |                |                                  |                   |                       |                                            |                     |                         |                     |                        |                         |
| <b>ACTIVITY 2 : KNOWLEDGE FORMATION (20')</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                   |                |                                  |                   |                       |                                            |                     |                         |                     |                        |                         |
| <p><b><u>Aims:</u></b> help sts learn the words about communication and usage of those.</p> <p><b><u>Contents:</u></b> new words in A closer Look 1</p> <p><b><u>Products:</u></b></p> <p>Keys of A Closer Look 1</p> <p><b><u>Organization:</u></b></p> <p><b>2. 1. Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Teacher uses different techniques to teach vocabulary (situation, realia)</li> <li>- Follow the seven steps of teaching vocabulary</li> </ul>                                                                                                                                                                                                                           | <table border="0"> <tr> <td>- non-verbal</td><td>(n): ngôn ngữ không dùng lời nói</td></tr> <tr> <td>- code</td><td>(n): mật mã</td></tr> <tr> <td>- multimedia</td><td>(n): đa phương tiện</td></tr> <tr> <td>- <b>landline</b> phone</td><td>(n): điện thoại bàn</td></tr> <tr> <td>- <b>message</b> board</td><td>(n): diễn đàn trên mạng</td></tr> </table>   | - non-verbal   | (n): ngôn ngữ không dùng lời nói | - code            | (n): mật mã           | - multimedia                               | (n): đa phương tiện | - <b>landline</b> phone | (n): điện thoại bàn | - <b>message</b> board | (n): diễn đàn trên mạng |
| - non-verbal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | (n): ngôn ngữ không dùng lời nói                                                                                                                                                                                                                                                                                                                                  |                |                                  |                   |                       |                                            |                     |                         |                     |                        |                         |
| - code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | (n): mật mã                                                                                                                                                                                                                                                                                                                                                       |                |                                  |                   |                       |                                            |                     |                         |                     |                        |                         |
| - multimedia                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | (n): đa phương tiện                                                                                                                                                                                                                                                                                                                                               |                |                                  |                   |                       |                                            |                     |                         |                     |                        |                         |
| - <b>landline</b> phone                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | (n): điện thoại bàn                                                                                                                                                                                                                                                                                                                                               |                |                                  |                   |                       |                                            |                     |                         |                     |                        |                         |
| - <b>message</b> board                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | (n): diễn đàn trên mạng                                                                                                                                                                                                                                                                                                                                           |                |                                  |                   |                       |                                            |                     |                         |                     |                        |                         |

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

| Teacher and Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Content                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>* Checking vocab: What and where</p> <p><b>2.2. Match the words with the definitions (Activity 2 P40)</b><br/>           - show Ss an example of how these communication channels work especially a chat room and a message board.<br/>           ? Work individually or in pairs to complete the exercise. Similar to exercise 1 . after giving corrections, T can share with Ss some of their own experiences of using these technologies.</p> <p><b>2.3. Complete the diagram (3 P40)</b><br/>           ? Wor in groups where Ss discuss and write down their ideas.<br/>           - Encourage Ss to think of all communication forms they have learnt, or the ones they know, and put them in the correct categories.</p> <p><b>2.4. Debate (4 P40)</b><br/>           ? work in two teams to compete with each other.</p> | <p>- Repeat in chorus and individually<br/>           - Copy all the words</p> <p><b>Key:</b><br/>           1. d      2. e      3. b      4. c      5. a</p> <p><b><u>Forms of communication:</u></b><br/>           1. Verbal:<br/>           - meeting F2F<br/>           .....<br/>           2. Non-verbal:<br/>           - using signs<br/>           .....<br/>           3. Multimedia: - texting<br/>           .....</p> <p>Group work</p> |

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

| Teacher and Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Content                                                                                                                                                                           |
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| <p>- Each team is assigned one form of communication. The rest of the class will be the audience.</p> <p>? Try every way possible to convince the audience their communication form is better. Then the audience will decide which team is the winner.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                   |
| <b>ACTIVITY 3: PRACTICE (15')</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                   |
| <p><b><u>Aims:</u></b><br/>Concept of tone in asking for information</p> <p><b><u>Contents:</u></b><br/>- vocabulary and grammar in Closer look 1.</p> <p><b><u>Products:</u></b><br/>Sts can read in correct intonation</p> <p><b><u>Organization:</u></b><br/><b>3. Pronunciation (20'')</b><br/><b>Stress in words ending in -ity and -itive</b><br/>? Cover pronunciation box.<br/>- Write the words 'opportunity' and 'positive' on the board.<br/>? Read them aloud and try to identify which syllable is stressed.<br/>- Find two more words ending with the suffixes -ity and -itive. Ask Ss to say them aloud.<br/>- Then elicit the pronunciation rule with the class.<br/><b>* Remember:</b> For words ending -ity and -itive, place the</p> | <p><i>Example:</i><br/><i>Oppor'tunity</i><br/><i>She got the opportunity to see Frozen.</i><br/><i>'positive</i><br/><i>His answer is positive!Great!</i></p> <p><b>Key:</b></p> |

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

| Teacher and Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><i>stress on the syllable before the suffix.</i></p> <p><b>3.1. Mark the stress (5 P41)</b><br/>Ss work individually then in pairs to compare their answers. Tell Ss to mark the word stress.<br/>- Then have Ss say the words individually.</p> <p><b>3.2. Gap fill (Activity 6 P41)</b><br/>Ss work individually then compare the answers with the partners. Play the recording for Ss to check. Allow them plenty of time to practice these sentences with correct stress.</p>                                                   | <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;">1. com'petitive</div> <div style="width: 33%;">2. in'finitive</div> <div style="width: 33%;">3.</div> <div style="width: 33%;">re'petitive</div> <div style="width: 33%;">4. 'positive</div> <div style="width: 33%;">5. a'bility</div> <div style="width: 33%;">6. possi'bility</div> <div style="width: 33%;">7. curi'osity</div> <div style="width: 33%;">8.</div> <div style="width: 33%;">natio'nality</div> </div> <p><b>Key:</b></p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;">1. nationality</div> <div style="width: 33%;">2. repetitive</div> <div style="width: 33%;">3.</div> <div style="width: 33%;">competitive</div> <div style="width: 33%;">4. possibility</div> <div style="width: 33%;">5. ability</div> </div> |
| <b>ACTIVITY 4: PRODUCTION (5')</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b><u>Aims:</u></b><br/>- help sts use topic “communication” words and ask for information.</p> <p><b><u>Contents:</u></b><br/>- The lexical items related to the topic “communication” in textbook<br/>- questions from students</p> <p><b><u>Products:</u></b><br/>Sts have a clear concept of intonation of question for information</p> <p><b><u>Organization:</u></b><br/>- Lets sts summarize the content of the lesson<br/>? Recall the rule of stress in words ending in -ity and -itive</p> <p><b><u>Homework:</u></b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

| Teacher and Students' activities                                                                                                                              | Content |
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| ? Learn by heart all the new words.<br>? Do Ex A1,2,3 P 29<br>? Prepare: <b>Closer Look 2</b><br>- Collect pictures, songs, clips talking about communication |         |

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Teaching date:

**Period: 82**

### UNIT 10: COMMUNICATION

#### Lesson 3: A closer look 2

#### **I./. Objectives**

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

- Review the future continuous tense
- Learn about Verb+ to-infinitive

**2. Qualities:**

**Skills:** Use of English.

**Attitude:** - Positive about communication.

- Students know how to learn English in right way.

**3. Competence:** Communication, self-learning capability, creative capacity, ability to use of language.....

#### **II./. PREPARATION:**

**1.Teacher:** book, planning, picture, laptop, projector

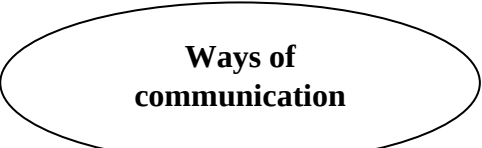
**2.Students:** books, notebooks

**III./. TEACHING METHODS:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

#### **IV./.PROCEDURE:**

| <i>Teacher's and students' activities</i>                                                                      | Content |
|----------------------------------------------------------------------------------------------------------------|---------|
| <b>ACTIVITY 1: WARM-UP (5')</b>                                                                                |         |
| <b><u>Aims:</u></b> review old lesson<br><b><u>Contents:</u></b><br>- Brainstorming<br><b><u>Products:</u></b> |         |

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

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| <ul style="list-style-type: none"> <li>- find the ways of communication</li> <li>- brainstorming</li> </ul> <p><b><u>Organization:</u></b><br/> <b>Brainstorming</b></p> <ul style="list-style-type: none"> <li>- Two teams write the ways of communication in 3 minutes</li> <li>- The team with more correct words is the winner</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  <p><b>Ways of communication</b></p>                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b><u>ACTIVITY 2. Knowledge Formation (20')</u></b></p> <p><b><u>Aims:</u></b><br/>         Help sts know about the future continuous tense</p> <p><b><u>Contents:</u></b></p> <ul style="list-style-type: none"> <li>- Definite The future continuous tense</li> <li>- verb + to infinitive</li> </ul> <p><b><u>Products:</u></b><br/>         Sts can use the future continuous tense exactly<br/>         Key to Grammar</p> <p><b><u>Organization:</u></b><br/> <b><u>Grammar 1:</u></b><br/> <b>A. The future continuous tense (15')</b><br/> <b>2.1. Exercise 1 / 41</b></p> <ul style="list-style-type: none"> <li>-Remind Ss of the story in <b>GETTING STARTED</b>: how Phuc, Mai and Nick planned to see a film together, but Nick went to the wrong cinema and they were not able to contact each other. Ask Ss what Phuc and Nick decided on the phone about how they would try it again this Sunday afternoon.</li> <li>-Play the recording and ask Ss to answer the two questions.</li> <li>-Draw Ss's attention to the <b>Review</b> box</li> </ul> <p><b>2.2. Exercise 2/ 41</b></p> <ul style="list-style-type: none"> <li>-Draw Ss' attention to the <b>Look out!</b> box</li> <li>- Ask ss to work independently.</li> <li>- Then, ask them to share their answers with one or more partners.</li> <li>-Say the answers aloud.</li> <li>- Confirm the correct answers.</li> </ul> | <p>-Remind Ss of the story in <b>GETTING STARTED</b>:</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. He will be having his Vietnamese class.</li> <li>2. They will be watching a film at the cinema</li> </ol> <p>-Work independently.</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. Will he still be sleeping; will be studying</li> <li>2. will be having</li> <li>3. will be eating</li> <li>4. Will she be staying; will be writing</li> <li>5. will be playing</li> </ol> |

**GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG**

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| <p><b>2.3. Exercise 3/41</b><br/>         -Have Ss work in groups to decide which year to put in the gaps. Then go through each sentence with Ss, asking each group to call out their choice.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>6. will be learning<br/>         - Work in groups</p>                                                                                                                                                                                                                                                               |
| <p><b>ACTIVITY 3. Knowledge Formation 2(10')</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                        |
| <p><b>Grammar 2:</b><br/> <b>Aims:</b> learn about Verb+ to-infinitive and their usage<br/> <b>Contents:</b><br/>         - Definite Verb+ to-infinitive<br/> <br/> <b>Products:</b><br/>         Key to Grammar<br/> <b>Organization:</b><br/> <b>Grammar 2:</b><br/> <b>Verb+ to-infinitive (17")</b><br/> <b>3.4. Exercise 4/42</b><br/>         -Read part of the conversation from GETTING STARTED and write down all the verbs that are followed by to-infinitive<br/>         Tell Ss to look at the <b>Watch out!</b> box.<br/> <br/> <b>3.5. Exercise 5 Page 42</b><br/>         -Ss work individually then in pairs to compare their answers<br/>         -Ask some Ss to say their answers aloud.<br/>         -T gives comments and makes any correction if available.<br/> <br/> <b>3.6. Exercise 6 Page 30</b><br/>         -Draw their attention to the time expression (year 2050) and ask them which verb tense should be used.<br/>         -Ask Ss work in pairs and share their ideas with other pairs to make a “Dream List”.<br/>         - Remind them to use full sentences.</p> | <p><i>Some common verbs followed by to-infinitive</i></p> <ul style="list-style-type: none"> <li>• Verb of thinking: choose, decide, plan</li> <li>• Verbs of feeling: love, hate, prefer</li> <li>• Other verbs: try, want, need</li> </ul> <p>1. c      2. b      3. a      4. c      5.a</p> <p>- work in pairs</p> |
| <p><b>ACTIVITY 4: Further practice:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                        |
| <p><b>Aims:</b> review the future continuous tense AND Verb+ to-infinitive</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                        |

# GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

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| <p><b><u>Contents:</u></b><br/>Usage of the future continuous tense AND Verb+ to-infinitive</p> <p><b><u>Products:</u></b><br/>- sts can put suitable the future continuous tense AND Verb+ to-infinitive in correct places</p> <p><b><u>Organization:</u></b><br/>? Recall the uses of the past perfect tense</p> <p><b><u>5. Production:</u></b><br/>- Learn by heart all the new words and structures.<br/>- Do Ex B1-6-page 30/31(Workbook)<br/>- Collect pictures, songs, clips talking about communication</p> |  |
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Teaching date:

**Period:84**

## **UNIT 10: COMMUNICATION**

### **Lesson 4: Communication**

#### **I./ Objectives**

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

- Use the lexical items related to the topic ‘Communication’ and some abbreviations for online chatting

**2. Qualities:**

**Skills:** Speaking, listening, reading, writing.

**Attitude:** - Positive about communication.

- Students know how to learn English in right way.

**3. Competence:** Communication, self-learning capability, creative capacity, ability to use of language.....

#### **II./ PREPARATION:**

**1.Teacher:** book, planning, picture, laptop, projector

**2.Students:** books, notebooks

**III./ TEACHING METHODS:** Communicative approach, group Ss and T’s activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

#### **IV./PROCEDURE:**

| <i>Teacher’s and students’ activities</i> | <b>Content</b> |
|-------------------------------------------|----------------|
| <b>ACTIVITY 1: WARM-UP (5’)</b>           |                |

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

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| <p><b><u>Aims:</u></b> make sts change the state from relaxation to concentration</p> <p><b><u>Contents:</u></b></p> <ul style="list-style-type: none"> <li>- Tell students in this lesson they will have the opportunity to learn about communication and some abbreviations for online chatting.</li> </ul> <p><b><u>Products:</u></b></p> <ul style="list-style-type: none"> <li>- the word affordable and breathtaking</li> </ul> <p><b><u>Organization:</u></b></p> <p><b>Chatting</b></p> <ul style="list-style-type: none"> <li>- Have you ever failed to communicate?</li> <li>- If yes, tell us some reasons?</li> <li>- Introduce the new lesson</li> </ul>                                                               | <p><b>* Questions:</b><br/>(students' answers)</p>                                                                                                                                                                                                                                                                                                                                     |
| <p><b><u>ACTIVITY 2: KNOWLEDGE FORMATION (20')</u></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b><u>Aims:</u></b><br/>Help Sts promote listening skill and vocab</p> <p><b><u>Contents:</u></b></p> <ul style="list-style-type: none"> <li>- Talk about how to build a perfect conversation</li> <li>- new vocabulary</li> </ul> <p><b><u>Products:</u></b></p> <ul style="list-style-type: none"> <li>- 4 skills</li> <li>- Vocabulary</li> <li>- Grammar</li> </ul> <p><b><u>Organization:</u></b></p> <p><b>* Teaching vocabulary (6')</b></p> <ul style="list-style-type: none"> <li>- Teacher uses different techniques to teach vocabulary (situation, realia)</li> <li>- Follow the seven steps of teaching vocabulary</li> </ul> <p><b>* Checking vocab: Slap the board</b></p> <p><b>COMMUNICATION BREAK DOWN</b></p> | <p><b>I-Vocabulary.</b></p> <ul style="list-style-type: none"> <li>-<b>language barrier(n):</b> rào cản ngôn ngữ</li> <li>-<b>cultural difference(n):</b> sự khác biệt văn hóa</li> <li>-<b>shrug(v):</b> nhún vai</li> <li>-<b>glance(v):</b> liếc nhìn</li> <li>- <b>breakdown(n):</b> sự hỏng</li> <li>-<b>shorthand(n):</b> sự tốc ký</li> <li>-<b>fist(n):</b> nắm tay</li> </ul> |
| <p><b><u>ACTIVITY 3: PRACTICE (15')</u></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b><u>Aims:</u></b><br/>To promote reading and writing skills</p> <p><b><u>Contents:</u></b></p> <ul style="list-style-type: none"> <li>- vocabulary related to the topic</li> <li>- grammar</li> </ul> <p><b><u>Products:</u></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                        |

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

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| <p>Key to communication 1</p> <p><b><u>Organization:</u></b></p> <p><b><u>Communication 1:</u></b></p> <p><b>Exercise 1/ Page 43. (7')</b></p> <ul style="list-style-type: none"> <li>- Make sure ss to understand the requirement then run through the sentences.</li> <li>- T does the first item with Ss. Then Ss work in pair to complete this task.</li> <li>-Once they have finished, encourage them to add in some more reasons and examples.</li> </ul> <p><b>Exercise 2/ Page 43 (8')</b></p> <ul style="list-style-type: none"> <li>- Elicit from Ss what body language is. Explain that understand body language can help people avoid communication breakdown. T may give an example and ask Ss to guess what T is trying to say.</li> <li>-Ask Ss to cover the text and just to look at the pictures. In pairs Ss work out the messages from the pictures. Then Ss can uncover the text and do the matching.</li> <li>-Confirm the correct answers.</li> <li>- Ask ss to add more examples and demonstrate these for the class to guess their meaning.</li> </ul> <p><b>Exercise 3 / Page 43 (8')</b></p> <ul style="list-style-type: none"> <li>- Remind ss some of the language for online communication learnt in Unit 1</li> <li>- Explain that using abbreviations for online chatting and texting is not always easy to understand. Ss then work individually to complete this task.</li> <li>- Ask ss to share compare</li> <li>- Ask some ss to write the full sentences on the board</li> <li>- Confirm the correct answers</li> <li>- Have ss make notes of their answers to the two questions in the interview</li> </ul> | <p>- Work in pairs</p> <p><b>Key:</b></p> <p>1. A      2. B      3. C      4. C<br/>5. A      6. B</p><br><p>- Work in pairs to work out the messages from the pictures. Then Ss can uncover the text and do the matching.</p> <p><b>Key:</b>    1. c      2. a      3. e      4. b<br/>             5. d</p><br><p>- Work individually to to complete this task.</p> <p><b>Key:</b></p> <p>1.Where are you? We are at Lotte on the second floor.<br/>2.I'll be 5 minutes late. See you soon.<br/>3.Do you want to see a movie this weekend?<br/>4.Please call me right back. Thanks<br/>5.Hi! What are you doing tonight?<br/>6.Did you see it? Laugh out loud!</p> <p>- Work in groups</p> |
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## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

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| <ul style="list-style-type: none"><li>- Remind ss that it doesn't matter what their answers are and that is more important that they justify their answers</li></ul> <p><b>Exercise 4/ Page 43(8')</b></p> <ul style="list-style-type: none"><li>- Ask ss to work in groups to make their group's Ideas by discussing a <i>technology solution</i> that will help people avoid the communication breakdown mentioned in 1</li><li>-The groups then make a short presentation of their ideas to share with the class to make a big Ideas Bank.</li></ul> |  |
| <b>ACTIVITY 4: Further practice (10')</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <p><b><u>Aims:</u></b><br/>To promote speaking skill<br/>To learn how to save energy</p> <p><b><u>Contents:</u></b></p> <p><b><u>Products:</u></b></p> <p><b><u>Organization:</u></b><br/>- Lets sts summarize the content of the lesson</p> <p><b><u>Homework:</u></b><br/>-Guide ss how to Ex C1,2,3/ 31/32<br/>- Collect pictures, songs, clips talking about communication</p>                                                                                                                                                                      |  |

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Teaching date:

**Period:85**

### **UNIT 10. COMMUNICATION**

#### ***Lesson 5: Skills 1***

#### **I./. 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
- Talk about communication now and in the future

#### **2. Qualities:**

**Skills:** Speaking, reading,

**Attitude:** - Positive about communication.

- Students know how to learn English in right way.

GV: Nguyen Bich Lien

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

**3. Competence:** Communication, self-learning capability, creative capacity, ability to use of language.....

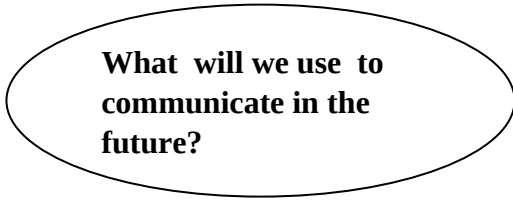
### **II./ PREPARATION:**

**1.Teacher:** book, planning, picture, laptop, projector

**2.Students:** books, notebooks

**III./ TEACHING METHODS:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

### **IV./PROCEDURE**

| <i>Teacher's and students' activities</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Content</b>                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ACTIVITY 1: WARM-UP</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                            |
| <p><b><u>Aims:</u></b> make sts change the state from relaxation to concentration</p> <p><b><u>Contents:</u></b> Tell students in this lesson they will have the opportunity to learn about communication now and in the future</p> <p><b><u>Products:</u></b></p> <ul style="list-style-type: none"> <li>- game</li> </ul> <p><b><u>Organization:</u></b></p> <p><b>Brain storming.</b></p> <ul style="list-style-type: none"> <li>- Ask ss to answer the questions</li> <li>- Introduce the new lesson</li> </ul>                 |                                                                                                                                                                                                                                         |
| <b>ACTIVITY 2: KNOWLEDGE FORMATION (20')</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                            |
| <p><b><u>Aims:</u></b> promote reading skills</p> <p><b><u>Contents:</u></b></p> <p>Passage</p> <p>Extra vocabulary with students. it.</p> <p><b><u>Products:</u></b></p> <p>Key to SKILL 1</p> <p>Vocabulary</p> <p><b><u>Organization:</u></b></p> <p><b>* Teaching vocabulary (6')</b></p> <ul style="list-style-type: none"> <li>- Teacher uses different techniques to teach vocabulary (situation, realia)</li> <li>- Follow the seven steps of teaching vocabulary</li> </ul> <p><b>* Checking vocab: Slap the board</b></p> | <ul style="list-style-type: none"> <li>- stick(v): dính</li> <li>- decade(n): thập niên</li> <li>- holography(n): chụp ảnh giao thoa</li> <li>- tiny(adj): bé nhỏ</li> <li>- three- dimensional images(n): hình ảnh không gian 3 chiều</li> <li>- interact(v): tương tác</li> <li>- cyber world(n): thế giới ảo</li> </ul> |

**GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG**

## Reading

**2.1. Look at the letters the children from Viet Nam and Sweden sent to each other in a penfriend project. Why do you think they chose this way to communicate with each other ?**

-Ask 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 penfriend project.

-Ask Ss to brainstorm the reasons why they think these Ss chose this way to communicate with each other.

-Then ask Ss what they think is happening in the two other photos in the text.

## 2.2. Read the text

**Look at the highlight words and match them with their meanings.**

Ss read the text quickly for the first time.

Ask them to pay attention to the highlighted words and do the matching task.

- Work individually then compare their answers with a classmate before giving the answers

- Ask some ss to write the answers on the board then confirm the correct answers

### 2.3. Answer the following questions

- Ask ss to 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

- Call some pairs to ask and answer aloud

- Answer the questions

- Work individually

1. in real time
2. interact
3. three-dimensional images
4. cyber world
5. network

- Work individually then in pairs

**Key:**

1.They have 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 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.

### ACTIVITY 3: PRACTICE (15')

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

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| <p><b><u>Aims:</u></b><br/>Improve speaking and reading skills</p> <p><b><u>Contents:</u></b><br/>- Key to reading</p> <p><b><u>Products:</u></b><br/>This part helps Ss understand more about communication</p> <p><b><u>Organization:</u></b><br/><b><u>Speaking - 15'</u></b><br/><i>Exercise 4. In small groups, decide whether you agree with the author of this text. Why/ Why not? Share your ideas with the class</i><br/>First ask Ss where in the text the author's opinion is expressed. Then they work in groups of 4 ss to tell each other if they agree with the author's opinion or not and explain why.<br/>-Then call on some pairs/ groups to share what they have discussed.</p> <p>3.5. <i>Class survey. What ways of communication do you use for the following purposes now and what will they be in the year 2030?</i><br/>- Work in groups of 6 ss<br/>-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.</p> | <p>- Work in groups of 4 ss</p> <p>- Take a survey</p> <p>- Work in groups of 6 ss</p> |
| <p><b><u>ACTIVITY 4: Further practice</u></b></p> <p><b><u>Aims:</u></b> widen the topic to earn more knowledge about communication</p> <p><b><u>Contents:</u></b></p> <p><b><u>Products:</u></b><br/>- old vocab<br/>- old grammar</p> <p><b><u>Organization:</u></b><br/>- Sum up the main content of the lesson.</p> <p><b><u>Homework: (2)</u></b><br/>- Learn by heart all the new words.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                        |

# GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

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| - Do Ex C1. D1,2 P 31-33<br>- Collect pictures, songs, clips talking about communication |  |
|------------------------------------------------------------------------------------------|--|

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Teaching date:

**Period:86**

## **UNIT 10: COMMUNICATION**

### **Lesson 6: Skills 2**

#### **I./. Objectives**

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

- listen for general and specific information about netiquette
- write an email using netiquette

**2. Qualities:**

**Skills:** listening, writing.

**Attitude:** - Positive about communication.

- Students know how to learn English in right way.

**3. Competence:** Communication, self-learning capability, creative capacity, ability to use of language.....

#### **II./. PREPARATION:**

**1.Teacher:** book, planning, picture, laptop, projector

**2.Students:** books, notebooks

**III./. TEACHING METHODS:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

#### **IV./.PROCEDURE**

| <i>Teacher's and students' activities</i>                                                                                                                                                                                                                                                                 | <b>Content</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>ACTIVITY 1: WARM-UP</b>                                                                                                                                                                                                                                                                                |                |
| <b><u>Aims:</u></b> chatting to make sts change the state from relaxation to concentration<br><b><u>Contents:</u></b><br>All about how to build a conversation<br><b><u>Products:</u></b><br>Sts know new words to talk about vocabulary related the topic.<br><b><u>Organization:</u></b><br>- free talk |                |
| <b>ACTIVITY 2 : KNOWLEDGE FORMATION (20')</b>                                                                                                                                                                                                                                                             |                |

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

**Aims:**

- promote listening skill
- help sts learn extra vocabulary

**Contents:**

Audio about communication

**Products:**

Key to Task 2, 3

**Organization:**

**Listening**

**2.1. Activity 1:**

Ask Ss to look at the message board. Ask them who posted the message and who they think the message is for. Ask them to try to identify what problems in terms of communication politeness they think the message has.

**2.2. Activity 2:**

Write on the board ‘netiquette’ and ask what they think it means. Explain they are going to listen to a researcher talking about the way we communication online. Explain CAPS LOCK in the box if necessary.

Have Ss look at the questions first. Encourage them to give some answers. Then play the recording. Ss work individually then in pairs to compare their answers.

**2.3. Activity 3:**

Before playing the recording again, first ask Ss to look at the grid and try to complete it with as much information from the recording as they can remember. Elicit the answers from Ss. If their answers are correct, move to the next activity. Otherwise, play the recording again.

**- Do as requested**

**Key:**

1. The word is a combination of ‘net’ and ‘etiquette’. It’s a set of rules for behaving property online.
2. Don’t say and do unpleasant things, just like in real life.
3. It’s how we communicate with each other online.

**Key:**

|                                                                 |        |           |                                                                               |
|-----------------------------------------------------------------|--------|-----------|-------------------------------------------------------------------------------|
| 1. Use CAPSLOC<br>K in emails,<br>posts, and<br>comments        | Should | Shouldn’t | It looks like<br>you are<br>shouting at<br>people                             |
| 2. Check<br>your email<br>for mistakes<br>or errors             | v      |           | It shows<br>respect for<br>your reader.                                       |
| 3. Use a lot<br>of shorthand                                    |        |           | This may<br>confuse your<br>reader.                                           |
| 4. Respect<br>discussion<br>rules and use<br>polite<br>language | v      |           | People may<br>not know who<br>you are, but<br>you’re judged<br>by the quality |

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

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| <b>2.4. Activity 4:</b> Ss work in pairs to complete this task. You may call two or three pairs to write their versions of the message on the board and the class votes for the best one.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                 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| <b>ACTIVITY 3: PRACTICE (15’)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| <b><u>Aims:</u></b><br>- promote writing skill<br>- help sts learn extra vocabulary<br><b><u>Contents:</u></b><br>Vocabulary and structures to talk about communication<br><b><u>Products:</u></b><br>Key to Writing<br><b><u>Organization:</u></b><br><b><u>Writing</u></b><br><b>3.1. Activity 5:</b><br>- Draw Ss’s attention to the REMEMBER! box. If possible, illustrate each of the bullet points mentioned by an example you find from the Internet.<br><b>3.2. Activity 6:</b><br>- First Ss work in groups to discuss what information they would include in the email. They may look at the email in 5 for ideas. Then Ss work individually on this task. Ask them to pay attention to the netiquette they have learnt. When Ss have finished, they swap the writing their partner to check before handing it in to T. For a more able class, T may ask Ss to try the following tasks as homework (Ss may look at 4 for more ideas ):<br>Write a short post on your class message board to ask how many words the final essay should be. |  | <b>Key:</b> 1. c      2. f      3. e      4. B<br>5. a      6. d<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br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## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

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| <p><b><u>Aims:</u></b></p> <ul style="list-style-type: none"><li>- promote reading skill</li><li>- help sts learn extra vocabulary</li></ul> <p><b><u>Contents:</u></b></p> <p>Vocabulary and structures to talk about communication</p> <p><b><u>Products:</u></b></p> <p><b><u>Organization:</u></b></p> <ul style="list-style-type: none"><li>- Lets sts summarize the content of the lesson</li></ul> <p><b><u>Homework:</u></b></p> <ul style="list-style-type: none"><li>? Do Ex in exercise book</li><li>? Prepare: <b>Unit 10: Looking back</b></li><li>- Collect pictures, songs, clips talking about communication</li></ul> |  |
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Teaching date:

**Period: 87**

**UNIT 10: COMMUNICATION**

***Lesson 7: Looking back + project***

### **I./. Objectives**

**1. Knowledge:** - Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment box at the end of the unit.

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

- Recycle the language from the previous sections and links with the topics.
- Practice doing some exercises to consolidate and apply what they have learnt in Unit 10

### **2. Qualities:**

**Skills:** use of English.

**Attitude:** - Positive about communication.

- Students know how to learn English in right way.

**3. Competence:** Communication, self-learning capability, creative capacity, ability to use of language.....

### **II./. PREPARATION:**

**1. Teacher:** book, planning, picture, laptop, projector

**2. Students:** books, notebooks

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

**III./ TEACHING METHODS:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

### **IV./PROCEDURE**

| Teacher's and students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Content                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ACTIVITY 1: WARM-UP (5')</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                            |
| <p><b><u>Aims:</u></b> chatting to make sts change the state from relaxation to concentration</p> <p><b><u>Contents:</u></b><br/>Question about communication</p> <p><b><u>Products:</u></b><br/>New and old vocabulary<br/>Game on the board</p> <p><b><u>Organization:</u></b><br/>- free talk</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                            |
| <b>ACTIVITY 2: KNOWLEDGE FORMATION (20')</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                            |
| <p><b><u>Aims:</u></b> improve skills of working individually and doing teamwork</p> <p><b><u>Contents:</u></b><br/>Extra vocabulary<br/>Practices</p> <p><b><u>Products:</u></b><br/>Key to task look back and project<br/>Old grammar</p> <p><b><u>Organization:</u></b><br/><b><u>2. Looking back:</u></b><br/><b><u>I. Vocabulary</u></b><br/>1. Ask Ss to complete the sentences by using the support from the pictures, the letter cues, and the meaning of the sentences. They work individually first and then compare with a partner.<br/>2 Challenge Ss to try this task without looking back at COMMUNICATION. Have two or three Ss write their answers on the board.<br/>3. Ss work in pairs for this task. Remind Ss that these are non-verbal ways of communication. Then call on some pairs to report their talk.</p> | <p><b>Key:</b><br/>1. body language                      2. Multimedia                      3. face-to-face<br/>4. cultural different                      5. Telepathy<br/>6. Netiquette</p> <p><b>Key:</b><br/>1. thx 4 ur gift                      2. BTW, wot r u doin this wk d?</p> |

**GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG**

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 3. cultural differences                                                                                                                                                                                                                                                                                                                                                                                         | 4. LOL! |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 5. C U 2nite.                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| <b>ACTIVITY 3: PRACTICE (15')</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                 |         |
| <p><b>Aims:</b> improve skills of working individually and doing teamwork</p> <p><b>Contents:</b><br/>Extra vocabulary<br/>Practices<br/>Grammar</p> <p><b>Products:</b><br/>Ask and answer about communication</p> <p><b>Organization:</b><br/><b>II. Grammar</b></p> <p><b>4</b> Ss work individually then in pairs to compare their answers.</p> <p><b>5</b> Ss work individually then in pairs to compare their answers. If time allows encourage Ss to think of other verbs that are followed by gerunds and by <i>to-infinitives</i> and make sentences using them.</p> <p><b>III. Communication</b></p> <p><b>6</b> Ss discuss this task in pairs. Remind them that they can choose to talk about forms of communication people will be using or will not be using in the year 2100 and they should give the reasons why they think so.<br/>For a more able class, this can be done as a debate if some forms of communication are selected beforehand for Ss to discuss.<br/>Ask Ss to complete the self-assessment box. identify any difficulties or weak areas and provide further practice.</p> | <p><b>Key:</b><br/>1. will not be sleeping      2. will be playing<br/>                                        3. will he be doing<br/>4. will be waiting             5. will not be using; will be using<br/>                                        6. will be raining</p> <p>Group work<br/><b>Key:</b><br/>1. talking      2. to use<br/>3. to show     4. communicating<br/>5. chatting     6. to have</p> |         |
| <b>ACTIVITY 4: PRODUCTION (5')</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                 |         |

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

### Aims:

- ask questions for information with the correct intonation
- listen for specific and detailed information about energy

### Contents:

Extra vocabulary

Practices

Worksheet

### Products:

Ask and answer about the energy

### Organization:

### Project

**“Action. Take one! Action. Take two!”**

### **Remind Ss of:**

- The reasons for communication breakdown in **COMMUNICATION**
  - Different ways of communicating in **GETTING STARTED** and **A CLOSER**
- LOOK 1**

Put them into groups and ask them to think of a sketch or a role-play of a communication breakdown. Give them time to brainstorm some ideas. Move around the class, giving help where necessary.

Alternatively, T can prepare the following scenarios if Ss are short of ideas or time. Print each sketch on a piece of paper and fold it up. Each group will pick one piece of paper and prepare their performance. More than one group can have the same sketch, because they will interpret it differently. Ss may prepare the sketch out of class if more time is needed. On the performance day, more than one group may act out a similar play but look for their different interpretation of the communication breakdown as well as their solution. Make sure everyone gives each group lots of encouragement and praise for their acting attempts.

- Ss do at home

## GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

### **Futher practice:**

#### **Finished!**

Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

#### **Homework:**

- Do Ex in exercise book
- Collect pictures, songs, clips talking about communication

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