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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 92** |

**UNIT 6: BE GREEN**

**Grammar 6b (page 99)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- review: the present simple, present continuous, past simple, future simple and be going to.

- practise doing grammar exercises.

- use the tenses reviewed to tell a story about a holiday.

**1.2. Competences**

- improve Ss’ analytical, critical thinking skills.

**1.3. Attributes**

- build their motivation for study.

- develop their patriotism, kindness, honesty.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB – Phần mềm tương tác trực quan, projector/interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Fill in the blanks in a conversation.  - Fill in the blanks in a paragraph.  - Make questions and answers based on a text. | **-** Ss’ answers.  **-** Ss’ answers.  - Ss’ own sentences. | - Observation.  - Observation.  - Observation/ peer correction. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to review some tenses.

b. Content: Sentences using the present simple, present continuous, past simple, future simple and be going to.

c. Expected outcomes: Ss can recall the tenses learnt earlier.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Give the time adverbs which the following tenses use with.**  1. the present simple:  2. the present continuous:  3. the past simple:  4. the future simple:  5. be going to:  - Ask Ss to discuss with partner to give the time adverbs.  - Checks Ss’ answers. | - Discuss with partner to find out the answers.  ***Answer Keys***  *1. adverbs of frequency, every ….*  *2. now, at the moment,*  *3. yesterday, last…, ago,*  *4. tomorrow, in the future,*  *5. tomorrow, next….,..*  - Listen to the teacher and take notes. |

**B. Presentation: 10 minutes**

a. Objectives: to help Ss review the rules of the tenses: the future simple and structure “be going to” and other tenses mentioned earlier.

b. Content: Language Box

c. Expected outcomes: Ss can remember the tenses and do the task correctly.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| - Read through the theory, using the IWB and elicit further examples from Ss.  - Check Ss’ understanding. | - Read the theory and listen to teacher.  - Take notes. |

**C. Practice: 15 minutes**

a. Objectives: to help Ss practise the future simple and structure “be going to” and review tenses.

b. Content: task 4, 5.

c. Expected outcomes: Ss can remember and understand how to use the tenses.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 4: Use the verbs in brackets and will/won’t or be going to complete the sentences.** 1 A: The air in this city is so dirty! B: Yes, and I think air pollution *will get* (get) worse in the future. 2 A: \_\_\_\_\_\_ (you/recycle) those plastic bottles? B: No, I’m saving them to create art. 3 A: Mike \_\_\_\_ (not/start) university in September. B: I know. He decided to work with endangered animals instead. 4 A: I can’t wait to go on the school camping trip tomorrow. B: I hope it \_\_\_\_ (not/rain). 5 A: What are you planning to do next summer? B: I \_\_\_\_\_\_\_ (spend) a month in the rainforest. - Explain the task (using the IWB) and give Ss time to complete it. - Check Ss’ answers.  - Explain the differences between the future simple and the structure “ be going to”.  \* future simple:  + immediate decisions  + predictions without evidence  + express a future fact  \* be going to  + prior plans  + predictions with evidence  + express something that is about to happen. | - Listen to teacher’s explanation, read the sentences and do the task.  - Take notes.  ***Answer Keys:***  *2. Are you going to recycle*  *3. isn’t going to start*  *4. won’t rain*  *5. am going to spend.* |
| **Task 5:** **Complete the text with the correct tense of the verbs in brackets.**  Hi Bella! **1)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(you/have)** a nice time in Vietnam last week? We **2)** \_\_\_\_\_\_**(not/go)** to France in the end because my dad had a problem at work. He **3)** \_\_\_\_\_\_**(work)** in a big office and there **4)** \_\_\_\_\_**(be)** a fire there last Sunday, so he had to stay and clear up the mess. It’s OK, though, because my parents **5)** \_\_\_\_\_ **(plan)** a great trip for us right now – to the Amazon rainforest! I’m so excited! We **6)** \_\_\_\_\_ **(leave)** on Monday morning! We **7)** \_\_\_\_\_**(spend)** 10 days trekking through the jungle with a guide and we **8)** \_\_\_\_**see)** all sorts of amazing plants, animals and birds. I hope I **9)** \_\_\_\_**(manage)** to take some good photos! I **10)** \_\_\_\_ **(call)** you when I get back – I promise! Katie  - Explain the task (using the IWB) and give Ss time to complete it.  - Check Ss’ answers. | - Do the task individually.  ***Suggested Answers***  *1. Did you have 2. didn’t go*  *3. works 4. was*  *5.are planning 6. are leaving*  *7. are going to spend 8. are going to see 9.will manage 10. will call* |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: Task 6.

c. Expected outcomes: Ss can tell a story about a holiday they went last year.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 6: Take turns to tell a story about a holiday you went on last year. Use a variety of tenses.** A: Last summer we went on holiday to Phong Nha-Kẻ Bàng National Park. B: When we were ...  - Explain the task (using the IWB) and read out the example. - Give Ss time to complete the task in pairs. - Monitor the activity around the class. | - Listen to teacher’s explanation and read the example.  - Work with a partner to make questions and answers based on the text.  ***- Ss’ own answers.*** |

**E. Consolidation and homework assignments: 5 minutes**

**-** Grammar point: the tense.

- Do the exercises in workbook on page 49.

- Prepare the next lesson: Vocabulary 6c (page 100).

**5. Reflection**

a. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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