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

**UNIT 6: LIFE ON OTHER PLANETS**

**Lesson 1.2 - Grammar (pages 55 & 56)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- practice and use the *Future Simple (will)* for future predictions correctly***.***

- improve writing skill.

***1.2. Competences***

- improve Ss’ communication, collaboration and critical thinking skills.

***1.3. Attributes***

*-* be aware of what will happen in the future.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student book and Teacher’s book, class CDs, Digital Book (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác), projector/interactive whiteboard / TV (if any), PowerPoint slides, handouts.

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

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen and repeat.  **-** Fill in the blanks.  - Unscramble the sentences.  - Make predictions about the places (Tyson Station and Juba 5). | **-** Ss’ performance.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - T’s observation/ feedback/Peers’ feedback. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

**b) Content:** Practicing the Future Simple tense.

**c) Expected outcomes:** Ss review the previous grammar point that will help them in the upcoming lesson.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Unscramble the words**  - Use the activity “Word Search” – task b – page 32 - Workbook for the warm-up activity.  - Show the activity, have Ss look and search **six** more words they learned in unit 6 (in pairs).    - Call Ss to give answers.  - Give feedback and show correct answers.  - Lead to the new lesson. | - Work in pairs to find words.  - Give answers.  **Answer keys** |

**B. New lesson (35’)**

* **Activity 1: Presentation (10’)**

**a) Objective:** Introduce the Future Simple used to make future predictions based on our own opinions and experiences.

**b) Content: -** Going over the grammar point through its meaning, use and form.

**c) Expected outcomes:** Ss practice and use *will* with future predictions in the upcoming exercises.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read about Future Simple and fill in the blanks.**  - Ask Ss to have a quick look at the picture and the grammar box on page 55.  - Have Ss predict what the boy and the girl are talking about the future.  *What are they thinking of?*  - Ask Ss share answers.  - Check answers.  **Task b. Listen again and repeat.**  - Play audio (CD2 – Track 2) and have Ss listen and read the speech bubbles. | - Look at the picture and the grammar box.  **-** Share the answers.  **Answer keys**  *G: Where will people live in 2080? B: I think that in 2080, people will live on the moon.*  - Listen, then read. |
| - Play the audio again and have Ss listen and repeat.  **GRAMMAR BOXES**  - Have Ss look at the box of grammar meaning and use again.    - Emphasize the use of *will* for future predictions.  - Ask Ss *‘What can you use* ***will*** *for?’*  - Have Ss look at the grammar form box and read examples of different forms.    - Ask Ss to circle the bold words in the sentences, and elicit the affirmative, negative and interrogative forms.  - Elicit **key words** of the Future Simple:  **KEY WORDS:**  ***I think***  ***I believe***  ***probably…***  - Ask Ss to give more examples using *will/ won’t.*  - Give feedback. | - Listen and repeat.  - Look and read.  - Read.  - Answer the question.  - Read examples of different forms.  - Circle the bold words.  - Give more examples. |

* **Activity 2: Practice (19’)**

**a) Objective:** Students can use the Future Simple to do the exercises.

**b) Content:**  Filling in the blanks and unscrambling the sentences.

**c) Expected outcomes:** Students can get used to the use of the Future Simple and use it correctly.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task b. Fill in the blanks with the words from the**  **box.**  - Demonstrate the activity, using the example.  - Have students fill in the blanks with the words from the box. - Have pairs check each other's work. - Have some Ss share their answers with the class.  - Give feedback and correct Ss’ answers if necessary.  **Task a. Read the examples and unscramble the sentences.**  - Demonstrate the activity, using the example (using DCR).  - Have Ss unscramble the sentences. - Have pairs check each other's work. - Have some students share their answers with the class on the board.  - Check Ss’ answers, give feedback and evaluation. | - Look and listen.  - Work individually.  - Work in pairs.  - Share the answers.  **Answer keys**   1. *will have* 2. *won’t live* 3. *will be* 4. *won’t be*   - Look and listen.  - Work individually.  - Work in pairs.  - Write the answers on the board.  **Answer keys** |

* **Activity 3: Production (6’)**

**a) Objective:** Students master the grammar point they have studied in the lesson.

**b) Content:**  Encouraging communication in using the new language.

**c) Expected outcomes:** Ss produce the new language successfully, and they can the Future Simple in daily communication.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task c. In pairs: Make predictions about the places. Use the prompts and your own ideas.**  - Divide the class into pairs. - Have students take turns making predictions using the prompts relating to Tyson Station and Juba 5. - Have some students demonstrate the activity in front of the class.  - Give feedback and evaluation.  - For more practice, have Ss play the consolidation game, using DHA. | - Have conversation in pairs.  - Present.  - Listen. |

**C. Consolidation and homework assignments (5’)**

**\* Consolidation:**

**-** Find a mistake in each sentence below.

1. *Humans will live not on the moon.*
2. *Where will live people in the future?*
3. *I think will they live on Venus.*

**- Answer keys:**

1. *Humans* ***will not/ won’t live*** *on the moon.*
2. *Where* ***will people live*** *in the future?*
3. *I think* ***they will/ they’ll*** *live on Venus.*

**\* Homework:**

- Make four sentences using *will*/ *won’t.*

- Do the exercises in WB: Grammar (page 33).

- Complete the grammar notes in Tiếng Anh 8 i-Learn Smart World Notebook (page 48).

- Play consolidation games in Tiếng Anh 8 i-Learn Smart World DHA App on [www.eduhome.com.vn](http://www.eduhome.com.vn)

- Prepare: Lesson 1 – Pronunciation and Speaking (pages 56 & 57 – SB).

**V. 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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