***Week: 29 Date of preparation: 1/03/19***

***Period: 82 Date of teaching: 7/03/19***

**UNIT 10: COMMUNICATION**

**A Closer Look 2**

***I. OBJECTIVES****:*

***1. Formation of behavior:***By the end of the lesson, students will be able to master the uses of the future continuous tense and some verbs can be followed by both a gerund and to-infinitive without significant change in meaning.

***2. Knowledge:***

***a. Vocabulary:*** The lexical items related to the topic “Communication”

***b. Grammar:*** Future continuous tense (review) and V + to-infinitive

***3. Skill:*** Reading, writing and speaking

***II. PREPARATION****:*

***1. Teacher****:*  - Materials: Ss’ books, text books

- Method: group work, individual work

***2. Ss****:* vocabulary

***III. TIME: 45’***

***IV. PROCEDURES****:*

***1. Class order****:* Greeting, checking attendance, asking for date

***2. Checking up****:* Ask Ss practice 1,2 and 3 in “A Closer Look 1”

***3. New lesson****:*

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| **Teacher’s activities** | **Students’ act** | **Content** |
| - Have Ss answer some questions - Lead to the new lessons - Remind Ss of the conversation in GETTING STARTED: - Play the recording and ask Ss to answer the two questions.- Draw Ss'attention to the Review box.- Draw Ss' attention to the Look out! box. - Ask them to underline the specific time expression in each item. - 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. - Ask Ss to work individually to complete the task.- Ask some volunteers to write the rest on the board in a similar way.- Tell Ss to look at the Watch out! Box for the list of common verbs followed by to-infinitive. - Have Ss work individually then in pairs to compare their answers.- Remind Ss of the different ways of communicating from the beginning of the unit. Draw their attention to the time expression (year 2050) and ask them which verb tense should be used. | - Answer the Q- Read the conversation and find out what Phuc and Nick decided on the phone about how they would try it again this Sunday afternoon.- Listen and take notes - Work individually then in pairs to compare their answers.- Work in groups to do the task.- Work individually to complete the task.- Write the rest on the board in a similar way.- Look at the Watch out! Box and take notes.- Do the task individually then in pairs- Work in pairs and share their ideas with other pairs to make a “Dream List”. If it is possible, this task can be done as a mingle activity where one pair has to talk to at least three other pairs.  | **Warm- up*: Play the game: Word square******Questions : Review simple future****- What will it be tomorrow?**- Where will you go for this weekend?**- When will you have a party for your next birthday?***a. Presentation: Grammar** **The future continuous tense (review)** **Key:**1. He will be having his Vietnamese class.2. They will be watching a film at the cinema.**b. Practice:** **2.Complete the sentences with the future continuous.** **Key:** 1. Will he still be sleeping; will be studying2. will be having; 3. will be eating 4. Will she be staying; will be writing 5. will be playing; 6. will be learning**3. Look at the years provided. Work in groups to predict when…...**Students’s predictions (If there is any difference in the answers among the groups, ask them for an explanation for their particular choice.)**4.Look at the conversation in GETTING STARTED again…..**Write on the board: - Examplealso wanted to call you —> want to do something- Some verbs such as love, hate, prefer can be followed by both a gerund or to-infinitive without significant change in meaning.**5. Choose the best answer.****Key:** 1.c 2.b 3.a 4.c 5.a**Production:****6. The Dream List. Imagine we are in the year 2050. Work in pairs and……**Students’ sentences |

**4. Homework**

- Learn by heart all the grammar notes and structures, practice reading exercises 2,3,5

- Prepare: Communication

**Experience**………………………………………………………………………………