

LESSON PLAN
TIẾNG ANH 11 FRIENDS GLOBAL
UNIT 3: SUSTAINABLE HEALTH
LESSON 3D – GRAMMAR: FUTURE CONTINUOUS AND FUTURE PERFECT

I. OBJECTIVES

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

1. Knowledge

- Use future continuous and future perfect.
- Know some predictions of how humans will change over the next 100.000 years.
- Gain some expressions about future time.

2. Competences

- Understand an article about how humans are predicted to change over the next 100,000 years.

- Discussing predictions about the future.
- Develop self-study skills, collaborative skills and creativity.

3. Personal qualities

- Be more aware of changes in the far future.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 3, Grammar
- Computer connected to the Internet
- Projector / TV/ mini boards
- PowerPoint Unit 3D

III. PROCEDURES**1. ACTIVITY 1: GRAMMA REVIEW / WARM-UP (10 mins)****a. Objectives:**

- Get students' attention at the beginning of the class.
- Students can gain more confidence and interest in the lesson.
- Ss can review the grammar of the previous lesson.

b. Content:

- Sentence building (Game)
- Exercise 1. (p.40)

c. Products:

- Students write their answers on the mini boards, discuss with their friends.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
Sentence building (5 mins)	

<ul style="list-style-type: none"> - Teacher goes through the slide to review the grammar of the previous lesson. - T elicits the language. - Ss work in teams. - Ss will see a prompt, and write a sentence based on the prompt on their mini boards. - The first team to finish with the correct sentence will get to choose a box that contains either plus point (+) or minus point (-) 	<ol style="list-style-type: none"> 1. it / rain / tomorrow (70%) 2. An / pass all his exams (100%) 3. John / play computer games this evening (10%) 4. I / go to bed late tonight (0%) 5. If scientists / find cure for most diseases, people / live much longer. (90%) 6. I'm sure bio-printing of organs / become a reality.
Exercise 1: What differences can you see between the first and last pair of photos? (2 mins)	
<ul style="list-style-type: none"> - T focuses attention on the photos. In pairs, students describe the differences between the first and last set of photos. - T asks a few students to share their ideas with the class. 	(Possible answer) <i>In the last photo, the people have bigger eyes, larger noses and nostrils, larger brains and foreheads and darker skin.</i>
Exercise 2: Read the article. Did you mention any differences in exercise 1 that are not mentioned in the text? (3 mins)	
<ul style="list-style-type: none"> - Students read the article and compare their answers from exercise 1. - T elicits any differences that are not mentioned in the text 	Reading text (p. 40)

e. Assessment

- Teacher observes the groups and discussion.
- T gives feedback to group answers and individual answers.

2. ACTIVITY 2: PRESENTATION (10 mins)**a. Objectives:**

- Ss know the forms and when to use future continuous and future perfect.

b. Content:

- Exercise 3 (p.38)

c. Products:

- Students complete Learn this! box in the book.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
Exercise 3: Read the Learn this! box. Complete the examples and rules. How many more examples of each tense can you find in the article? (10 mins)	
- T asks students to read the Learn this! box and complete the rules.	Answers: <i>1 will have 2 will be 3 perfect 4 continuous</i>

<ul style="list-style-type: none"> - Students find examples of the tenses in the article in exercise 2. - T checks answers as a class 	<p><i>future perfect 5: how will the human body have changed in 100,000 years? as a result, our eyelids will have become thicker ...; our nostrils will have grown larger ...; the size of our skull will have increased ...; our brain will have got larger.</i></p> <p><i>future continuous 2: humans will be living in other parts of the solar system.; ... we will be using a nano-chip inside our head ...</i></p>
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e. Assessment

- Teacher checks students' books.

3. ACTIVITY 3: PRACTICE (15 mins)**a. Objectives:**

- Ss get used to the form and use of future continuous and future perfect.
- Ss use the future tenses in some exercises correctly.

b. Content:

- Grammar builder 3.3 (p.119)
- Exercise 4. (p.40)

c. Products:

- Students complete exercises in their books.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
Grammar builder 3.3: (10 mins) Exercise 1: Complete the sentences with the future continuous form of the verbs below Exercise 2: Complete the sentences. Use the future perfect form of the verbs in brackets	
<ul style="list-style-type: none"> - Ss work in pairs to complete the exercise in 5 minutes. - T invites some Ss to go up to the board to write their answers. - Other Ss check the answers on the board and give feedback. - T corrects the exercise. 	<p>Answer key:</p> <p><i>Exercise 1:</i> 1 will be studying 2 will be having 3 will be shining 4 will be visiting 5 will be packing 6 will be staying</p> <p><i>Exercise 2:</i> 1 will have returned 2 won't have finished 3 won't have received 4 will have done 5 won't have had 6 will have been</p>
Exercise 4: Complete the sentences using the correct future continuous or future perfect form of the verbs in brackets. (5 mins)	
<ul style="list-style-type: none"> - Working individually, students complete the sentences. - T checks answers as a class. 	<p>Answer key:</p> <p><i>1 will have finished 2 will be working 3 won't be living 4 will have told 5 will be shining</i></p>

e. Assessment

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 4: PRODUCTION (10 mins)**a. Objectives:**

- Ss can use future time expressions in their talk.
- Ss can discuss predictions about the future.

b. Content:

- Exercise 5. (p.40)
- Exercise 7. (p.40)

c. Products:

- Students take notes in their books, discuss with their friends, then report.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
Exercise 5: Read the Learn this! box. Add two more time expressions from the article in exercise 2 (2 mins)	
<ul style="list-style-type: none"> - T goes through the Learn this! box and check the meaning and pronunciation of within /wɪð'ɪn/ (in a period not longer than a particular length of time), by /baɪ/ (not later than; before), foreseeable /fɔː'siːəbl/ (that can be expected; that you can guess will happen) and long term /lɒŋ tɜːm/ (for a long period of time). - Students find two more time expressions in the article in exercise 2. - T checks answers as a class. 	<p>Answer key:</p> <p><i>in 100,000 years; in the distant future</i></p>
Exercise 6: Read the prompts. Then in pairs, make predictions using the future continuous or future perfect and a suitable time expression. Do you agree with your friend? (8 mins)	
<ul style="list-style-type: none"> - T goes through the instructions and the prompts. - T asks students to make predictions with any of the time expressions in the Learn this! box. - Students write their predictions in their notebooks. - T circulates and monitor, helping where necessary. - In pairs, students take turns to read out their predictions and give their opinions. - A few students volunteer to share their ideas with the class 	<p>(Possible answers)</p> <p>2 I think / don't think most people will be living to 200 years from now.</p> <p>3 I think / don't think new diseases will have appeared in 1,000 years' time.</p> <p>4 I think / don't think computers will be managing all major companies in the foreseeable future.</p> <p>5 I think / don't think the earth will be fighting wars against other planets 10,000 years from now</p>

e. Assessment

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. CONSOLIDATION (2 mins)**a. Wrap-up**

- If T is using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- T asks students: What have you learned today? What can you do now? and elicits answers: I can talk about events in the future and when they will happen, using the future continuous and future perfect.

b. Homework

- Prepare for the next lesson

LESSON PLAN
TIẾNG ANH 11 FRIENDS GLOBAL
UNIT 3: SUSTAINABLE HEALTH
LESSON 3E - WORD SKILLS: WORD FAMILIES

I. OBJECTIVES

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

1. Knowledge

- Gain trivial knowledge about how emotions affect the body.
- Know some adjectives to describe feelings and their related nouns and adverbs.

2. Competences

- Understand an article about how emotions affect the body.
- Discuss their emotions.
- Present their opinions on some statements about emotions.
- Develop self-study skills, collaborative skills and critical-thinking.

3. Personal qualities

- Build an awareness of one's emotions.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

II. MATERIALS

- Grade 11 textbook, Unit 3, Word skills
- Computer connected to the Internet
- Projector / TV
- PowerPoint Unit 3E

III. PROCEDURES**1. ACTIVITY 1: WARM-UP/LEAD-IN (8 mins)****a. Objectives:**

- Introduce the new lesson and set the scene for Ss to acquire new language.
- Get students' attention at the beginning of the class.
- Activate background knowledge.
- Students can gain more confidence and interest in the lesson.

b. Content:

- Feel the sounds (Game).
- Exercise 1. (p.41)

c. Products:

- Students listen and guess the sounds.
- Ss talk to their friends about the situations.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
Feel the sounds (3 mins)	
<ul style="list-style-type: none"> - T goes through the instruction. - Ss listen to the sounds and work in pairs to guess how the people feel. - Ss with the correct answer brings points to their group or get a present. - T asks: "In what situations would you experience these emotions?" and elicits a few answers. 	Answers: <ol style="list-style-type: none"> 1. Afraid /scared/ fearful 2. Sad / upset / depressed 3. Happy / joyful / cheerful 4. Disappointed 5. Disgusted
Exercise 1: In pairs, read the adjectives below and talk about situations in which you experience those feelings (5 mins)	
<ul style="list-style-type: none"> - T goes through the word list to check the meaning and pronunciation of the adjectives. - T gives examples based on personal experiences. - In pairs, students discuss situations in which they experience the feelings. - A few students volunteer to share their ideas with the class. 	<p>Adjectives to describe feelings: afraid anxious ashamed cross disgusted envious proud</p> <p>Example: I sometimes feel afraid if I see a very large spider.</p>

e. Assessment

- Teacher observes the groups and give feedback.

2. ACTIVITY 2: PRESENTATION (17 mins)**a. Objectives:**

Students learn the form, pronunciation and when to use vocabulary related to the topic.

b. Content:

- Pre-teach vocabulary.
- Exercise 2. (p.41)
- Exercise 3. (p.41)
- Exercise 4. (p.41)

c. Products:

- Ss discuss with their friends, do exercises in the book and say aloud the new vocabulary items

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
Pre-teach vocabulary (5 mins)	
<ul style="list-style-type: none"> - T goes through the slides and elicits the words from the pictures first. - T conducts oral drill chorally and individually. - T asks CCQs to check Ss' understanding. - Ss answer and take notes of new vocabulary. - Ss work in pairs to complete the matching exercise on the slide to learn more vocab for the listening - T goes through the slides again to check pronunciation. 	1 disgust /dɪs'gʌst/ (n.) 2 envy /'envi/ (n.) 3 contempt /kən'tempt/ (n.) 4 depression /dɪ'preʃn/ (n.) 5 gut /gʌt/ (n.)
Exercise 2: Read the article and look at the pictures. Match the underlined words in the article with pictures 1–4. (5 mins)	
<ul style="list-style-type: none"> - T focuses Ss' attention on the title. - On the board, write the following: I've got a gut feeling that our team is going to lose today. Ask: What do you think 'gut feeling' means? (a feeling based on emotions rather than thought and reason) - Students read the article and match the underlined words with pictures 1–4. - T checks answers as a class. 	Answer: 1 <i>anger</i> 2 <i>happiness</i> 3 <i>depression</i> 4 <i>shame</i>
Exercise 3: Complete the tables with words from exercises 1 and 2. (2 mins)	
<ul style="list-style-type: none"> - Students complete the table. - T checks answers as a class. 	Answer: 1 anger 2 anxious 3 shame 4 envy 5 happiness 6 proud 7 sadness 8 surprise
Exercise 4: Read the Learn this! box. In pairs, write down two more examples for each rule (a–d). Use a dictionary to help you if necessary. (5 mins)	
<ul style="list-style-type: none"> - Ss read the Learn this! box and find two examples for each of the rules in pairs. - T elicits some answers and then invites some Ss to write the examples on the board. - T checks and gives more examples if necessary. 	Possible answers: a tired – tiredness, merry – merriment b excited, exciting, dangerous, useful, harmless, funny, typical c slowly, differently d tidily – untidily, possible – impossible

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher checks students' understanding of vocab and gives feedback.
- Teacher observes Ss' writing of vocabulary on their notebooks.

3. ACTIVITY 3: PRACTICE (10 mins)**a. Objectives:**

- Ss can use different word forms of the adjectives they have learned

b. Content:

- Exercise 5. (p.41)

c. Products:

- Students complete the exercises in their books correctly.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 5: Complete the sentence with the adjective or adverb related to the noun in brackets. You may need to add a prefix.	
<ul style="list-style-type: none"> - T asks students to look at the position of each word and decide if it is an adjective or an adverb. - Students complete the sentences. - Ss check their answers with their friends. - T invites some Ss to write their answers on the board and then corrects. 	Answers: 1 angrily 2 hopeful 3 surprised 4 anxiously 5 sadly 6 ashamed 7 enviously 8 unsurprising 9 annoyingly 10 unhappiness

e. Assessment

- Teacher's feedback and peers' feedback.

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

- Ss express their opinions on some statements about emotions.
- SS talk to their friends about related situations.

b. Content:


- Four Corners
- Exercise 6. (p.41)

c. Products:

- Students discuss, take notes and report orally.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENT
FOUR CORNERS (5 mins)	
<ul style="list-style-type: none"> - T goes through the instruction in the slide. - Ss will see 3 statements. For each statement, think for a minute and choose one of the following corners: Strongly agree Agree Disagree Strongly disagree - Ss then talk to the members of their corners then share their group's opinions with the whole class. 	1 Money can make people happy. 2 Pride is always good. 3 Fear is a good emotion.

<p>- T monitors and helps Ss with the language they need.</p>	
<p>Exercise 6: Discuss the questions in pairs.</p>	
<p>- In pairs, students take turns to ask and answer the questions. - T circulates and monitors. - T invites some Ss to share their ideas with the class.</p>	<p>1 Do you think money can make people happy? Why? / Why not? 2 When is pride good? When is it bad? 3 Is fear ever a good emotion? If so, when?</p>

e. Assessment

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- If T is using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- T asks students: What have you learned today? What can you do now? and elicits answers: I can describe and discuss feelings. I can form nouns, adjectives and adverbs from the same stem

b. Homework

- Prepare for the next lesson