Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 9: HOUSES IN THE FUTURE**

**Lesson 2 - Part 3 (Page 75) - Pronunciation**

**I. OBJECTIVES**

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

**1. Knowledge**

- know how to pronounce the /t/ sound and can do this well in the test

- use the sound correctly in their speeches

**2. Ability**

- improve the use of language

- develop the ability to communicate and cooperate with their partners, to self-study and other skills

**3. Quality**

**-** have a positive attitude in English language learning so that they actively participate in all classroom activities.

**II. TEACHING EQUIPMENT AND LEARNING MATERIALS.**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, DCR & DHA on EDUHOME, handouts…

**III. PROCEDURES**

1. **Warm up (5’)**
2. **Objectives:** To set the scene for the new lesson
3. **Content:** a game
4. **Product:** Ss can review the language learnt in the previous lesson
5. **Competence:**
6. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students activities** |
| * Have Ss work in groups of 4 to tell everyone in the group what the devices in the future home might be like * Walk around and give support if necessary | * Do as guided   *Possible answers*   * *My TV might take pictures of people in front of it.* * *My bed might have cameras in it.* * *………………………………………………* |

1. **New lesson (35’)**

* **Activities 1: Pronunciation: (5’)**

**a) Objective:** To get Ss learn the sound /t/

**b) Content:** Pronunciation (Page 75)

**c) Product:** Ss can pronounce the sound /t/ correctly in communication

**d) Competence**: Communication, collaboration, critical thinking

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **a. focus on the /t/ sound**  - Explain how the sound /t/ is made  **b) Listen to the words and focus on the underlined letters.**  printer computer robot  - Play audio and draw attention to the focus sound.  **c) Listen and repeat**  - Play audio and have Ss listen and repeat the focus sound  - Correct if necessary.  **d) Read the words with the correct sound to a partner**  - Have Ss practice saying the examples in pairs  - Go around and support if necessary  - Call some Ss to say the words, correct if necessary  \* Optional (if there’s time)  - Have Ss practice saying the words given individually and then with a partner  1. a. carrot b. parent c. teacher d. student  2. a. computer b. write c. actor d. automatic  3. a. robot b. stick c. not d. pet  4. a. article b. activity c. exactly d. nationality   * Check some pairs, give comments if necessary | * Do as guided |

* **Activity 2: Practice: (15’)**

**a) Objective:** to have Ss practice the language learnt earlier

**b) Content:** Practice (Page 75)

**c) Product:** Ss can practice what they have learnt

**d) Competence**: Collaboration, communication, presentation, creativity

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **a) Ask and answer.**  - Demonstrate the activity by asking and answering with a S.  - Demonstrate it again with another S.  - Ask Ss to pay attention to **Modal verb Might**.  - Divide the class into pairs.  - Have pairs asking and answering using the pictures and prompts.  - Have some pairs demonstrate the activity in front of the class.  **b) Practice with your own ideas.**  - Have Ss work in pairs to give the same conversation using their own ideas  - Go around and give support if needed  - Call some Ss to demonstrate the conversation  - Correct and give feedback if necessary. | - Help the T demonstrate the activity  - Practice asking and answering using the pictures and prompts with a partner.  - Practice the conversation in pairs.  - Demonstrate the activity in front of the class. |

* **Activity 3: Speaking: (15’)**

**a) Objective:** To help Ss develop their language skills using what they have learnt

**b) Content:** Speaking (Page 75)

**c) Product:** Ss can use what they have learnt in communication especially they can talk about similarities and differences between homes now and in the future confidently.

**d) Competence**: Collaboration, communication, analytical & synthesizing skills, creativity

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **a) You’re planning an article for Teen World Magazines on homes will be different in the future. Discuss and choose four differences you want to write about. Note them below.**  - Lead to the task by asking Ss to exploit things we have/do in our homes now and what we would like to have in the future/ we can imagine  - Demonstrate the activity by using the example.  D:\Thong\KHANH\UNIT 9\lll44.jpg  - Divide the class into pairs.  - Have Ss discuss and choose four things they would write about in an article on the topic.  - Have Ss write their ideas in the space provided.  - Have some students share their ideas with the class.  - Check some pairs, give comments if any.  **b) Compare your answer with another pair. Did you choose the same things?**  - Give Ss time to join another pair  - Have Ss compare and discuss their ideas with another pair.  - Have some Ss share their findings with the class and try to give the reasons.  - Check some Ss, gives comments and corrects. | * Do as guided   - Work in pairs to discuss and choose four things they would write about in an article on the topic.  - Write their ideas in the space provided.  - Share their ideas with the class.  - Compare and discuss their ideas with another pair.  - Share their findings with the class and try to give the reasons.  - Demonstrate the activity in front of the class. |

**C. Consolidation (2’)**

* /t/ sound
* Using **Modal verb Might** to say that something is possible in the future

D. Homework (3’)

- Do the exercises in the WB (page 53)

- Prepare: Lesson 3: New word & Listening (page 76 – SB)