Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 9: HOUSES IN THE FUTURE**

**Lesson 1 - Part 2 (Page 71) - Grammar**

**I. OBJECTIVES**

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

**1. Knowledge**

- use **the simple future** to **think** to give ideas about the future

**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**

**A. Warm up: (5’)**

**a) Objective:** To set the scene for the new lesson

**b) Content:**  Revision and introduction of new grammatical point.

**c) Product:** Ss can understand and have general ideas about **the simple future**

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
|  \* Option 1:- Ask students to look at the conversation and guess what they are talking about.*-* Ask students to find out the structure they have learned in the last period.\* Option 2:- Ask students to find out the differences between the structure in the conversation and what they have learned in the last period.- Lead to the new lesson. | - Talking about the technology in the future.- Revise the structure they know “I think…”- Work in pairs. |

**B. New lesson (34’)**

* **Activities 1: Introduce and practice new language (25’)**

**a) Objectives:**

- To identify, understand the situation and language materials (new grammatical point)

- To use the knowledge in practical situations with the new grammar point presented to express ideas

**b) Content:** (Section: Grammar page 71).

**c) Products:** Ss can use the knowledge they have learned to produce the language.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **\* GRAMMAR****a. Listen and repeat**. (Presentation)\* Option 1:- Have Ss look at the picture.- Play the audio - Play the audio again. \* Option 2:- Ask students to find out the differences between the structure in the conversation and what they have learned in the last period. - Have Ss look at the grammar explanation and examples. - Have Ss look at the table with the different forms.- Have some Ss read the sentences aloud.- Ask Ss to write the new language in their notebooks.D:\Thong\KHANH\UNIT 9\le 33.jpgD:\Thong\KHANH\UNIT 9\le 333.jpgD:\Thong\KHANH\UNIT 9\le 4.jpg | - Look at the pictures - Listen and read the speech bubbles.- Listen and repeat.- Do the task in pairs.+ **Expected answers**:- I think you/he/she should (give advice) and - I think people will … (give ideas in the future)- Read the sentences aloud. - Write in notebooks. |
| **b. Write sentences in Future Simple using the prompts**(Practice)***\* Option 1:***+ Help students know how to use Future Simple and indefinite quantifiers.- Demonstrates the activity using the example. *1.* ***Do you think******lots of*** *people* ***will*** *live**in smart homes?****\* Option 2:***+ Help students use Future Simple and indefinite quantifiers correctly in forms.- Have Ss write sentences using the prompts.- Have Ss check their works in pairs.- Have some Ss share their answers with the class.- Corrects and give feedback**c. Write sentences using the survey notes.** ***\* Option 1:***+ Help students know how to use Future Simple and indefinite quantifiers in other contexts.- Demonstrate the activity using the example. *1. I think* ***some*** *people will* ***live*** *in* ***earthscrapers****.****\* Option 2:***+ Help Ss improve their use of Future Simple and indefinite quantifiers correctly in difficult contexts.- Have Ss write sentences using the survey notes.- Have Ss check their works in pairs.- Have some Ss share their answers with the class.- T corrects and gives feedback | - Listen to T’s demonstration and write the sentence in notebooks.- Write sentences using the prompts.- Work individually.- Works in pairs.- Share the answers with the class.+ **Expected answer**: - Check the answer and correct.- Listen to T’s demonstration and write the sentence in the notebook.- Write sentences using the prompts.- Work individually.- Work in pairs.- Share their answers with the class.+ **Expected answers**: - Check the answers and correct. |

* **Activity 2: Speaking Skill (10’)**

**a) Objective:** to use the knowledge they have learned to practise converastion and act out the dialogue in close and in open pairs.

**b) Content:**  speaking/ asking and answering questions.

**c) Products:** Ss can use the knowledge they have learned in their speeches.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **d. Now, practice saying the sentences with your partner:** ***\* Option 1:***- Help students deepen the new languages.- Divide the class into pairs.- Have Ss practice saying the sentences.- Call on some pairs to demonstrate the activity in front of the class.***\* Option 2:***- Help students improve their competence in using new languages in their speeches.+ **Game: Lucky Numbers.**- Ask Ss to play the game in teams.- Divide the class into two teams: Team A and B.- Ask Ss to choose a number attached to a word/phrase and then say out loud a sentence with the structure they have learned. Number 1: Some/ smart homes Number 2: A Lucky Number Number 3: lots/ megacity Number 4: few/ megacity Number 5: a lot/ eco-friendly homes Number 6: A Lucky Number Number 7: a few/ eco-friendly homes Number 8: few/ earthscrapers - Declare the winner of the games. | - Work in pairs (open pair)- Work in pairs (closed pairs)- Work in pairs (their own conversations)**Cues**:- Play the game in teams; Team A and B.- Join in the game to find out the winner. |

**C. Consolidation (3’)**

* Using the simple future and think to give ideas about the future.
	+ What do you think home will be like?
	+ I think people will live in smart home.
* Using indefinite quantifiers to give ideas about the future.
	+ I think a few people will live underground.

Homework

* Practice asking and answering with **the simple future** and **think** and **indefinite quantifiers** to give ideas about the future correctly with a partner.
* Do exercise in the workbook: Lesson 1- Grammar and Writing (page 51)
* Prepare: Lesson 1 – Pronunciation and Speaking (page 72 – SB)