Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 9: HOUSES IN THE FUTURE**

**Lesson 1 - Part 3 (Page 72) – Pronunciation, Practice & Speaking**

**I. OBJECTIVES**

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

**1. Knowledge**

- Know how to pronounce the final /z/ sound and can do all the exercises related to this sound

- Use the sound correctly in their communication

**2. Ability**

- Improve the use of language

- Develop the ability to communicate and cooperate with their partners and other skills

- Identify this sound and produce it correctly.

**3. Quality**

**-** Build up their positive attitude in English language learning so that they actively participate in all classroom activities, especially use the sound exactly in their communication or exams.

**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 review the language leant and to set the mood for the new lesson

**b) Content:** A game.

**c) Product:** Ss can review the target language learnt previously.

**d) Competence**: Communication, collaboration

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| * Books closed, have Ss work in group of 4 and write down as many vocabulary items learnt on page 70 (the fastest is the winner) * Have them call out all the words | * Do as guided |

**B. New lesson (35’)**

* **Activity 1: Pronunciation (7’)**

**a) Objective:** To introduce to Ss the sound /z/ and raise their awareness of pronouncing the sound correctly in everyday conversation

**b) Content:** Teaching Ss the sound /z/ and the relevant sounds in some tasks given.

**c) Product:** Students can understand, and use the final /z/ sound and grammatical point correctly in their communication

**d) Competence**: Collaboration, communication, observation, analytical skills

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **a) Focus on the final /z/ sound**  - Briefly explain the sound /z/.  - Give examples  - Check Ss’ understanding.  **b) Listen to the words and focus on the underlined letters.**  - Play the audio and draw Ss’ attention to the focused sound.  **c) Listen and repeat**  - Play audio and have Ss listen and repeat, especially focus on the sound.  **d) Read the word with the correct sound to a partner**  **-** Have Ss read all the words given with a partner  - Walk around and help if necessary  - Call some Ss to read these words individually. Correct as needed  Optional: If there is time  -Write some more words with final sound /z/, have Ss practice in pairs saying them | - Do as guided  Megacitie**s**, home**s**, earthscraper**s**  -Listen and repeat in chorus and individually  -Do as guided  -Do as guided  Suggested words  Hands, gives, boys, bags, towels, toys, pillows, cameras, movies, jars, stations, libraries, hospitals…. |

* **Activity 2: Practice: (13’)**

**a) Objective:** To help Ss practice the target language and pronunciation

**b) Content:** Practice on page 72

**c) Product:** Ss can use the final /z/ sound and grammatical point and vocabulary items correctly in their communication

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **a) Practice the conversation. Swap roles and repeat.**  \* Practice 1:  - Demonstrate the activity by practicing the role-play (Emma and Mark) with a S  - Demonstrate with another S if any.  - Remind Ss to pay attention to the final sound /z/.  - Have Ss practice the conversation in pairs  - Call some pairs to demonstrate the activity in front of the class.  \* Practice 2:  - Ask Ss to swap roles using the ideas on the right.  - Call some pairs to demonstrate the activity in front of the class.  **b) Practice with your own ideas.**  - Have Ss practice the conversation with their own ideas. Swap roles.  - Go around and give support if necessary  - Call some pairs to demonstrate the activity in front of the class  - Give comments if any. | * Do as guided * Do as guided   Cues:  S1: **Where**/ you think/ people/ live/ future?  S2: I think/ will live/ **sea**.  S1: Anywhere else?  S2: I think/ will live/ **river**.  S1: **What**/ you think/ be **like**?  S2: I think/ **eco-friendly homes**.  S1: …  S2: … |

* **Activity 3: Speaking: (15’)**

**a) Objective:** To help Ss know how to conduct an interview, take notes from an interview

**b) Content:** Speaking on page 72

**c) Product:** Ss can understand, use **vocabulary, grammar points and sound /z/ in real life communication**.

**d) Competence**: Collaboration, communication, critical thinking, creativity

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **a) You’re interviewing an expert about homes in the future. Work in pairs.**  **- Student A, interview the future home expert and make notes.**  **- Student B, you’re the expert. Answer the questions. Swap roles and repeat.**  \* Interview 1  - Lead to the task by asking Ss put the statements in the order to make a meaningful conversation.  D:\Thong\KHANH\UNIT 9\le 444.jpg  D:\Thong\KHANH\UNIT 9\le 40.jpg  D:\Thong\KHANH\UNIT 9\le 44.jpg  D:\Thong\KHANH\UNIT 9\le 49.jpg  D:\Thong\KHANH\UNIT 9\le444.jpg  D:\Thong\KHANH\UNIT 9\le 48.jpg  - Give feedback.  \* Interview 2:  - Demonstrate the activity by practicing the role - play with a S.  - Demonstrate with other Ss.  - Have Ss work in pairs to fill in their notes  - Call some pairs to perform the activity in front of the class.  - Give comments if any  **b) Join another pair. Discuss where you’d like to live in the future. Ask them to explain anything you don’t understand.**  - Have Ss join another pair and discuss where they would like to live in the future.  - Have some Ss share their ideas with the class.  - Give feedback. | - Work in pairs to put the statements in the correct order to make a meaningful conversation.  - Take turn to perform the activity with T.  - Interview each other in pairs and fill in their notes.  D:\Thong\KHANH\UNIT 9\l445.jpg  - Demonstrate the activity in front of the class.  - Join another pair and discuss where they would like to live in the future.  - Perform the activity in front of the class. |

**C. Consolidation (2’)**

- Vocabulary about houses in the future

- Simple future and think to give ideas about the future

- Indefinite quantifiers

- Final sound /z/

**D. HOMEWORK (3')**

- Do exercises on page 51 of the WB

- Prepare the new lesson on page 73 of the SB