Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 9: HOUSES IN THE FUTURE**

**Lesson 2 - Part 2 (Page 74) - Grammar**

**I. OBJECTIVES**

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

**1. Knowledge**

- know how to use **Modal verb Might** to say that something is possible in 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 introduce new lesson and set the scene for students to acquire new language

**b) Content:** a game

**c) Product:** Ss can review the language learnt in the previous lesson

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Books closed, show the questions on the board  - Have Ss work in pairs, read and find the missing words  - Give time for Ss to find the answers  - Check the answers with the whole class | -Work in pairs, read the sentences and fill in the missing words   1. A \_\_\_\_\_\_\_, like a TV or a mobile phone, is a machine with a computer in it. 2. A \_\_\_\_\_\_\_ is a flying machine. It can carry things. 3. I use my phones by touching the \_\_\_\_\_\_\_. 4. A \_\_\_\_\_\_\_ can make all kinds of objects. 5. An \_\_\_\_\_\_\_ will make anything you want to eat. 6. Get a \_\_\_\_\_\_\_ to do your washing and cleaning at home.  * Check answer with the T   **Answer keys**   1. smart device 2. drone 3. Screen   4. 3D printer 5. automatic food machine 6. robot helper |

**B. New lesson (35’)**

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

**a) Objective:** To have Ss learn the new grammar point – Might for future possibilities

**b) Content:** Grammar (page 74)

**c) Products:** Students can understand, practice and use the mentioned grammar point correctly in communication.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **\* GRAMMAR**  **a. Listen and repeat**. (Presentation)  \* Option 1:  - Have Ss look at the picture.  - Have Ss guess what they are talking about.  - Play audio and have Ss listen and read the speech bubbles.  - Play the audio again.    \* Option 2:  - Ask students to look at the grammar explanation.  - Have Ss look at the table with the forms of Might.  D:\Thong\KHANH\UNIT 9\l43434.jpg  - Have some Ss read the sentences aloud.  - Have Ss give the rule of using Might.  -Ask Ss to write the new language in their notebooks. | - Look at the pictures  - Guess what the picture is about  - Listen and read the speech bubbles.  - Do the task in pairs.  - Work in pairs.  + **Expected answer**:  D:\Thong\KHANH\UNIT 9\l4444.jpg  - Read the sentences aloud.  - Write in notebooks. |
| **b. Fill in the blanks using “might” and a verb from the box.**  - Have Ss study the task.  - Demonstrates the activity using the example.  *1. Automatic food machine* ***might make*** *all our food.*  - Have Ss fill in the blanks using “might” and a verb from the box.  - Have Ss check their works in pairs.  - Have some Ss share their answers with the class.  - Give feedback  **c. Unscramble the sentences**.  - Have Ss explore the task  - Demonstrate the activity using the example.  *1. In the future, we* ***might have*** *robot helpers.*  - Have Ss unscramble the sentences.  - Have Ss check their works in pairs.  - Have some Ss share their answers with the class.  - Give feedback (if any) | - Listen to T’s demonstration and take notes in notebooks.  - Do the task individually  - Work in pairs (check each other's work)  - Share the answers with the class.  - Check the answers and correct the mistakes (if any)  + **Expected answers**:    - Listen to T’s demonstration and write the sentence in notebooks.  - Write sentences using the prompts individually  - Work in pairs  - Share the answers with the class.  + **Expected answers**: |

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

**a) Objective:** to get Ss another step in grasping the grammar point

**b) Content:**  Speaking

**c) Products:** Ss can be more proficient in the target language presented

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **d. Now, practice saying the sentences with your partner:**  ***\* Option 1:***  - Divide the class into pairs.  - Have Ss practice saying the sentences.  - Call some Ss to demonstrate the activity in front of the class.  ***\* Option 2:*** **Game: Lucky numbers**  - Ask Ss to play the game in teams.  - Divide the class into two team: Team A and B.  - Ask Ss to choose a number which is attached a word/ phrase and then say out loud a sentence with the structure they have learned. If any number showing the word Lucky, Ss can choose a word from the lesson and T has to make a sentence for it.  # 1: Smart phones  # 2: Cameras  # 3: Lucky number  # 4: Robot helpers  # 5: Lucky number  # 6: Lucky number  # 7: Smart homes  # 8: Drones  - Announce the winner of the game. | - Work in pairs and do as guided  - Play the game in teams; Team A and B.  Suggested answers   1. In the future, smart phones might be very thin. 2. In the future, cameras might make a phone calls. 3. ……………………………………………… |

**C. Consolidation (3’)**

* Use Modal verb Might to say that something is possible in the future.
* How might homes change in the future?
* We might not have robot pets.

**D. Homework (2’)**

* Do exercise in the workbook: Lesson 2- Grammar and Writing (page 53)
* Prepare: Lesson 2 – Pronunciation & Speaking (Page 75 – SB).