Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 9: HOUSES IN THE FUTURE**

**Lesson 3 - Part 3 (Page 102, 103) – Review**

**I. OBJECTIVES**

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

**1. Knowledge**

- review all vocabularies relating to houses in the future

- review all grammar points and pronunciation presented within the unit

**2. Ability**

- improve English skills

- develop the ability to communicate and cooperate with their partnerss, to self-study, to solve problems and other skills

**3. Quality**

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

**II. TEACHING AIDS 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 vocabulary/ grammar presented within the unit

**b) Content:** a game

**c) Product:** Ss can recall the target language learnt

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Have Ss work in groups of 4  - Write as many vocabularies presented in the unit as possible (the one with the most correct items is the winner)  - Have groups cross check the work  - Announce the winner | - Do as guided  Vocabulary learnt  *Smart home, megacity, earthscraper, eco-friendly home, underground, in a city, under the sea, on the sea, smart device, drone, screen, 3D printer, automatic food machine, robot helper, gravity, lock, float, spacesuit, the Moon, astronaut, space station, the Earth* |

**B. New lesson (35’)**

* **Activity 1: Listening Skill (10’)**

**a) Objective:** to have Ss practice the listening and test-taking skills

**b) Content:** Listening (page 102)

**c) Products:** Ss can improve their listening for details and be familiar with the test format

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| **Listen to 5 short conversations. And choose the correct answers.**  - Have Ss read the questions and guess the answers  - Play the audio twice, have Ss listen and choose the answer, take notes the key words  - Have Ss check the answer with a partner, list the key words they noted  - Check answer as a whole class.  - Ask Ss to give the cues for their answers.  - Play the audio again for Ss to check their answers. | - Read the questions and guess the answers  - Listen and answer the questions.  - Share their answers with partners.  - Give the cues for their answers.  **Answer keys:** |

* **Activity 2: Reading Skill (10’)**

**a) Objective:** to have Ss practice reading comprehension and test-taking skills

**b) Content:** Reading (page 102)

**c) Products:** Ss can improve their reading for details and be familiar with the test format

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| **Read the three devices of the future and choose the correct answers.**  - Have Ss study the task, read the questions, underline they key words  - Ask them to read and choose the answers, highlight where they found the answer in the reading texts  - Have Ss check the answer with a partner, explain why they chose that answer  - Check answer as a whole class.  - Ask Ss to give the cues for their answers. | - Work individually as guided   * Share the answers with a partner, give evidence for their answers   **Answer keys:** |

* **Activity 3: Vocabulary (5’)**

**a) Objective:** to review the vocabulary learnt

**b) Content:**  Vocabulary (page 103)

**c) Products:** Ss can use the vocabulary learnt actively and correctly in communication

**d) Competence**: Communication, collaboration, analytical & synthesizing skills

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| **Fill in the blanks with words from the box.**  - Ask Ss to explore the task (identify what is requested to do, look through all the vocabulary given)  - Have Ss work in pairs to identify what is needed for each blank  - Ask Ss to do the task individually.  - Have Ss share their answers with partners.  - Check answers as a whole class.  - Ask Ss to give reasons for their answers.  - Give feedback | - Do as guided    - Do the task individually.  - Share the answers with the partners.  - Present the answers.  **Answer keys:** |

* **Activity 4: Grammar (5’)**

**a) Objective:** to review the grammar learnt

**b) Content:**  Grammar (page 103)

**c) Products:** Ss can use the grammar learnt actively and correctly in communication

**d) Competence**: Communication, collaboration, analytical & synthesizing skills

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| **Write full sentences using the words below.**  - Ask Ss to explore the task  - Ask Ss to do the task individually.  - Have Ss share their answers with partners.  - Check answers as a whole class.  - Ask Ss to give reasons for their answers.  - Give feedback | * Do as guided   - Do the task individually.  - Share the answers with the partners.  - Present the answers.  **Expected answer:** |

* **Activity 5: Pronunciation (5’)**

**a) Objective:** to review word stress and individual sound

**b) Content:** Pronunciation (page 109)

**c) Products:** Ss can be confident in producing speech

**d) Competence**: Communication, collaboration, analytical & synthesizing skills, presentation

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| **Circle the word that differs from the other three in the position of primary stress in each of the following questions.**  - Ask Ss to explore the task  - Have them work individually  - Have them check the answers  - Have them practice saying them with a partner  - Walk around and correct wrong pronunciation if any  **Circle the word which has the underlined part pronounced differently from the others.**  - Ask Ss to explore the task  - Have them work individually  - Have them check the answers  - Have them practice saying them with a partner  - Walk around and correct wrong pronunciation if any | * Do as guided * Do the task individually.   - Share the answers with the T  - Say them with a partner  **Answer keys:**     * Do as guided * Do the task individually.   - Share the answers with the T  - Say them with a partner  **Answer keys:** |

**C. Consolidation (3’)**

* Vocabularies, grammar points within the unit
* Pronunication and useful language

**D. Homework (2’)**

- Learn new words and practice with the new language of Unit 9.

- Do the exercise in the Workbook (Pages 70 & 71)

- Write a paragraph about your favorite home in future.

- Be well-prepared for the next lesson Unit 10 Lesson, page 78