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| **Date of planning**:4/4/2022.  **Date of teaching:** 5/4/2022. | **Peroid 86: UNIT 10 : OUR HOUSES IN THE FUTURE**  **Lesson 5 : SKILLS 1/ Reading and Speaking** |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Types of houses and appliances in the house  **Pronunciation:**  - Stress in two-syllable words.  **Grammar**  - Future simple.  - *Might* for future possibility | **Skills:**  - Reading about houses and appliances in the future  - Talking about different houses in the future.  - Listening to about dream houses  - Writing a paragraph about dream house  **Everyday English**  Expressing surprise |

**I. OBJECTIVES: By the end of this lesson, students will be able to gain the following things :**

**1. Knowledge:**

- To teach reading for general and specific information about *a holiday post card* . To practice speaking about different houses in the future

+ Vocabulary: - Using the words related to types of houses and appliances in the house;

+ New words *: island, helicopter, feed, super smart TV, send, receive, contact, warter the flowers…*

+ Grammar: - The use of future simple and *might* for future possibility; expressing surprise;

**2. Competence:** Students will be able to learn how to organize *a holiday post card* . To practice different houses in the future

**3. Quality/ behavior :** The loveof their own houses and appliances in the house. Having serious attitude to imagining the houses in the future ; Having serious attitude to working in groups, individual work, cooperative learning and working.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Work Arrangements: T\_Ss , group works; individual ……

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION( 3’- 5’)** | |
| **( Pre – reading )**  **Aim:**  **To help Ss understand their knowledge of the topic**  **\* Content:** Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | |
| **Teacher’s activities** | **Student’s activities** |
| **+ Greeting**  **+ Do the revision.**  - Ask a few Ss to go to the board and tell class about houses and appliances in the future.  - The class listens and gives comments.  - Have Ss open their books to page 44 **(SKILLS 1).**  - T leads in the lesson.  \* Teach some new words in contexts if necessary.  - T follows steps to teach new words. | **+ Greeting**  **- T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Answer the questions.  - Open their book and write the tittle of the lesson .  \* Reapeat and learn how to read and use them.  - Copy the new words. |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1: **Pre- reading**  **Aim : To help Ss understand their knowledge of the topic**  **\* Content:** Teach some new words and discuss the two questions to focus on the topic.  **\* Outcome:** Ss learn more some new words and answering two questions.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Look at the picture and discuss it with a partner.**  **- T\_ Ss**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Teacher may introduce the vocabulary by:   * providing explanations of the words; * showing picture illustrating the word.   + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Ask the class to look at the picture first. Encourage them to focus on the details / Ideas of the picture (type of house, location, surroundings and appliances).  - Tell Ss to work in pairs, asking and answering the questions provided.  - Accept reasonable answers.  - Check the answers as a class.  **E.g.**  **A**: What type of house do you think it is?  **B**: I think it's a villa.  **A**: Where do you think it is?  **B**: I think it's on an island.  - Call on some pairs to role-play in front ofthe class. The class makes comments. | **1. Look at the picture and discuss it with a partner.**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.    **\* Vocabulary**  **- surrounded** (adj) xung quanh  **- helicopter** (n ) máy bay lên thẳng  **- roof** (n ) mái nhà  **- feed** (v ) cho ăn  **- super** (adj) siêu đẳng  **- send** (v ) gửi  **- receive** (v ) nhận  **- contact** (v ) liên lạc  **……**  **\* Take note**  - Give the answers |
| **3. While- reading (18’)** | |
| ACTIVITY 2 :  **Aim: To help Ss read for specific information about the house and its appliances in the future.**  **\* Content:** Read the text and Match .  **\* Outcome:** Ss get some specific information about the house and its appliances in the future.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Read the text and match the beginning in A with endings in B.**  - Set a time limit for Ss to read the text individually. Help them understand the text by giving the meanings of the difficult words, or explanations, or the Vietnamese equivalents. - Tell them to pay attention to what the robots and the super smart TV will do. T may ask them to underline the structures or phrases relating to what the robots will do and double-underline the structures or phrases relating to what the super smart TV will do.  - Ask Ss to match the beginnings in A with the endings in B. Go around and offer help, If necessary.  - Ask Ss to work in pairs to exchange their answers first. Then call on some Ss to read their answers and give explanation for their choice.  - Confirm the correct answers as a class. | **2. Read the text and match the beginning in A with endings in B.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and learn how to do.  - Check the meaning of the words  - **Ss work individually first.**  - Compare the answers with partners  - Give the answers    **\* Key:**  **1**. a, c, e, g, h  **2**. b, d, f |
| ACTIVITY 3 :  **Aim: To help Ss develop their reading skill for specific information.**  **\* Content: Read the text again and circle the options.**  **\* Outcome:** Improve reading skills. Ss get more information about houses in the future.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Read the text again and circle the option (A, B or C) to complete the sentences.**  - Ask Ss to read the incomplete sentences and guess the option (A, B or C) to fill the blanks. Explain that this task helps them focus on the Information they are going to find In the text.  - Set a longer time limit for Ss to read the text again. Ask Ss to note or underline where they find the Information that helps them circle the option (A, B or C) to complete the sentences.  - Have Ss compare the answers in groups before discussing them as a class.  - Confirm the correct answers to the class. | **3. Read the text again and circle the option (A, B or C) to complete the sentences.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  - Give the answer .  **Key:**  **1.** B **2**. A **3**. C **4**. B |
| **4. FURTHER PRACTICE/ APPLICATION (8’)** | |
| ACTIVITY 4:*(Follow up activity)*  **Speaking**  **Aim : To help Ss ask and answer questions about different houses in the future**  **\* Content:** Ask and answer about his/ her future houses.  **\* Outcome:** Ss can answer thw questions correctly*. What type of future house do you think it will be? – It’ll be a palace.*  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Work in groups. Ask your partner about his/ her future house. Use the suggested questions.**  - Have Ss read the instructions to identify how the task is done.  - Have Ss read the suggested questions and then think of the answers to these questions. Draw their attention to the type of future house (Question 1), its location (Question 2) its appearance (Question 3), etc. Then tell them that they have to imagine their future houses in order to answer the questions.  - Have them work in pairs, asking and answering questions about their future houses. T may ask Ss to refer back to the passage in 2 and the conversation in GETTING STARTED. T goes round and corrects mistakes or gives help when necessary.  - Call on some pairs to perform the task In front ofthe class.  - T and other Ss listen and make comments.  - T helps if necessary | **4. Work in groups. Ask your partner about his/ her future house. Use the suggested questions.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  **- Work in pairs**  *A. What type of future house do you think it will be?*  *B. – It’ll be a palace.*  - Practice speaking in front of the class.  **- Ss do the task**  - Correct mistakes if have . |
| ACTIVITY 5:  **Aim: To help Ss talk about different houses in the future.**  **\* Content:** Telling about their future houses, using information in 4.  **\* Outcome:** Sscan tell about their future houses.  **\* Organisation :** Teacher’s instructions… | |
| **5. Work in groups. Tell your partners about your future house. You can use the information in 4 .**  - Have Ss read the example to identify how to do the task. Then have them tell their partners about their future houses using the information they have discussed in 4.  - Encourage some Ss to speak in front of the class, the class comments on their classmate's content, pronunciation, fluency, language (grammar, use of words, etc.), body language. T can help the class give feedback.  - When the talking time is over, T collects common errors and discusses them with the whole class. | **5. Work in groups. Tell your partners about your future house. You can use the information in 4 .**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  **- Practice speaking** in front of the class.  - Correct mistakes if have .  **\* Sample speaking :**  *My future house will be a palace. It’ll be on the Moon. There’ll be a super smart TV in the house. It’ll help me to talk to my friends on other planets.* |
| **5. WRAP-UP & HOME WORK (2’)**  \* Have Ss summarise what they have learnt in the lesson with the two skills.  **\* HOME WORK.**  - Practice telling about your future houses.  - Do more exercises in workbook.  - Prepare new lesson. **Skills 2** | |

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