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| **Period 80: UNIT 10: OUR HOUSES IN THE FUTURE**  **Lesson 2: A CLOSER LOOK -1** |

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

**1. Knowledge:**

- To introduce topic of the lesson *houses and appliances in the house*. To teach some new words about rooms and names of appliances in the house. Learning how appliances can help. To learn how to identify the stress two-syllable words.

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

- Stress in the two-syllable words ;

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

**2. Competence:** By the end of the lesson students will be able to learn how to use some new words about rooms and names of appliances in the house. Learning how to pronounce two-syllable words which have the first syllable stressed.

**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 (5’)** | |
| **Aim: Vocabulary**  **- To revise/ teach the names of the rooms in the house.**  **\* Content:** Review the previous lesson. **Guessing game**  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Playing game: Guessing game**  Revising phrases relating to localtions of houses, Eg. In the sea, in the city; in the counryside…  - Teacher **(T)** asks guides, gives instructions how to play guessing game.  - T confirms the answer: Yes/ No.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Playing game : Guessing game**  **- T\_ Ss**  - Students **(Ss)** listen and learn how to do.  - Eg: I live in a place. It is very noisy. there are a lot of cars, buses, bicycles; The people are busy. But it’s a nice place to live in; Where is my house?  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1:  **- Aim : To help Ss say the words/ phrases correctly and put them in appropriate column.**  **\* Content:** Teach some new words . Put them in the correct columns. Use more than ONCE  **\* Outcome:** Ss know more new words. Learn how to use them . Put them in the columns correctly.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Listen and repeat the words/ phrases in the box. Then put them in the appropriate columns.**  **\*) 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  **\* Vocabulary**  **- dishwasher** (n) máy rử chén, bát  **- electric**(adj) thuộc về điện  **- cooker** (n) bếp  **- washing**  **machine** (n) máy giặt  **- fridge** (n) tủ lạnh  **- wireless** (adj) không dây.  - Repeat in chorus and individually  + Check vocabulary  **+ Take note**  - Have Ss look at the words and phrases in the box.  - Check that Ss understand the meanings of all words / phrases. If not, T may show pictures, give definitions or the Vietnamese equivalents.  - Play the recording and have Ss listen to the words and phrases.  - Play the recording again with pauses for them to listen and repeat each word or phrase.  - Then ask some Ss to read the words and phrases in front of the class. Have class listen and give comments.  - Have Ss work in pairs to put the words / phrases in the appropriate columns. Explain to Ss that they may use some words more than once. Ask them to share their answers in pairs before discussing them in groups.  - If there is enough time, select one student to write his / her answers on the board.  - Check the answers as a class.  - Give the comments. | **1. Listen and repeat the words/ phrases in the box. Then put them in the appropriate columns.**    **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **Key :**  **Suggested answer:**   |  |  |  | | --- | --- | --- | | **living room** | **bedroom** | **kitchen** | | wireless TV | wireless TV | electric cooker | | electric fan | smart clock | fridge | | smart clock | computer | dishwasher | | computer |  | washing machine |  * **Audio script:**   electric cooker dishwasher washing machine wireless TV fridge  electric fan computer smart clock |
| **3. PRACTICE (15’)** | |
| ACTIVITY 2:  **Aim****: To help Ss make phrases about how appliances can help us.**  **\* Content:** Do the matching. Make phrases about how appliances can help us.  **\* Outcome:** Ss can make phrases correctly. Learn how appliances can help us.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s Student’s activities** | **Content** |
| **2. Match the appliances in A with what they can help us to di in B.**  - Tell Ss to look at the two columns and explain what they can see (e.g. They can see words and phrases relating to appliances in the first column, and words and phrases relating to what each of the appliances can help us to do in the second column).  - Have Ss do the task individually, by matching the appliances in A with what they can help us to do in B.  - Ask them to share their answers in pairs before checking the answers as a class. Then encourage them to make sentences with matched phrases, e.g. An electric cooker can help us to cook rice.  - Call on some Ss to write their sentences on the board. Correct if necessary. | **2. Match the appliances in A with what they can help us to di in B.**  **- Ss do it**  - Listen carefully and learn how to do.  - Ss work independently.  - Give the answers  **\* Key*:***  **1**. c **2**. d **3**. b **4**. e **5**. a |
| ACTIVITY 3:  **Aim : To help Ss ask and answer questions about how appliances can help us.**  **\* Content:** Ask and answer about appliances.  **\* Outcome:** Ss can answer the questions correctly: *What can electic cooker help us to do? It can help us to cook rice*  **\* Organisation :** Teacher’s instructions… | |
| **3. work in pairs. Ask and answer questions about appliances, using the information in 2.**  - Ask Ss to read the example first. Ensure that they know what to do. Then have some pairs role-play the exchange In front ofthe class.  - Check pronunclation If necessary.  - Have them work in pairs, one points to the appliance in **2** and asks the question, and the other gives the answer about the appliance, using the information in **2.**  - Call on some pairs to role-playthe exchanges In front ofthe class.  - T and other Ss give comments. | **3. work in pairs. Ask and answer questions about appliances, using the information in 2.**  - Ss to **work in pairs**  - Ss do themselves.  - Copy them |
| **II. PRONUNCIATION: (10’)**  ACTIVITY 4: **Stress in two-syllable words**  **Aim : Stress in two-syllable words which have the first syllable stressed**  **\* Content:** Listen and repeat the word to pay attention to the stress in two-syllable words.  **\* Outcome:** Ss can learn that that most two-syllable nouns and adjectives have stress on the first syllable (e.g *‘pretty, ‘famous….) ;* The words are *all two-syllable nouns.*The *first syllable* of these words *is* *stressed* which means it should be pronounced with a louder voice. *‘father, ‘brother, etc.)*  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s Student’s activities** | **Content** |
| **4. Listen and repeat the words.**  - Explain that most two-syllable nouns and adjectives have stress on the first syllable (e.g*. ‘housework, ‘father, ‘brother, ‘pretty, ‘famous, etc.)*  - Give Ss a few minutes to look at the words.  - Explain that these words are all two-syllable nouns.The first syllable of these words is stressed which means it should be pronounced with a louder voice.  - Draw their attention to the stress mark on the first syllable.  - Play the recording several times If necessary, for Ss to listen and repeat the words.  - To reinforce pronunciation, ask them to clap when they say the stressed syllable in the words.  - Have Ss practise saying the words in pairs or groups. Go around to offer help or correct pronunciation, if necessary.  - Call on some Ss to say the words In front ofthe class.  - Check their pronunciation If necessary.  - Call on some Ss to read the words aloud. | **4. Listen and repeat the words.**  **- T\_ Ss**  - Listen carefully  - Check the answers  - Listen and repeat  **Key :**  'picture 'robot 'bedroom 'kitchen.  'housework 'palace 'village 'mountains  **\* Audio script:**  'picture 'robot 'bedroom 'kitchen.  'housework 'palace 'village 'mountains |
| **4. FURTHER PRACTICE (8’)** | |
| ACTIVITY 5:  **Aim: To help Ss say the sentences with the two-syllable words in which the first one is stressed.**  **\* Content:** Pratice saying the words pay attention to the stress.Listen and repeat.  **\* Outcome:** Ss learn more about the stress in two-syllable words. Make more sentences with two-syllable nouns they know.  **\* Organisation :** Teacher’s instructions… | |
| **5. Listen and repeat the sentences. Pay attention to the stress of the underlined words.**  - Give Ss a few minutes to read the underlined two-syllable words In the sentences.  - Encourage some Ss to read aloud the words in front of the class and ask the others to give comments.  - Play the recording, sentence by sentence, for Ss to listen and repeat.  - Draw their attention to the stress in the first syllable of the underlined words.  - Have Ss practise saying the sentences in pairs or groups. Go around to offer help or correct pronunciation, if necessary.  - Call on some Ss to read aloud the sentences In front ofthe class. Checkthelr pronunciation If necessary.  - If there is time, have Ss make more sentences with two-syllable nouns they know. Then ask them to say their sentences in front of the class.  - Comment on their pronunciation . | **5. Listen and repeat the sentences. Pay attention to the stress of the underlined words.**  **- T\_ Ss**  **- S do it.**  **-** Listen to the instructions carefully then do the tasks.  - Do the tasks  **\* Key :**  1. The picture is on the wall of the bedroom.  2. The robot helps me to do the housework.  3. There's a very big kitchen in the palace.  4. Their village is in the mountains.  **\* Audio script**  1. The picture is on the wall of the bedroom.  2. The robot helps me to do the housework.  3. There's a very big kitchen in the palace.  4. Their village is in the mountains. |
| **5. WRAP-UP & HOME WORK (2’)**  \* Ask Ss to summarise what they have learnt in the lesson.  **\* HOME WORK**  - remember some adjectives describing the city.  - Do more exercises in workbook.  - Prepare new lesson. | |

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