

Date of planning: 11/11/2024

Date of teaching: 15/11/2024 class: 9A1,2

**PERIOD 30 : UNIT 3 - LIVING ENVIRONMENT**  
**Lesson 1.3: Pronunciation & Speaking (Pages 26 & 27)**

**1. Objectives**

By the end of this lesson, students will be able to...

**1.1. Language knowledge/ skills**

- practice ‘...that can...’ and ‘...that care...’ (Sound changes and Rhythm)
- talk about a cool and smart house.
- improve speaking skills.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

- improve knowledge about technology in future houses.

**2. Teaching aids and materials**

- **Teacher’s aids:** Student’s book and Teacher’s book, class CDs, DCR– Phần mềm tương tác trực quan, DHA – Ứng dụng trò chơi tương tác, projector / interactive whiteboard /TV (if any), PowerPoint slides.
- **Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

<b>Performance Tasks</b>	<b>Performance Products</b>	<b>Assessment Tools</b>
- Listen to the sentences and focus on the underlined letters.	- Ss’ performance.	- Observation.
- Listen and cross out the sentence that doesn’t follow the note.	- Ss’ answers.	- Observation and feedback.
- Read the sentences with the sound change.	- Ss’ performance.	- Observation and feedback.
- Take turns talking about the smart homes. (Pair work)	- Ss’ performance.	- Observation and feedback.
- Take turns saying which groups of people would love the apartment and house previously mentioned.	- Ss’ answers/presentation.	- Observation and feedback.
- Discuss and design a house with at least four smart features. (Pair work)	- Ss’ answers/presentation.	- Observation and feedback.
- Join another pair and tell them about your house.	- Ss’ answers/presentation.	- Observation and feedback.

**4. Procedures**

**A. Warm-up: 5 minutes**

- a. Objectives: to introduce the transcription of sentences.

- b. Content: Pronunciation game: sentence transcription.  
 c. Expected outcomes: Ss can write sentences based on their transcription.  
 d. Organization

Teacher's activities	Students' activities
<p><b>COMPETITION TIME:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create groups/teams of 5 students.</li> <li><input type="checkbox"/> You will be given the transcription of 10 sentences.</li> <li><input type="checkbox"/> You have to write the 10 sentences.</li> <li><input type="checkbox"/> The team(s) with the most correct answers win(s).</li> <li><input type="checkbox"/> Time limit: 5 minutes</li> </ul> <ol style="list-style-type: none"> <li>1. /ha □ ə □ ld ə j □ /?</li> <li>2. / □ i □ □ z ma □ □ s □ stə /</li> <li>3. /du □ j □ spi □ k □ □ ŋ gl □ □ /?</li> <li>4. /ma □ dæd □ w □ □ təd ð ə pl □ □ nts /</li> <li>5. /kæn j □ dra □ v ə k □ □ /?</li> <li>6. /ðə □ be □ b □ w ə z st □ l □ sli □ p □ ŋ /</li> <li>7. /ma □ □ fe □ vər □ t □ k □ lə □ z blu □ /</li> <li>8. /a □ □ □ lwə z get □ p □ □ □ l □ /</li> <li>9. /ma □ m □ m □ nevə □ d □ □ ns □ z /</li> <li>10. / □ i □ h ə z □ □ l □ red □ ə □ ra □ vd /</li> </ol>	<ul style="list-style-type: none"> <li>- Listen to the instructions.</li> <li>- Work in groups and write the sentences.</li> <li>- Ss' answers</li> </ul> <p><i>Answer Keys</i></p> <ol style="list-style-type: none"> <li>1. How old are you?</li> <li>2. She is my sister.</li> <li>3. Do you speak English?</li> <li>4. My dad watered the plants.</li> <li>5. Can you drive a car?</li> <li>6. The baby was still sleeping.</li> <li>7. My favorite color is blue.</li> <li>8. I always get up early.</li> <li>9. My mom never dances.</li> <li>10. She has already arrived.</li> </ol>

**B. New Lesson (35')**

**1. Pronunciation (15')**

- a. Objectives: To help Ss practice '*...that can...*' and '*...that care...*' (Sound changes and Rhythm).  
 b. Content: Tasks a, b, c and d.  
 c. Expected outcomes: Ss can improve their pronunciation by changing sounds in sentences.  
 d. Organization

Teacher's activities	Students' activities
<p><b>Task a: Notes:</b></p> <ol style="list-style-type: none"> <li>1. '<i>...that can...</i>' often sounds like /ðækən/.</li> <li>2. '<i>...that care...</i>' often sounds like /ðæker/.</li> </ol> <p>- Ask Ss to take notes.</p>	<p>- Listen and take some notes.</p>
<p><b>Task b:</b> Listen to the sentences and focus on the underlined letters.</p>	<p>-Listen to the sentences and focus on the underlined words.</p>

<p><i>People that care about the environment should live here.</i></p> <p><i>Our house has walls that can move.</i></p>	
<p><b>Task c:</b> Listen and cross out the sentence that doesn't follow the note in Task a.</p> <p><i>I have smart appliances that clean themselves.</i></p> <p><i>These apartments have safety systems that can call emergency services.</i></p>	<p>-Listen and choose the correct answer.</p> <p><b>Answer:</b></p> <p><i>These apartments have safety systems that can call emergency services.</i></p>
<p><b>Task d:</b> Read the sentences with the sound change noted in Task a. to a partner.</p> <ul style="list-style-type: none"> <li>- Ask some students to read the sentences out loud.</li> <li>- Give some feedback or correction.</li> </ul>	<ul style="list-style-type: none"> <li>- Practice saying the sentences with a partner.</li> <li>- Read the sentences out loud.</li> </ul>

## 2. Practice (10')

- a. Objectives: To help Ss practice changing sounds to discuss some smart houses.
- b. Content: Tasks a and b.
- c. Expected outcomes: Ss can discuss smart houses with changing sounds.
- d. Organization:

Teacher's activities	Students' activities
<p><b>Task a:</b> In pairs: Take turns talking about the smart homes below.</p> <div style="background-color: #d4edda; padding: 5px; margin-bottom: 10px;"> <p><b>Lake View Apartments</b></p> <ul style="list-style-type: none"> <li>• Sensors – control lights, temperature, water to save energy</li> <li>• Solar panels – generate electricity</li> <li>• Smart elevator system – sends you from your car to your door</li> <li>• Walls with plants – keep your home cooler</li> </ul> </div> <div style="background-color: #fff3cd; padding: 5px;"> <p><b>Flexi-House</b></p> <ul style="list-style-type: none"> <li>• Walls – can move to change size/shape of rooms</li> <li>• Smart furniture – has many uses</li> <li>• Smart bathroom – has sensors to monitor your health</li> <li>• Smart cooking appliances – cook healthy food for you</li> </ul> </div> <ul style="list-style-type: none"> <li>- Ask Ss to practice in pairs.</li> <li>- Ask Ss to share their ideas with the class.</li> <li>- Check SS's answers and give feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Practice in pairs</li> <li>- Share the ideas with the class.</li> </ul> <p><b>Sample answer:</b></p> <p><i>A: What do the Lake View Apartments have?</i></p> <p><i>B: They have sensors that control lights, temperature, and water to save energy.</i></p>

<p><b>Task b: Take turns saying which groups of people would love the apartment and house in Task a</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to work in pairs and share their ideas.</li> <li>- Check Ss' answers and give feedback (using the DCR/ PPT slides).</li> </ul>	<ul style="list-style-type: none"> <li>- Share the ideas with a partner.</li> </ul> <p><b>Sample answer:</b>  <i>A: People who want to save money would love Lake View Apartments.</i>  <i>B: People that care about the environment would also love the apartments.</i></p>
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### 3. Speaking (10')

- Objectives: To help Ss further practice changing sounds to discuss how to design some smart houses.
- Content: Tasks a and b.
- Expected outcomes: Ss can design some smart houses with changing sounds.
- Organization

Teacher's activities	Students' activities
<p><b>Task a: You're designing a smart house for one of the types of people below. In pairs: Choose one, then discuss and design a house with at least four smart features for them.</b></p> <div style="display: flex; flex-wrap: wrap; gap: 10px;"> <div style="border: 1px solid green; border-radius: 10px; padding: 5px; width: 45%;"> <p>very busy, live alone, want a small house</p> </div> <div style="border: 1px solid green; border-radius: 10px; padding: 5px; width: 45%;"> <p>old and weak, want a safe house</p> </div> <div style="border: 1px solid green; border-radius: 10px; padding: 5px; width: 45%;"> <p>have small kids, care about the environment</p> </div> <div style="border: 1px solid green; border-radius: 10px; padding: 5px; width: 45%;"> <p>love gardening, have a healthy lifestyle</p> </div> </div> <ul style="list-style-type: none"> <li>- Ask Ss to work in pairs and discuss and design a house with at least four smart features for different types of people.</li> <li>- Monitor the class and help them if necessary.</li> <li>- Elicit answers from some students.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in pairs to share their ideas.</li> <li>- Share their ideas with the class.</li> </ul> <p><b>Sample answer:</b>  <i>A: People that are very busy want a house with lots of smart appliances.</i>  <i>B: Yeah. They want smart appliances which they can control remotely, so they can control them from everywhere.</i></p>
<p><b>Task b: Join another pair and tell them about your house.</b></p>	<ul style="list-style-type: none"> <li>-Discuss in pairs.</li> </ul>

<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs and talk about the house they have designed.</li> <li>- Monitor the class and help them if necessary.</li> <li>- Elicit answers from some students.</li> </ul>	<p>-Share their ideas with the class.</p> <p><b>Sample answer:</b></p> <p><i>We designed a house for people that are very busy, live alone, and want a small house. It has smart appliances that they can control remotely, so they can control them from everywhere. It also has refrigerators that can order food and drinks for them. In addition, it has walls that can move to change the size/shape of rooms and kitchen robots that can make a whole meal and clean themselves</i></p>
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**C. Consolidation and homework assignments (5')**

*Practice saying these sentences by changing sounds.*

*People that \_care about the environment should live here.*

*Our house has walls that \_can move.*

- Practice saying sentences in the Pronunciation (SB) by changing sounds.
- Prepare for the next lesson (Vocabulary & Listening - pages 28 & 29 - SB).
- Play the consolidation games on [www.eduhome.com.vn](http://www.eduhome.com.vn)

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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