Week: Date of preparation:

Period: Date of teaching:

# UNIT 10: OUR HOUSES IN THE FUTURE

## Lesson 1: GETTING STARTED – My future house

**I. Objectives:** By the end of the lesson, student can be able to know and use:

1. Knowledge:

a. Vocabulary: The lexical items related to the topic “Our houses in the future”.

b. Grammar: **Will + V** for the future and **might + V** for future possibility.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be interested in information about types of houses, modern appliances and how they can help us.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, pictures, CD, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the topic of the new lesson.  **Presentation**  To provide Ss with vocabulary to facilitate Ss’ practice.  **Practice**  To guess the content of the dialogue.  To check the information of the dialogue.  To know more new words to describe a house.  To say more information about the future house.  **Production**  To produce and achieve the information “outside my windown” | **A. Warm up**  - T divides the class into two groups and say the rulers of the game.  - Ss take part in the game.  - T control the game.  - T gives the feedback.  - T asks Ss to look at the pictures and answer the questions.  What are they?  Do you know which cities they are?  - T lead - in the new lesson.  **B. Presentation**  - T writes the unit title on the board. Ask Ss some questions.  - T introduces some words about appliances and furniture for students ( washing machine, dishwasher, wireless T.V).  - T shows the picture of Getting started.  **\* Vocabulary**  - T asks Ss to listen and read and take notes on some new words.  - T shows the meaning of these words.  - Ss look at the text again and practice the text in pairs.  - T listens and controls the class.  **C. Practice**  **\* The dialogue.**  - T sets the scene.  - T plays the record.  - Ss listen and follow the text to check the prediction.  - Ss work in pairs to practice the dialogue.  - T calls 2 pairs to practice and give feedback.  Ask Ss to complete the table individually, then work in groups to find out correct answers  - T gets feedback, then correct.  **\* Complete the table.**  - T asks Ss to work in pairs, complete the sentences  - T gets feedback and correct.  **\* Matching.**  - T asks Ss to read the words about some types of houses then lets Ss match the words with correct pictures.  - T gets feedbackand correct. Introduce some more new words ( space houseboat, motor home, skyscraper)**.**  **\* What adjs can you think of to describe the houses in 2.**  - T asks Ss to work in pairs to find out some adjectives that can be used to describe the houses.  - T gets feedback and asks the other to give their ideas.  - Ss answer some questions.  **\* Tick the place where you want your future house to be located.**  - T asksSs to work in pairs, ask and answer these questions about the pictures.  - T calls some SS to perform before class.  - T read the phrases  Where will your future be? Tick the place where you want your future house to be located.  **D. Production**  -Ssdo it individually- then practice asking and answering the question.  - T calls some pairs to perform before class.  - Have Ss to play a game. | Game: **Guessing word**  **Rules:**  - A missing word given with 5 letters.  - each group guesses by giving any letters turn in turn.  - if which group gives the correct word first is the winner.  Key word: HOUSE.  **Lead - in the new lesson**  \* Do you live in a house or in an apartment?  \* What appliances are there in your houses?  \* What furniture does your house have?  \* What does a washing machine, a dish washer, a T.V help you?  **I. New words:**  1.UFO: đĩa bay  2. Wireless TV: TV không dây  3. Motorhome: Nhà di động  4. Skycrapers: Nhà cao ốc  **II. 1. Listen and read.**  \* Who are they? ( Nick and Phong)  \* What is Phong doing? (drawing a picture)  \* What is his picture of? ( of a UFO)  \* This UFO is his future house. What is there around the house?  \* Nick and Phong are talking about his future house. What tense do they use in the conversation?  **1.a- Complete the table.**  **Key:**   |  |  | | --- | --- | | Type of house | UFO | | Location | In the  mountains | | Surrounding | Many tall old trees | | Number of rooms | 20 | | Appliances in the room | A wireless  T.V |   **1.b. Complete the sentences.**  **Key:**  1. mountains  2. many tall old trees  3. 20  4 . wireless T.V  **2- Matching.**  **Key:**  1- c 2. a 3. e 4. b 5.d  **3- What adjs can you think of to describe the houses in 2.**  \*What do you think about the space houseboat?  \* I think they are beautiful………  \*Which house do you like best?  \*I like the palace  \*Why?  \* Because it’s big  **4. Tick the place where you want your future house to be located.**  **5. Game**  OUTSIDE MY WINDOW |

**3. Homework (2 minutes)**

- Revise all the new words related to the houses in “Getting started”.

- Practice the conversation.

- Prepare the next lesson: A closer look 1.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

# UNIT 10: OUR HOUSES IN THE FUTURE

**Lesson 2: A CLOSER LOOK 1**

**I. Objectives:**By the end of the lesson, student can be able to know and use:

1. Knowledge:

a. Vocabulary: The lexical items related to the topic “Our houses in the future”.

b. Grammar: **Will + V** for the future and **might + V** for future possibility.

c. Pronunciation : How to pronounce correctly the sounds **/*dr/*** and ***/tr*/**in isolation and in context.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be able to give information about the houses in the future.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To check the new words in “Getting started”  **Presentation**  To provide Ss with vocabulary to facilitate Ss’ practice.  To know how to pronounce  /dr/ and /tr/  **Practice**  To know more new words about appliances.  To understand what appliances are.  To practice asking and answering about appliances in the house.  To distinguish  /dr/ and /tr/ | **A. Warm - up**  - T calls out some Ss to go on the board to write down the new words related to the types of house.  - T checks and gives marks.  **B. Presentation**  **\* Vocabulary**  T asks Ss to listen and read and take notes on some new words.  - T shows the meaning of these words.  - Ss look at the text again and practice the text in pairs.  - T listens and controls the class.  **\* Pronounciation**  - Model the two sounds with cold and sky.  - T lets Ss see how the sounds are formed.  - T asks Ss to give words that have these two sounds.  **B. Practice**  **\* Put the appliances into the appropriate columns.**  **-** Texplains how to do this task. Then ask Ss individually to put the words into correct columns.  - T gets feedback and corrects.  - Ss give more words about appliances.  **\* Match the appliances in A with the things they can or might do in B.**  - T asks Ss to match the appliances in A with the things they can do in B.  - Ss work individually. Then write the sentences on the board.  - T gets feedback and correct.  **\* Work in pairs. Using the information in 2, ask and answer questions about appliances in the house:**  - T asks Ss to look at the exercise 2  again then ask:  \*What does a wireless T.V do?  \*It helps us watch T.V programmes from space.  -T introduces the structure with HELP  “HELP SO DO/ TO DO St”  - T lets S to read the sample, then ask them to work in pairs to practice the conversation again.  **\* Listen and write the words with sounds /dr/ and /tr/ in the correct column.**  - T calls some SS to perform before class  - T lets Ss practise the sounds /*dr/* , */tr*/ together. Model the two sounds with *try and dry*  - T plays the recording and ask Ss to listen and repeat the chants sentence by sentence.  - Ss write the words in columns. Check their answers in groups.  - Some SSwrite the answers on the board.  - T asks Ss to say the words in the table again.  **\* Add some more words:**  - T asksSs to SS add some more words. | **Check the old lesson.**  Write down the new words related to the types of house.  **I. 1. New words**   1. -Wireless T.V 2. Hi-tech robot 3. Automatic dishwasher 4. Automatic washing machine     **2. Pronounciation**  /dr/ and /tr/  **II. Practice**  **Vocabulary**  **1. Put the appliances into the appropriate columns.**  **Key:**   |  |  | | --- | --- | | Living room | -Wireless T.V | | Bedroom | -Wireless T.V  -Hi-tech robot | | kitchen | -Modern fridge  -Automatic dishwasher | | bathroom | -Automatic washing machine |   **2. Match the appliances in A with the things they can or might do in B.**  **Key:**1.c 2. d 3. b 4.e 5. a  **3. Work in pairs. Using the information in 2, ask and answer questions about appliances in the house:**  *What does a wireless T.V do?*  *It helps us watch T.V programmes from space.*  **4- Listen and write the words with sounds /dr/ and /tr/ in the correct column.**  **Key:**   |  |  | | --- | --- | | /dr/ | /tr/ | | Dry, drops, drip, dripping | Countryside, travel, train, tractor, track |   **5- Add some more words:**  Key:   |  |  | | --- | --- | | /dr/ | /tr/ | | Drive, drink, dry, drank,… | Tree, truck, true, trick…. | |
| **Consolidation**  To summarize the whole lesson. | - T asks someone to summarize the whole lesson.  - T summarize again. | |

**3. Homework (2 minutes)**

- Learn vocabulary by heart.

- Prepare the next lesson. A closer look 2

**V. Feedback**

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Week: Date of preparation:

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# UNIT 10: OUR HOUSES IN THE FUTURE

**Lesson 3: A CLOSER LOOK 2**

**I. Objectives:**By the end of the lesson, student can be able to know and use:

1. Knowledge:

a. Vocabulary: The lexical items related to “Our houses in the future.

b. Grammar: **Will + V** for the future and **might + V** for future possibility.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be able to use “will” for the future and “might” for a unsure possibility in the future.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Presentation**  To know how to use the simple future and “might”  **Practice**  To practice  the future simple  To practice “Might”  **Production**  To produce and achieve how to use “Will” and “Might” | **A. Warm - up**  Check vocabulary in A closer look 1.  - T asks Ss to go to the board and write the adjectives.  - T checks and has them repeat these words.  **B. Presentation**  **\* The simple future tense**  - T asks Ss to look at the picture of Getting started and asks:  \* What is Phong doing?  \* What will his future house look like?  \* Will it be in space?  - T introduce the grammar today: Will for the future.  **\* Might**  Introduce the grammar 2 “Modal verb MIGHT” by giving some examples.  Do you think the robots in the future will talk to you?  Yes/ No  Are you sure? You are not sure, so you must say:  The robots might talk to us  The robot mightn’t talk to us.  - Explain the form and the usage of modal verb might.  - Play the tape, and ask Ss to listen and read two poems.  **C. Practice**  **\* Complete the conversation with will or won’t.**  - T asks Ss to do exercise 1 individually.  - T gets feedback and corrects.  **\* Match the words in A with correct nouns in B.**  - T asks Ss to work individually to match the words in A with the nouns in B.  - T gets feedback and corrects.  **\* What will the appliances do in the future? What won’t they do?**  - T shows some appliances  ( fridge, robots, wireless T.V, dishwasher, washing machine) on the board, then ask:  What will the hi-tech fridge do in the future? What won’t it do?  It will keep food longer, cook meals. It won’t surf the net.  **\* Listen and read the two poems. Decide True or False.**  - T asksSs to work in groups ask and answer the questions.  - T calls some Ss to perform before class.  **D. Production**  **\* Work in groups, think about what you might do or have in the future. Share your ideas with your classmates.** | **Check the old lesson:**  Write the new words in A closer look 1.  **I. Grammar**  **1. The simple future tense**  We use WIL + V(bare infinitive) to talk about actions we think are likely to happen in the future.  Eg:1/ Phong’s house will look like a UFO  2/ It will not be in space  3/ Will it be beautiful? – Yes, it will  \* Formation:  REGULAR VERBS   |  |  | | --- | --- | | (+) | S + will +V(bareinfinitive) | | (-) | S+ will not= won’t+ V(bareinfinitive) | | (?) | Will + S + V (bareinfinitive)?  Yes, S + will/ No, S + won’t |   **2. Might**  We use Might + V(bare infinitive) to talk what is possble to happen in the future.  \* Formation:  REGULAR VERBS   |  |  | | --- | --- | | (+) | S + might +V(bareinfinitive) | | (-) | S+ might not + V(bareinfinitive) | | (?) | Might + S + V (bareinfinitive)? |   **II. Practice**  **1. Complete the conversation with will or won’t.**  **Key:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. will | 2. won’t | 3. will | 4. will | 5. will | | 6. will | 7. will | 8. won’t | 9. will | 10. won’t |   **2 . Match the words in A with correct nouns in B.**  **Key:**   |  |  |  |  | | --- | --- | --- | --- | | **1d** | **2f** | **3a** | **4g** | | **5b** | **6h** | **7e** | **8c** |   **3. What will the appliances do in the future? What won’t they do?**  **4. Listen and read the two poems. Decide True or False.**  **Key:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 2T | 3F | 4F | 5T | 6F |   **5. Work in groups, think about what you might do or have in the future. Share your ideas with your classmates.** |

**3. Homework (2 minutes)**

- Practice more with “Will” and “Might”.

- Prepare the next lesson. Comminication.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**Correcting the third 45 minute test**

**I. Objectives:**

After this period, Ss will be able to realize the mistakes or the false and correct their test.

**II. Preparation:**

- Teacher: Projector, computer, paper test.

- Students: Notebook.

**III. Answer keys**

***Mark the letter A, B, C, or D on your answer sheet to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.***

**Question 1: A. now** **B.** clothes **C.** snow **D.** hold

**Question 2: A.** near **B.** fear **C.** hear D. pear

**Question 3: A.** smile **B.** exciting **C. hit** **D.** sky

**Question 4: A.** brother **B.** gather **C. monthly** **D.** father

***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Question 5:** My brother likes watching TV …………. I like going out with my friends.

**A.** but **B.** or **C.** so **D. and**

**Question 6:** ….... he late for school yesterday? - No, he ......

**A.** Is/ isn’t **B. Was/wasn’t** **C.** Are/aren’t **D.** Were/weren’t

**Question 7:** My brother …………. to Singapore three times.

**A.** have gone **B.** went **C.** visited **D. has been**

**Question 8:** I want to work in television industry, …………. I am working hard.

**A. so** **B.** because **C.** and **D.** although

**Question 9:** Many girls and women …………. aerobics to keep fit.

**A.** play **B.** see **C.** go **D. do**

**Question 10:** …………. eat too much candy. It’s not good for you.

**A.** Shouldn’t **B. Don’t** **C.** Please **D.** Do

**Question 11:** “…………. is the most exciting city in the world?”- “I think it’s Tokyo”.

**A.** Where **B.** Who **C. What** **D.** How

**Question 12:** That is …………. interesting novel I have ever read.

**A. the most** **B.** a **C.** the best **D.** more

**Question 13:** . …………..do you take morning exercises?- Because it is good for my health.

**A.** what **B.** when **C. why** **D.** where

***Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.***

**Question 14:** I have learnt English in 1990.

**A B C D**

**Question 15:** What time did you went to the gym yesterday?

**A B C D**

**Question 16:** London is a biggest city in Britain.

**A B C D**

**Question 17:** What do you go to school every day? - I walk.

**A B C D**

***Read the following passage and answer each of the questions from 18 to 22 on your answer sheet.***

Cristiano Ronaldo was born in 1985 in Portugal. He is widely regarded as one of the best players in the world. Ronaldo became a soccer superstar. He played for English team Manchester United, Spain’s Real Madrid and for Portugal. He plays in midfield, from where he usually scores goals.

Ronaldo started kicking a ball when he was three. He played very skillfully. When he was 10 years old, he joined Sporting Lisbon and became the only player in their history.

In 2009, because of his wonderful skills, Ronaldo joined his boyhood heroes Real Madrid and became the most expensive footballer in history. In 2012, Mara Dona said Ronaldo was “the best player on the planet”.

**Question 18:** Where is Ronaldo from?

**A.** England **B. Spain** **C.** USA **D.** Portugal

**Question 19:** He became a …………. superstar.

**A.** volleyball **B.** tennis **C.** badminton **D. football**

**Question 20:** He began to kick a ball when he was …………. .

**A.** four **B.** five **C. three** **D.** two

**Question 21:** Why did Ronaldo become the most expensive footballer in history?

**A.** Because he played very badly. **B. Because he earned lots of money.**

**C.** Because he practiced hard. **D.** Because he played skillfully.

**Question 22:** He was called the best player on the …………..

**A. planet** **B.** world. **C.** history **D.** supermarket

***Listen and decide which of the following sentences is True (T) of False (F)?***

**Question 23:** “Angry Birds” is Hai’s favourite game. T

**Question 24:** Trung often goes swimming with his friends on hot days. F

***Listen again and mark the letter A, B, C or D to indicate the correct words to complete the sentences.***

**Question 25:** Trung can play the …………………………. .

**A.** **guitar** **B.** cello **C.** piano **D.** violin

**Question 26:** Alice likes watching …………………………. .

**A.** swimming **B.** snowboarding **C.** cycling **D.** **ice skating**

**Question 27:** Alice plays chess …………………………. .

**A.** every Tuesday **B.** **every Saturday** **C.** every Sunday **D.** every Monday

***Put the word from the box in each space to complete the following sentences.***

|  |
| --- |
| **news popular live volume weatherman** |

* My Tam’s **live** show at LanAnh Stadium will be on TV next Sunday.
* The Voice Kids is a **popular** programme. Everyone watches it on Saturday nights.
* The **news** programme is on VTV3 at 7 p.m every day.
* I want to be a **weatherman** in the future to tell people what the weather’s like.

Could you please turn down the **volume**? It is too loud.***Complete the second sentence so that it has a similar meaning to the first in each question, beginning with the given words.***

I was sick, so I couldn’t go to school.

* **Because I was sick, I couldn’t go to school.**

I last saw him 2 weeks ago.

* **I haven’t seen him for two weeks/ I haven’t seen him since 2 weeks ago.**

No cities in Viet Nam are more crowded than Ho Chi Minh City.

* **Ho Chi Minh city is the most crowded city in Viet Nam.**

***Use the given words to write complete sentences.***

She/ love/ watch/ cartoons/ and/ action/ films.

* **She loves watching cartoons and action films.**

They/ go swimming/ yesterday.

* **They went swimming yesterday.**

I/ learn/ Spanish/ for/ two/ months.

* **I have learnt Spanish for 2 months.**

***Make questions for the underline part.***

The boys are playing soccer in the yard.

* **What are the boys doing in the yard?**

Many girls do aerobic at the weekend.

* **When do many girls do aerobics?**

**IV.Results**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Điểm** | **Số bài** | **%** | **So sánh lần kiểm tra liền kề** | |
| Tăng(%) | Giảm(%) |
| 8 -> 10 |  |  |  |  |
| 6,5 ->7 |  |  |  |  |
| 5 - >6,4 |  |  |  |  |
| 3,5 ->4,9 |  |  |  |  |
| 0 ->3,4 |  |  |  |  |
| 8 -> 10 |  |  |  |  |
| 6,5 ->7 |  |  |  |  |
| 5 - >6,4 |  |  |  |  |
| 3,5 ->4,9 |  |  |  |  |
| 0 ->3,4 |  |  |  |  |
|  |  |  |  |  |

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

# UNIT 10: OUR HOUSES IN THE FUTURE

**Lesson 4: COMMUNICATION**

**I. Objectives:**By the end of the lesson, student can be able to know and use:

1. Knowledge:

a. Vocabulary: The lexical items related to “Our houses in the future”.

b. Grammar: **Will + V** for the future and **might + V** for future possibility.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: students will be able to make an interview, ask and answer about their future house.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To check the old lesson “Will” and “Might”  **Practice**  To practice speaking by using “Will”and “Might”  To survey and interview about the future house | **A. Warm up: Matching**  - T gives the question.  - T calls some to go on the board to write.  - T checks and gives marks.  **B. Practice**  **Activity 1.**  - Ss play a game.  - Ss Stick 6 pieces of paper on which the phrases are written on the board:  - T asks Ss to look at the instructions in b, explain SS how to play the game.  - T divides the class into 2 groups, 3 members of each groups take turns going to the board and turning over each piece of paper and read the phrase in it. After that he finds the appropriate phrase on the circle in b in textbook. Finally he/ she makes a sentence with it using won’t or might as in the example  - The group which has more points will win.  - T asksSs to read the questions below then tick “yes” or “no”.  **Activity 2.**  - T asks Ss to work in pairs. Use the questions in a to interview your partner.  - T asks SS to make similar dialogues, using the questions in a. Then try to tell their interviews.  - Some pairs perform before class. | **Check the old lesson:**  Write the structure of “Will” and “Might”.  **Activity 1.**  **Game:**  *Go to school, take pictures with our cameras, have telephones at home, go on holiday to the beach, watch new films in the cinema, send postcards to friends.*  \*In the future we won’t *go on holiday to the beach* but we might *go on holiday on the moon*  **Activity 2.**  CLASS SURVEY  **a. Read the questions below. Tick “Yes” or “No”**  **b. Work in pairs. Use the questions in a to interview your partner.**  **c. Tell the class about your interview.** |

**3. Homework (2 minutes)**

- Practice more.

- Prepare the next lesson. Skills1.

**V. Feedback**

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Week: Date of preparation:

Period: 87 Date of teaching:

# UNIT 10: OUR HOUSES IN THE FUTURE

**Lesson 5: SKILLS 1**

**I. Objectives:**By the end of this lesson, students can read for specific information about future houses and appliances; Talk about houses in the future(type, location, surroundings, appliances).

1. Knowledge:

a. Vocabulary: The lexical items related to “Our houses in the future”.

b. Grammar: **Will + V** for the future and **might + V** for future possibility.

2. Skills: Reading and speaking.

3. Formation of behavior: Students will feel interested in reading for specific information about future houses and appliances and talking about houses in the future(type, location, surroundings, appliances).

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Reading**  **Pre - reading**  To predict the content of the reading text.  **While - reading**  To comprehen the content of the reading text.  **Post - reading**  To draw a picture of the future house based on the reading text  **Speaking**  To speak about the appliances in the future house. | **A. Warm - up: Kim’s game**   * T divides the class into 2 groups. * T shows the pictures of appliances of the house. * Ss in two groups to skim and write down in 1 minute. * T asks students in 2 groups to write down answers on the board. * T looks at the pictures and checks.   - T gives comment.  **B. Reading**  **1. Pre - reading**  **T sets the scene:**  **\*** Look at the picture and discuss with a partner.  - T asks Ss to look at the picture and discuss with a partner.  - Some Ss give their answers.  **2. While - reading**  **\* Quickly read the text. Check your idea from 1.**  - T asksSs to read the text quickly then check their ideas.  - T sets a strict time limit to ensure that SS will read quickly for the main information.  **\* Match the phrases in A with correct ones in B.**  - Ss work individually.  -T asks Ss to reread the text again and match the phrases in A with correct ones in B.  - T set a longer time limit for SS to reread the text.  **\* Read the text and ask and answer the questions.**  - T asks SS to note and underline where they find the information that helps them answer the questions.  - Ss compare the answers with his/ her partner before discussing them as a class.  - T calls some SS to answer the questions.  **\* Draw a picture of your future house, then describe the houses with your partners. Your partners will draw the house you describe.**  - T asks Ss to draw a picture of their future house, then describe their houses with their partners. Their partners will draw the house they describe. Finally, they compare their pictures.  - Listen and give comment.  **C. Speaking**  \* **Work in groups. Draw the appliances in your future bedrooms and talk about them to the group.**  - Ss work in groups and draw the appliances in their future bedrooms and talk about them to the group.  - Get feedback.  - T lets some SS to talk in front of the class.  - Give comment. | **Rules:**   * Divide the class into 2 groups. * Ask students in two groups to skim and write down in 1 minute. * Write down answers on the board. * Look at the pictures and check.   **Reading**  **1 –Look at the picture and discuss with a partner.**  What type of house do you think it is?  Where do you think the house is?  What can you see around the house?  What can you see in the house?  **2** - Quickly read the text. Check your idea from 1.  **3. Match the phrases in A with correct ones in B.**  **Key:**   |  |  | | --- | --- | | 1+ a, e, c ,h | 2+b,d,f,g |   **4. Read the text and ask and answer the questions.**  **Key:**   1. On the ocean 2. There will be a swimming pool in front and a large flower garden behind the house. 3. No 4. They will do the housework ( clean the floor, cook meals, wash clothes, water the flowers and feed the dogs and cats).   **Speaking**  **5. Draw a picture of your future house, then describe the houses with your partners. Your partners will draw the house you describe.**  **6. Work in groups. Draw the appliances in your future bedrooms and talk about them to the group.** |

**3. Homework (2 minutes)**

- Practice more.

- Prepare the next lesson. Skills 2.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

# UNIT 10: OUR HOUSES IN THE FUTURE

**Lesson 6: SKILLS 2**

**I. Objectives:** By the end of this lesson, students can listen to get information about dream houses; Write about a dream house(type, location, surroundings, rooms, appliances).

1. Knowledge:

a. Vocabulary: The lexical items related to “Our houses in the future”.

b. Grammar: **Will + V** for the future and **might + V** for future possibility.

2. Skills: Listening and writing.

3. Formation of behavior: Students will feel interested in listening to get information about dream house and writing about a dream house(type, location, surroundings, rooms, appliances).

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Listening**  **Pre - Listening**  To predict the content of the listening text.  **While - listening**  To comprehen the content of the listening text.  **Writing**  **Pre-writing**  To brain - storm ideas about a dream house.  **While - writing**  To write a dream house  **Post - writing**  To give a writing of a dream house | **A. Listening**  **1. Pre - listening**  **\* Listen to Nick and Linda talking about their dream houses. Which house would each prefer.**  T asks Ss to look at the title of exercise 1, then ask:  \* What will you listen a conversation or a passage?  \* What information must you notice?  \* Which house Nick would prefer, and which house Linda would prefer  - T plays the recording once  - T asks Ss to listen and give their answer.  **\* Vocabulary:**  - T teaches Ss vocabulary.  - T asks Ss to read chorus.  **2. While - listening**  **\* Listen again. What is important to Nick? What is important to Linda?**  - T asks SS to look at the title of exercise 1, then ask:  *\*What information must you notice?*  *\* Read 7 phrases then decide what is important to Nick and what is important to Linda.*  - Ss read the 7 phrases and explain new words ( view, cable T.V).  **B. Writing**  **1.Pre-writing**  **\* Work in pairs. Discuss the following ideas about your dream house.**  *-* T asks SS to work in pairs.  - Ss discuss about their dream houses using the suggested ideas.  **2. While-writing**  - Ss fill in the table , using the information they have discussed.  - T allows SS time to write about their dream houses, using the suggested ideas/ information in 3 and 4. Remind SS to use Will + V(bare infinitive) and might + V(bare infinitive) .  **3. Post - writing**  - T asks Ss to show some writings on the board, then the class can give their comments. | **Listening**  **1- Listen to Nick and Linda talking about their dream houses. Which house would each prefer.**  Linda: Picture 3  Nick: Picture 2  ***\* Vocabulary:***  1. view (n): tầm nhìn.  2. cable TV (n): TV cáp.  **2 - Listen again. What is important to Nick? What is important to Linda?**  **Key:**   |  |  | | --- | --- | | Linda | Nick | | 3. sea view  4, swimming pool  5. garden  7. quiet | 1. park view  2. city view  6. cable T.V |   **Writing**  WRITE ABOUT YOUR DREAM HOUSE  **3. Work in pairs. Discuss the following ideas about your dream house.**  **4. Fill in the table about your dream house.**  **5. Write about your dream house*.***  **Presentation of the writing.** |

**3. Homework (2 minutes)**

- Practice more.

- Prepare the next lesson. Looking back and project.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

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**Unit 10: OUR HOUSES IN THE FUTURE**

**Lesson 7: LOOKING BACK AND PROJECT**

**I. Objectives:**By the end of this lesson, students can remember and use what they have learnt during the unit to help them to do each exercise so that Ss can use that information to complete the self- assessment box at the end of the unit.

1. Knowledge:

a. Vocabulary: The lexical items related to “Our houses in the future”.

b. Grammar: **Will + V** for the future and **might + V** for future possibility.

2. Skills: Reading, speaking, listening and writing.

3. Formation of behavior: Students will be interested in reviewing what they have learnt during the lesson.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Practice**  **Vocabulary**  To revise vocabulary  **Grammar**  To revise “Will” for the future.  To revise “Might”  **Communication**  To practice communicating. | **Practice**  **Vocabulary**  **\* Write the correct words under pictures.**  **-** SS write the words that match the pictures and compare their answers with a partner.  - Some SS read the words aloud, T checks their answers.  **\* Think about what the appliances will do in the future.**  ***-*** Ss work in groups to complete the table.  - T gives feedbacks and corrects if necessary.  *\** **Complete the sentences with WILL/ WON’T.**  -Ss do the exercise individually. Then SS check their answers with their partner  - T gives feedbacks and corrects if necessary.  **\* Complete the sentences with MIGHT/ MIGHTN’T.**  - Ss do the exercise individually. Then SS check their answers with their partner  - T gives feedbacks and corrects if necessary.  **Communication**  \* **Ask and answer the questions using the information in 2.**  -Ss work in pairs- ask and answer about the information in 2  - T calls some pairs to perform before class.  - T corrects if necessary. | **Vocabulary: Things in nature**  **Activity 1:**  **Write the correct words under pictures.**   |  | | --- | | robot  automatic dishwasher  wireless T.V  automatic washing machine  modern fridge  smart clock |   **Activity 2: Think about what the appliances will do in the future.**   |  |  | | --- | --- | | 1. robot | Clean our houses, wash the dishes, feed the animals, cook meals | | 2. Automatic washing machine | Wash and dry clothes, iron clothes | | 3. wireless T.V | Help us surf the internet, watch programmes from space, tell the time… | | 4. super car | Can go on ground, on water and can fly | | 5. Smart clock | Can tell the time, help us to listen to music, wake us up |   **Activity 3: Complete the sentences with WILL/ WON’T.**   |  |  |  | | --- | --- | --- | | 1. won’t | 2. will | 3. will | | 4. won’t | 5. will | 6. won’t |   **Activity 4: Complete the sentences with MIGHT/ MIGHTN’T.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. might | 2. might | 3. might not | 4. might noy | 5. might  might |   **Communication**  **Activity 5:Ask and answer the questions using the information in 2.**  Sample:  A: will robots clean your house in the future?  B: Yes, they will  Finished! Now you can……… |

**3. Homework (2 minutes)**

- Do “project” on page 90.

- Prepare next lesson :

***(Unit 11: Our Greener World Lesson 1: Getting Started)***

**V. Feedback**

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