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

**Lesson 1: GETTING STARTED**

**Week 27**

**Period**: **80**

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| **Class** | **Date of teaching** | **Attendance** |
| **6A3** | 21/03/2024 |  |
| **6A4** | 21/03/2024 |  |
| **6A9** | 21/03/2024 |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: UFO, solar TV, smart TV, wireless Tv, solar energy.

**\* Pronunciation:**

- *P*ronounce the key words correctly: UFO, solar TV, smart TV, wireless Tv, solar energy.

**\* Grammar:**

- Use Future Simple and MIGHT for future possibility

-Usages of the prepositions: in/on.

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**b. Specific competencies:**

- read for general and specific information about a types of houses.

- talk about houses and appliances in the house.

**3. Qualities:**

- To teach Ss **p**ositive attitude about houses and appliances in the house, dream houses.

- Students know the importance of houses and appliances in the house in daily life.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

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| **ACTIVITY 1: WARM-UP**  **1. Aim:**  - To create a friendly and atmosphere in the class before the lesson;  - To introduce the topic.  - To lead in the topic of house in the future.  **2. Content:**  Tohave somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - Having a chance to speak English and focus on the topic of the lesson..  - Leading in the lesson about vocabulary and pronunciation.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Warm up**  - **Chatting**  **+ Greeting**  ***\* Divide the class into 2 teams A and B***  -Teacher asks students to see the picture in 30 seconds and remember as many types of houses and appliances as possible.  - Teacher lets students pass the chalk within the team and write things they can remember in 2 minutes.  **Lead in**  Teacher draws students’ attention to the picture in the textbook and asks them questions about the picture to introduce the land.  Ss answer the questions.  - Ss work in group to talk about their neighbourhood.  - Ss join in the discussion  - T summarizes the discussion and leads to Activity 2. | **+ Greeting**  Types of Houses - English ESL Worksheets for distance learning and physical  classrooms |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  - To introduce the vocabulary apprearing in the next.  - To practice the targeted language and the background knowledge.  - To help students identify the location of the cities mentioned in the conversation on a map.  **2. Content:**  - Learn some new words . Read the conversation and find out new words.  - Know more new words.  - filling in the gaps.  **3. Products:**  - Know more new words. Understanding the conversation; topic of the lesson, grammar points…  - Know more new words. Understand the conversation; topic of the lesson, Vocab, grammar points…  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| - T sets the scene/ context for the listening and reading.  **Vocabulary**   * Teacher introduces the vocabulary by:   + showing the pictures illustrating the words.  + providing the synonym or antonym of the words.  + providing the definition of the words.  **Task 1: Listen and read.**   * Teacher sets the context for the listening and reading text:   + Teacher asks students to look at the title of the conversation and the picture.  + Teacher asks Ss some brainstorming questions.  - Ss answer the questions and write down if necessary.   * Teacher encourages students to give their answers, but do not confirm whether their answers are right or wrong. * Teacher play the recording, asks students underline the words they have learn in the vocabulary part. * Teacher can play the recording more than once. * Students listen and read. * Teacher invites some pairs of students to read the dialogue aloud. * Teacher has students say the words in the text that they have underlined.   **Task 2: Read the conversation again. Find and write down the words or phrases that show:** - Students work in pairs   * Teacher asks students to share their answers before discussing as a class.   Teacher asks students to explain where they can find the answer.  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the conversation  - T gives feedback on the reaction of Ss | **Vocabulary**  1. UFO (n) vật thể bay không xác định  2.Solar energy (n): năng lượng mặt trời  3.Smart TV (n): TV thông minh  4. appliance (n): thiết bị  **Task 1: Listen and read.**  *Nick: What are you doing, Phong?*  *Phong; I'm painting a picture of my house.*  *Nick: Your house! That's a UFO.*  *Phong: It looks like a UFO but it's my house in the future.*  *Nick: Where will it be?*  *Phong: It'll be in the mountains.*  *Nick: What will it be like?*  *Phong: It'll be a large house. It'll have twenty rooms.*  *Nick: Twenty rooms!*  *Phong: Yes, and it'll have solar energy.*  *Nick: Fantastic! Which room will you like best?*  *Phong: My bedroom, of course.*  *Nick: What appliances might the house have?*  *Phong: My house might have some smart TVs and ten robots.*  *Nick: Sounds great! And how much will...*  **Task 2: Read the conversation again. Find and write down the words or phrases that show: *Answer key:***  *Type of house: UFO*  *Location: in the mountains*  *Appliances in the house: some smart TVs and ten robots* |
| **ACTIVITY 3: PRACTICE (20’)**  **1. Aim**:  - To help students focus on the use of Simple Future tense.  - To test students' memory of the vocabulary.  **2. Content**:  Understand the conversation; grammar points;  Some related Vocabulary  **3. Products**:  To know about the topic of the lesson, Vocab, grammar points.  Know more about houses and house appliances  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| - T let Ss learn Task 3-4-5 – Getting Started - Unit 3  **Task 3: Read the conversation again. Tick (V) T(True) or F(False).** Give time for students to read the conversation independently again and tick ( ) true or false next to the statements. Ask them to share their answers in pairs before discussing in groups. Encourage them to correct the false statements.  Select one student to give his or her answers in front of the class. Praise them when they give the correct answers  **Task 4: Order the words to make a phrase about a place. Each group has one extra word.**   * Explain that students have to order the words to make phrases about places. Remind them that each group has one extra word. Get them to look at the example to identify how to do the activity. * Have students work individually. Ask them to share their answers in pairs before discussing in groups. * Go around and offer help, if necessary. * Then call some students to write their answers on the board. Check their answers and give explanation, if necessary.   **Task 5: In groups, describe to your classmates what you can see outside the window of your future house.  Your group tries to guess where your house is. Game: 10 questions**   * Work in groups, think of a kind of house or appliances. * Others ask Y/N questions and the group can only answer *Yes* or *No*. * Who can guess the type of house/household appliances is the winner.   - T gives feedback on the answers. | **Task 3: Read the conversation again. Tick (V) T(True) or F(False). *Answer key:***  *1. T*  *2. T*  *3. T*  *4. F*  **Task 4: Order the words to make a phrase about a place. Each group has one extra word.**  ***Answer key:***  1. in the sea  2. in the city  3. in the town  4. in the mountains  5. in the countryside  6. on the Moon  7. in the sky  **Task 5: In groups, describe to your classmates what you can see outside the window of your future house.  Your group tries to guess where your house is. *Suggested answers:***   * *Is it a type of house?* * *No, it isn’t.* * *Does it have a smart remote control?* * *Yes, it is.* * *Is it a smart TV?* * *Yes, it is.* |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise some words and learn some more words to describe their neighbourhood  To give Home assignments  **2. Content**:  To learn some more words abour asking and giving directions  Home assignments  **3. Products**:  Know more words about giving directions.  Take note Home assignments  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson.  **- Home assignments**  - Teacher summarizes all opinions  -T let Ss take note the home assignments  - T says something about the class time.  T gives feedback and requires Ss do homework. | **\* Home assignments:**  - Read again the conversation  - Go to the Internet and search for the information on houses in the future. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….** | |

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

**Lesson 2: A CLOSER LOOK 1**

**Week 27**

**Period**: **81**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A3** | 23/03/2024 |  |
| **6A4** | 23/03/2024 |  |
| **6A9** | 23/03/2024 |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: electric cooker, dish washer, washing machine, wireless.

**\* Pronunciation:**

- *P*ronounce the key words correctly: electric cooker, dish washer, washing machine, wireless.

- Pronounce the two-syllable words correctly

**\* Grammar:**

- Use Future Simple and MIGHT for future possibility

-Usages of the prepositions: in/on.

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**b. Specific competencies:**

- read for general and specific information about a types of houses.

- talk about houses and appliances in the house.

**3. Qualities:**

- To teach Ss **p**ositive attitude about houses and appliances in the house, dream houses.

- Students know the importance of houses and appliances in the house in daily life.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP**  **1. Aim:**  - Revise the old lesson.  **-** Do some activities to create a friendly and relaxed atmosphere to warm up to the new lesson…  **2. Content:**  - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmosphere to the new lesson  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Warm up**  - **Chatting**  **+ Greeting**  ***\* \* Game: Place it right:***  Teacher explains the game rules:   * Students go to the board and stick the pictures of household appliances in the right posters corresponding to 3 rooms in the house:   LIVING ROOM  BEDROOM  KITCHEN  - Ss join in the discussion  - T summarizes the discussion and leads to Activity 2. | **Chatting.**  *Answer key:* |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  - To set the context for the introductory;  - To lead in the lesson about vocabulary and pronunciation.  - To teach students some nouns about house and house appliances  - To practice the targeted language (adjectives) and the background knowledge  **2. Content:**  Nouns about house and house appliances and their usage.  Exercises of matching sentences  **3. Products:**  Nouns about house and house appliances  Know more adjectives and how to use them in context.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in A Closer Look 1  **VOCABULARY**   * Teacher introduces the vocabulary by   + providing explanations of the words;  + showing picture illustrating the words.  **Task 1: Listen and repeat the words/ phrases in the box. Then put them in the appropriate columns. You may use some more than once.** Teacher ask students quickly do Ex. 1 (P. 4)  Students listen to the recording and repeat.  **Task 2: Match the appliances in A with what they can help us to do in B.** Tell students 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 students 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 some students to write their sentences on the board. Correct if necessary.  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  - T gives feedback on the reaction of Ss | **VOCABULARY**   1. electric cooker (n): nồi cơm điện 2. dish washer (n): máy rửa bát 3. washing machine (n): máy giặt 4. wireless (adj): không dây   **Task 1: Listen and repeat the words/ phrases in the box. Then put them in the appropriate columns. You may use some more than once.**   * **living room:** wireless TV, electric fan, smart clock, computer * **bedroom:** wireless TV, smart clock, electric fan * **kitchen:** electric cooker, dishwasher, fridge, washing machine   **Task 2: Match the appliances in A with what they can help us to do in B. *Answer key:***  1. c  2. d  3. b  4. e  5. a |
| **ACTIVITY 3: PRACTICE (20')**  **1. Aim**:  To teach students some words/phrases related to house appliances.  To help students have concept and identify the Stress in two-syllable words (words only).  To test students' memory of the vocabulary.  To practise Stress in two-syllable words in sentences.  **2. Content**:  Understand the new words and do the task  Listen and repeat the words with the above mentioned sounds.  Pronounce Stress in two-syllable words in sentences.  **3. Products**:  To know about the topic of the lesson, Vocab, grammar points.  Students have a chance to identify and practise the Stress in two-syllable words (words only).  To give students a chance to apply what they have learnt.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| - T let Ss do Task 3-4-5 in A closer look 1  **Task 3: Work in pairs. Ask and answer questions about appliances, using the information in 2** Ask students to read the example first. Ensure that they know what to do. Then let some pairs  role-play the exchange in front of the class. Check pronunciation, if necessary.   * Have them work in pairs, one points to the appliance in Task 2 and asks the question, and the other gives the answer about the appliance, using the information in Task 2. * Call some pairs to act out in class. Teacher and other students give comments   **PRONUNCIATION**  **Task 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 students 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 students to listen and repeat the words. To reinforce pronunciation, ask them to clap at the stressed syllable as they say the words. * Have students practise saying the words in pairs or groups. Go around to offer help or correct pronunciation, if necessary.   Call some students to say the words in front of the class. Check their pronunciation if necessary.  **Task 5: Listen and repeat the sentences. Pay attention to the stress of the underlined words.** - Teacher plays the recording for students to listen and asks students to repeat the sentences after they listen.   * Students listen and repeat the given sentences. Teacher asks each group to hand in their paper and checks, the group with more correct sentences is the winner.   - Teacher invites the winner to read aloud their sentences.  - Ss work independently  - Share the answers  - T gives feedback on the answers and studying attitude of Ss in class. | **Task 3: Work in pairs. Ask and answer questions about appliances, using the information in 2.**  ***Suggested answer:***   1. What can an electric cooker help us to do?  * It can help us (to) cook rice and vegetables.  1. …   **Task 4: Listen and repeat the words.**  **- picture: bức tranh**  **- robot: người máy**  **- bedroom: phòng ngủ**  **- kitchen: nhà bếp**  **- housework: việc nhà**  **- palace: cung điện**  **- village: ngôi làng**  **- mountains: núi**  **Task 5: Listen and repeat the sentences. Pay attention to the stress of the underlined words.** 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. |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  Make sentences using the new words and structures  Home assignments  **3. Products**:  Take note Home assignments  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson and make sentences with them  **- Home assignments**  - Teacher summarizes the lesson  - T let Ss take note the home assignments  - T asks, Ss answer about houses  T gives feedback and requires Ss do home assignments. | **\* Home assignments:**  - Find 10 two-syllable words. Write them down and practice pronouncing the words.  - Do more exercises in workbook. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….** | |