UNIT 11: TRAVELLING IN THE FUTURE

# **Lesson 1: Getting started – I hope we will have a hyperloop soon!**

I. OBJECTIVES

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

**1. Knowledge**

- An overview about the topic T*ravelling in the future*

- Vocabulary to talk about future means of transport

**2. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

II. MATERIALS

* Grade 7 textbook, Unit 11, Getting started
* Pictures, maps and CD player
* hoclieu.vn

Language analysis

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. eco-friendly (a) | /ˈiːkəʊˌfrendli/ | eco-friendly products have been designed to do the least possible damage to the environment | thân thiện với môi trường |
| 2. fume (n) | /fjuːm/ | strong, unpleasant, and sometimes dangerous gas or smoke | khói |
| 3. hyperloop (n) | /ˈhaɪpərluːp/ | an extremely high-speed transportation system in which trains glide above a track inside a sealed tube or tunnel with very low air pressure, supported by magnetic repulsion and propelled by a linear motor | hệ thống giao thông tốc độ cao |
| 4. teleporter (n) | /ˈtelɪpɔːtər/ | an imaginary very fast form of transport that uses special technology or special mental powers | phương tiện di chuyển tức thời |
| 5. campsite (n) | /ˈkæmpsaɪt/ | a piece of land where people on holiday can camp, usually with toilets and places for washing | địa điểm cắm trại |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge and experiences about the topic. | - Prepare some handouts.  - Encourage students to work in pairs, in groups so that they can help each other. |
| 2. Students may have underdeveloped listening, speaking and co-operating skills. | - Provide feedback and help if necessary.  - Play the recording again if necessary. |

Board Plan

| *Date of teaching*  **UNIT 11: TRAVELLING IN THE FUTURE**  **Lesson 1: Getting started – I hope we will have a hyperloop soon!**  **\* Warm-up**  Chatting  **\* Vocabulary**  1. eco- friendly (adj): thân thiện với môi trường  2. fume (n): khói  3. hyperloop (n): hệ thống giao thông tốc độ cao  4. teleporter (n): phương tiện di chuyển tức thời  5. campsite (n): địa điểm cắm trại  Task 1: Listen and read. What are Ann and Minh talking about?  Task 2: Read again and tick T or F.  Task 3: Find the words and phrases that describe the means of transport in the conversation.  Task 4: Quiz.  Task 5: Discussion.  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To set the context for the listening and reading text | **CHATTING**      *+ How do you think people travel every day?*  *+ What do you think about the traffic in the picture?*  *+ How about traffic in the future?*  \* Teacher has Ss look at the picture and talk about it by answering these questions.  \*\* Ss work in pairs to do the task.  \*\*\* Teacher calls on some Ss to give their ideas about it.  \*\*\*\* Teacher listens, comments, then leads Ss to the new lesson. | T-Ss  Pairs work  T-Ss  T-Ss | 4 mins |
| LEAD-IN | To introduce the topic of the unit | Teacher says: “*In the lesson today, we are going to learn a new unit about Travelling in the future. Let’s start to see and find out more information related to our new topic*”. |  | 1 min |
| PRESENTATION | To introduce the new words | **VOCABULARY**  \* Teacher introduces the vocabulary by:  + showing the pictures illustrating the words  + providing the synonyms or antonyms of the words  + providing the definition of the words  1. eco-friendly (adj): [visual + explanation]    2. fume (n): [visual + explanation]    3. hyperloop (n): [visual + explanation]    4. teleporter (n): [visual + explanation]    5. campsite (n): [visual + explanation]    \*\* Ss say the words.  \*\*\* Other Ss correct if the previous answers are incorrect.  \*\*\*\* Teacher shows and says the words aloud and asks Ss to repeat them.  Checking techniques: Rub out and Remember | T-Ss  Ss  Ss-Ss  T-Ss | 5 mins |
| To set the context for the introductory conversation | **SET THE SCENE: PRE-QUESTIONS**  \* Teacher asks Ss to read the questions below and pay attention to find out the answers while reading and listening to the conversation.  + Who are they?  + Where are they going?  + What could they be talking about?  \*\* Ss take time to read the questions and get ready for the next task. | T-Ss | 3 mins |
| PRACTICE | To practice the targeted language and the background knowledge | **TASK 1: LISTEN AND READ. WHAT ARE ANN AND MINH TALKING ABOUT?**  *(Ex 1, 2, p. 114, 115)*  \* Teacher plays the recording, and asks students to underline the words related to the topic. (Teacher may check the meaning of some words if necessary.)  - Teacher can play the recording more than once.  - Students listen and read.  \*\* Teacher can invite some pairs of students to read aloud.  \*\*\* Teacher refers to the questions previously asked.  \*\*\*\* Then, teacher confirms the correct answer.  ***Answer key:*** Exercise 2: B | T-Ss  Pair work  T-Ss  T-Ss | 20 mins |
| To help Ss read for specific information about Ann and Minh’s conversation | **TASK 2:** **READ THE CONVERSATION AGAIN AND TICK T (TRUE) OR F (FALSE).** *(Ex 3, p. 115)*  \* Teacher asks Ss to work in pairs to read the conversation again and underline the key words in each sentence.  \*\* Ss work in pairs to do the task.  \*\*\* Ss answer and point out where in the conversation they find the information for their answers.  \*\*\*\* Teacher checks the answers as a class.  ***Answer key:***  1. T 2. F 3. F  4. T 5. T | T-Ss  Pair work  Ss  T-Ss |
| - To help Ss recognise the words / phrases used to describe means of transport  - To help Ss further understand the text | **TASK 3:** **FIND THE WORDS AND PHRASES THAT DESCRIBE THE MEANS OF TRANSPORT IN THE CONVERSATION AND WRITE THEM IN THE CORRECT COLUMNS.** *(Ex 4, p. 115)*  \* Teacher asks Ss to work in pairs to read the conversation again and to underline the words / phrases that describe means of transport: hyperloop and teleporter.  \*\* Ss work in pairs to pick out words / phrases they have found to write down in the correct column.  \*\*\* Teacher asks some Ss to read out words / phrases they have found in the conversation to put into each column.  \*\*\*\* Teacher checks the answers as a class.  **Answer keys:** |  |
| PRODUCTION | To help Ss review vocabulary related to different means of transport | **TASK 4:** **QUIZ: WHAT VEHICLE IS THIS?** *(Ex 5, p. 115)*  \* Teacher asks Ss to work in pairs to discuss to find out the vehicles in these sentences.  \*\* Ss work in pairs to do the task.  \*\*\* Teacher reads out loud each question and the pairs answer. The pair who correctly completes them first wins.  \*\*\*\* Teacher confirms the answers.  ***Answer key:***  1. bicycle / bike  2. car  3. train  4. sailing boat  5. rocket / spaceship | T-Ss  Pair work  T-Ss  T-Ss | 4 mins |
| PRODUCTION | To give Ss a chance to develop creative thinking | **TASK 5: DISCUSSION: WHAT DO YOU THINK THESE VEHICLES WILL BE LIKE IN 50 YEARS?** *(Ex 5, p. 115)*  \* Teacher has Ss work in pairs again to discuss how the vehicles they have thought of will be like in 50 years.  \*\* Ss work in pairs to do the task.  \*\*\* Teacher calls Ss to give any description about future means of transport they can imagine.  \*\*\*\* Teacher corrects grammar or pronunciation mistakes if needed. | T-Ss  Pair work  T-Ss  T-Ss | 5 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson | - Ask one or two students to tell the class what they have learnt.  - Ask students to say aloud some words they remember from the lesson. If there is an overhead projector in the classroom, show the dialogue, highlight the key words related to the topic. | T-Ss | 2 mins |
| HOMEWORK | To prepare vocabulary for the next lesson | - Do Ex in the Workbook.  - Prepare the vocabulary for the next lesson: A closer look 1.  - Project preparation  + Teacher informs student of the final project of the Unit’s project  + Explain the requirements of the project: Imagine a future means of transport you would like to see in the future, then draw it. Students will show their work and present in Lesson 7 – Looking back and Project.  + Teacher explains to students how they can get the information.  + Put students into groups and ask them to discuss how to assign tasks for each member. Help them set a deadline for each task.  (Teacher should check the progress of students’ preparation after each lesson.) | T-Ss | 1 min |

**UNIT 11: TRAVELLING IN THE FUTURE**

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

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

**1. Knowledge**

- Vocabulary: use the lexical items related to the topic *Travelling in the future*

- Pronunciation: say sentences with correct stress

**2. Core competence**

- Develop communication skills.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Personal qualities**

- Be ready to know the words about future means of transport.

- Develop self-study skills.

**II. MATERIALS**

- Grade 7 textbook, Unit 11, A closer look 1

- Computer connected to the internet

- TV/ Projector/ Pictures/ Cards

- hoclieu.vn

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. bamboo-copter (n) | /bæmˈbuːˈkɒptər/ | also known as the bamboo dragonfly or Chinese top, is a toy helicopter rotor that flies up when its shaft is rapidly spun | chong chóng tre |
| 2. skyTran (n) | /skaɪtræn/ | skyTran is a patented, high-speed, low-cost, elevated Personal Rapid Transit (PRT) system. | hệ thống tàu điện trên không |
| 3. solar-powered (adj) | /ˌsəʊlə ˈpaʊər/ | electricity produced by using energy from the sun | chạy bằng năng lượng mặt trời |
| 4. sail (v) | /seɪl/ | to control a boat that has no engine and is pushed by the wind | lướt buồm |

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of some lexical items. |
| 2. Students may have underdeveloped listening, speaking and co-operating skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students might excessively talk in the class. | - Define expectation in explicit detail.  - Have excessive talking student’s practise.  - Continue to define expectations in small chunks (before every activity). |

**Board Plan**

| *Date of teaching*  **UNIT 11: TRAVELLING IN THE FUTURE**  **Lesson 2: A closer look 1**  **\* Warm-up**  Game: Miming  **I. Vocabulary: Future means of transport**  1. bamboo-copter (n): chong chóng tre  2. skyTran (n): hệ thống tàu điện trên không  3. solar-powered (adj): chạy bằng năng lượng mặt trời  4. sail (v): lướt buồm  Task 1: Write the words or phrases under the correct pictures.  Task 2: Write words or phrases from 1 in the correct columns.  Task 3: Complete the sentences, using the words from the box.  **II. Pronunciation: Sentence stress**  Task 4: Listen to the sentences and repeat. Pay attention to the bold syllables.  Task 5: Listen to the sentences and repeat. How many stresses are there in each sentence?  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - To help Ss review the previous lesson  - To create a fun atmosphere in the class | **GAME: MIMING**  \* Teacher calls 1 student to come to the board and whispers into Ss’ ears one means of transport.  \*\* Ss think of how to mime it, and the others are ready to guess.  \*\*\* Ss mime the action for the others to guess the means of transport.  \*\*\*\* Teacher confirms the correct answer. The student who guesses correctly is the winner.  ***Suggested answers:***  1. hyperloop  2. flying car  3. train  4. bike  5. motorbike  6. boat | T-Ss  Ss-Ss  T-Ss | 5 mins |
| LEAD-IN | To lead in the lesson about vocabulary and pronunciation | Teacher leads students into the lesson by telling them that “In today's lesson, we are going to learn more words to talk about *Future means of transport* and how to say sentences with correct stress.”. | T-Ss | 1 min |
| VOCABULARY | To introduce visually some words related to the topic | **VOCABULARY**  \* Teacher introduces the vocabulary by:  + providing the synonym or antonym of the words  + providing the pictures of the words  - Teacher has students read the phrases aloud and correct their pronunciation if needed.  - Teacher asks students for the Vietnamese meanings of these phrases.  1. bamboo-copter (n): [visual + explanation]    2. skyTran (n): [visual + explanation]    3. solar-powered (a): [visual + explanation]    4. sail (v): [visual + explanation]    \*\* Ss say the words.  \*\*\* Other Ss correct if the previous answers are incorrect.  \*\*\*\* Teacher shows and says the words aloud and asks Ss to repeat them.  **Checking technique:** “Rub out and remember” | T-Ss  Ss  Ss-Ss  T-Ss | 8 mins |
|  | To introduce some modes of future travel | **TASK 1: WRITE THE WORDS OR PHRASES UNDER THE CORRECT PICTURES. THEN LISTEN, CHECK, AND REPEAT.** *(Ex. 1, p. 116)*  \* Teacher asks students to choose the words and phrases in the box to write under the correct pictures with their partners.  \*\* Ss work in pairs to do the task.  \*\*\* Teacher calls on some students to read aloud the words and asks them why they think a word / phrase should go with a picture.  \*\*\*\* Teacher plays the recording for Ss to check their answers, has them repeat chorally and individually, corrects their pronunciation and explain the meaning of these words/ phrases if needed.  ***Answer key:***  1. solar-powered ship 2. flying car 3. bamboo-copter  4. hyperloop 5. skyTran | T-Ss  Pair work  T-Ss |  |
|  | To help Ss learn to use the right verbs for the appropriate mode of travel | **TASK 2: WRITE WORDS OR PHRASES FROM 1 IN THE CORRECT COLUMNS.**  *(Ex 2, p. 116)*  \* Teacher asks students to look at Ex 2 to write words and phrases from task 1 in the correct columns.  \*\* Ss work independently to do the task.  \*\*\* Some Ss give their answers.  \*\*\*\* Teacher checks students’ answers as a class.  ***Answer key:***    \* Then, teacher asks SS to work in pairs to add more words to each column.  \*\* Ss work in pairs to do the task.  \*\*\* Teacher calls on some Ss to give their answers.  \*\*\*\* Teacher confirms and corrects.  ***Suggested answers:*** | T-Ss  Ss  Ss-Ss  T-Ss  T-Ss  Pair work  T-Ss  T-Ss |  |
|  | To help Ss practise using the learnt words in the right context | **TASK 3: COMPLETE THE SENTENCES, USING THE WORDS FROM THE BOX.**  *(Ex 3, p. 116)*  \* Teacher has Ss look at the box, practice saying the words, then work individually to complete the sentence.  \*\* Ss work individually to do the task.  \*\*\* Some Ss read aloud the complete sentences.  \*\*\*\* Teacher confirms the correct answers.  ***Answer key:***  1. bamboo-copter  2. fly  3. ride  4. hyperloop  5. eco-friendly | T-Ss  Ss  Ss  T-Ss |  |
| PRONUNCIATION | - To help Ss be aware of which words in a sentence should be stressed, which are not  - To help Ss say sentences with correct stress | **SENTENCE STRESS**  \* Teacher writes the words “Sentence stress” on the board and asks them “What is sentence stress?”. Then, teacher has Ss watch the video to understand more about it. (T may ask Ss to watch the video at home before the class.)  <https://www.youtube.com/watch?v=S09SP3trcnY&list=PL8_ETpRL2xNZV031TEcvSCDlVMWPmE8hG&index=11>  \*\* Ss work independently to do the task.  \*\*\* Teacher calls some Ss to check their understanding.  \*\*\*\* Teacher confirms, asks them to read *Remember!* box in 1 minute and then check again by asking questions:  + What are stressed words?  + What are unstressed words? | T-Ss  Ss  T-Ss  T-Ss | 8 mins |
|  | To help students practise pronouncing sentences with correct stress | **TASK 4: LISTEN TO THE SENTENCES AND REPEAT. PAY ATTENTION TO THE BOLD SYLLABLES.** *(Ex 4, p. 116)*  \* Teacher has students read the sentences, then ask them to listen to the recording once first and pay attention to the stressed syllables (bold syllables).  \*\* Ss do the task independently, try to listen and repeat sentences as many times as possible as a class, a group and individually.  \*\*\* Teacher calls some students to read out the sentences.  \*\*\*\* Teacher corrects their pronunciation and stress if needed. | T-Ss  Ss  T-Ss  T-Ss | 6 mins |
| - To help Ss be aware of the words they have to stress in a sentence  - To help Ss practise saying sentences with correct stress | **TASK 5: LISTEN TO THE SENTENCES AND REPEAT. HOW MANY STRESSES ARE THERE IN EACH SENTENCE?** *(Ex 5, p.116)*  \* Teacher plays the recording for Ss to listen and repeat; then ask Ss to count the number of stresses in each sentence.  \*\* Ss do the task individually.  \*\*\* Teacher calls on some Ss to read the sentences in front of the class.  \*\*\*\* Teacher corrects their pronunciation if needed.  ***Answer key:*** | T-Ss  Ss  T-Ss  T-Ss | 4 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 1 min |
| HOMEWORK | To revise what they have learnt | Practice saying the sentences at home. | T-Ss | 1 min |

**UNIT 11: TRAVELLING IN THE FUTURE**

# **Lesson 3: A closer look 2**

I. OBJECTIVES

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

**1. Knowledge**

Know how to recognize *The future simple*

***a. We use will + V:***

**+ to talk about future activities**

Eg: We will buy an electric scooter soon.

**+ to make predictions**

Eg: We will probably use electric cars because normal cars cause too much pollution.

**b. Possessive pronouns**

**+ to demonstrate ownership;**

Eg: This is our house. It’s **ours.**

**2. Core competence**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

Be responsible and hard working

II. MATERIALS

* Grade 7 textbook, Unit 11, A closer look 2
* Computer connected to the Internet
* TV/ Projector/Pictures, sets of word cards
* hoclieu.vn

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge and experiences about the topic. | Prepare some hand-outs. |
| 2. Some students might excessively talk in the class. | - Define expectation in explicit detail.  - Have excessive talking student’s practise.  - Continue to define expectations in small chunks (before every activity). |

**Board Plan**

| *Date of teaching*  **UNIT 11: TRAVELLING IN THE FUTURE**  **Lesson 3: A closer look 2**  **\* Warm-up**  Chatting  **\* The future simple**  + to talk about future activities  Eg: We will buy an electric scooter soon.  + to make predictions  Eg: We will probably use electric cars because normal cars cause too much pollution.  **\* Possessive pronouns**  + to demonstrate ownership  Eg: This is your bicycle. That bicycle is her bicycle. → HERS  Task 1:Complete the sentences with *will* or *won’t.*  Task 2: Rearrange the words and phrases to make sentences.  Task 3: Use the correct form of the verbs in brackets to complete the conversation.  Task 4: Look at the pictures and tell your partner if you will / won’t travel by these means of transport. Give reason(s).  Task 5: Replace the underlined phrases with possessive pronouns.  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To activate students’ prior knowledge and vocabulary related to the targeted grammar | **GAME: CHATTING**  \* Teacher asks Ss some questions to lead into the lesson.  + How does your father go to work every day?  + What colour is your bicycle?  + What colour is your friend’s bicycle?  + How will you travel when you are 30?  \*\* Ss work independently to do the task.  \*\*\* Teacher calls on some Ss to answer.  \*\*\*\* Teacher confirms and writes some key sentences on the board.  **Mine is white.**  **I will….** | T-Ss  Ss  T-Ss  T-Ss | 5 mins |
| LEAD-IN | To introduce the targeted grammar of the lesson | Teacher says: “*Today, we are going to learn how to use Will in the future and possessive pronouns.*” | T-Ss | 1 min |
| PRESENTATION | To introduce students the form and the usage of the future simple | **GRAMMAR 1: THE FUTURE SIMPLE**  \* Teacher has Ss read the “Remember box” in some minutes. \*\* Ss work independently to read.  \*\*\* Teacher calls on some Ss to answer the teacher's questions to make sure they can understand how to use and form the future simple well.  + Do we use the future simple to talk about past, present or future activities?  + Teacher writes on the board: “People will go to school by solowheel in 2030” and asks Ss: “In this situation, what do we use the future tense for?”  + “To make a negative form, do we say will not or not will?” (Just add NOT behind will)  + For questions, where can we put will? (Before subjects)  \*\*\*\* Teacher confirms, and corrects grammar if needed, then write on the board:  + Usage: to talk about future activities and to make predictions.  + Form: (+) S + will + V  (-) S + will + not (won’t)  (?) Will + S + V? | T-Ss  Ss  T-Ss  T-Ss | 9 mins |
|  | To introduce students the form and the usage of the possessive pronouns | **GRAMMAR 2: POSSESSIVE PRONOUNS (REVIEW)**  \* Teacher writes on the board an example then asks Ss some questions to remind them.  THIS IS YOUR BICYCLE.  THAT BICYCLE IS HER BICYCLE. → HERS  + Do we use a possessive pronoun instead of a phrase? (hers = her bicycle)  + Does a possessive pronoun come before a noun?  + Let’s complete this table: (T lets Ss complete the columns: Possessive adjectives and Possessive pronouns)   | Personal pronouns | Possessive adjectives | Possessive pronouns | | --- | --- | --- | | I | my | mine | | You | your | yours | | We | our | ours | | They | their | theirs | | He | his | his | | She | her | hers | | It | its | its |   \*\* Ss work individually to answer teacher’s questions.  \*\*\* Teacher calls on some Ss to give their ideas.  \*\*\*\* Teacher confirms and corrects. | T-Ss  Ss  T-Ss  T-Ss |
| PRACTICE | To help Ss use the right verb form to talk about future activities | **TASK 1: COMPLETE THE SENTENCES WITH *WILL* OR *WON’T*.** *(Ex 1, p. 117)*  \* Teacher asks students to do the exercise individually and then compare their answers with a classmate.  \*\* Ss do the task individually.  \*\*\* Some Ss explain their choices.  \*\*\*\* Teacher confirms the correct answers.  ***Answer key:***  1. won’t  2. will  3. will  4. won’t  5. will | T-Ss  Ss  T-Ss  T-Ss | 20 mins |
| To help Ss practise making full sentences about future activities using prompts | **TASK 2: REARRANGE THE WORDS AND PHRASES TO MAKE SENTENCES.** *(Ex 2, p. 117)*  \* Teacher has students work individually to rearrange the words to make sentences.  \*\* Ss do the task individually.  \*\*\* Some Ss write their answers on the board.  \*\*\*\* Teacher confirms the correct answers.  ***Answer key:***  1. We will have driverless cars in 2030.  2. Cities won’t allow cars in 2050.  3. Will electric cars be popular?  4. We will use solar-powered buses soon.  5. Will we have enough parking places in ten years? | T-Ss  Ss  Ss  T-Ss |
| To help Ss use the correct forms of future simple to make predictions | **TASK 3: USE THE CORRECT FORM OF THE VERBS IN BRACKETS TO COMPLETE THE CONVERSATION.** *(Ex 3, p. 117)*  \* Teacher asks Ss to work in pairs to complete the conversation.  \*\* Ss work in pairs to do the task.  \*\*\* Teacher calls on Ss to read aloud the complete conversation.  \*\*\*\* Teacher confirms the correct answers and helps them to correct mistakes if needed.  ***Answer key:***  1. will take  2. won’t have  3. Will ... have  4. won’t drive  5. won’t be | T-Ss  Pair work  T-Ss  T-Ss |
| To review possessive pronouns | **TASK 4: REPLACE THE UNDERLINED PHRASES WITH POSSESSIVE PRONOUNS.** *(Ex 5, p. 118)*  \* Teacher asks Ss to do the task individually to replace the underlined phrases with the correct possessive pronouns.  \*\* Ss do the task individually and compare with their partners.  \*\*\* Some Ss read aloud their answers on the board.  \*\*\*\* Teacher confirms the correct answers.  ***Suggested answers:***  1. theirs  2. mine  3. His  4. Yours  5. Ours | T-Ss  Ss  T-Ss  T-Ss |
| PRODUCTION | - To help Ss practise talking about some future means of transport.  - To help Ss learn reasoning skills by giving reasons for their choices. | **TASK 5: LOOK AT THE PICTURES AND TELL YOUR PARTNER IF YOU WILL / WON’T TRAVEL BY THESE MEANS OF TRANSPORT. GIVE REASON(S).**  *(Ex 4, p. 118)*  \* Teacher asks Ss to work in pairs to describe the pictures.  \*\* Ss work with their partners to do the task.  \*\*\* Some pairs talk about their choices and reasons why they will / won’t use those means of travelling.  \*\*\*\* Teacher listens to Ss to correct common errors after Ss finish speaking.  ***Suggested answers:***  - In picture 1, I can see a / an (electric) bus / coach. I can see many people on this bus / coach. I think I will go to school by electric coach because it has no fumes, and it can carry many people at the same time.  - In picture 2, I can see a flying car. It is flying over a city. I think I will travel by flying car. It will be fun to fly in one. I will be able to see the city below (or I can fly it when the roads are congested).  - In picture 3, I can see a ship. It has solar panels. I will travel on a solar- powered ship to visit some islands. It will be comfortable / fun to travel by solar-powered ship.  - In picture 4, I can see a bamboo-copter. I will fly a bamboo-copter to work. It will be fun / fast. (or I won’t use a bamboo-copter to travel from one place to another. It will be dangerous. You might get hurt when it is windy …).  - In picture 5, I can see a car with a lot of smoke behind it. I won’t go by car in the future. It pollutes the environment. | T-Ss  Pair work  Pair work  T-Ss | 7 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK | To revise what they have learnt | Do exercises in the workbook. | T-Ss | 1 min |

UNIT 11: TRAVELLING IN THE FUTURE

# **Lesson 4: Communication**

I. OBJECTIVES

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

**1. Knowledge**

- learn how to how to make predictions

- practise using some grammar points and vocabulary related to the topic

**2. Core competence**

- Develop communication skills

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Be benevolent and responsible

II. MATERIALS

* Grade 7 textbook, Unit 11, Communication
* Computer connected to the Internet
* TV/ Pictures/ Projector
* hoclieu.vn

**Language analysis**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about the topic. | Provide students with information about the knowledge they do not know. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students might excessively talk in the class. | - Define expectation in explicit detail.  - Have excessive talking students practise.  - Continue to define expectations in small chunks (before every activity). |

**Board Plan**

| *Date of teaching*  **UNIT 11: TRAVELLING IN THE FUTURE**  **Lesson 4: Communication**  **\*Warm-up**  Chatting  **I. Everyday English:**  Making predictions  - We certainly will/ won’t  - It probably won’t/ will  Task 1: Listen and read the conversation.  Task 2: Make similar conversation.  **II. How will children go to school?**  Task 3: Complete the conversation between Mark and Lan.  Task 4: Choose one means of transport below and make a similar conversation as in 3.  Task 5: Choose one means of transport that you would like to use to travel to school. Give reasons.  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To revise the old lesson and introduce the new lesson. | **CHATTING**  \* Teacher checks Ss’ knowledge of the previous lessons by asking them to make sentences using the future simple or possessive pronouns.  \*\* Ss think of a sentence individually.  \*\*\* Teacher calls on some Ss to read aloud their sentences.  \*\*\*\* Teacher confirms, corrects grammar and pronunciation if needed. | T-Ss  Ss  T-Ss  T-Ss | 5 mins |
| LEAD-IN | To lead in the lesson | Teacher leads students into the lesson by telling them what they are going to learn: “We are going to learn how to make predictions and use the grammar and the vocabulary related to our topic *Travelling in the future*”. | T-Ss | 1 min |
| EVERYDAY ENGLISH | - To introduce to Ss how to make predictions  - To have Ss practise the conversation of making predictions | **TASK 1: LISTEN AND READ THE CONVERSATION.** *(Ex 1, p. 119)*  \* Teacher plays the audio for Ss to listen and read the conversation.  \*\* Ss listen and practice saying with their partners.  \*\*\* Teacher calls some pairs to read aloud.  \*\*\*\* Teacher corrects pronunciation if needed.  \* Teacher asks Ss to pay attention to the highlighted parts and asks them some questions to elicit the new structure.  \*\* Ss answer teacher’s questions to find out new structure to express preferences.  \*\*\* Some students give the new structure to the teacher.  \*\*\*\* Teacher corrects and writes on the board: 🡪   * + **Structures to make predictions**   - We certainly will/ won’t …  🡪 if you are sure about your predictions.  - It probably won’t/ will …  🡪 if you are not sure about your predictions. | T-Ss  Pair work  Pair work  T-Ss  T-Ss  T-Ss  Ss  T-Ss | 10 mins |
|  | To help Ss practise making predictions | **TASK 2: MAKE SIMILAR CONVERSATION.** *(Ex 2, p. 119)*  \* Teacher has Ss look at the situation in Ex 2 to make similar dialogue:  *1. travelling long distances by hyperloop.*  *2. travelling to other planets for holidays.*  \*\* Ss work in pairs to make similar dialogues.  \*\*\* Teacher calls some pairs to present in front of the class.  \*\*\*\* Teacher gives feedback and some comments.  ***Suggested answers:***  *Situation 1:*  A: Do you think we will travel long distances by hyperloop?  B: We certainly / probably will.  A: Will it allow us to travel to other planets?  B: It probably / certainly won’t.  *Situation 2:*  A: Do you think people will travel to other planets for their holidays?  B: They certainly / probably will.  A: Will holidays on other planets be expensive / interesting?  B: They certainly will (be). | T-Ss  Pair work  T-Ss  T-Ss | 7 mins |
| HOW WILL CHILDREN GO TO SCHOOL? | - To help Ss learn more about what information they can discover when talking about a means of transport  - To help Ss practise asking and answering questions about a future means of transport | **TASK 3: COMPLETE THE CONVERSATION BETWEEN MARK AND LAN WITH THE QUESTIONS AND ANSWERS FROM THE BOX.** *(Ex 3, p, 119)*  \* Teacher asks Ss to work in pairs to read the conversation and complete it with the questions and answers from the box.  \*\* Ss do the task in pairs.  \*\*\* Teacher calls some Ss to give their answer and explain it.  \*\*\*\* Teacher confirms the correct answers.  ***Answer key***:  1. B 2. A  3. D 4. C | T-Ss  Pair work  T-Ss  T-Ss | 5 mins |
| - To help Ss practise asking and answering questions about which means of transport they  would like to use to travel to school  - To help Ss be aware of what information they should use when asking about a means of transport | **TASK 4: WORK IN PAIRS. CHOOSE ONE MEANS OF TRANSPORT BELOW AND MAKE A SIMILAR CONVERSATION AS IN 3.** *(Ex 4, p. 119)*  \* Teacher asks Ss to work in pairs to ask and answer questions about which means of transport they would like to use to travel to school. Ask them to use the example in 3. Elicit any other questions and answers they can ask and answer about a means of transport.  \*\* Ss work in pairs.  \*\*\* Teacher invites some pairs to role-play, asking and answering the questions in front of the class.  \*\*\*\* Teacher confirms and corrects if needed.  ***Suggested answers:***  - For the conversation about bamboo-copter, for example, T may guide Ss to ask questions:  1. So what means of transport will students use to go to school?  2. How many fans does it have?  3. How will it work?  4. What will it run on?  5. Why would you like to go to school by bamboo-copter?  - For the Solowheel, T instructs Ss to ask similar questions. | T-Ss  Pair work  T-Ss  T-Ss | 5 mins |
| - To help Ss practise talking about which means of transport they would like to use to travel to  school  - To help Ss practise giving reasons  - To help Ss practise reporting | **TASK 5**: **CHOOSE ONE MEANS OF TRANSPORT THAT YOU WOULD LIKE TO USE TO TRAVEL TO SCHOOL. GIVE REASONS.** *(Ex 5, p. 119)*  \* Teacher asks Ss to work in group to discuss which means of transport they would like to use to travel to school  \*\* Ss work in groups to take notes several means of transport for Ss to think of such as a bamboo-copter, a solowheel, a scooter or a bicycle and reasons for them to use:  + It is safe / fast / green / fun / economical / convenient.  + It doesn’t cause noise or pollution.  + It doesn’t make fumes.  + It doesn’t pollute the environment.  - Teacher goes round the class to monitor and give support if necessary.  \*\*\* Ss from each group present their ideas to the class.  \*\*\*\* Teacher comments on their clarification, language, fluency, grammar, etc. | T-Ss  Group work  Ss  T-Ss | 6 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 1 min |
| HOMEWORK | To prepare for the next lesson: Skills 1 | - Do exercises in the workbook.  - Prepare for the next lesson. | T-Ss | 1 min |

UNIT 11: TRAVELLING IN THE FUTURE

# **Lesson 5: Skills 1**

I. OBJECTIVES

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

**1. Knowledge**

+ read for general and specific information about a future car.

+ talk about why a means of transport will / won’t be popular

**2. Core competence**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

Be benevolent and responsible

II. MATERIALS

* Grade 7 textbook, Unit 11, Skills 1
* Computer connected to the Internet
* TV/ Pictures, cards
* hoclieu.vn

Language analysis

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. charge (v) | /tʃɑːdʒ/ | to put electricity into an electrical device such as a battery | sạc pin |
| 2. economical (adj) | /ˌiːkəˈnɒmɪkəl/ | not using a lot of fuel, money, etc. | tiết kiệm nhiên liệu |
| 3. autopilot (adj, n) | /ˈɔːtəʊˌpaɪlət/ | a device that keeps aircraft, spacecraft, and ships moving in a particular direction without human involvement | lái tự động |
| 4. function (n) | /ˈfʌŋkʃən/ | the natural purpose (of something) or the duty (of a person) | chức năng |
| 5. run on (phr.v.) | /rʌn ɒn/ | If a machine runs on a particular type or supply of power, it uses that power to work. | chạy bằng (nhiên liệu nào) |

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of words. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | - Let students read the text again (if needed).  - Create a comfortable and encouraging environment for students to speak.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students might excessively talk in the class. | - Define expectation in explicit detail. - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*  **UNIT 11: TRAVELLING IN THE FUTURE**  **Lesson 5: Skills 1**  **\* Warm-up**  Networking  **I. Reading**  \* Vocabulary  - charge (v): sạc pin  - economical (adj): tiết kiệm nhiên liệu  - autopilot (adj, n): lái tự động  - function (n): chức năng  - run on (phr.v.): chạy bằng (nhiên liệu nào)  Task 1: Brainstorming: Look at the picture and find the words or phrases to describe it.  Task 2: Read the passage and answer the question.  Task 3: Read the passage again and complete the fact file with no more than two words or a number.  Task 4: Retelling  **II. Speaking**  Task 5: Ask and answer questions.  Task 6: Discussion. Report to the class.  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To introduce the topic of reading | **GAME: NETWORKING**  \* Teacher asks Ss to think of the means of transport they have used and any that they would like to experience.  \*\* Ss in groups to share.  \*\*\* Teacher calls on groups to see how many different means of transport they can list. The group which has more corrects ones will be the winner.  \*\*\*\* Teacher confirms and corrects.  **Suggested answers:**  tank, hot-air balloon, helicopter, yacht, bicycle, horse and carriage, Rolls-Royce, hang glider, mule, double-decker bus, elephant, spaceship, etc. | T-Ss  Group work  T-Ss  T-Ss | 5 mins |
| LEAD-IN | To lead in the lesson about Skills 1 | **READING**  Teacher leads students into the lesson by telling them what they are going to learn: “In the lesson today, we are going to read and find some information about a kind of means of transport.” | T-Ss | 1 min |
| PRE-READING | To provide students with some lexical items before reading the text | **VOCABULARY**  - Teacher introduces the vocabulary by:  + providing the synonym or antonym of the words.  + providing the pictures of the words.  + providing the definition of the words.  a. (to) charge [ visual + explanation]    b. economical (a) [ visual + explanation]    c. autopilot (adj, n) [ visual + explanation]    d. function (n) [ visual + explanation]    e. (to) run on [ visual + explanation]    **Concept check:** Rub out and Remember |  | 6 mins |
| To prepare Ss with some general ideas before they read | **TASK 1: BRAINSTORMING: LOOK AT THE PICTURE AND FIND THE WORDS OR PHRASES TO DESCRIBE IT.** *(Ex 1, p. 120)*  \* Teacher asks Ss to work in pairs to look at the picture and answer the question: “What can you see in the picture?”  \*\* Ss work with their partner to think of words to describe the car and the words or phrases about the driver.  \*\*\* Teacher calls on some Ss to read out loud the listed words/ phrases.  \*\*\*\* Teacher writes on the board, corrects pronunciation or grammar if needed.  **Suggested answers:**  The car: convenient, safe, comfortable, modern, automatic, automated, autopilot, etc.  The driver: relaxing / isn’t driving, etc. | T-Ss  Pair work  T-Ss  T-Ss |
| WHILE-READING | To improve Ss’ skills of reading for the general idea | **TASK 2: READ THE PASSAGE AND ANSWER THE QUESTION.** *(Ex 2, p. 120)*  \* Teacher tells Ss to read the text quickly and find out the main idea of the paragraph individually.  \*\* Ss work independently to read.  \*\*\* Some Ss read out their answers and explain their choices.  \*\*\*\* Teacher confirms, corrects, and explains that B and C are just facts.  ***Answer key:* A** | T-Ss  Ss  Ss  T-Ss | 8 mins |
| To improve Ss’ skills of reading for details | **TASK 3: READ THE PASSAGE AGAIN AND COMPLETE THE FACT FILE WITH NO MORE THAN TWO WORDS OR A NUMBER.** *(Ex 3, p. 120)*  \* Teacher tells Ss that they are going to read the passage again to complete the table about the company and its car. Teacher also reminds Ss to look at the information on the left first before doing the task to guess what types of information they need to scan.  \*\* Ss work independently to do the task.  \*\*\* Teacher calls on some Ss to give their answers and points out where they can find the information.  \*\*\*\* Teacher corrects and confirms.  ***Answer key:***  (1) 2015  (2) ﻿safest / largest  (3) ﻿largest / safest  (4) ﻿autopilot function  (5) ﻿electricity | T-Ss  Ss  T-Ss  T-Ss |
| POST-READING | To check students’ reading comprehension | **TASK 4: RETELLING.**  \* Teacher asks Ss to close their books and just look at the table in task 2 to retell what they have read about “Roadrunner”.  \*\* Ss work in pairs, take turns to retell.  \*\*\* Some Ss retell all the information about “Roadrunner”.  \*\*\*\* Teacher listens and corrects if needed. | T-Ss  Pair work  Ss  T-Ss | 6 mins |
| PRE-SPEAKING | To enable Ss to ask and answer questions about a car company | **TASK 5: LOOK AT THE FACT FILE IN 3 THEN ASK AND ANSWER QUESTIONS ABOUT IT.** *(Ex 4, p. 120)*  \* Teacher asks Ss to work in pairs to look at the table one more time to make questions about Roadrunner and its car based on the fact file in 3.  \*\* Ss work in pairs to make questions, then answer these questions.  \*\*\* Teacher calls on some pairs to role-play it in front of the class.  \*\*\*\* Teacher corrects Ss’ grammar and pronunciation mistakes if needed.  ***Suggested questions:***  \* When was Speed introduced? / When did they introduce Speed?  • What do you know about Safety? / What is special about Safety?  • What functions do these models have?  • What do these models run on?  • What can passengers do when they are travelling in the car? | T-Ss  Pair work  Pair work  T-Ss | 7 mins |
| WHILE-SPEAKING | To help Ss practise reasoning skill | **TASK 6: DISCUSS WHY ROADRUNNER’S CARS WILL OR WON’T BECOME POPULAR IN THE NEAR FUTURE. REPORT YOUR REASONS TO THE CLASS.** *(Ex 5, p. 120)*  \* Teacher writes on the board: “Why Roadrunner’s cars will or won’t become popular in the near future?” and asks Ss to work in groups to discuss it.  \*\* Ss work in groups to do the task. Teacher goes around to help them if needed.  \*\*\* Teacher invites one representative of each group to report the answers of their own group to the class.  ***Suggested answers:***  + Roadrunner’s cars will become popular in the near future, because they are fast / safe / comfortable / modern.  + Roadrunner’s cars run on electricity, so they are eco-friendly / green / they do not pollute the environment.  + Roadrunner’s cars have an autopilot function, so they are very comfortable and modern. | T-Ss  Group work  T-Ss | 7 mins |
| POST-SPEAKING | To help students improve next time. | - Have students give comments on their friends and vote for the most interesting and informative presentation.  - Teacher gives feedback and comments. | T-Ss  Ss-Ss | 3 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 1 min |
| HOMEWORK | To prepare for the next lesson Skills 2. | - Do exercises in the workbook.  - Prepare for the next lesson. | T-Ss | 1 min |

UNIT 11: TRAVELLING IN THE FUTURE

# **Lesson 6: Skills 2**

I. OBJECTIVES

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

**1. Knowledge**

-Listen for general and specific information about some future means of transport

- Write about the advantages of a future means of transport

**2. Core competence**

- Develop communication skills

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

Be benevolent and responsible

II. MATERIALS

* Grade 7 textbook, Unit 11, Skills 2
* Computer connected to the Internet
* Pictures
* hoclieu.vn

Language analysis

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. bullet train (n.phr.) | /ˈbʊlɪt ˌtreɪn/ | a very fast train with a smooth, pointed shape, especially one used in Japan | tàu cao tốc |
| 2. use up (phr.v.) | /juz up/ | to use all of something, so that nothing is left | sử dụng hết |
| 3. comfortable (a) | /ˈkʌmfətəbəl/ | comfortable furniture and clothes provide a pleasant feeling and do not give you any physical problems | thoải mái |

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge and experiences about the topic. | Prepare some hand-outs. |
| 2. Students may have underdeveloped listening, writing and co-operating skills. | - Play the recording many times if any necessary.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students might excessively talk in the class. | - Define expectation in explicit detail.  - Have excessive talking students practise.  - Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*  **Unit 11: Travelling in the future**  **Lesson 6: Skills 2**  **\* Warm-up**  Discussion  **I. Listening**  **\*Vocabulary**  - bullet train (n.phr.): tàu cao tốc  - use up (phr.v.): sử dụng hết  - comfortable (adj): thoải mái  Task 1: Listen to a talk between Mr Ha and his students. How many means of transport are they talking about?  Task 2: Listen to the talk again and complete each sentence with ONE word.  Task 3: True or False statements.  **II. Writing**  Task 4: Choose one future means of transport in 3 and tick the words and phrases that describe its advantages.  Task 5: Write a paragraph of about 70 words about the advantages of the means of transport you’ve chosen.  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To prepare Ss for the listening by focusing them on some words / phrases | **DISCUSSION** *(Ex 1, p. 121)*  \* Teacher asks Ss to look at the words or phrases in Ex 1 (p. 121) and think of which ones are used to describe the future means of transport.  \*\* Ss think of it individually, then discuss it with their partners. Teacher encourages Ss to give reasons for their answers.  \*\*\* Teacher calls some students to give their answers.  \*\*\*\* Teacher listens and gives comments. | T-Ss  Pair work  T-Ss  T-Ss | 3 mins |
| LEAD-IN | To introduce the new lesson | Teacher introduces students to the content of the lesson: *“In the lesson today, we are going to listen to a talk between Mr. Ha and his students about future means of transport.*” | T-Ss | 1 min |
| PRE-LISTENING | To provide students with some lexical items before listening the text | **VOCABULARY**   * Teacher introduces the vocabulary by:   + providing the synonym or antonym of the words.  + providing the pictures of the words.  + providing the definition of the words.  1. bullet train (n) [visual + explanation]    2. (to) use up [visual + explanation]    3. comfortable (a) [visual + explanation]    **Concept check:** Rub out and Remember | T-Ss | 5 mins |
| WHILE-LISTENING | To activate Ss’ knowledge of the topic of the listening text | **TASK 1: LISTEN TO A TALK BETWEEN MR HA AND HIS STUDENTS. HOW MANY MEANS OF TRANSPORT ARE THEY TALKING ABOUT? CIRCLE THE CORRECT ANSWER.** *(Ex 2, p. 121)*  \* Teacher asks Ss to guess how many means of transport they are talking about before listening.  \*\* Ss do the task individually to guess. Then teacher plays the recording once for Ss to listen and circle the correct answer.  \*\*\* After listening once, T calls on some Ss to give their answer.  \*\*\*\* Teacher plays the recording again and confirms the correct answer.  **Answer key**: C | T-Ss  Ss  T-Ss  T-Ss | 10 mins |
|  | To improve Ss’ listening comprehension and note taking skills | **TASK 2: LISTEN TO THE TALK AGAIN AND COMPLETE EACH SENTENCE WITH ONE WORD.** *(Ex 3, p. 121)*  \* Teacher asks Ss to read the sentences and to predict the words they need to fill in each blank.  \*\* Ss works in pairs to do the task. Then teacher plays the recording for Ss to listen and fill in the blank.  \*\*\* Teacher calls on some Ss to give their answers and writes them on the board.  \*\*\*\* Teacher plays the recording again as many times as needed for Ss to check their answers and clearly understand the conversation.  ***Answer key:***  1. accidents  2. autopilot  3. expensive  4. Bamboo-copters  5. eco-friendly | T-Ss  Pair work  T-Ss  T-Ss |
| POST-LISTENING | To check Ss’ memory about what they have listened. | **TASK 3: TRUE OR FALSE STATEMENTS.**   | **Statements** | **True** | **False** | | --- | --- | --- | | 1. Tom thinks that bullet trains will be the fastest transport in the future. |  |  | | 2. Lan said that skyTrans would not use up much space. |  |  | | 3. It may be too expensive for students to use skyTrans. |  |  | | 4. Students will use bamboo-copters to fly to school. |  |  | | 5. Lan thinks solar-powered ships will be eco- friendly and uncomfortable. |  |  |   \* Teacher asks to look at these statements, read, and decide them are True or False without listening again.  \*\* Ss do the task individually.  \*\*\* Teacher calls on some Ss to check.  \*\*\*\* Teacher confirms the correct answers.  ***Answer keys:***  1. F  2. T  3. T  4. T  5. F | T-Ss  Ss  T-Ss  T-Ss | 3 mins |
| PRE-WRITING | To prepare Ss for the writing activity | **TASK 4: CHOOSE ONE FUTURE MEANS OF TRANSPORT IN 3 AND TICK THE WORDS AND PHRASES THAT DESCRIBE ITS ADVANTAGES. CAN YOU ADD MORE WORDS AND PHRASES?** *(Ex 4, p. 121)*  **\*** Teacher asks Ss to choose a future means of transport in Ex 3 and discuss with their partner by ticking the boxes or adding as many words/ phrases as possible.  **\*\*** Ss do the task in pairs.  **\*\*\*** Teacher calls on some Ss to read out loud and encourages Ss to make sentences with the words/ phrases.  **\*\*\*\*** Teacher corrects and confirms.  **Suggested answers:** economical, carrying many passengers, avoiding traffic jams, having an autopilot function, driverless, etc. | T-Ss  Pair work  T-Ss  T-Ss | 7 mins |
| WHILE-WRITING | To help Ss practise writing | **TASK 5: WRITE A PARAGRAPH OF ABOUT 70 WORDS ABOUT THE ADVANTAGES OF THE MEANS OF TRANSPORT YOU’VE CHOSEN.** *(Ex 5, p. 121)*  \* Teacher tells Ss that they are going to write about the advantages of the means of transport they ‘ve chosen. Teacher reminds them to start their writing as shown below.  \*\* Ss do the task independently.  \*\*\* Teacher allows students to cross check first.  \*\*\*\* Teacher gives feedback. | T-Ss  Ss  Ss-Ss  T-Ss | 9 mins |
| POST-WRITING | To peer check, cross check and final check students’ writing | **TASK 6: CLASS GALLERY**  \* Teacher asks some students to read their writing products.  \*\* Students listen to each other’s work.  \*\*\* Teacher asks Ss to share their writing with their partners. Then, call on some Ss to show their writing in front of the class.  \*\*\*\* Teacher checks ideas, grammar, vocabulary and gives comments. | T-Ss  Ss-Ss  T-Ss  T-Ss | 4 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 1 min |
| HOMEWORK | To allow students finalize their letter after being checked by friends and the teacher | - Rewrite the letter on the notebook.  - Prepare for the next lesson. | T-Ss | 1 min |

UNIT 11: TRAVELLING IN THE FUTURE

# **Lesson 7: Looking back & Project**

I. OBJECTIVES

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

**1. Knowledge**

- Review the vocabulary and grammar of Unit 11

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Be benevolent and responsible

- Develop self-study skills

II. MATERIALS

- Grade 7 textbook, Unit 11, Looking back & Project

- Computer connected to the Internet

- TV/ Pictures, A0 paper

- hoclieu.vn

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 2. Some students might excessively talk in the class. | - Define expectation in explicit detail.  - Have excessive talking students practise.  - Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*  **UNIT 11: TRAVELLING IN THE FUTURE**  **Lesson 7: Looking back & Project**  **\* Warm-up**  Mind map  **I. Looking back**  Task 1: Write three adjectives or phrases to describe each picture.  Task 2: Complete the sentences.  Task 3: Find one mistake in each sentence and correct it.  Task 4: Read the passage and put the verbs in brackets in the correct future form.  **II. Project**  OUR FUTURE MEANS OF TRANSPORT  **\* Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - To help students revise the vocabulary items they have learnt in the unit  - To enhance students’ skills of cooperating with teammates | **MIND MAP**  \* Teacher writes on the board “Unit 11” asks Ss to think of what they have learnt already in this unit.  \*\* Ss work in pairs to do the task.  \*\*\*Teacher calls some students to retell.  \*\*\*\* Teacher confirms and leads them to do all the exercises in books. | T-Ss  Pair work  T-Ss  T-Ss | 3 mins |
| VOCABULARY | - To help Ss revise the learnt vocabulary  - To help Ss use the right adjectives / phrases to describe the appropriate means of transport | **TASK 1: WRITE THREE ADJECTIVES OR PHRASES TO DESCRIBE EACH PICTURE.** *(Ex. 1, p. 122)*  \* Teacher asks Ss to work individually to look at the three pictures and think of the words or phrases they have learnt to describe means of transport.  \*\* Ss do the task independently.  \*\*\* Teacher asks for Ss’ answers.  \*\*\*\* Teacher confirms the correct ones.  **Answer keys:**  1. fast, green, carrying many passengers  2. fast, convenient, autopilot function  3. electric, green, convenient | T-Ss  Ss  T-Ss  T-Ss | 16 mins |
| To help Ss use the right words and phrases in the right context | **TASK 2: COMPLETE THE SENTENCES WITH THE WORDS AND PHRASES FROM THE BOX.** *(Ex. 2, p. 122)*  \* Teacher has Ss work individually to put the right words / phrases into the correct blanks.  \*\* Ss do this activity individually, then compare their answers with their partners.  \*\*\* Teacher asks for some Ss to read aloud the sentences.  \*\*\*\* Teacher confirms the correct answer.  **Answer keys:**  1. eco-friendly  2. runs on  3. bamboo-copter  4. driverless  5. Bullet trains | T-Ss  Ss  T-Ss  T-Ss |
| GRAMMAR | To help Ss revise the possessive pronouns | **TASK 3: FIND ONE MISTAKE IN EACH SENTENCE AND CORRECT IT.** *(Ex. 3, p. 122)*  \* Teacher asks Ss to find one mistake in each sentence and correct it.  \*\* Ss do the exercise individually and swap with their partners.  \*\*\* Teacher calls some Ss to check their answers.  \*\*\*\* Teacher confirms the correct answer.  **Answer keys:**  1. Her → Hers  2. Our → Ours  3. My → Mine  4. its → his  5. yours → your | T-Ss  Ss  T-Ss  T-Ss |
| To help Ss revise the future simple | **TASK 4: READ THE PASSAGE AND PUT THE VERBS IN BRACKETS IN THE CORRECT FUTURE FORM.** *(Ex 4, p. 122)*  \* Teacher asks Ss to put the verbs in brackets in the correct forms.  \*\* Ss work individually to do the task.  \*\*\* Teacher calls some Ss to read out the passage.  \*\*\*\* Teacher checks and confirms their answers.  **Answer keys:**  1. will travel  2. won’t go  3. will need  4. won’t carry  5. Will … come | T-Ss  Ss  T-Ss  T-Ss |
| PROJECT | To allow students to apply what they have learnt (vocabulary and grammar) into practice through  a project | **POSTER EXHIBITION**  \* Teacher has students work in groups as divided in Lesson 1 and gives instructions to students as follow:  1. Review about the future means of transport they have prepared at home.  2. Discuss and finalize in groups.  3. Tell the class about it.  \*\* Ss work in groups to do the task.  \*\*\* Teacher calls some groups to present their means of transport to the class.  \*\*\*\* Teacher listens and gives feedback. | T-Ss  Group work  T-Ss  T-Ss | 23 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK | To prepare for the next lesson. | Prepare for the next lesson: Unit 12 – Lesson 1: Getting started. | T-Ss | 1 min |

\* Pictures' source: From Internet