**School:**

**Teacher’s name:**

**Class:**

**LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

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

**Lesson 1: Getting started – My future house**

**I. OBJECTIVES**

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

**1. Knowledge**

- Get an overview about the topic of *Our houses in the future.*

- Use lexical items about types of houses and appliances in the house.

**2. Competences**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and team work.

- Join in class activities actively.

- Develop self-study skills.

**3. Personal qualities**

- The love of their own houses and appliances in the house.

**II. MATERIALS**

- Grade 6 textbook, Unit 10, Getting Started

- Computer connected to the Internet

- Projector / TV / pictures and cards

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. UFO (n) | /ˌjuː.efˈəʊ/  /ˌjuː.efˈoʊ/ | unidentified flying object | Vật thể bay không xác định |
| 2. Solar energy (n) | /ˌsəʊ.lər ˈen.ə.dʒi/ | [energy](https://dictionary.cambridge.org/dictionary/english/energy) that uses the [power](https://dictionary.cambridge.org/dictionary/english/power) of the [sun](https://dictionary.cambridge.org/dictionary/english/sun) to [produce](https://dictionary.cambridge.org/dictionary/english/produce) [electricity](https://dictionary.cambridge.org/dictionary/english/electricity) | Năng lượng mặt trời |
| 3. Smart TV (n) | /smɑːrt ˌtiːˈviː/ | a tv that can multitask and connect to the internet | TV thông minh |
| 4. Appliance (n) | /əˈplaɪ.əns/ | a device, machine, or piece of equipment, especially an electrical one that is used in the house | Thiết bị |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| - Students may lack knowledge and experience about the body part and structures to talk about types of houses and appliances. | - Preparing some handouts and vocabularies and structures to talk about types of houses and appliances. |
| - Students may have underdeveloped listening, speaking and co-operating skills. | - Playing the recording many times if any necessary.  - Encouraging students to work in pair/ groups so that they can help each other.  - Giving short, clear instructions, feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To recall students' vocabulary about types of houses and appliances.

- To set the context for the listening and reading part.

**b. Content:**

**-** Vocabulary game

**c. Expected outcomes:**

**-** Students can recall vocabulary about types of houses and appliances and answer some questions related to the topic.

**d. Organization:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| ***Divide the class into two teams: Team A and B***  - Teacher asks students to watch the videos 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 - Task 1:***  - Teacher draws students’ attention to the picture in the textbook and asks them questions about the picture. | - Students work in 2 teams A and B.  - Students take turns to go to the board and write things they can remember.  - Students look at the picture in the textbook and answer the teacher's questions. | *- Link video: (from 0s58 to 3m22)*  [Unit 10: Our houses in the future - A closer look 1 - English 6 [OLM.VN]](https://www.youtube.com/watch?v=Y-PLJYMY5X4)  *→ What can you see in the video?. Try to remember all the types of appliances in the video.*  ***Suggested answers:***   * *appliance* * *automatic* * *wireless* * *hi-tech* * *modern fridge* * *wireless TV* * *hi-tech robot* * *automatic washing machine* * *automatic dishwasher* |

**e. Assessment**

**-** T observes and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To provide students with new words related to the topic *My future house.*

- To help students be well-prepared for the listening and reading tasks.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Students can identify some new words related to houses in future.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| ***Vocabulary pre-teaching***  - Teacher gives the meaning of the new words and asks students to guess the words.  - Teacher explains more by showing pictures or giving the definition and explanations of the words.  - Teacher asks students to give the Vietnamese meanings of the words. | - Students listen to the teacher’s explanation and guess the words. | **New words:**  1. UFO (n)  2. Solar energy (n)  3. Smart city (n)  4. Appliance (n) |

**e. Assessment**

- Teacher checks students’ pronunciation & understanding, and gives feedback.

**3. ACTIVITY 2: PRACTICE** (30 mins)

**a. Objectives:**

- To introduce the topic of the unit.

- To help students understand the conversation.

- To help students read for specific information about the house and appliances in the house.

- To help students make phrases about types of houses and appliances.

**b. Content:**

- Task 1: Listen and read. (p.38)

- Task 2: Find the conversations again. Find and write down the words and phrases that show: Type of house, Location, and Appliances in the house. (p.39)

- Task 3: Read the conversation again and tick T/F. (p.39)

- Task 4: Order the words to make a phrase about a place. Each group has one extra word (p.39)

**c. Expected outcomes:**

**-** Students can utilize vocabulary about types of houses and appliances and answer some questions related to the topic.

**d. Organization:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read. (8 mins)** | | |
| - Teacher sets the context for the listening and reading: ***“Today we’ll meet 2 students. They are Nick and Phong. Let’s look at the picture and answer some questions.”***  - Teacher asks the questions and has the students answer.  - Teacher plays the recording twice.  - Teacher checks students’ predictions.  - Teacher draws Ss' attention to the uses of “will” (for future) and “might” (for future possibility) by underlining the sentences with “will” and “might”.  - Teacher calls 2 students to read the conversation aloud. Check their pronunciation, if necessary. | - Students look at the picture and answer the questions.  - Students listen to the recording.  - Students check their predictions made in Lead in.  - Students read the conversation aloud. | ***Questions:***  *1. Who are they?*  *2. What is Phong doing?*  *3. What are they talking about?*  ***Suggested answers:***  *1. They are Phong and Nick.*  *2. He is painting a picture of his house.*  *3. They are talking about Phong’s future house.* |
| **Task 2: Find the conversations again. Find and write down the words and phrases that show: Type of house, Location, and Appliances in the house. (7 mins)** | | |
| - Teacher writes on the board *“Type of house, Location and Appliances in the house”*. Explain the meaning of these words.  - Teacher tells students to refer back to the conversation to find the words or phrases to show the type of the house, the location of the house and its appliances. Ask students to compare their answers before checking as a class. Tell them to practice saying the sentences in pairs (play the recording again if necessary).  - Teacher asks students to explain where they can find the answer.  - If there is enough time, ask one student to go to the board and write the words / phrases. Check the answers as a class. | - Students work independently to do the activity.  - Students compare the answers in pairs.  - Students answer before class. | ***Answer key:***  *- Type of house: UFO*  *- Location: in the mountains*  *- Appliances in the house: some smart TVs and ten robots* |
| **Task 3: Read the conversation again and tick T/F. (8 mins)** | | |
| - 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 them 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.  - Teacher writes the correct answers on the board. | - Students read the conversation again and work independently to do the activity.  - Students share and check the answers. | ***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. (7 mins)** | | |
| - 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.  - Teachers may move around the class to check if students do exactly what is required and offer help when needed.  - Then call some students to write their answers on the board. Check their answers and give explanations, if necessary. | - Students work individually.  - Discuss the answer in pairs.  - Called students write the answers on the board. | ***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* |

**e. Assessment**

- Teacher checks students’ exercises individually and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To strengthen the understanding and use the vocabulary in context.

**b. Content:**

- Task 5: Work in groups. Describe to your classmate what you can see outside the window of your future house. Your group tries to guess where your house is. (10 mins)

**c. Expected outcomes:**

- Students can listen and guess the locations of houses in the future from the description.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 5: Work in groups. Describe to your classmate what you can see outside the window of your future house. Your group tries to guess where your house is. (10 mins)** | | |
| - First, ask students to read the example and explain how the task is carried out: students work in groups. One group member describes to his / her group what he / she can see outside the window of his / her future house. The other group members try to guess where his / her house is.  - Before doing the task, ask one pair of students to read aloud the exchange in the example as a model.  - Give students time to do the task in groups. Then call on some groups to perform the task in front of the class. Ask the class to listen and comment.  - This activity can be organized as a competitive game. The class is divided into teams A and B. Team A describes and Team B tries to guess. If the guess is correct, they get one point. Then change roles. The group with the most points is the winner. | - Students work in groups.  - Students describe what they can he/she see outside the window of his/her future house and others will guess.  - Students read aloud the example.  - Students perform the task in front of the class | *Students’ own answers.* |

**e. Assessment**

- Teacher and other Ss listen to the instructions and comment.

**5. CONSOLIDATION**

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

- Teacher asks students to say some words they remember from the lesson.

**b. Homework**

- Do exercises in the workbook.

- Start preparing for the Project of the unit: Teacher randomly puts students in groups of 4 or 5 and asks them to brainstorm about their future appliance and design a poster of it. Students will show and present in ***“Lesson 7 – Looking back and Project”*.** (Teachers should check the progress of students’ preparation after each lesson).

**Board plan**

| *Date of teaching*  **UNIT 10: OUR HOUSES IN THE FUTURE**  **Lesson 1: Getting started – My future house**  **\* Warm-up**  Vocabulary game  **\* Vocabulary**  1. UFO (n)  2. Solar energy (n)  3. Smart city (n)  4. Appliance (n)  - Task 1: Listen and read.  - Task 2: Find the words and phrases.  - Task 3: True or false.  - Task 4: Make phrases  - Task 5: Describe your view from your future house.  **\*Homework** |
| --- |

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

**Lesson 2: A closer look 1**

**I. OBJECTIVES**

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

**1. Knowledge**

- Use vocabulary and structures about household appliances.

- Identify and pronounce two-syllable words correctly.

**2. Competences**

- Develop communication skills.

- Be collaborative and supportive in pair work and team work.

- Actively join in class activities.

**3. Personal qualities**

- The love of their own houses and appliances in the house.

**II. MATERIALS**

- Grade 6 textbook, Unit 10, A closer look 1

- Computer connected to the Internet

- Projector / TV / pictures and posters

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. electric cooker (n) | /iˈlek.trɪk ˈkʊk.ɚ/ | a machine that can heat up food | bếp điện |
| 2. dishwasher (n) | /ˈdɪʃˌwɑː.ʃɚ/ | a machine that can automatically wash the dishes | máy rửa bát |
| 3. washing machine (n) | /ˈwɒʃ.ɪŋ məˈʃiːn/ | a machine that can automatically wash our clothes | máy giặt |
| 4. wireless (adj) | /ˈwaɪə.ləs/ | working without any wire | không dây |
| 5. fridge (n) | /frɪdʒ/ | a kitchen equipment that uses electricity to preserve food at a cold temperature | tủ lạnh |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge about household appliances. | - Preparing some pictures so that students can guess correctly the meaning and pronunciation of some lexical items. |
| Students may have underdeveloped listening, speaking and co-operating skills. | - Playing the recording many times if necessary.  - Encouraging students to work in pairs, in groups so that they can help each other.  - Providing feedback and help if necessary. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (7 mins)

**a. Objectives:**

- To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary and its pronunciation.

**b. Content:**

**-** Game: Jumbled words

**c. Expected outcomes:**

**-** Students can revise vocabulary related to types of houses and appliances.

**d. Organization:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| ***Game: Jumbled words***  - Teacher divides students into 4 groups and models how to play this game.  - Teacher shows a set of scrambled letters one by one and students have to unscramble the letters to find the correct word.  - Teacher asks students to raise their hands to give the correct names and spelling these words.  - The fastest group raising their hands will get the chance to answer first.  - Teacher gives 10 points for the group that gives the correct answers.  - The group getting the highest points will be the winner. | - Students work in groups to do the activity.  - Students unscramble the letters to find the words and raise their hands to answer. | ***Answer key:***  1. lsrao → solar  2. gyneer→ energy  3. TrtmsVa → smart TV  4. trobo→ robot  5. cealppain → appliance  6. onciduterys → countryside  7. mnaouitn → mountain  8. ase → sea  9. nowt → town  10. nceoa→ ocean |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: VOCABULARY** (17 mins)

**a. Objectives:**

- To teach students some names of household appliances and help them say the words / phrases correctly.

- To help Ss make phrases about how appliances can help us.

- To help Ss ask and answer questions about how appliances can help us.

**b. Content:**

- 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. (p.40)

- Task 2: Match the appliances in A with what they can help us to do in B. (p.40)

- Task 3: Work in pairs. Ask and answer questions about appliances, using the information in 2. (p. 40)

**c. Expected outcomes:**

**-** Students can use phrases/words correctly and ask and answer questions about how appliances can help us.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **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. (6 mins)** | | |
| - Have Ss look at the words and phrases in the box. Check that Ss understand the meanings of all words / phrases. If not, T may show pictures, give definitions or the Vietnamese equivalents.  - Play the recording and have Ss listen to the words and phrases.  - Play the recording again with pauses for them to listen and repeat each word or phrase.  - Then ask some Ss to read the words and phrases in front of the class. Have the class listen and give comments.  - Have Ss work in pairs to put the words / phrases in the appropriate columns. Explain to Ss that they may use some words more than once. Ask them to share their answers in pairs before discussing them in groups.  - If there is enough time, select one student to write his / her answers on the board. Check the answers as a class. | - Students work in pairs and put the words/ phrases in the appropriate columns.  - Then listen to the recording and check their answers.  - Students listen again and repeat the words. | ***Answer key:***  *+* ***Living room:*** *wireless TV, electric fan, smart clock, computer*  *+* ***Bedroom****: wireless TV, smart clock, computer*  *+* ***Kitchen****: electric cooker, fridge, dishwasher, washing machine*  ***Audio script:***  *electric cooker*  *dishwasher*  *washing machine*  *wireless TV*  *fridge*  *electric fan*  *computer*  *smart clock* |
| **Task 2: Match the appliances in A with what they can help us to do in B. (5 mins)** | | |
| - Tell Ss to look at the two columns and explain what they can see *(e.g. They can see words and phrases relating to appliances in the first column, and words and phrases relating to what each of the appliances can help us to do in the second column).*  - Have Ss do the task individually, by matching the appliances in A with what they can help us to do in B.  - Ask them to share their answers in pairs before checking the answers as a class. Then encourage them to make sentences with matched phrases, *e.g. An electric cooker can help us to cook rice.*  - Call on some Ss to write their sentences on the board. Correct if necessary. | - Students work individually to match the appliances in A with what they can help us to do in B.  - Pairs of students practice before checking the answers in front of class. | ***Answer key:***  *1. c*  *2. d*  *3. b*  *4. e*  *5. a* |
| **Task 3: Work in pairs. Ask and answer questions about appliances, using the information in 2. (6 mins)** | | |
| - Ask Ss to read the example first. Ensure that they know what to do. Then have 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 2 and asks the question, and the other gives the answer about the appliance, using the information in 2.  - Call on some pairs to role-play the exchanges in front of the class. T and other Ss give comments. | - Students read the example.  - Work in pairs using the information in Task 2: one points to the appliance and asks the question, the other gives the answer about the appliance.  - Some pairs role-play performing in front of the class. | ***Example:***  A: *What can an electric cooker help us to do?*  *B: It can help us to cook rice.* |

**e. Assessment**

- Teacher observes and gives feedback.

**3. ACTIVITY 2: PRONUNCIATION** (11 mins)

**a. Objectives:**

- To help Ss pronounce two-syllable words which have the first syllable stressed.

**b. Content:**

-Task 4: Listen and repeat the words. (p.40)

- Task 5: Listen and repeat the sentences. Pay attention to the stress of the underlined word. (p.40)

**c. Expected outcomes:**

**-** Students can pronounce two-syllable words which have the first syllable stressed in sentences correctly.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Listen and repeat the words. (6 mins)** | | |
| - Explain that most two-syllable nouns and adjectives have stress on the first syllable *(e.g. housework, father, brother, pretty, famous, etc.)*  - Give Ss a few minutes to look at the words. Explain that these words are all two-syllable nouns. The first syllable of these words is stressed which means it should be pronounced with a louder voice. Draw their attention to the stress mark on the first syllable.  - Play the recording several times, if necessary, for Ss to listen and repeat the words. To reinforce pronunciation, ask them to clap when they say the stressed syllable in the words.  - Have Ss practise saying the words in pairs or groups. Go around to offer help or correct pronunciation, if necessary.  - Call on some Ss to say the words in front of the class. Check their pronunciation if necessary. | - Students pronounce two-syllable words.  - Students listen and repeat the words, clapping when they say the stressed syllable in the words.  - Students practice saying the words in pairs or groups.  - Students say the words in front of the class. | ***Audio script:***  *'picture*  *'robot*  *'bedroom*  *'kitchen*  *'housework*  *'palace*  *'village*  *'mountains* |
| **Task 5: Listen and repeat the sentences. Pay attention to the stress of the underlined word. (5 mins)** | | |
| - Give Ss a few minutes to read the underlined two-syllable words in the sentences. Encourage some Ss to read aloud the words in front of the class and ask the others to give comments.  - Play the recording, sentence by sentence, for Ss to listen and repeat. Draw their attention to the stress in the first syllable of the underlined words.  - Have Ss practise saying the sentences in pairs or groups. Go around to offer help or correct pronunciation, if necessary.  - Call on some Ss to read aloud the sentences in front of the class. Check their pronunciation if necessary.  - If there is time, have Ss make more sentences with two-syllable nouns they know. Then ask them to say their sentences in front of the class. | - Students work individually to read the underlined two-syllable words which have the first syllable stressed in the sentences.  - Students listen and repeat  - Students practise saying the sentences in pairs or groups.  - Some students read aloud the sentences in front of the class. | ***Audio script:***  *1. The picture is on the wall of the bedroom.*  *2. The robot helps me to do the housework.*  *3. There’s a very big kitchen in the palace.*  *4. Their village is in the mountains.* |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback if necessary.

**4. ACTIVITY 3: EXTRA ACTIVITY** (7 mins)

**a. Objectives:**

- To help Ss further practice household appliances and two-syllable words which have the first syllable stressed.

**b. Content:**

- Game: Up and down

**c. Expected outcomes:**

- Ss join the challenge enthusiastically. Then they can utilize household appliances and pronounce two-syllable words which have the first syllable stressed correctly.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Up and down**  - Teacher explains the rules:  **+ Round 1:** Teacher says 1-10 appliances. Students stand up for the ones in the kitchen, sit down for the ones in the bedroom.  **+ Round 2:** Teacher says 1-10 words. Students stand up for the ones with the first stressed syllable, sit down for the second stressed syllable. | - Round 1: Students stand up for the ones in the kitchen, sit down for the ones in the bedroom.  - Round 2: Students stand up for the ones with the first stressed syllable, sit down for the second stressed syllable. | ***Suggested words:***  *+ Round 1:*  *→* ***Bedroom****: wireless TV, smart clock, computer, electric fan, iron clothes*  *→* ***Kitchen****: electric cooker, fridge, dishwasher, washing machine, microwave*  *+ Round 2: picture, bedroom, robot, mountain, village, machine, window, wireless, cooker, device* |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

- Find 5 more two-syllable words which have the first syllable stressed. Write them down and practice pronouncing the words.

**Board plan**

| *Date of teaching*  **UNIT 10: OUR HOUSES IN THE FUTURE**  **Lesson 2: A closer look 1**  **\* Warm-up**  Game: Jumbled Words  **Vocabulary**  1. electric cooker (n)  2. dish washer (n)  3. washing machine (n)  4. wireless (adj)  5. fridge (n)  Task 1: Listen and repeat  Task 2: Matching  Task 3: Pair-work: Ask and answer questions.  **Pronunciation**  Task 4: Listen and repeat the words.  Task 5: Listen and repeat the sentences.  **Extra activity**  Game: Up and down  **\* Homework** |
| --- |

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

**Lesson 3: A closer look 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- Use future simple and might for future possibility.

**2. Competences**

- Develop communication skills.

- Be collaborative and supportive in pair work and team work.

- Actively join in class activities.

**3. Personal qualities**

- The love of their own houses and appliances in the house.

**II. MATERIALS**

- Grade 6 textbook, Unit 10, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Example** |
| --- | --- |
| I / We / You / They / He / She / It + will + V | - My father will travel on the Moon in a supercar in the future. |
| I / We / You / They / He / She / It + will not + V | - We won’t live in that cottage anytime soon. |
| Will + I / we / you / they / he / she / it + V?  → Yes, you / we ... will.  → No, you / we ... won’t. | - Will they live on the Moon?  Yes, they will.  No, they won’t. |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge and experiences about the topic. | - Preparing some hand-outs in which key language of the key language of describing personalities. |
| Some students will excessively talk in the class. | - Defining expectations in explicit detail.  - Continuing to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To activate students’ prior knowledge, vocabulary related to the topic and increase students’ interest.

**b. Content:**

**-** Vocabulary game

**c. Expected outcomes:**

**-** Students join the game enthusiastically and gain knowledge on the topic.

**d. Organization:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary game**  - Teacher divides the class into 4 groups.  - Teacher gives Ss a few minutes to revise two-syllable words.  - Students will have to work in groups to look at "Getting Started" and “A Closer Look 1” of Unit 10 and find the two-syllable words and take turns writing them on the board in 2 minutes.  - The group with more correct words will be the winner. | - Students work in groups. | ***Suggested answers:***  *picture; bedroom; robot; housework; mountain,...* |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (7 mins)

**a. Objectives:**

- To introduce targeted grammar of the future simple tense.

**b. Content:**

-Grammar point presentation: the future simple tense.

**c. Expected outcomes:**

**-** Students are able to use the future simple tense correctly in context.

**d. Organization:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **The future simple tense:**  - Teacher explains how the future tense is used *(We use the future simple tense to talk about an action that happens in the future)* and how it is formed (positive, negative, questions and short answers).  - Let students read the examples in the “Remember!” box. Draw their attention to the short form “ ‘ll” and “won’t”.   * **Positive:**   ***I / We / You / They / He / She / It + will + V***  Examples:  - My father will travel on the Moon in a supercar in the future.  - We’ll live in that cottage next year.  *(’ll is the short form of will)*   * **Negative:**   ***I / We / You / They / He / She / It + will not + V***  Example:  - We won’t live in that cottage anytime soon.  *(won’t is the short form of will not)*   * **Questions and short answers:**   ***Will + I / we / you / they / he / she / it + V?***  *Yes, you / we ... will.*  *No, you / we ... won’t.*  Example:  - Will they live on the Moon?  Yes, they will. / No, they won’t. | - Students pay attention to the teacher, take notes, and read some examples about the future simple tense. | ***Examples:***  *- My father will travel on the Moon in a supercar in the future.*  *- We won’t live in that cottage anytime soon.*  *- Will they live on the Moon?*  *→ Yes, they will. / No, they won’t.* |

**e. Assessment**

- Teacher checks students’ understanding with follow-up questions.

**3. ACTIVITY 2: PRACTICE** (15 mins)

**a. Objectives:**

- To help students get to know the use of the future simple tense.

- To help Ss use “will (’ll)” or “won’t” to complete the sentences and conversation.

- To help Ss write sentences about how appliances will or won’t help us in our future houses.

**b. Content:**

-Task 1: Fill in the blanks with “will” (‘ll) or “won’t” to make the sentence true for you (p.41)

- Task 2: Complete the conversation with “will” (‘ll) or “won’t” (p.41)

- Task 3: Write sentences, using “will” (‘ll) or “won’t” and the words / phrases given (p.41)

**c. Expected outcomes:**

- Students can utilize the future simple tense correctly to write sentences about how appliances will or won’t help us in our future houses.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Fill in the blanks with “will” (‘ll) or “won’t” to make the sentence true for you. (5 mins)** | | |
| - Have Ss read the instructions to understand how to do the activity.  - Have Ss read the example as a guide. Then have them read the sentences and fill the blanks to make the sentences true for themselves. Go around and offer help, if necessary.  - Ask Ss to exchange their answers in pairs or groups. Then call on some Ss to say out their answers in front of the class. Check their answers. T explains if necessary. | - Ss read the instructions and example  - Ss read and fill in the blanks to make sentences true.  - Ss exchange their answers in pairs or groups before saying out their answers in front of the class. | ***Ss’ own answers*** |
| **Task 2: Complete the conversation with “will” (‘ll) or “won’t”. (5 mins)** | | |
| - Have Ss read the open conversation in pairs first. Then ask them to do the task individually. Remind them of the use of “will” (’ll) or “won’t” after he and we. Go around and offer help, if necessary.  - Ask Ss to exchange their answers in groups. Then call on some Ss to say out their answers in front of the class. T confirms the correct answers and gives explanation if necessary.  - Have Ss read the complete conversation again in pairs. T observes and corrects Ss’ pronunciation and verb forms, if necessary. | - Ss read the open conversation in pairs first, then complete the task individually.  - Ss check answers in groups before checking with the whole class.  - Ss read the complete conversation again in pairs. | ***Answer key:***  *1. will (’ll)*  *2. will*  *3. will (’ll)*  *4. won’t*  *5. will (’ll)* |
| **Task 3: Write sentences, using “will” (‘ll) or “won’t” and the words / phrases given. (5 mins)** | | |
| - Have Ss read the instructions of the activity to understand what they are going to do.  - Ask Ss to write sentences, using “will” (’ll) or “won’t” and the words provided.  - Give Ss time to do the task individually.  - Get them to swap their answers in pairs or groups. Go around and offer help, if necessary.  - If there is time, have some Ss write complete sentences on the board. T and other Ss make comments. Check the answers as a class. | - Ss read the instructions.  - Ss write sentences using “will” (’ll) or “won’t” and the words provided individually.  - Ss swap their answers in pairs or groups. | ***Suggested answer:***  *1. A computer will / won’t help me to do my housework.*  *2. A robot will help me to water the flowers.*  *3. A smart TV won’t help me to cook meals.*  *4. A washing machine will / won’t help me to iron the clothes.*  *5. A smartphone won’t help me to take care of the children.* |

**e. Assessment**

- Teacher observes and checks’ students’ understanding anh pronunciation if necessary.

**4. ACTIVITY 3: PRESENTATION** (5 mins)

**a. Objectives:**

- To help Ss understand how “might” is used in a real context.

**b. Content:**

- Grammar focus: Might for future possibility

**c. Expected outcomes:**

**-** Students can use “might” correctly in context.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Grammar: Might for future possibility**  - T explains how “might + V” is used *(We use might + V to talk about actions that are possible in the future - we are not sure if the actions will happen)* and how it is formed *(affirmative: I / we / they / you / he / she / it + might + V; and negative: I / we / they / he / she / it + might not + V).*  - Then have Ss read the examples in the Remember! box. | - Ss pay attention to the teacher, take notes, and take examples with “might” | **﻿*Example:***  *- We might live in a UFO.*  *﻿- They might not travel in cars* |

**e. Assessment**

- Teacher corrects students as a whole class.

**5. ACTIVITY 4: PRACTICE (5 mins)**

**a. Objectives:**

- To help Ss understand how might is used in a real context.

**b. Content:**

- Task 4: Read the two poems. Tick true/false (p.42)

**c. Expected outcomes:**

**-** Students can utilize “might” correctly in context.

**d. Organization:**

| **Task 4: Read the two poems. Tick true/false. (5 mins)** | | |
| --- | --- | --- |
| - Ask Ss to read the poems individually and underline all the phrases might + V.  - Have Ss do the task and share their answers in pairs.  - Invite one or two Ss to say out their answers in front of the class, then check the answers as a class. | - Ss read the poems individually and underline all the phrases might + V.  - Ss share their answers in pairs before checking the answers as a class. | ***Answer key:***  *1. T*  *2. T*  *3. F*  *4. F*  *5. T*  *6. F* |

**e. Assessment**

- Teacher corrects students as a whole class.

**6. ACTIVITY 5: PRODUCTION** (5 mins)

**a. Objectives:**

- To give Ss further practice on “might”.

- To help Ss say what they might have or do in the future.

**b. Content:**

- Task 5: Work in pairs. Think about what you might do or have in the future. Share your ideas with your classmates. (p.42)

**c. Expected outcomes:**

- Students can utilize “might” correctly to share their ideas about things in the future.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 5: Work in pairs. Think about what you might do or have in the future. Share your ideas with your classmates. (5 mins)** | | |
| - Have Ss read the instructions of the activity to understand what they are going to do.  - Ask Ss to read the example and ensure that they know what to do. Then ask them to work in groups. Have them discuss what they might or might not have / do in the future.  - Then ask Ss to tell their partners about them. T goes round and corrects mistakes or gives help when necessary.  - Call on some Ss to share their ideas in front of the class. T and other Ss give comments. | - Ss read the instructions and examples in their textbook.  - Ss work in groups to discuss what they might or might not have / do in the future.  - Ss tell their partners about them before sharing their ideas in front of the class. | ***Example:***  *I might have a smartphone to surf the internet.* |

**e. Assessment**

- Teacher observes and gives feedback.

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

**Board plan**

| *Date of teaching*  **Unit 10: OUR HOUSES IN THE FUTURE**  **Lesson 3: A closer look 2**  **\* Warm-up**  Vocabulary game  ***The future simple tense***  - Task 1: Fill in the blanks.  - Task 2: Complete the conversation  - Task 3: Make sentences.  ***Might* for future possibility**  - Task 4: True or false  - Task 5: Work in pairs  **\* Homework** |
| --- |

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

**Lesson 4: Communication**

**I. OBJECTIVES**

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

**1. Knowledge**

- Express surprise using the targeted form.

- Conduct a survey and report the result in verbal form.

**2. Competences**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and team work.

- Actively join in class activities.

**3. Personal qualities**

- The love of their own houses and appliances in the house.

**II. MATERIALS**

- Grade 6 textbook, Unit 10, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge of everyday language in English. | - Providing students with information about everyday language in English. |
| 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. |
| Some students will excessively talk in the class. | - Defining expectation in explicit detail.  - Continuing to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To stir up the atmosphere in the classroom and lead in the lesson.

**b. Content:**

**-** Game: BINGO

**c. Expected outcomes:**

**-** Students join the game enthusiastically and gain knowledge on the topic.

**d. Organization:**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: BINGO**  **-** Teacher asks students to make a table onto their notebook and fill out with different household appliances.   | dishwasher | … |  | | --- | --- | --- | | … | fridge |  | |  |  | wireless TV |   - Teacher reads out loud 9 household appliances. Which students have a line of 3 can shout: BINGO.  - Teacher checks the answer.  **Lead-in the lesson**  - Teacher leads students into the lesson by telling them about what they are going to learn: *“How to express surprises”.* | - Ss work individually.  - Ss answer teacher’s questions. | ***Suggested words:***  *wireless TV, dishwasher, fridge,...* |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: EVERYDAY ENGLISH** (10 mins)

**a. Objectives:**

- To provide Ss with the way of expressing surprise.

**b. Content:**

- Task 1: Listen and read the conversations. Pay attention to the highlighted sentences. (p.43)

- Task 2: Work in pairs. Express your surprise when you see your partner’s new watch, TV, mobile phone, etc. (p.43)

**c. Expected outcomes:**

**-** Students are able to express surprise correctly in context.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen and read the conversations. Pay attention to the highlighted sentences.**(5 mins) | | |
| - Play the recording and have Ss listen and read the conversation at the same time.  - Then have them read the conversation sentence by sentence.  - Draw their attention to the highlighted sentences.  - Elicit the structure to express surprise from Ss  ***\* Wow! Is that + object?***  ***\* It looks + adjective.***  - Ask them to act out the conversation in pairs. Go around and offer help, if necessary. Check their pronunciation. | - Students listen and read the conversations at the same time.  - Students practice the conversations in pairs. | ***Audio script:***  David: John! Hello!  John: Oh, hi, David. ***Wow! Is that your computer? It looks great.***  **David:** Yes, it’s my new computer. My parents gave it to me for my birthday. |
| **Task 2: Work in pairs. Express your surprise when you see your partner’s new watch, TV, mobile phone, etc.** (5 mins) | | |
| - Have Ss work in pairs, one expresses his / her surprise when he / she sees the other’s new things *(watch, TV, mobile phone, shoes, etc.).*  - Ask Ss to use the structure to express surprise in 1. | - Ss work in pairs. | ***Students’ own creativity***  ***Suggested conversation:***  *A: Wow! Is that your mobile phone? It looks great.*  *B: Yes, it’s my new mobile phone. My grandparents gave it to me on my birthday.* |

**e. Assessment**

- Teacher checks the students' understanding and gives feedback if necessary.

**3. ACTIVITY 2: HOUSES AND APPLIANCES IN THE FUTURE** (25 mins)

**a. Objectives:**

- To help Ss identify tasks that appliances can help them to do in the future houses.

- To help Ss practice asking and answering questions about houses in the future.

- To help Ss talk about houses and appliances in the future.

**b. Content:**

-Task 3: Read the questions in the class survey below. Tick Y (Yes) or N (No) (p.43)

- Task 4: Work in pairs. Use the questions in 3 to interview your partner. (p.43)

- Task 5: Tell the class about your interview (p.43)

**c. Expected outcomes:**

- Students can ask, answer some questions and talk about their houses and appliances in the future.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Read the questions in the class survey below. Tick Y (Yes) or N (No). (7 mins)** | | |
| - Have Ss read the questions and explain the new words or phrases *(e.g. hi-tech, in space, look after, etc.)* if necessary. Then have them answer the questions by ticking “Yes” or “No”.  - If time allows, T asks the questions again and has Ss look at the boxes of “Yes” or “No” and give their own answers.  - Ask one or two Ss to look at the answers and tell about houses and what appliances will help them to do in future houses. | - Work in pairs to do the activity.  - Listen carefully and learn how to do it.  - Follow the teacher’s instructions.  - Give the answers. | ***Suggested key:***  *Hi. My name’s Hoa. In the future, I’ll live in a hi-tech house. It’ll be in the mountains. I’ll have lots of trees and flowers around my house. I’ll have a fridge that can cook meals for me ...* |
| **Task 4: Work in pairs. Use the questions in 3 to interview your partner. (8 mins)** | | |
| - Have Ss read the conversation in the example. Draw their attention to the type of house (question 1) and its location (question 2 and 3) and how the questions are used.  - Ask Ss to work in pairs and use the information from 3 to role-play. To add more variety to the conversation, Ss may add the questions about appliances that the house will have and what these appliances will do for them.  - Ask some pairs to role-play in front of the class. T and other Ss give comments.  - If time allows, have Ss work in groups, discussing the main content of the conversations they have just practiced. | - Ss read the conversation.  - Ss work in pairs to role-play the conversation.  - Ss add more questions to the conversation. | ***Students’ own creativity***  ***Example:***  - A: Will your house have a fridge?  - B: Yes, it will.  - A: What will it do for you?  - B: It will cook my meals.  ***Example:***  - **Type of the house:** cottage  - **Location**: in the mountains  - **Surroundings**: trees, flowers and mountains  - **Appliances**: robot (look after the children), fridge (cook meals), computer (send and receive emails), etc. |
| **Task 5: Tell the class about your interview. (10 mins)** | | |
| - Ask Ss to read the example to understand how to explain the interview in 4.  - Ask Ss to take notes of their partner’s answers in 4 as follows:  *E.g.*  *+ Type of the house: UFO*  *+ Location: in space*  *+ Surroundings: planets*  *+ Appliances: robot (look after the children), fridge (cook meals), computer (send and receive emails), etc.*  - Call on some Ss to tell the class about their partners’ future houses, using the notes they have written. T and other Ss listen and make comments.  - To add more variety to the interview, T may ask Ss to add some more information. | - Ss read the example and take notes of their partner’s answers.  - Ss present in front of class. | ***Students’ presentation***  ***Suggested answer:***  *Hello. I’d like to tell you about Nam’s house and appliances that will help him to do things in his house... His future house will be a hi-tech house. It’ll be.... He might have a robot to help him with his home. Thank you for listening.* |

**e. Assessment**

**-** Teacher corrects students by going around while they’re practicing.

- Teacher observes and gives feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.

**Board plan**

| *Date of teaching*  **Unit 10: OUR HOUSES IN THE FUTURE**  **Lesson 4: Communication**  **\* Warm-up**  Bingo: Household appliances  **Everyday English**  Task 1: Listen and read the conversations.  Task 2: Pair-work: Practice  **Houses and appliances in the future**  Task 3: Read and tick  Task 4: Interview your partner  Task 5: Mini presentation  **\* Homework** |
| --- |

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

**Lesson 5: Skills 1**

**I. OBJECTIVES**

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

**1. Knowledge**

- Read for general and specific information about houses and appliances in the future.

- Talk about different houses in the future.

**2. Competences**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Develop presentation skills.

- Actively join in class activities.

**3. Personal qualities**

- The love of their own houses and appliances in the house.

**II. MATERIALS**

- Grade 6 textbook, Unit 10, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. surround (v) | /səˈraʊnd/ | be around something | bao quanh |
| 2. helicopter (n) | /ˈhel.ɪˌkɒp.tər/ | a kind of plane that can fly from the roof | máy bay trực thăng |
| 3. feed (v) | /fiːd/ | to give food to and help someone/ somebody to eat | cho ăn |
| 4. roof (n) | /ruːf/ | the [covering](https://dictionary.cambridge.org/dictionary/english/covering) that [forms](https://dictionary.cambridge.org/dictionary/english/form) the [top](https://dictionary.cambridge.org/dictionary/english/top) of a [building](https://dictionary.cambridge.org/dictionary/english/building), [vehicle](https://dictionary.cambridge.org/dictionary/english/vehicle), etc. | mái nhà |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about body parts and structures to talk about houses in the future. | - Providing students some handouts on vocabulary and structures to describe houses in the future. |
| 2. Students may have underdeveloped listening, speaking and co-operating skills. | - Creating a comfortable and encouraging environment for students to speak.  - Encouraging students to work in pairs, in groups so that they can help each other.  - Providing feedback and help if necessary. |
| 3. Some students will excessively talk in the class. | - Defining expectation in explicit detail.  - Continuing to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

- To activate students’ knowledge of the topic in the reading text.

**b. Content:**

- Game: True or False

**c. Expected outcomes:**

- Students recall vocabulary and targeted grammar in the unit.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: True or false**  - Teacher asks students to look at the photo in the book and decide if the statements are true of false:  *1. The house will be surrounded by a jungle*  *2. Robots will help to do the housework.*  *3. There will be a UFO on the roof.*  *4. There will be a swimming pool in the house.* | - Students follow the teacher's instructions and play the game in two teams. | ***Key:***  *1. F*  *2. T*  *3. F*  *4. T* |

**e. Assessment**

**-** Teacher corrects students. (if needed).

**2. ACTIVITY 1: READING** (25 mins)

**a. Objectives:**

- To get Ss acquainted with the reading skill: Predicting the meaning of new vocabulary using the context.

- To help Ss understand their knowledge of the topic.

- To help Ss read for specific information about the house and its appliances in the future.

- To help Ss develop their reading skill for specific information (scanning).

**b. Content:**

- Task 1: Look at the picture, discuss the questions with a partner. (p.44)

- Vocabulary teaching

- Task 2: Read the text and match the beginning in A with the endings in B. (p.44)

- Task 3: Read the text again and circle the option (A, B or C) to complete the sentences. (p.44)

**c. Expected outcomes:**

- Students practice reading for specific information.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Look at the picture, discuss the questions with a partner. (5 mins)** | | |
| - Ask the class to look at the picture first. Encourage students to get the details / ideas of the picture (type of house, location, surroundings and appliances)  - Tell students to work in pairs, asking and answering the questions provided. | - Ss work in pairs and follow the teacher's instructions. | ***Suggested answers:***  *A: What type of house do you think it is?*  *B: I think it’s a villa.*  *A: Where do you think the house is?*  *B: I think it’s on an island.* |
| **Vocabulary teaching** (5 mins) | | |
| - Teacher asks students to get the meaning of the words in context. | - Students say the meaning of the words. | ***New words:***  1. surround (v)  2. helicopter (n)  3. feed (v)  4. roof (n) |
| **Task 2: Read the text and match the beginning in A with the endings in B.** (12 mins) | | |
| - Teacher explains how to scan and skim and asks students to practice.  - Set a time limit for Ss to read the text individually. Help them understand the text by giving the meanings of the difficult words, or explanations, or the Vietnamese equivalents. Tell them to pay attention to what the robots and the super smart TV will do. T may ask them to underline the structures or phrases relating to what the robots will do and double-underline the structures or phrases relating to what the super smart TV will do.  - Ask Ss to match the beginnings in A with the endings in B. Go around and offer help, if necessary.  - Ask Ss to work in pairs to exchange their answers first. Then call on some Ss to read their answers and give explanations for their choice. Confirm the correct answers as a class. | - Students apply scanning technique to do the task independently and follow the teacher’s instructions.  - Ss pair up to check their answers and then check with the class. | ***Answer key:***  *1. a, c, e, g, h*  *2. b, d, f* |
| **Task 3: Read the text again and circle the option (A, B or C) to complete the sentences.** (3 mins) | | |
| - Ask Ss to read the incomplete sentences and guess the option (A, B, or C) to fill the blanks. Explain that this task helps them focus on the information they are going to find in the text.  - Set a longer time limit for Ss to read the text again. Ask Ss to note or underline where they find the information that helps them circle the option (A, B, or C) to complete the sentences.  - Have Ss compare the answers in groups before discussing them as a class. | - Students work independently and follow the teacher’s instructions.  - Students work in groups to compare the answers. | ***Answer key:***  *1. B*  *2. A*  *3. C*  *4. B* |

**e. Assessment**

- Teacher corrects the students as a whole class.

**3. ACTIVITY 2: SPEAKING** (15 mins)

**a. Objectives:**

- To help Ss ask and answer questions about different houses in the future.

- To help Ss talk about different houses in the future.

**b. Content:**

- Task 4: Work in pairs. Ask your partner about his / her future house. Use the suggested questions. (p.44)

- Task 5: Work in groups. Tell your partners about your future house. You can use the information in 4. (p.44)

**c. Expected outcomes:**

**-** Students can talk about their different houses in the future.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Work in pairs. Ask your partner about his / her future house. Use the suggested questions. (5 mins)** | | |
| - Have Ss read the instructions to identify how the task is done.  - Have Ss read the suggested questions and then think of the answers to these questions. Draw their attention to the type of future house (Question 1), its location (Question 2), its appearance (Question 3), etc. Then tell them that they have to imagine their future houses in order to answer the questions.  - Have them work in pairs, asking and answering questions about their future houses. T may ask Ss to refer back to the passage in 2 and the conversation in GETTING STARTED. T goes round and corrects mistakes or gives help when necessary.  - Call on some pairs to perform the task in front of the class. T and other Ss listen and make comments. Call on some students to share their answers. | - Students read the instructions, suggested questions and think of the questions individually.  - Ss work in pairs to ask and answer questions before performing in front of the class. | ***Students’ own answers:***  ***Suggested questions:***  ***1.*** *What type of future house do you think it will be?*  *2. Where will it be?*  *3. What will it look like?*  *4. How many rooms will it have?*  *5. What appliances will it have and what will they help you to do?*  *Example:*  *A: What type of future house do you think it will be?*  *B: It’ll be a palace.* |
| **Task 5: Work in groups. Tell your partners about your future house. You can use the information in 4. (10 mins)** | | |
| - Have Ss read the example to identify how to do the task. Then have them tell their partners about their future houses using the information they have discussed in 4.  - Encourage some Ss to speak in front of the class, the class comments on their classmate’s content, pronunciation, fluency, language (grammar, use of words, etc.), body language. T can help the class give feedback. | - Ss read the example and practice sharing the information they discussed with the partners in 4.  - Ss speak in front of the class. | ***Example:***  *My future house will be a palace. It’ll be on the Moon. There will be a super smart TV in the house. It’ll help me to talk to my friends on other planets.* |

**e. Assessment**

- Teacher observes and gives feedback.

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarize the main points of the lesson.

**b. Homework**

- Do exercises in the workbook

- Write some sentences to describe your future house, at least 3 classmates.

**Board Plan**

| *Date of teaching*  **Unit 10: OUR HOUSES IN THE FUTURE**  **Lesson 5: Skills 1**  **\*Warm-up**  Game: True or False  **Reading**  - Task 1: Look and discuss.  - Vocabulary teaching:  1. surround (v)  2. helicopter (n)  3. feed (v)  4. roof (n)  - Task 2: Read and match.  - Task 3: Read and circle.  **Speaking**  Task 4: ﻿Pair-work: Ask and answer.  Task 5: Group-work: Discuss.  **\*Homework** |
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**UNIT 10: OUR HOUSES IN THE FUTURE**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- Listen for specific information about dream houses

- Write a paragraph about dream house

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- The love of their own houses and appliances in the house

**II. MATERIALS**

- Grade 6 textbook, Unit 10, Skills 2

- Computer connected to the Internet

- Projector / TV

- Jumbled word cards

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack knowledge and experiences about the topic | - Preparing some hand-outs in which the key language describes the dream house. |
| Students may have underdeveloped  listening, writing and co-operating skills. | - Playing the recording many times if necessary.  - Encouraging students to work in pairs, in groups so that they can help each other.  - Providing feedback and help if necessary. |
| Some students will excessively talk in the class | - Defining expectations in explicit detail  - Continuing to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To review the vocabulary;

- To lead into the new lesson.

**b. Content:**

- Game: Jumbled words

**c. Expected outcomes:**

- Students can recall the vocabulary

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Game: Jumbled words**  - Teacher sticks some jumbled words onto the board.  - Teacher asks students to raise their hands to answer. | - Students raise hands to answer | ***Suggested answers:***  1. IYCT → CITY  2. MATTSVR → SMART TV  3. AGRNED → GARDEN  4. LFTA → FLAT  5. ILVLA → VILLA |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: LISTENING** (20 mins)

**a. Objectives:**

- To help Ss have the ideas of what the conversation is about.

- To help Ss develop the skill of listening for specific information about dream houses.

**b. Content:**

- Task 1: Listen to Nick and Linda talking about their dream houses. Which house would each prefer? Write their names the correct pictures. (p.45)

- Task 2: Listen to the conversation again. What is important to Linda? What is important to Nick. Tick (v) the columns. (p.45)

- Task 3: Listen again and answer the questions about their dream houses. (p.45)

**c. Expected outcomes:**

- Students practice listening skills for specific information and learn more vocabulary about dream houses.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Listen to Nick and Linda talking about their dream houses. Which house would each prefer? Write their names the correct pictures. (10 mins)** | | |
| - Ask Ss to look at the pictures and elicit from Ss the details (types of house, surroundings and locations). Ask Ss the houses they like and why they like them.  - Ask Ss to focus on the task they have to do.  - Teacher asks students to work in pairs and note down the name under the picture.  - Play the recording. Ask Ss to listen and write the speakers’ names under the correct pictures. T checks their answers.  - If it’s necessary, play the recording again and pause the recording after each sentence. | - Ss look at the picture and listen to the teacher’s instructions.  - Ss work in pairs and follow the teacher’s instructions,  - Ss listen and write the speakers’ names  - Ss share answers in pairs and listen again to check. | ***Answers key:***  *Linda: Picture c (a villa by the sea, with a swimming pool and a garden)*  *Nick: Picture a (a flat in the city)* |
| **Task 2: Listen to the conversation again. What is important to Linda? What is important to Nick. Tick (v) the columns. (5 mins)** | | |
| - Ask Ss to read the information in the first column. Ask them to focus on the information they need only *(what are important to Linda and Nick: park view, city view, etc.).*  - Play the recording again. Ask Ss to listen and tick what is important to Linda and Nick. Call on some Ss to give the answers to the class and correct mistakes where necessary. | - Ss read the information and listen to the teacher’s instructions.  - Ss listen and tick.  - Students share their answers as a class. | ***Answer key:***  *Linda: sea view, swimming pool, garden*  *Nick: park view, city view* |
| **Task 3: Listen again and answer the questions about their dream houses. (5 mins)** | | |
| - Ask Ss to read the questions and underline the key words. Then have them listen to the recording again and answer the questions in pairs or groups.  - Ask a few pairs to role-play in front of the class, one asks the questions and the other answers. Other pairs and T listen and comment.  - Extension: Have some Ss talk about dream houses of Linda or Nick, using the information in 2 and 3.  *- E.g. Hi. Let me tell you about Linda’s dream house. It is a big villa by the sea. It has a view of the sea. There’s a swimming pool and a garden around her house... Thank you for listening.* | - Ss read the questions and underline the keywords.  - Ss listen again and answer the questions in pairs/ groups.  - Ss role-play: ask and answer in front of the class. | ***Answers key:***  *1. She has a big villa.*  *2. Her house / It is by the sea.*  *3. There’s a swimming pool and a garden around her house.*  *4. He has a flat.*  *5. It’s in the city.*  ***Audio script:***  **Nick**: Can you tell me about your dream house, Linda?  **Linda**: Well, it’s a big villa by the sea. It has a view of the sea. It has a swimming pool and a garden.  **Nick**: My dream house is different.  **Linda**: Really? What’s it like?  **Nick**: It’s a beautiful flat in the city. It has a park view in front and a city view at the back.  **Linda**: Oh, sounds great!  **Nick**: It has a super smart TV. I can watch films from other planets.  **Linda**: That sounds great, too. But I think it’ll be ... |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: WRITING** (18 mins)

**a. Objectives:**

- To help Ss brainstorm ideas for a dream house.

- To help Ss write a paragraph of about 50 words about a dream house.

**b. Content:**

- Task 4: Work in pairs. Discuss your dream house and fill the table. (p.45)

- Task 5: Use the information in 4 to write a paragraph of about 50 words about your dream house. (p.45)

**c. Expected outcomes:**

**-** Students can write a paragraph about their dream house.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 4: Work in pairs. Discuss your dream house and fill the table. (8 mins)** | | |
| - Have Ss look at the table. Draw their attention to the four pieces of information (type of house; location; number of rooms; appliances in the house). Then have them read the exchange in the example to understand how to do the task.  - Ask Ss to work in pairs to ask and answer the questions and fill the table. Call a student to write the answer on the board. Others write it in their notebooks. | - Ss look at the table and examples.  - Ss work in pairs as instructed.  - Ss write the answers in their notebooks. | *Example:*  *A: What type of dream house is it?*  *B: It’s a palace*  *A: Where is it?*  *B: It’s in the mountains*  *→ Type of house: palace*  *→ Location: in the mountains*  *→ Number of rooms: …*  *→ Appliances in the house: …* |
| **Task 5: Use the information in 4 to write a paragraph of about 50 words about your dream house. (10 mins)** | | |
| - Allow Ss time to write a paragraph (about 50 words) about their dream houses, using the suggested ideas / information in 4.  - When they finish, ask some Ss to explain their dream houses to the class.  - If time allows, call on one student to write his / her answer on the board. The class gives their comments.  - Teacher asks students to exchange their textbooks to check their friends’ writing.  - Teacher then gives feedback as a class discussion. | - Ss brainstorm for the ideas and the language necessary for writing.  - Ss write individually using the ideas in task 4.  - Ss explain in front of the class.  - Ss work in pairs doing peer corrections. | ***Sample paragraph:***  *My dream house is a big palace. It is in the mountains. It is surrounded by lots of trees. It has seven rooms: three bedrooms, two bathrooms, one kitchen and one living room. There is a large swimming pool in front of it. I have some robots in the palace. They help me to clean the floor, cook meals, water flowers… I am happy to live in my palace.* |

**e. Assessment**

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarize the main points of the lesson.

**b. Homework**

- Rewrite the paragraph in the notebooks.

- Do exercises in the workbook.

**Board Plan**

| *Date of teaching*  **Unit 10: OUR HOUSES IN THE FUTURE**  **Lesson 6: Skills 2**  **\*Warm-up**  Game: Jumbled words  **\*Listening**  Task 1: Listen and write.  Task 2: Listen again and tick.  Task 3: Listen again and answer the question.  ﻿  **\*Writing**  Task 4: Pair-work: Discussion.  Task 5: Write a paragraph about your dream house.  **\*Homework** |
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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, Ss will be able to:

**1. Knowledge**

- Review the vocabulary and grammar of Unit 10.

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

**2. Competences**

- Develop communication skills and creativity.

- Develop presentation skills.

- Be collaborative and supportive in pair work and teamwork.

**3. Personal qualities**

- The love of their own houses and appliances in the house.

**II. MATERIALS**

- Grade 6 textbook, Unit 10, Looking back and Project

- Computer connected to the Internet

- Projector / TV

- Color and pens, worksheets

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 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. |
| Some students will excessively talk in the class. | - Define expectation in explicit detail.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson.

- To revise the vocabulary related to the topic and lead in the next part of the lesson.

**b. Content:**

- Vocabulary brainstorming

**c. Expected outcomes:**

- Ss can list as many household appliances as possible.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Vocabulary brainstorming:**  - Teacher divides the board, and divides the class into 2 big groups.  - Teacher asks students to brainstorm all household appliances they can think of.  - The group having the most suitable answers is the winner. | - Ss work in groups and follow the teacher’s instructions. | ***Suggested answer:***  *wireless TV, dishwasher,…* |

**e. Assessment**

**-** Teacher corrects for students (if needed).

**2. ACTIVITY 1: VOCABULARY** (10 mins)

**a. Objectives:**

- To help Ss revise the words relating to appliances in the future.

- To help Ss review the phrases about what the appliances will do in the future.

**b. Content:**

- Task 1: Write the words / phrases under the correct pictures. (p.46)

- Task 2: Think about what the appliances will do in the future. Fill in the table. (p.46)

**c. Expected outcomes:**

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 1: Write the words / phrases under the correct pictures. (5 mins)** | | |
| - Tell Ss to read the words in the box first. Then ask them to write the words in the box under the pictures.  - Give them time to do it individually. Then compare their answers with their partners.  - Ask some Ss to read the words aloud. Then T checks their answers as a class. | - Ss do the task independently.  - Ss work in pairs to compare their answers before checking in front of class. | ***Answer key:***  *a. computer*  *b. dishwasher*  *c. wireless TV*  *d. washing machine*  *e. fridge*  *f. smart clock* |
| **Task 2: Think about what the appliances will do in the future. Fill in the table. (5 mins)** | | |
| - Have Ss work in pairs or groups, discussing what each appliance will do in the future and fill in the blanks in the table.  - Call on some Ss to tell the class about their answers.  *E.g. I think robots will look after my future house.*  - T and other Ss listen and make comments. | - Ss do the task in pairs: discuss and fill in the blanks before checking in front of class. | *Students’ own answers.* |

**e. Assessment**

- Teacher checks students’ answers as a whole class.

**3. ACTIVITY 2: GRAMMAR** (10 mins)

**a. Objectives:**

- To help Ss revise the use of the future simple in sentences.

- To help Ss revise the use of “might” for future possibility.

**b. Content:**

- Task 3: Complete the sentence with “will” (‘ll) and “won’t”. (p.46)

- Task 4: Complete the sentences with “might” or “might not”. (p.46)

**c. Expected outcomes:**

- Recall the uses of the future simple tense and “might” for future possibility.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Task 3: Complete the sentence with “will” (‘ll) and “won’t”. (4 mins)** | | |
| - Have Ss read the instructions to know what they have to do. Draw their attention to some complex sentences with subordinate clauses of time (sentences 2, 4, 5). T may explain these sentences if necessary.  - Ask Ss to complete the sentences with “will (’ll)” or “won’t” individually first. Then, they can check their answers with a partner before discussing them as a class. | - Ss read the instructions and do the task individually.  - Ss work in pairs to check the answers before discussing them in front of the class. | ***Answer key:***  *1. won’t*  *2. will*  *3. will*  *4. won’t*  *5. will*  *6. won’t* |
| **Task 4: Complete the sentences with “might” or “might not”. (3 mins)** | | |
| - Have Ss read the instructions to understand what they have to do.  - Ask them to read and complete the sentences individually. Go around and offer help if necessary.  - Have them swap their answers in pairs or groups before checking as a class. Correct mistakes if necessary.  - Call on some Ss to read the complete sentences in front of the class. T and other Ss listen and make comments. | - Ss read the instructions and do the task individually.  - Ss work in pairs to swap their answers before checking as a class. | ***Answer key:***  *1. might*  *2. might*  *3. might not*  *4. might not*  *5. might, might* |

**e. Assessment**

**-** Teacher corrects the students as a whole class.

**4. ACTIVITY 3: PROJECT** (20 mins)

**a. Objectives:**

- To help Ss improve their creativity and teamwork.

- To improve their speaking and presentation skills.

- To help Ss apply what they have learnt in the unit in the project.

**b. Content:**

**-** Project: My future appliances.

**c. Expected outcomes:**

**-** Students can apply what they have learned in the unit to present their posters about future appliances.

**d. Organization**

| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- | --- |
| **Poster: My future appliance**  - Have Ss read the project’s instructions. Draw their attention to the following steps:  + Think about one appliance they want to have in the future.  + Make a poster about it.  + Write details about the appliance on the poster (what they want to have, what it will help them to do).  + Share the poster with their class.  - Have them think about an appliance in their future house first.  - Give them time to make their own posters by drawing their own appliances.  - Ask them to look at the details in the bubble as an example. Then have them write what the appliances will help them to do well in their future houses.  - Get them to share their posters in pairs or groups.  - Select some Ss to show their posters in front of the class and tell what the appliances will do in their future houses. The class gives comments.  - If there is not enough time, T may ask Ss to do the project as homework and check it during the next period. | - Students show their posters and present them in front of the class.  - Other students observe and give their friends comments on the posters and presentations. | *Students’ posters & presentations* |

**e. Assessment**

- Teacher observes and gives feedback.

**5. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Summarize the main points of the lesson.

**b. Homework**

- Prepare for the next lesson

- Do exercises in the workbook.

**Board Plan**

| *Date of teaching*  **Unit 10: Our houses in the future**  **Lesson 7: Looking back and Project**  **\*Warm-up**  Vocabulary brainstorming  **\* Looking back**  **Vocabulary:**  - Task 1: Write the words / phrases.  - Task 2: Fill in the table.  **Grammar:**  ﻿- Task 3: Complete the sentence with “will” (‘ll) and “won’t”.  - Task 4: Complete the sentences with “might” or “might not”.  **\* Project**  Poster: My future appliance  **\* Homework** |
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