

UNIT 10: HOUSES IN THE FUTURE

Lesson 1: Getting started

Lesson aim(s)

By the end of the lesson, students will be able to use lexical items about types of houses.

Language analysis

Form	Meaning	Pronunciation
1. UFO (n)	unknown Flying Object	/,ju: ef 'æʊ /
2. Solar energy (n)	energy from the sun	/,səʊləɹ 'enədʒi/
3. Smart TV (n-p)	TV that can be controlled by voice and gestures	/ smɑ:(r)t ti:' vi:/

Materials (referenced)

- Grade 6 textbook, Unit 10, Getting started
- Speaker, video
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may be lack of knowledge about body parts and structures to talk about types of houses and appliances.	Prepare some handouts on vocabularies and structures to talk about types of houses and appliances.
2. Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none">- 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.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 10: Houses in the future</p> <p>Lesson 1: Getting started</p> <p>*Warm-up</p> <p>The Household race: Team A / Team B</p> <p>I. Vocabulary</p> <ol style="list-style-type: none"> 1. UFO (n) 2. Solar energy (n) 3. Smart TV (n) <p>II. Practice</p> <p>Task 1: Look at the picture. Answer some questions:</p> <ul style="list-style-type: none"> - Who are they? - What is Phong doing? - What are they talking about? <p>Task 2: Listen to the conversation and check the prediction (p. 38).</p> <p>Task 3: Listen to the conversations again and work in pairs to do Ex. 2.</p> <p>Task 4: Read and tick T/F → do Ex. 3</p> <p>Task 5: Rearrange the words → Ex. 4</p> <p style="padding-left: 20px;">→ Usages of the prepositions: in/on</p> <p>Task 6: Game: 10 questions</p> <p>* Homework:</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To recall students vocabulary.	<p>* Divide the class into 2 teams A and B</p> <ul style="list-style-type: none"> - 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 	<p>T-Ss</p> <p>Ss-Ss</p>	5 mins

		remember in 2 minutes.		
Lead in	To lead in the topic.	<p>Task 1: Teacher draws students' attention to the picture in the textbook and asks them questions about the picture:</p> <ul style="list-style-type: none"> - Who are they? - What is Phong doing? - What are they talking about? <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> 1. They are Phong and Nick. 2. He is painting/ drawing... 3. They are talking about... 	T-Ss	3 mins
Presentation (Vocabulary)	To introduce the new words.	<p>VOCABULARY</p> <p>Teacher introduces the vocabularies by:</p> <ul style="list-style-type: none"> - showing the pictures illustrating the words; - providing the definition of the words. <ol style="list-style-type: none"> 1. UFO (n): [picture] 2. Solar energy (n): [picture] 3. Smart TV (n): [picture] 	T-Ss	5 mins
Practice	To practice the targeted language and the background knowledge.	<p>Task 2: Listen to the conversation and check the prediction. (p. 38)</p> <ul style="list-style-type: none"> - Teacher play the recording, asks students to underline the words they have 	T-Ss	20 mins

		<p>learnt in the vocabulary part.</p> <ul style="list-style-type: none"> - Teacher can play the recording more than once. - Students listen and read. <p>Task 3: Listen to the conversations again and work in pairs to do Ex.2.</p> <ul style="list-style-type: none"> - Students work in pairs - Teacher asks students to share their answers before discussing as a class. - Teacher asks students to explain where they can find the answer. <p>Answer key: <i>Type of house: UFO</i> <i>Location: in the mountains</i> <i>Appliances in the house: some smart TVs and ten robots</i></p> <p>Task 4: Read and tick T/F → do Ex. 3</p> <ul style="list-style-type: none"> - Give time for students to read the conversation independently again and tick () true or false next to the statements. Ask them to share their answers in pairs before discussing in groups. 	<p>T-Ss</p> <p>S</p> <p>Ss-Ss</p> <p>T-Ss</p> <p>S</p> <p>Ss-Ss</p>	
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		<p>Check their answers and give explanation, if necessary.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 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 		
Production	To test students' memory of the vocabulary.	<p>Task 6: Game: 10 questions</p> <ul style="list-style-type: none"> - Work in groups, think of a kind of house or appliances. - Others ask Y/N questions and the group can only answer <i>Yes</i> or <i>No</i>. - Who can guess the type of house/household appliances is the winner. <p>Suggested answers:</p> <ul style="list-style-type: none"> - <i>Is it a type of house?</i> - <i>No, it isn't.</i> - <i>Does it have a smart remote control?</i> - <i>Yes, it is.</i> - <i>Is it a smart TV?</i> - <i>Yes, it is.</i> - ... 	Ss-Ss	8 mins
Consolidation	To consolidate what	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins

	students have learnt in the lesson.			
Homework	To prepare vocabulary for the next lesson: A closer look 1.	Write some sentences to describe at least 3 classmates.	T-Ss	1 min

UNIT 10: HOUSES IN THE FUTURE

Lesson 2: A closer look 1

Lesson aim(s)

- By the end of the lesson, students will be able to:
- use vocabularies and structures about household appliances;
 - pronounce the two-syllable words correctly.

Language analysis

Form	Meaning	Pronunciation
1. electric cooker (n)	thing to cook food in using electricity	/ɪ'lektɪk 'kʊkə(r)/
2. dishwasher (n)	thing to wash our dishes	/'dɪʃ,wɒʃə(r)/
3. washing machine (n)	thing to wash our clothes	/'wɒʃɪŋ mə'ʃi:n/
4. wireless (adj)	without wire	/'waɪə(r)ləs/

Materials (referenced)

- Grade 6 textbook, Unit 10, A closer look 1
- Speakers , posters and pictures
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may be lack of knowledge about household appliances.	Prepare some pictures so that students can guess correctly the meaning of the new vocabulary.
2. Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none">- 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.

Board Plan

Date of teaching

Unit 10: Hous in the future

Lesson 2: A closer look 1

*** Warm-up**

Game: Place it right

I. Vocabulary:

1. electric cooker (n)
2. dish washer (n)
3. washing machine (n)
4. wireless (adj)

II. Getting started

Task 1: Put the words in the right column. (Ex. 1)

Task 2: Match and make phrases about what appliances can help us to do.

Task 3: Pair work: ask and answer questions about what appliances can help us to do.

Task 4: Pronunciation: Stress in two-syllable words (words only).

Task 5: Stress in two-syllable words in sentences.

Task 6: Game: "Up and down".

*** Homework**

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To review on people's body parts, recall students vocabulary.	* Game: Place it right: Teacher explains the game rules: - Students go to the board and stick the pictures of household appliances in the right posters corresponding to 3 rooms in the house: LIVING ROOM BEDROOM KITCHEN Answer key:	T-S	7 mins

		living room	bedroom	kitchen		
		wireless TV electric fan smart clock computer	wireless TV smart clock computer	electric cooker fridge dishwasher washing machine		
Lead in	To lead in the topic	Task 1: Put the words in the right column. (Ex. 1) - Teacher ask students quickly do Ex. 1 (P. 4) - Students listen to the recording and repeat.		T-Ss	5 mins	
Presentation (Vocab-pre-teach)	To introduce the new words.	* Vocabulary: Teacher introduces the vocabulary by: - providing the synonym or antonym of the words; - providing the definition of the words. 1. electric cooker (n) 2. dish washer (n) 3. washing machine (n) 4. wireless (adj) - Teacher asks students to repeat and practice pronouncing the words.		T-Ss	8 mins	
Practice	To practice the targeted language (adjectives) and the background knowledge.	Task 2: Match and make phrases about what appliances can help us to do. (p. 40) - Tell students to look at the two columns and explain what they can see (e.g. They can see words and phrases relating to appliances in the first column, and words and phrases relating to what each of the appliances can		T-Ss	15 mins	

		<p>help us to do in the second column).</p> <ul style="list-style-type: none"> - Have students do the task individually, by matching the appliances in A with what they can help us to do in B. - Ask them to share their answers in pairs before checking the answers as a class. Then encourage them to make sentences with matched phrases, e.g. An electric cooker can help us to cook rice. - Call some students to write their sentences on the board. Correct if necessary. <p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. d 3. b 4. e 5. a <p>Task 3: Pair work: Ask and answer questions about what appliances can help us to do.</p> <ul style="list-style-type: none"> - Ask students to read the example first. Ensure that they know what to do. Then let some pairs role-play the exchange in front of the class. Check pronunciation, if necessary. - Have them work in pairs, 	<p>T-Ss</p> <p>Ss-Ss</p> <p>T-Ss</p> <p>T-Ss</p>	
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		<p>one points to the appliance in Task 2 and asks the question, and the other gives the answer about the appliance, using the information in Task 2.</p> <ul style="list-style-type: none"> - Call some pairs to act out in class. Teacher and other students give comments <p><i>Suggested answer:</i></p> <p>1. What can an electric cooker help us to do?</p> <ul style="list-style-type: none"> - It can help us (to) cook rice and vegetables. <p>2. ...</p> <p>Task 4: Pronunciation: Stress in two-syllable words (words only).</p> <ul style="list-style-type: none"> - Explain that most two-syllable nouns and adjectives have stress on the first syllable (e.g. housework, father, brother, pretty, famous, etc.) - Give students a few minutes to look at the words. Explain that these words are all two-syllable nouns. The first syllable of these words is stressed which means it should be pronounced with a louder voice. Draw their attention to the stress mark on the first syllable. - Play the recording several 	<p>Ss-Ss</p> <p>T-Ss</p> <p>T-Ss</p>	
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		<p>times, if necessary, for students to listen and repeat the words. To reinforce pronunciation, ask them to clap at the stressed syllable as they say the words.</p> <ul style="list-style-type: none"> - Have students practise saying the words in pairs or groups. Go around to offer help or correct pronunciation, if necessary. - Call some students to say the words in front of the class. Check their pronunciation if necessary. 	Ss-Ss	
Production	To test students' memory of the vocabulary.	<p>Task 5: Game: "Up and down"</p> <ul style="list-style-type: none"> - Teacher explains the rules: <ul style="list-style-type: none"> • 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. 	Ss-Ss	7 mins
Consolidation	To consolidate what students have learnt in the	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins

	lesson.			
Homework	To prepare vocabulary for the next lesson: A closer look 2.	Write some sentences to describe at least 3 classmates.	T-Ss	1 min

UNIT 10: HOUSES IN THE FUTURE

Lesson 3: A closer look 2

Lesson aim(s)

By the end of the lesson, students will be able to use future simple and might for future possibility.

Language analysis

Form	Example
S + will + V-inf	She will become a singer.
S + won't + V-inf	They won't come to school.
Will + S V-inf ?	Will you be late?
Wh + will + S V-inf?	Who will go to Ho Chi Minh City with you?

Materials (referenced)

- Grade 6 textbook, Unit 10, A closer look 2
- Speaker, A photo of a house at present and a photo of a house in the future
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge and experiences about the topic.	Prepare some hand-outs in which key language of the key language of describing personalities.
2. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectations in explicit detail.- Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 10: House in the future</p> <p>Lesson 3: A closer look 2</p> <p>* Warm up Game: Sentence puzzling</p> <p>I. Grammar focus * Future Simple Task 1: Teacher explicates the forms.</p> <p>II. Practice: Task 2: Put the verbs in the brackets in the future simple. Task 3: Work in pairs. Make sentences from the given words and pictures. Task 4: Teacher explicates the forms of “might”. Task 5: Read and tick.</p> <p>III. Production Task 5: Game: Find the differences.</p> <p>* Homework</p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' prior knowledge and vocabulary related to the targeted grammar of future simple and to increase students' interest.	<p>* Game: Sentence puzzling.</p> <ul style="list-style-type: none"> - Teacher divides the class into 4 groups. - Teacher delivers a set of word cards which is a jumble sentences in the present continuous tense to each group. - Students will have to work in groups to create as many correct sentences from the word cards as possible. - The group with more correct sentences will be 	<p>T-Ss</p> <p>Group work</p>	5 mins

		<p>the winner.</p> <p>Suggested answers:</p> <table border="1"> <tr> <td>1. She</td> <td>will</td> <td>learn</td> <td>English</td> </tr> <tr> <td colspan="4">next year.</td> </tr> </table> <table border="1"> <tr> <td>2.</td> <td>father</td> <td>will</td> <td></td> </tr> <tr> <td>His</td> <td></td> <td>I</td> <td></td> </tr> <tr> <td>work</td> <td colspan="3">overnight.</td> </tr> </table> <table border="1"> <tr> <td>3. Phong</td> <td>and</td> <td>Nick</td> <td></td> </tr> <tr> <td>will</td> <td colspan="3">come.</td> </tr> </table> <table border="1"> <tr> <td>4. Sam</td> <td>won't</td> <td>finish</td> <td></td> </tr> <tr> <td>his</td> <td colspan="3">homework</td> </tr> </table>	1. She	will	learn	English	next year.				2.	father	will		His		I		work	overnight.			3. Phong	and	Nick		will	come.			4. Sam	won't	finish		his	homework				
1. She	will	learn	English																																					
next year.																																								
2.	father	will																																						
His		I																																						
work	overnight.																																							
3. Phong	and	Nick																																						
will	come.																																							
4. Sam	won't	finish																																						
his	homework																																							
Lead in	To introduce targeted grammar of the future simple tense.	<p>Task 1: Teacher explicates the forms.</p> <ul style="list-style-type: none"> - Teacher explains how the future simple 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 yellow box. Draw their attention to the short form 'll and won't. <p>Positive I / We / You / They / He / She / It + will + V</p> <p><i>Examples:</i></p>	T-Ss	5 mins																																				

		<ul style="list-style-type: none"> - My father will travel to the Moon in a super car in the future. - We'll live in that cottage in the future. - 'll is the short form of <i>will</i>. <p>Negative I / We / You / They / He / She / It + will not + V</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> - We won't live in that cottage in the future. - <i>won't</i> is the short form of <i>will not</i>. <p>Questions and short answers</p> <ul style="list-style-type: none"> - Will + I / we / you / they / he / she / it + V? - Yes, you / we ... will. - No, you / we ... won't. <p><i>Example:</i></p> <ul style="list-style-type: none"> - Will they live on the Moon? - Yes, they will. - No, they won't 		
Presentation	To help students get to know the use of the present continuous tense.	<p>Task 2: Put the verbs in the brackets in the future simple.</p> <ul style="list-style-type: none"> - Teacher has students complete Ex. 1 + 2 (p. 41). - Teacher then asks students to exchange their textbooks to check their friends' answers. <p>Answer key:</p>	T-Ss Ss-Ss	10 mins

		<p>Ex.1: Students' own answers.</p> <p>Ex. 2: 1. will ('ll) 2. will 3. will ('ll) 4. won't 5. will ('ll)</p>		
Practice	To give students opportunities to use present continuous correctly in context.	<p>Task 3: Work in pairs. Make sentences from the given words and pictures. (p. 40)</p> <ul style="list-style-type: none"> - Teacher has students work on the exercise in pairs. - Teacher gives feedback as a class discussion. <p>Answer key:</p> <ol style="list-style-type: none"> 1. A computer will / won't help me to do my homework. 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 smart phone won't help me to take care of the children. <p>Task 4: Teacher explicates the forms of "might". Teacher explains how might + V is used (We use might + V to talk about actions that are possible in</p>	T- Ss	12 mins
			T-Ss	

		<p>the future - we are not sure if the actions will happen or not) 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).</p> <p>Then let students read the examples in the table.</p> <p>Task 5: Read and tick.</p> <ul style="list-style-type: none"> - Play the recording and ask students to listen and read the poems, focusing on the rhythm and intonation. - Ask students to read the poems individually and underline all the phrases might + V. - Let students do the task below and share the answers together. - Invite one or two students to say out loud their answers in front of the class, then check the answers as a class. 	<p>T-Ss</p> <p>S</p> <p>Ss-Ss</p> <p>T-Ss</p>	
Production	To help students distinguish and use correctly present simple and present continuous.	<p>Task 6. Game: Find the differences.</p> <ul style="list-style-type: none"> - Teacher shows a photo of a house at present and a photo of a house in the future and ask students to work in groups. - Students have to find the differences and make 		10 mins

		<p>sentences in the forms of the future simple tense.</p> <p>- Teacher goes around and listen, make suggestions and corrections if needed.</p>		
Consolidation	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	Reactivate the knowledge that students have gained.	Teachers asks students to do exercises in their Work book.	T-Ss	1 min

UNIT 10: HOUSES IN THE FUTURE

Lesson 4: Communication

Lesson aim(s)

- By the end of the lesson, students will be able to:
- express surprise;
 - conduct a survey and report the result in verbal form.

Language analysis

1. Wow! Is that + object?
2. It looks + adjective.

Materials (referenced)

- Grade 6 textbook, Unit 10, Communication
- Pictures
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge of everyday language in English.	Provide students with information about everyday language in English.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none">- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectations in explicit detail.- Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

Date of teaching

Unit 10: Houses in the future

Lesson 4: Communication

* Warm-up

BINGO: Household appliances

I. Everyday English

- How to express surprises
- Task 1: listen and read the conversation. Highlight the expressions.
- Task 2: Pair work: Practice
- ➔ Contest: The acting queen/ king

II. Survey

- Task 3: Read the survey and tick. (Ex. 3 – p. 43)
- ➔ Pairwork: Ask and answer (take note).
- Task 4: Mini presentation: tell the class about their partners' future houses, using the notes that have been written.

* Homework

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the topic.	* BINGO - Teacher asks students to make a table onto their notebook and fill out with different household appliances.	T-Ss Ss-Ss	5 mins
		active clever confident		
		...		
		- Teacher reads out loud 9 household appliances. Which students has a line of 3 can shout: BINGO. - Teacher checks the answer.		
Lead in	To lead in the lesson.	- Teacher leads students into the lesson by	T-Ss	1 mins

		telling about what they are going to learn: "How to express surprises".		
* EVERYDAY ENGLISH				
Presentation	To introduce question to ask about people appearance and personalities.	<p>Task 1: Listen and read the conversation.</p> <p>Highlight the expressions.</p> <ul style="list-style-type: none"> - Play the recording and let students 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 students. <ul style="list-style-type: none"> * 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 <p>Audio script: <i>David: John! Hello!</i> <i>John: Oh, hi, David.</i> <i>Wow! Is that your computer? It looks great.</i></p>	T-Ss	16 mins

		<p><i>David: Yes, it's my new computer. My parents gave it to me for my birthday.</i></p> <p>Task 2: Pair work: Practice → Contest: The acting queen/king.</p> <ul style="list-style-type: none"> - Let students work in pairs, one expresses his / her surprise when he / she sees the other's new things (watch, TV, mobile phone, shoes, etc.). Ask students to use the structure to express surprise in Task 1. - Then let some students to join the contest THE ACTING QUEEN/ KING. Let the rest of the class comments and rewards. 	<p>Pair work</p> <p>T-Ss</p>	
Practice	To practice talking about appearance and personalities.	<p>Task 3: Read the survey and tick (Ex. 3 – p. 43) → Pairwork: Ask and answer (take note).</p> <ul style="list-style-type: none"> - Let students read the questions and explain the new words or phrases (e.g. hi-tech, in space, look after, etc.) if necessary. Then let them answer the questions by ticking () "Yes" or "No". 	Ss-Ss	12 mins

		<p><i>Suggested answer:</i></p> <ul style="list-style-type: none"> - Will your house have a fridge? - Yes, it will. - What will it do for you? - It will cook my meals. <p>E.g. of note taking 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.</p>		
Production	To apply the knowledge about asking for people's appearance and personalities.	<p>Task 4: Mini presentation: Tell the class about their partners' future houses, using the notes that have been written.</p> <ul style="list-style-type: none"> - Ask students to read the example to understand how to tell the class about the interview in Ex. 4. - Ask students to take notes of their partner's answers. - Call some students to tell the class about their partners' future houses, using the notes they have written. Teacher and 	Pair work	8 mins

		<p>other students listen and make comments.</p> <p>- To make the interview more variable, Teacher may ask students to add some more information.</p> <p><i>Suggested answer:</i> <i>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 UFO. It'll be.... He might have a robot to help him with his home. Thank you for listening</i></p>		
Consolidation	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 remember what students have learnt in the passed lessons.	Teachers asks students to do exercises in their Workbook.	T-Ss	1 min

UNIT 10: HOUSES IN THE FUTURE

Lesson 5: Skills 1

Lesson aim(s)

- By the end of the lesson, students will be able to:
- read for specific information about houses and appliances in the future;
 - talk about different houses in the future.

Language analysis

Form	Meaning	Pronunciation
1. surround (v)	covered around	/ sə'raʊnd/
2. helicopter(n)	an aircraft with large metal blades on top that spin and lift it into the air	/ 'helɪ,kɒptə(r)/
3. (to) feed (v)	give food to	/ fi:d/

Materials (referenced)

- Grade 6 textbook, Unit 10, Skills 1
- PP slides
- sachmem.vn

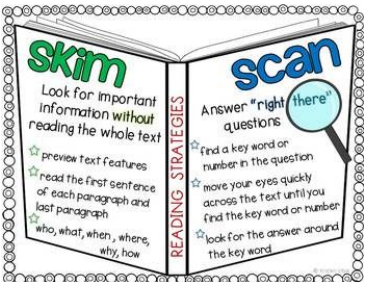
Anticipated difficulties	Solutions
1. Students may be lack of knowledge about body parts and structures to talk about houses in the future.	Prepare some handouts on vocabulary and structures to describe houses in the future.
2. Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none">- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 10: Houses in the future</p> <p>Lesson 5: Skills 1</p> <p>* Warm-up</p> <p>Warm up: True or False</p> <p>I. Vocabulary:</p> <ol style="list-style-type: none"> 1. surround (v) 2. helicopter (n) 3. feed (v) <p>II. Reading & Speaking skills</p> <p>Task 1: Lead in questions: Look at the photo, discuss in pairs and answer.</p> <p>Task 2: Explicit reading skills: Scan and Skim.</p> <p>Task 3: Read the passage and match.</p> <p>Task 4: Work in pairs and do Ex. 3.</p> <p>Task 5: Students to work in groups and “build” their ideal future house.</p> <p>* Homework</p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' knowledge of the topic in the reading text.	<p>* Warm up: True or False</p> <p>- Teacher asks students to look at the photo in the book and decide if the statements are true or false:</p> <p>+ The house will be surrounded by a jungle. (F)</p> <p>+ Robots will help to do the housework. (T)</p> <p>+ There will be an UFO on the roof. (F)</p> <p>+ There will be a swimming pool in the house (T).</p>	T-Ss	5 mins

Lead in	To lead in the topic.	<p>Task 1: Lead in questions: Look at the photo, discuss in pairs and answer.</p> <ul style="list-style-type: none"> - 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. <p>Suggested answers: A: <i>What type of house do you think it is?</i> B: <i>I think it's a villa.</i> A: <i>Where do you think it is?</i> B: <i>I think it's on an island.</i></p>	T-Ss	3 mins
Presentation (Vocab-pre-teach)	To introduce the new words.	<p>VOCABULARY</p> <p>Teacher introduces the vocabulary by:</p> <ul style="list-style-type: none"> - showing the pictures illustrating the words; - providing the synonym or antonym of the words; - providing the definition of the words. <ol style="list-style-type: none"> 1. surround (v) 2. helicopter (n) 3. feed (v) 	T-Ss	5 mins
Pre-Reading	To practice the targeted language (adjectives) and the	<p>Task 2: Explicit reading skills: Scan and Skim.</p> <ul style="list-style-type: none"> - Teacher explicates the targeted skills. - Teacher explains how to 	T-Ss	20 mins

	background knowledge.	<p>scan and skim and ask students to practice with the advertisement.</p> 	Ss	
While-Reading		<p>Task 3: Read the passage and match</p> <ul style="list-style-type: none"> - Set a time limit for students 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. Teacher 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. 	T-Ss	
Post-Reading Pre-Speaking		<ul style="list-style-type: none"> - Ask students to match the beginnings in A with the endings in B. Go around and offer help, if necessary. - Ask students to work in 	Ss-Ss	

		<p>pairs to exchange their answers first. Then call some students to read their answers and give explanation for their choice. Confirm the correct answers as a class.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. a, c, e, g, h 2. b, d, f <p>Task 4: Work in pairs and do. Ex. 3</p> <ul style="list-style-type: none"> - Ask students 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 students to note or underline where they find the information that helps them circle the option (A, B or C) to complete the sentences. - Let students compare the answers in groups before discussing them as a class. <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. B 2. A 3. C 4. B 		
Production	To get	Task 5: Students to work in	Group	8

	<p>students practise talking about their future house.</p>	<p>groups and “build” their ideal future house.</p> <ul style="list-style-type: none"> - Let students read the suggested questions and then think of the answers to these questions. Draw their attention to the type of future house (Question 1), location of it (Question 2) what it will look like (Question 3), etc. Then tell them that they have to imagine their future houses in order to answer the questions. - Let them work in pairs, asking and answering questions about their future houses. Teacher may ask Ss to refer back to the passage in 2 and the conversation in GETTING STARTED. Teacher goes round and corrects mistakes or gives help when necessary. - Call some pairs to perform the task in front of the class. Teacher and other students listen and make comments. Call on some students to share their answers. - Encourage some students to speak in front of the class, the class gives their comments on their classmate’s content, 	<p>work Ss-Ss</p>	<p>mins</p>
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		pronunciation, fluency, language (grammar, use of words, etc.), body language. Teacher can help the class give feedback.		
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To prepare vocabulary for the next lesson: Skills 2.	Write some sentences to describe at least 3 classmates.	T-Ss	1 min

UNIT 10: HOUSES IN THE FUTURE

Lesson 6: Skills 2

Lesson aim(s)

- By the end of the lesson, students will be able to:
- listen for specific information about dream houses;
 - write a paragraph about a dream house.

Materials (referenced)

- Grade 6 textbook, Unit 10, Skills 2
- Jumbled word cards
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge and experiences about the topic.	Prepare some hand-outs in which key language of the key language of describing people.
2. Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none">- 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 will excessively talk in the class.	<ul style="list-style-type: none">- Define expectations in explicit detail. Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 10: Houses in the future</p> <p>Lesson 6: Skills 2</p> <p>* Warm-up</p> <p>Game: Jumble words</p> <p>I. Listening</p> <p>Task 1: Look at the pictures. Guess. Check as a class discussion. (p. 45)</p> <p>Task 2: Work in pairs. Note down the name under the picture. (p. 45)</p> <p>Task 3: Listen again and tick. (p. 45)</p> <p>Task 4: Listen again and answer the questions. (p. 45)</p> <p>II. Writing</p> <p>Task 5: Work in pairs. Discuss and fill in the table. (p. 45)</p> <p>Task 6: Write 50 words about your dream house. Cross check. (p. 45)</p> <p>* Homework</p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To review the vocabulary.	<p>* Game: Jumbled words</p> <ul style="list-style-type: none"> - Teacher sticks some jumble words onto the board. - Students raise hands to answer. <div style="text-align: center;"> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">IYCT</div> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">MATTSVR-</div> </div> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0; margin: 0 auto; width: 60px; text-align: center;">AGRND</div> <div style="margin: 5px 0;">-</div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">LFTA</div> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">ILVLA</div> </div> </div> <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> CITY VIEW SMART - TV GARDEN FLAT VILLA 	T-Ss	5 mins
Pre-Listening	To help students	<p>Task 1: Look at the pictures.</p> <p>Ask to lead in. Check as a</p>		2 mins

	recall knowledge.	<p>class discussion. (p. 45)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures and elicit from students the details (types of house, surroundings and locations). - Ask students the houses they like and why they like them. - Ask students to focus on the task they have to do. 	T-Ss	
While-Listening	<p>To develop students listening skills.</p> <p>To help students develop listening skill for specific information.</p>	<p>Task 2: Work in pairs. Note down the name under the picture. (p. 45)</p> <ul style="list-style-type: none"> - Play the recording. Ask students to listen and write the speakers' names under the correct pictures. - Teacher checks their answers. - If it's necessary, play the recording again and pause the recording after each sentence. <p>Answer key: <i>Linda: Picture c. (villa by the sea, with a swimming pool and a garden)</i> <i>Nick: Picture a. (flat in the city)</i></p> <p>Task 3: Listen again and tick. (p. 45)</p> <ul style="list-style-type: none"> - Ask students to read the information in the first column. Ask them to focus on the information they need only (what are 	<p>T-Ss</p> <p>S</p> <p>T-Ss Ss-Ss</p>	12 mins

	<p>To help students develop</p>	<p>important to Linda and Nick: park view, city view, etc.).</p> <p>- Play the recording again. Ask students to listen and tick what are important to Linda and Nick. Call some students to give the answers to the class and correct the mistakes where necessary.</p> <p>Answer key: Linda: sea view, swimming pool, garden Nick: park view, city view, super smart TV</p> <p>Audio script: <i>Nick: Can you tell me about your dream house, Linda?</i> <i>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.</i> <i>Nick: My dream house is different.</i> <i>Linda: Really? What's it like?</i> <i>Nick: It's a beautiful flat in the city. It has a park view in front and a city view at the back.</i> <i>Linda: Oh, sounds great!</i> <i>Nick: It has a super smart TV. I can watch films from other planets.</i> <i>Linda: That sounds great, too. But I think it'll be...</i></p> <p>Task 4: Listen again and answer the questions. (p. 45)</p>	<p>T-Ss</p>	
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	listening skill for specific information.	<ul style="list-style-type: none"> - Ask students to read the questions and underline the key words. Then let them listen to the recording again to 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 gives the answers. Other pairs and teacher listen and give comments <p>Answer key:</p> <ol style="list-style-type: none"> 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. 6. It has a super smart TV. 	T-Ss	
Pre-Writing	To help students talk about a dream house.	<p>Task 5: Work in pairs. Discuss and fill in the table. (p. 45)</p> <ul style="list-style-type: none"> - Let students look at the table. Draw their attention to the four pieces of information. Then have them read the exchange in the example to understand how to do the task. - Ask students 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 in their notebooks. - Teacher goes around and 	T-Ss Ss-Ss	5 mins

		help if needed.		
While-Writing	To teach students how to write about their dream house.	<p>Task 6: Write 50 words about your dream house. Cross check. (p. 45)</p> <ul style="list-style-type: none"> - Allow students time to write a paragraph (about 50 words) about their dream houses, using the suggested ideas/information in Task 4. - When they finish, ask some students to talk about their dream houses to the class. - If time allows, call one student to write his / her answer on the board. The class can give their comments. <p>Sample paragraph: <i>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.</i></p>	T-Ss S Ss-Ss	10 mins
Post-Writing	To peer check, cross check and final check students' writing.	<ul style="list-style-type: none"> - Teacher asks students to exchange their textbooks to check their friends' writing. - Teacher then gives feedback as a class discussion. 	Ss-Ss T-Ss	2 mins

Consolidation	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 allow students finalize their postcards after being checked by friends and the teacher.	Rewrite the description on your notebook.	T-Ss	1 min

*Pictures' source: From Internet

UNIT 10: HOUSES IN THE FUTURE

Lesson 7: Looking back & Project

Lesson aim(s)

- By the end of the lesson, students will be able to:
- review the vocabularies and grammar of Unit 10;
 - apply what they have learnt (vocabulary and grammar) into practice through a project.

Materials (referenced)

- Grade 6 textbook, Unit 10, Looking back & Project
- Colours and pens, worksheets
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may have underdeveloped speaking, writing and co-operating skills when doing project.	<ul style="list-style-type: none"> - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. - Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 10: Houses in the future</p> <p>Lesson 7: Looking back & Project</p>
<p>* Warm-up</p> <p>Brainstorming: Household appliances of the future.</p> <p>I. Looking back</p> <p>Task 1: Fill in the blanks and the table. (Ex. 1-2, p. 46)</p> <p>Task 2: Game: Kahoot. (Ex. 3-4)</p> <p>II. Project</p> <p>My future appliance</p> <p>* Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To revise the vocabulary related to the topic and lead in the next part of the lesson.	<p>* Brainstorming</p> <ul style="list-style-type: none"> - 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. 	<p>T-Ss</p> <p>Group work</p>	5 mins
Looking back	To help students revise.	<p>Task 1: Fill in the blanks and the table. (Ex. 1-2, p. 46)</p> <ul style="list-style-type: none"> - Tell students 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 write the words under the pictures individually. Then compare their answers with their partners. - Ask some students to read the words aloud. Then teacher checks their answers as a class. <p>Answer key:</p> <p>a. computer b. dishwasher c. wireless TV</p>	<p>S</p> <p>Ss-Ss</p> <p>T-Ss</p>	16 mins

	<p>To help students revise future simple in context.</p>	<p><i>d. washing machine</i> <i>e. fridge</i> <i>f. smart clock</i></p> <ul style="list-style-type: none"> - Have students work in pairs or groups, discussing what each of the appliances will do in the future and filling the blanks in the table. - Call some students to tell the class about their answers. <i>E.g. I think robots will look after my future house.</i> Teacher and other students listen and make comments. <p>Task 2: Game: Kahoot. (Ex. 3-4)</p> <ul style="list-style-type: none"> - Teacher prepares Ex. 3-4 (p. 46) to create questions in Kahoot game. - Teacher allows students to use their mobile devices to answer and interact with the questions online. - Teacher gives clear instruction for students to fully understand how to play Kahoot game online. • Go to kahoot.it 	<p>T-Ss</p> <p>T-Ss</p> <p>S</p> <p>Ss-Ss</p> <p>T-Ss</p> <p>Ss-Ss</p>	
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		<ul style="list-style-type: none"> • Enter the game PIN • Type your nick name • Choose the best option for each question appearing on the screen • See who will be the winner <ul style="list-style-type: none"> - Teacher provide the game PIN and allow students' access to the game. - Students choose the best option for each question appearing on the screen - Teacher gives complement or good mark to the winner of the game. <p>Answer key:</p> <p>Ex. 3:</p> <ol style="list-style-type: none"> 1. won't 2. will 3. will 4. won't 5. will 6. won't <p>Ex. 4:</p> <ol style="list-style-type: none"> 1. might 2. might 3. might not 4. might not 5. might , might 	T-Ss	
Project	To allow students to apply what they have learnt	* My future appliance:		20 mins

(vocabulary and grammar) into practice through a project.



- Have students read the instruction of how to do the project. Draw their attention to the following steps:
- + Think about one appliance they want to have in the future.
- + Make a poster about it.
- + Write the details of the appliance in the poster. (what they want to have, what it will help them to do).
- + Share the poster with their class.
- Let 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 let them write what they will help

T-Ss

		<p>them to do things in their future houses.</p> <ul style="list-style-type: none"> - Get them to share their posters in pairs or groups. - Select some students 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, teacher may ask students to do the project as homework and check it in the following period. 		
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	3 mins
Homework	To prepare for the next lesson.	Prepare for the next lesson: Unit 11 : Lesson 1 – Getting started.	T-Ss	1 min