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| **Date of planning**:26/3/2022  **Date of teaching:**27/3/2022 | **Peroid 80 : UNIT 10: OUR HOUSES IN THE FUTURE**  **Lesson 1: GETTING STARTED**  ***MY FUTURE HOUSE*** |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Types of houses and appliances in the house  **Pronunciation:**  - Stress in two-syllable words.  **Grammar**  - Future simple.  - *Might* for future possibility | **Skills:**  - Reading about houses and appliances in the future  - Talking about different houses in the future.  - Listening to about dream houses  - Writing a paragraph about dream house  **Everyday English**  Expressing surprise |

**I. OBJECTIVES:**

**\* By the end of this unit, students will be able to:**

- use the words related to types of houses and appliances in the house;

- pronounce the two-syllable words correctly;

- use future simple and *might* for future possibility; expressing surprise;

- read for specific information about houses and appliances in the future;

- talk about different houses in the future;

- listen for specific information about dream houses;

- write a paragraph about a dream house.

**1. Knowledge:**

- To introduce topic of the lesson *houses and appliances in the house*. To teach listening and reading about future house.

+ Vocabulary: Using the words related to types of houses and appliances in the house;

- Stress in the two-syllable words;

+ Grammar: - The usage of future simple and *might* for future possibility; expressing surprise;

**2. Competence:** By the end of the lesson students will be able to pratice reading and listening the conversation between Nick and Phong about Phong’s house in the future.

**3. Quality/ behavior :** The loveof their own houses and appliances in the house. Having serious attitude to imagining the houses in the future ; Having serious attitude to working in groups, individual work, cooperative learning and working.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Work Arrangements: T\_Ss , group works; individual ……

**III. PROCEDURE:**

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| **I. WARM UP & INTRODUCTION (5’)** | |
| **Aims:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new unit.**  **\* Content:** Review the previous lesson . Brainstorm the types of houses .  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Brainstorming**  - Teacher **(T)** asks Ss some questions about the previous lessons,  - T may introduce some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class…  - T encourages Ss to brainstorm the types of houses they have known. Elicit from Ss.  + Lead to the first unit of the new school year.  - Write the title of the unit *Houses in the Future* on the board. Have Ss say something about the houses they are living in and the furniture or appliances they have got.  - Tell them to think about the houses and appliances they want in the future. | **+ Greeting**  **+ T\_ Ss**  building  cottages  - **(Ss)** listen and learn how to do it .  - Open their book and write . |
| **2. PRESENTATION (12’)** | |
| ACTIVITY 1:  **Aims: - To set the context for the introductory text;**  **- To introduce the topic of the unit.**  **\* Content:** Listen and read conversation to get used to the vocabulary; new grammar points.  **\* Outcome:** Reading practice. Finding out new words; Ss soon become familiar with thenew language items.  **\* Organisation :** Teacher’s instructions… | |
| **1. Listen and read. T\_ Ss**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Teacher may introduce the vocabulary by:   * providing explanations of the words; * showing picture illustrating the word.   + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  \* Have Ss look at the picture. Have them answer some questions, e.g. *Who are they? What is Phong doing? What are they talking about?*  - Focus on some main information about the conversation *(They are Phong and Nick. Phong is painting a UFO. They are talking about Phong's house in the future.).*  - Play the recording for Ss to listen to the whole conversation once.  - Play the recording again, sentence by sentence, for them to listen and repeat. Have them listen and repeat the conversation more than once, if necessary, until they feel confident.  - Have Ss read the conversation in pairs.  - Draw Ss' attention to the uses of will (for future) and might (for future possibility) by underlining the sentences with will and might.  - Go around and offer help if necessary.  - Get some pairs to read the conversation in front of the class.  - Check their pronunciation, if necessary. | **1. Listen and read.**  **\* Vocabulary**  **- UFO** (Unidentified Flying Object)  **- solar energy** (n) năng lượng măt trời  **- appliance** (n) thiết bị  **- smart** (adj) thông minh  **- ocean** (n) đại dương  **- beach** (n) biển  **- sky** (n)bầu trời    **\*** Answer the teacher’s questions.  - Find out the words related to the topic.  - Complete the tasks |
| **3. PRACTICE (18’)** | |
| ACTIVITY 2:  **Aim: To help Ss understand the conversation.**  **\* Content:** Read again the conversation write down the words or phrases.  **\* Outcome:** Ss get more information and undertand more the conversation.  **\* Organisation :** Teacher’s instructions… | |
| **2. Read the conversation again. Find and write down the words or phrases…**  - Write on the board Type of house, Location and Appliances in the house. Explain the meaning of the words: type, location and appliances. Have them listen and repeat the words several times.  - Work in groups, have Ss read the conversation again and find the words or phrases to show type of the house, the location of the house and its appliances. Then have some Ss say the words and phrases in front ofthe class. Explain UFO (Unidentified Flying Object)  if Ss do not know.  If there is enough time, ask one student to go to the board and write the words / phrases.  - Check the answers as a class. | **2. Read the conversation again. Find and write down the words or phrases…**  **- T\_ Ss**  - Follow the teacher’s instructions  - Give the answers and check.    **\* Key:**  **-** Type of house: UFO  - Location: in the mountains  - Appliances in the house: some smart TVs and ten robots |
| ACTIVITY 3:  **Aim: To help Ss read for specific information about the house and appliances in the house.**  **\* Content: :** Read again the conversation and tick T/ F.  **\* Outcome:** Ss get more information and undertand more about the house and appliances.  **\* Organisation :** Teacher’s instructions… | |
| **3. Read the conversation again and tick (**✓**) T (True) or F (False).**  - Give time for Ss to read the conversation independently again and tick (✓) true or false next to the statements.  - Ask them to share their answers in pairs before discussing in groups.  - Encourage them to correct the false statements.  - Select one student to give his or her answers in front of the class.  - Praise them when they give the correct answers.  - Ss share their answers and discuss.  - Check their answers as a class.  - Write the correct answers on the board.  - T gives correct answer | **3. Read the conversation again and tick (**✓**) T (True) or F (False).**  **- T\_ Ss**  - Learn how to do it  - Share the answers  - Copy them  **Key:**  **1**. T **2**. T **3**. T **4**. F |
| ACTIVITY 4:  **Aim : To help Ss make phrases about places.**  **\* Content:** Order the words to make a phrase about a place.  **\* Outcome:** Ss cam make sentneces using the given words/ phrases.  **\* Organisation :** Teacher’s instructions… | |
| **4. Order the words to make a phrase about places. Each group has one extra word.**  - Explain that Ss 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 Ss work Individually. Ask them to share their answers In pairs before discussing it  - In groups. Go around and offer help If necessary.  - Then call on some Ss to write their answers on the board. Check their answers and give explanation if necessary.  - Allow them to discuss in pairs or groups.  - Check the answers as a class. | **4. Order the words to make a phrase about places. Each group has one extra word.**  **- T\_ Ss**  **- Group works**  - Ss do themselves. Give the answers    **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 |
| **4. PRODUCTION/ FURTHER PRACTICE (8’)** | |
| ACTIVITY 5:  **Aim : To help Ss listen and guess the location of houses in the future from the description.**  **\* Content:** To describe to the classmates the future house. Guess where the house is  **\* Outcome:** Ss can describe to the classmates the future house. Other students guess the location of houses.  **\* Organisation :** Teacher’s instructions… | |
| **5. In group, describe to your classmates what you can see outside the window of your future house.**  - First, ask Ss to read the example and explain how the task is carried out: Ss 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 Ss to read aloud the exchange in the example as a model.  - Give Ss 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.  - Show the winner. | **5. In group, describe to your classmates what you can see outside the window of your future house.**  - **Work in two teams**  **-** Do the tasks  **Eg :**  **A**. outside my window I can see the beach and the water.Where’s my house?  **B.** It’s in the sea.  **A**. Correct. |
| **5 . WRAP-UP & HOME WORK (2’)**  \* Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson.  **\* HOME WORK**  - Read again the conversation on page 26  - Do more exercises in workbook.  - Prepare new lessons | |

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