

## UNIT 10: OUR HOUSES IN FUTURE

### Lesson 3: A Closer Look 2

#### I. Objectives:

By the end of this lesson, students can use will for the future and Modal verb MIGHT for a unsure possibility in the future

#### II. Language Focus:

1. *Vocabulary*: the lexical items related to “Our houses in the future”.

2. *Structures*: **Will + V** for the future and **might + V** for future possibility

#### III. Method: Communicative approach

#### IV. Teaching aids: Course book, CD player, picture.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>						
<p>-- T asks SS to look at the picture of Getting started and asks:</p> <p>* What is Phong doing?</p> <p>* What will his future house look like?</p> <p>* Will it be in space?</p> <p>- SS answer</p> <p>- T introduces the grammar today: will for the future</p>	<p>- T-Whole class</p>	<p><i>* Warm-up:</i></p> <p> <b>Grammar</b></p> <p><b><u>The simple future tense</u></b></p> <p>We use WIL + VBI to talk about actions we think are likely happen in the future</p> <p>Eg: 1/ Phong's house will look like a UFO</p> <p>2/ It will not be in space</p> <p>3/ Will it be beautiful? – Yes, it will</p> <p><i>* Formation:</i></p> <p style="text-align: center;">REGULAR VERBS</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">(+)</td> <td>S + will +V(BI)</td> </tr> <tr> <td style="text-align: center;">(-)</td> <td>S+ will not= won't+ V(BI)</td> </tr> <tr> <td style="text-align: center;">(?)</td> <td>Will + S + V (BI) ? Yes, S + will/ No, S + won't</td> </tr> </table>	(+)	S + will +V(BI)	(-)	S+ will not= won't+ V(BI)	(?)	Will + S + V (BI) ? Yes, S + will/ No, S + won't	
(+)	S + will +V(BI)								
(-)	S+ will not= won't+ V(BI)								
(?)	Will + S + V (BI) ? Yes, S + will/ No, S + won't								

<p>Activity 1</p> <ul style="list-style-type: none"> <li>- T asks SS to do exercise 1 individually.</li> <li>- T gets feedback and corrects</li> </ul>	<p>- Individual work</p>	<p><b>* Practice:</b> <b>Exercise 1</b> complete the conversation with will or won't</p> <table border="1" data-bbox="911 342 1463 527"> <tr> <td>1. will</td> <td>2. won't</td> <td>3. will</td> <td>4. will</td> <td>5.</td> </tr> <tr> <td>6. will</td> <td>7. will</td> <td>8. won't</td> <td>9. will</td> <td>10.</td> </tr> </table>	1. will	2. won't	3. will	4. will	5.	6. will	7. will	8. won't	9. will	10.
1. will	2. won't	3. will	4. will	5.								
6. will	7. will	8. won't	9. will	10.								
<p>Activity 2 :</p> <ul style="list-style-type: none"> <li>- T asks Ss to work individually to match the words in A with the nouns in B</li> <li>- T gets feedback and corrects</li> </ul>	<p>- Individual work</p>	<p><b>Exercise 2 :</b> match the words in A with correct nouns in B</p> <table border="1" data-bbox="911 709 1463 804"> <tr> <td>1d</td> <td>2f</td> <td>3a</td> <td>4g</td> </tr> <tr> <td>5b</td> <td>6h</td> <td>7e</td> <td>8c</td> </tr> </table>	1d	2f	3a	4g	5b	6h	7e	8c		
1d	2f	3a	4g									
5b	6h	7e	8c									
<p>Activity 3 :</p> <ul style="list-style-type: none"> <li>- T shows some appliances (fridge, robots, wireless T.V, dishwasher, washing machine) on the board, then asks: What will the hi-tech fridge do in the future? What won't it do? It will keep food longer, cook meals. It won't surf the net</li> <li>- SS make similar dialogues</li> </ul> <p>Activity 4 :</p> <ul style="list-style-type: none"> <li>- T introduces the grammar 2 "Modal verb MIGHT" by giving some examples Do you think the robots in the future will talk to you? Yes/ No Are you sure? You are not sure, so you must say: The robots might talk to us The robot mightn't talk to us. → T explains the form and the usage of modal verb might</li> </ul>	<p>- Individual work</p>	<p><b>Exercise 3:</b> What will the appliances do in the future? What won't they do?</p> <p><b>Exercise 4 :</b> Decide True or false</p> <table border="1" data-bbox="911 1350 1463 1398"> <tr> <td>2T</td> <td>3F</td> <td>4F</td> <td>5T</td> <td>6</td> </tr> </table>	2T	3F	4F	5T	6					
2T	3F	4F	5T	6								

- T plays the tape, SS listen and read two poems.			
- SS work in groups ask and answer the questions - Call some SS to perform before class	- Group - work	<b>* <u>Production:</u></b> <u>Exercise 5:</u> Work in groups, think about what you might do or have in the future. Share your ideas with your classmates	
		<b>*<u>Homework:</u></b> - Practice more. - Prepare next lesson ( <i>Communication</i> )	

## UNIT 10: OUR HOUSES IN THE FUTURE

### Lesson 4: Communication

#### I. Objectives:

By the end of this lesson, students can make an interview, ask and answer about their future house.

#### II. Language Focus:

1. *Vocabulary*: the lexical items related to “Our houses in the future”.

2. *Structures*: **Will + V** for the future and **might + V** for future possibility

#### III. Method: Communicative approach

#### IV. Teaching aids: Course book, CD player, picture.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<p>Activity 1: Play a game</p> <ul style="list-style-type: none"> <li>- T stick 6 pieces of paper on which the phrases are written on the board:</li> <li>- Ask SS to look at the instructions in b, explain SS how to play the game. T divides the class into 2 groups, 3 members of each groups take turns going to the board and turning over each piece of paper and read the phrase in it. After that he finds the appropriate phrase on the circle in b in textbook. Finally he/ she makes a sentence with it using won't or might as in the example</li> <li>- The group which has more points will win.</li> </ul>	<ul style="list-style-type: none"> <li>- Group-work</li> </ul>	<p><b>* <u>Presentation:</u></b></p> <p>1. <i>Game</i></p> <p><i>Go to school, take pictures with our cameras, have telephones at home, go on holiday to the beach, watch new films in the cinema, send postcards to friends.</i></p> <p><i>*In the future we won't go on holiday to the beach but we might go on holiday on the moon</i></p>	
<p>Activity 2:</p> <ul style="list-style-type: none"> <li>- T asks SS to read the questions below then tick “yes” or “no”</li> </ul>	<ul style="list-style-type: none"> <li>- T-Whole class</li> </ul>	<p><b>* <u>Practice:</u></b></p> <p>2- CLASS SURVEY</p> <p>a. Read the questions below. Tick “Yes” or “No”</p>	



