

<p>Activity 4:</p> <ul style="list-style-type: none"> - T sets a longer time limit for SS to reread the text. T asks SS to note and underline where they find the information that helps them answer the questions. SS compare the answers with his/her partner before discussing them as a class - T calls some SS to answer the questions. - SS work in pairs to ask and answer the questions again 		<p>flower garden behind the house.</p> <ol style="list-style-type: none"> 3. No 4. They will do the housework (clean the floor, cook meals, wash clothes, water the flowers and feed the dogs and cats) 	
<p>Activity 5:</p> <ul style="list-style-type: none"> - SS draw a picture of their future house, then describe their houses with their partners. Their partners will draw the house they describe. Finally, they compare their pictures. <p>Activity 6:</p> <ul style="list-style-type: none"> - SS work in groups. Draw the appliances in their future bedrooms and talk about them to the group - T gets feedback – Let some SS to talk in front of the class 	<ul style="list-style-type: none"> - Pair -work - Group-work 	<p>* Production: 📖 Speaking</p> <ol style="list-style-type: none"> 5. Draw a picture of your future house, then describe the houses with your partners. Your partners will draw the house you describe. 6. Work in groups. Draw the appliances in your future bedrooms and talk about them to the group 	
		<p>*Homework: - Prepare the next lesson: <i>(Skill 2)</i></p>	

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Group: <https://www.facebook.com/groups/tailieutieuhocvathcs/>

UNIT 10: OUR HOUSES IN THE FUTURE

Lesson 6: Skill 2

I. Objectives:

By the end of this lesson, students can listen to get information about dream houses; Write about a dream house (type, location, surroundings, rooms, appliances)

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>										
<ul style="list-style-type: none"> - Ask SS to look at the title of exercise 1, then ask: * What will you listen a conversation or a passage? * What information must you notice? * Which house Nick would prefer, and which house Linda would prefer - Play the recording once - SS listen and give their answer 	<ul style="list-style-type: none"> - T whole class 	<p>* Presentation:</p> <p> Listening</p> <p><i>Exercise 1: Listen to Nick and Linda talking about their dream houses. Which house would each prefer.</i></p> <p>Linda: picture 3 Nick: picture 2</p>											
<p>Activity 2:</p> <ul style="list-style-type: none"> - Ask SS to look at the title of exercise 1, then ask: * <i>What information must you notice?</i> * <i>Read 7 phrases then decide what is important to Nick and what is important to Linda.</i> - Let SS read the 7 phrases and explain new words (view, cable T.V) 	<ul style="list-style-type: none"> - Individual work 	<p>* Practice:</p> <p><i>Exercise 2: Listen again. What is important to Nick? What is important to Linda?.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Linda</th> <th style="text-align: center;">Nick</th> </tr> </thead> <tbody> <tr> <td>3. sea view</td> <td>1. park view</td> </tr> <tr> <td>4, swimming pool</td> <td>2. city view</td> </tr> <tr> <td>5. garden</td> <td>6. cable T.V</td> </tr> <tr> <td>7. quiet</td> <td></td> </tr> </tbody> </table>	Linda	Nick	3. sea view	1. park view	4, swimming pool	2. city view	5. garden	6. cable T.V	7. quiet		
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7. quiet													

<ul style="list-style-type: none"> - Play the recording once - SS listen and give their answer - Get feedback and correct if necessary <p>Activity 3: -Ask SS to work in pairs. Discuss about their dream houses using the suggested ideas</p> <p>Activity 4: - Ss fill in the table , using the information they have discussed.</p>	<ul style="list-style-type: none"> - Pair-work - Individual work 	<p> Writing WRITE ABOUT YOUR DREAM HOUSE</p> <p>Exercise 3: Work in pairs. Discuss the following ideas about your dream house.</p> <p>Exercise 4: Fill in the table about your dream house.</p>	
<ul style="list-style-type: none"> - Allow SS time to write about their dream houses, using the suggested ideas/ information in 3 and 4. Remind SS to use Will + VBI and might + VBI . - Show some writings on the board, then the class can give their comments. 	<ul style="list-style-type: none"> - Individual work 	<p>* Production: <i>Exercise 5: Write about your dream house</i></p>	
		<p>*Homework: - Write about your dream house in your notebook. - Prepare the next lesson : (Looking back)</p>	

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UNIT 10: OUR HOUSES IN THE FUTURE

Lesson 7: Looking Back

I. Objectives:

By the end of this lesson, students can remember and use what they have learnt during the unit to help them to do each exercise so that Ss can use that information to complete the self- assessment box at the end of the unit.

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>-Ask SS to write the words that match the pictures and compare their answers with a partner.</p> <p>- Some SS read the words aloud, T checks their answers.</p> <p>-Ask Ss to work in groups to complete the table.</p> <p>- Get feedbacks and correct if necessary</p>	<p>- Individual work</p> <p>- Group-work</p>	<p>* <u>Presentation:</u></p> <p>📖 Vocabulary: things in nature</p> <p><i>EX 1- Write the correct words under pictures</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">robot</td> <td></td> </tr> <tr> <td style="padding: 5px;">automatic dishwasher</td> <td></td> </tr> <tr> <td style="padding: 5px;">wireless T.V</td> <td></td> </tr> <tr> <td style="padding: 5px;">automatic washing machine</td> <td></td> </tr> <tr> <td style="padding: 5px;">modern fridge</td> <td></td> </tr> <tr> <td style="padding: 5px;">smart clock</td> <td></td> </tr> </table> <p><i>EX 2- Think about what the appliances will do in the future.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">1. robot</td> <td style="padding: 5px;">Clean our houses, wash the dishes, feed the animals, cook meals</td> </tr> <tr> <td style="padding: 5px;">2. Automatic washing machine</td> <td style="padding: 5px;">Wash and dry clothes, iron clothes</td> </tr> <tr> <td style="padding: 5px;">3. wireless T.V</td> <td style="padding: 5px;">Help us surf the internet, watch programmes from space, tell the time...</td> </tr> </table>	robot		automatic dishwasher		wireless T.V		automatic washing machine		modern fridge		smart clock		1. robot	Clean our houses, wash the dishes, feed the animals, cook meals	2. Automatic washing machine	Wash and dry clothes, iron clothes	3. wireless T.V	Help us surf the internet, watch programmes from space, tell the time...	
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		4. super car	Can go on ground, on water and can fly																
		5. Smart clock	Can tell the time, help us to listen to music, wake us up																
<p>Activity 3</p> <p>-Ask Ss to do the exercise individually. Then SS check their answers with their partner</p> <p>- Get feedbacks and correct if necessary</p> <p>Activity 4</p> <p>- Ask Ss to do the exercise individually. Then SS check their answers with their partner</p> <p>- Get feedbacks and correct if necessary</p>	<p>- Individual work</p> <p>- Individual work</p>	<p>* Practice:</p> <p>📖 Grammar</p> <p><i>EX 3- Complete the sentences with WILL/ WON'T</i></p> <table border="1"> <tbody> <tr> <td>1. won't</td> <td>2. will</td> <td>3. will</td> </tr> <tr> <td>4. won't</td> <td>5. will</td> <td>6. won't</td> </tr> </tbody> </table> <p><i>EX 4- Complete the sentences with MIGHT/ MIGHTN'T</i></p> <table border="1"> <tbody> <tr> <td>1. might</td> <td>2. might</td> <td>3. might</td> <td>4. might</td> <td>5. might</td> </tr> <tr> <td></td> <td></td> <td>not</td> <td>noy</td> <td>might</td> </tr> </tbody> </table>		1. won't	2. will	3. will	4. won't	5. will	6. won't	1. might	2. might	3. might	4. might	5. might			not	noy	might
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<p>Activity 5.</p> <p>-Ask Ss to work in pairs-ask and answer about the information in 2</p> <p>- Call some pairs to perform before class.</p> <p>- Correct if necessary.</p>	- Pair-work	<p>* Production:</p> <p>📖 Communication</p> <p><i>EX 5-Ask and answer the questions using the information in 2</i></p> <p><u>Sample:</u></p> <p>A: will robots clean your house in the future?</p> <p>B: Yes, they will</p> <p>Finished! Now you can.....</p>																	
		<p>*Homework:</p> <p>- Do "project" on page 90.</p> <p>- Prepare next lesson</p>																	

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		<i>(Unit 11: Our Greener World Lesson 1: Getting Started)</i>	
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