

UNIT 10: OUR HOUSES IN THE FUTURE

Lesson 1: Getting Started – My future house

I. Objectives:

By the end of this lesson, students can know more about types of houses, modern appliances and how they can help us.

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 writes the unit title on the board. Ask SS: → T introduces some words about appliances and furniture for students (washing machine, dishwasher, wireless T.V, help SO with St, solar energy) -T Shows the picture of Getting started, asks : - More explains new words and structures in listen and read. -T asks Ss to look through the conversation then listen and read after the tape once - SS work in pairs, practice the dialogue again. -Play the recording. Ss listen and repeat.</p>	<p>- T-Whole class</p>	<p>* <u>Presentation:</u> * Do you live in a house or in an apartment? * What appliances are there in your houses? * What furniture does your house have? * What does a washing machine, a dish washer, a T.V help you? * Who are they? (Nick and Phong) * What is Phong doing? (drawing a picture) * What is his picture of? (of a UFO) * This UFO is his future house. What is there around the house? * Nick and Phong are talking about his future house. What tense do they use in the conversation?</p>									
<p>- Ask Ss to complete the table individually, then work in groups to find out correct answers - T gets feedback, then correct.</p>	<p>- Individual work</p>	<p>* <u>Practice:</u> <i>1a- Complete the table</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 5px;">Type of house</td> <td style="padding: 5px;">UFO</td> </tr> <tr> <td style="padding: 5px;">Location</td> <td style="padding: 5px;">In the mountains</td> </tr> <tr> <td style="padding: 5px;">Surrounding</td> <td style="padding: 5px;">Many tall old trees</td> </tr> <tr> <td style="padding: 5px;">Number of rooms</td> <td style="padding: 5px;">20</td> </tr> </tbody> </table>	Type of house	UFO	Location	In the mountains	Surrounding	Many tall old trees	Number of rooms	20	
Type of house	UFO										
Location	In the mountains										
Surrounding	Many tall old trees										
Number of rooms	20										

<ul style="list-style-type: none"> - SS work in pairs, complete the sentences - T gets feedback and correct. - T asks SS to read the words about some types of houses then lets Ss match the words with correct pictures. - Get feedback and correct. <p>Introduce some more new words (space houseboat, motor home, skyscraper)</p> <ul style="list-style-type: none"> - T asks Ss to work in pairs to find out some adjectives that can be used to describe the houses. - T gets feedback and asks the other to give their ideas. - T asks: - SS work in pairs, ask and answer these questions about the pictures. - T calls some SS to perform before class. - Read the phrases <p>Where will your future be? Tick the place where you want your future house to be located.</p> <ul style="list-style-type: none"> - SS do it individually- then practice asking and answering the question. - T calls some pairs to perform before class 	<ul style="list-style-type: none"> - Pair-work - Individual work - Pair –work - Individual work 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Appliances in the room</td> <td style="width: 50%; padding: 5px;">A wireless T.V</td> </tr> </table> <p><i>1b. Complete the sentences</i></p> <ol style="list-style-type: none"> 1. mountains 2. many tall old trees 3. 20 4 . wireless T.V <p><i>2- Matching</i></p> <p>1- c 2. a 3. e 4. b 5.d</p> <p><i>3- What adjs can you think of to describe the houses in 2</i></p> <p>*What do you think about the space houseboat?</p> <p>* I think they are beautiful.....</p> <p>*Which house do you like best?</p> <p>*I like the palace</p> <p>*Why?</p> <p>* Because it’s big</p> <p><i>4. Tick the place where you want your future house to be located</i></p>	Appliances in the room	A wireless T.V	
Appliances in the room	A wireless T.V				
<ul style="list-style-type: none"> - Have Ss to play a game. 	<ul style="list-style-type: none"> - Group-work 	<p>* <u>Production:</u></p> <p>5. Game</p> <p style="text-align: center;">OUTSIDE MY WINDOW</p>			

		<p><u>*Homework:</u></p> <ul style="list-style-type: none">- Practice the conversation.- Prepare the next lesson <p><i>(A closer look 1)</i></p>	
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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> <ul style="list-style-type: none"> * What is Phong doing? * What will his future house look like? * Will it be in space? <p>- SS answer - T introduces the grammar today: will for the future</p>	<p>- T-Whole class</p>	<p>* <u>Warm-up:</u> Grammar <u>The simple future tense</u> We use WIL + VBI to talk about actions we think are likely happen in the future Eg:1/ Phong's house will look like a UFO 2/ It will not be in space 3/ Will it be beautiful? – Yes, it will</p> <p>* Formation: REGULAR VERBS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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>	<p>- Individual work</p>	<p>* <u>Practice:</u></p>							

<p>- T asks SS to do exercise 1 individually.</p> <p>- T gets feedback and corrects</p> <p>Activity 2 :</p> <p>- T asks Ss to work individually to match the words in A with the nouns in B</p> <p>- T gets feedback and corrects</p> <p>Activity 3 :</p> <p>- 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</p> <p>- SS make similar dialogues</p> <p>Activity 4 :</p> <p>- 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</p> <p>- T plays the tape, SS listen and read two poems.</p>	<p>- Individual work</p> <p>- Individual work</p>	<p><u>Exercise 1</u> complete the conversation with will or won't</p> <table border="1" data-bbox="893 268 1436 459"> <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> <p><u>Exercise 2</u> : match the words in A with correct nouns in B</p> <table border="1" data-bbox="893 627 1436 728"> <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> <p><u>Exercise 3</u>: What will the appliances do in the future? What won't they do?</p> <p><u>Exercise 4</u> : Decide True or false</p> <table border="1" data-bbox="893 1254 1436 1310"> <tr> <td>2T</td> <td>3F</td> <td>4F</td> <td>5T</td> <td>6</td> </tr> </table>	1. will	2. won't	3. will	4. will	5.	6. will	7. will	8. won't	9. will	10.	1d	2f	3a	4g	5b	6h	7e	8c	2T	3F	4F	5T	6
1. will	2. won't	3. will	4. will	5.																					
6. will	7. will	8. won't	9. will	10.																					
1d	2f	3a	4g																						
5b	6h	7e	8c																						
2T	3F	4F	5T	6																					
<p>- SS work in groups ask and answer the questions</p>	<p>- Group - work</p>	<p>* <u>Production:</u> <u>Exercise 5:</u> Work in groups, think about what you might do or have in</p>																							

- Call some SS to perform before class		the future. Share your ideas with your classmates	
		<u>*Homework:</u> - 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"> - T stick 6 pieces of paper on which the phrases are written on the board: - 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 - The group which has more points will win. 	<ul style="list-style-type: none"> - Group-work 	<p>* <u>Presentation:</u></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"> - T asks SS to read the questions below then tick “yes” or “no” - Ask Ss to work in pairs. Use the questions in a to interview your partner. 	<ul style="list-style-type: none"> - T-Whole class - pair-work 	<p>* <u>Practice:</u></p> <p>2- CLASS SURVEY</p> <p>a. Read the questions below. Tick “Yes” or “No”</p> <p>b. Work in pairs. Use the questions in a to interview your partner.</p>	

<p>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</p> <ul style="list-style-type: none"> - T calls some SS to answer the questions. - SS work in pairs to ask and answer the questions again 		<p>wash clothes, water the flowers and feed the dogs and cats)</p>	
<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>* <u>Production:</u>  Speaking 5. Draw a picture of your future house, then describe the houses with your partners. Your partners will draw the house you describe.</p> <p>6. Work in groups. Draw the appliances in your future bedrooms and talk about them to the group</p>	
		<p>*<u>Homework:</u> - Prepare the next lesson: <i>(Skill 2)</i></p>	

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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>* <u>Presentation:</u> 📖 Listening <i>Exercise 1: Listen to Nick and Linda talking about their dream houses. Which house would each prefer.</i> 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) - Play the recording once - SS listen and give their answer 	<ul style="list-style-type: none"> - Individual work 	<p>* <u>Practice:</u> <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="width: 50%;">Linda</th> <th style="width: 50%;">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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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>			
		<div style="border: 1px solid black; padding: 5px;"> <p>robot</p> <p>automatic dishwasher</p> <p>wireless T.V</p> <p>automatic washing machine</p> <p>modern fridge</p> <p>smart clock</p> </div>			
		<p><i>EX 2- Think about what the appliances will do in the future.</i></p>			
		<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">1. robot</td> <td>Clean our houses, wash the dishes, feed the animals, cook meals</td> </tr> </table>	1. robot	Clean our houses, wash the dishes, feed the animals, cook meals	
		1. robot	Clean our houses, wash the dishes, feed the animals, cook meals		
<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">2. Automatic washing machine</td> <td>Wash and dry clothes, iron clothes</td> </tr> </table>	2. Automatic washing machine	Wash and dry clothes, iron clothes			
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<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">3. wireless T.V</td> <td>Help us surf the internet, watch programmes from space, tell the time...</td> </tr> </table>	3. wireless T.V	Help us surf the internet, watch programmes from space, tell the time...			
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<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">4. super car</td> <td>Can go on ground, on water and can fly</td> </tr> </table>	4. super car	Can go on ground, on water and can fly			
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> <ul style="list-style-type: none"> -Ask Ss to do the exercise individually. Then SS check their answers with their partner - Get feedbacks and correct if necessary <p>Activity 4</p> <ul style="list-style-type: none"> - Ask Ss to do the exercise individually. Then SS check their answers with their partner - Get feedbacks and correct if necessary 	<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"> <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> </table> <p><i>EX 4- Complete the sentences with MIGHT/ MIGHTN'T</i></p> <table border="1"> <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> </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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4. won't	5. will	6. won't																		
1. might	2. might	3. might	4. might	5. might																
		not	noy	might																
<p>Activity 5.</p> <ul style="list-style-type: none"> -Ask Ss to work in pairs-ask and answer about the information in 2 - Call some pairs to perform before class. - Correct if necessary. 	- 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>Sample:</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> <ul style="list-style-type: none"> - Do "project" on page 90. - Prepare next lesson : <p>(Unit 11: Our Greener World Lesson 1: Getting Started)</p>																		