# **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 ads: Course book, CD player, picture.

Teacher's Activities	Ss' Activities	Conte	ent	Note
<ul> <li>Teacher's Activities</li> <li>-T writes the unit title on the board. Ask SS:</li> <li>→ T introduces some words about appliances and furniture for students ( washing machine, dishwasher, wireless T.V, help SO with St, solar energy)</li> <li>-T Shows the picture of Getting started, asks :</li> <li>More explains new words and structures in listen and read.</li> <li>-T asks Ss to look through the conversation then listen and read after the tape once</li> <li>SS work in pairs, practice the dialogue again.</li> <li>-Play the recording. Ss listen and repeat.</li> </ul>	- T-Whole class	* <u>Presentation:</u> * Do you live in a hapartment? * What appliances a houses? * What furniture down have? * What does a wash dish washer, a T.V H * What is Phong down have? * What is his picture? * What is his picture? * What is there around? * Nick and Phong and his future house. What is future house. What is future house. What have? * What is the conversate?	are there in your are there in your es your house aing machine, a help you? Vick and Phong) ing? (drawing a e of? ( of a UFO) uture house. d the house? re talking about hat tense do they	Note
<ul> <li>Ask Ss to complete the table individually, then work in groups to find out correct answers</li> <li>T gets feedback, then correct.</li> </ul>	- Individual work	Location I Surrounding	ble UFO In the mountains Many tall old trees 20	

- Have Ss to play a game.	- Group-work	* <u>Production:</u> 5. Game OUTSIDE N	AY WINDOW
<ul> <li>SS work in pairs, complete the sentences</li> <li>T gets feedback and correct.</li> <li>T asks SS to read the words about some types of houses then lets Ss match the words with correct pictures.</li> <li>Get feedback and correct.</li> <li>Introduce some more new words (space houseboat, motor home, skyscraper)</li> <li>T asks Ss to work in pairs to find out some adjectives that can be used to describe the houses.</li> <li>T gets feedback and asks the other to give their ideas.</li> <li>T asks:</li> <li>SS work in pairs, ask and answer these questions about the pictures.</li> <li>T calls some SS to perform before class.</li> <li>Read the phrases</li> <li>Where will your future be? Tick the place where you want your future house to be located.</li> <li>SS do it individually- then practice asking and answering the question.</li> <li>T calls some pairs to perform before class</li> </ul>	- Individual work - Pair –work - Individual work	houseboat? * I think they are *Which house do *I like the palace *Why? * Because it's big 4. Tick the place your future house	trees 4. b 5.d 4. b 5.d 5.d 5. d 5. d
	- Pair-work	Appliances in the room	A wireless T.V

* <u>Homework:</u> - Practice the conversation - Prepare the next lesson (A closer look 1)	1.

## UNIT 10: OUR HOUSES IN THE FUTURE Lesson 2: A Closer Look 1

### I. Objectives:

By the end of this lesson, students can Pronounce correctly the sounds /*dr*/ and /*tr*/ in isolation and in context; Use the lexical items related to the topic "our houses 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 ads: Course book, CD player, picture.

Teacher's Activities	Ss' Activities	Content	Note
Activity 1: Exercise 1 - T explains how to do this task. Then ask Ss individually to put the words into correct columns - Get feedback and correct - Ask Ss to give more words about appliances.	- Individual work	* <u>Presentation:</u> Vocabulary Exercise 1: Put the appliances into the appropriate columns Living room -Wireless T.V Bedroom -Wireless T.V -Hi-tech robot kitchen -Modern fridge -Automatic dishwasher bathroom -automatic washing machine	
Activity 2: Exercise 2 *What can the appliances do? Match the appliances in A with the things they can do in B. - Ss work ind. Then write the sentences on the board. -Get feedback and correct Activity 3: Exercise 3 - T asks SS to look at the exercise 2 again then asks:	- Individual work - Pair-work	* <u>Practice:</u> Exercise 2 : Matching 1.c 2. d 3. b 4.e 5. a Exercise 3: Sample: What does a wireless T.V do?	
*What does a wireless T.V do?		It helps us watch T.V programmes from space.	

<ul> <li>*It helps us watch T.V programmes from space.</li> <li>-T introduces the structure with HELP</li> <li>"HELP SO DO/ TO DO St"</li> <li>- T lets SS to read the sample, then ask them to work in pairs to practice the conversation again.</li> <li>- Call some SS to perform before class</li> <li>PRONUNCIATION /dr/ and /tr/ Activity 4:</li> <li>-Let Ss practise the sounds /dr/, /tr/ together. Model the two sounds with try and dry</li> <li>- Play the recording and ask Ss to listen and repeat the chants sentence by sentence.</li> <li>- SS write the words in columns. Check their answers in groups.</li> <li>- T calls some SS to write the answers on the board.</li> </ul>	- Individual work - T whole class	Pronunciation /d 4- Listen and wri sounds /dr/ and /t column /dr/ Dry, drops, drip, dripping	te the words with	
<ul> <li>Ask Ss to say the words in the table again</li> <li>Ask Ss to SS add some more words</li> </ul>	- individual work	* <u>Production:</u> 5- Add some mon /dr/ Drive, drink, dry, drank,	re words: /tr/ Tree, truck, true, trick	
		* <u>Homework:</u> - Learn vocabula - Prepare the nex		

# 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 ads: Course book, CD player, picture.

Teacher's Activities	Ss' Activities	Content	Note
<ul> <li> T asks SS to look at the picture of Getting started and asks:</li> <li>* What is Phong doing?</li> <li>* What will his future house look like?</li> <li>* Will it be in space?</li> <li>- SS answer</li> <li>- T introduces the grammar today: will for the future</li> </ul>	- T-Whole class	<ul> <li>* <u>Warm-up:</u></li> <li>Grammar</li> <li><u>The simple future tense</u></li> <li>We use WIL + VBI to talk about actions we think are likely happen in the fiture</li> <li>Eg:1/ Phong's house will look like a UFO</li> <li>2/ It will not be in space</li> <li>3/ Will it be beautiful? – Yes, it will</li> <li>* Formation:</li> </ul>	
		$\begin{array}{c c} \text{REGULAR VERBS} \\ \hline (+) & \text{S + will +V(BI)} \\ \hline (-) & \text{S + will not= won't+ V(BI)} \\ \hline (?) & \text{Will + S + V (BI) ?} \\ & \text{Yes, S + will/ No, S + won't} \\ \hline \end{array}$	

		* <b>Practice:</b>	
Activity 1	- Individual		
	work		

- T asks SS to do exercise 1		Exercise	<u>1</u> comple	te the co	nversatio	on
individually.			or won't			
- T gets feedback and corrects		1. will	2.	3. will	4. wil	1 5
			won't			
		6. will	7. will	8.	9. wil	1 1
	- Individual			won't		v
Activity 2 :	work					
- T asks Ss to work		Exercise	<u>2</u> : matc	h the wor	ds in A	
individually to match the words			ect noun			
in A with the nouns in B						
- T gets feedback and corrects		1d	2f	<b>3</b> a		<b>4</b> g
C	- Individual	5b	6h	7e		8c
	work		UI	70		<u> </u>
Activity 3 :	WOIK	Frorciso	<u>3</u> : What	will the a	nnlianc	05
- T shows some appliances (			<u>5</u> . maa future?			
fridge, robots, wireless T.V,		do in ine do?	julure:	or nui wor	i i incy	
dishwasher, washing machine)		<i>uv</i> .				
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						
- SS make similar dialogues						
Activity 4 :		Evarcisa	<u>4</u> : Decid		false	
- T introduces the grammar 2		2T	<u>4</u> . Deeld 3F	4F	5T	6
"Modal verb MIGHT" by giving		21	31	41	51	
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.						
$\rightarrow$ T explains the form and the						
usage of modal verb might						
- T plays the tape, SS listen and						
read two poems.						
		* Produc	tion			
- SS work in groups ask and	- Group - work		<u>5:</u> Work i	in groups	think	
answer the questions			at you mi			
1			J	<i></i>		

- Call some SS to perform	the future. Share your ideas with your
before class	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 ads: Course book, CD player, picture.

Teacher's Activities	Ss' Activities	Content	Note
Activity 1: Play a game - 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.	- Group-work	* <u>Presentation:</u> 1. Game 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. *In the future we won't go on holiday to the beach but we might go on holiday on the moon	
Activity 2: - 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.	- T-Whole class - pair-work	<ul> <li>* <u>Practice:</u></li> <li>2- CLASS SURVEY <ul> <li>a. Read the questions below. Tick</li> <li>"Yes" or "No"</li> </ul> </li> <li>b. Work in pairs. Use the questions in a to interview your partner.</li> </ul>	

<ul> <li>Ask SS to make similar dialogues, using the questions in a. Then try to tell their interviews.</li> <li>T calls some pairs to perform before class</li> </ul>	- Pair-work	* <u>Production:</u> c. Tell the class about your interview.	
		* <u>Homework:</u> - Prepare the next lesson : <i>(Skill 1)</i>	

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## UNIT 10: OUR HOUSES IN FUTURE Lesson 5: Skill 1

## I. Objectives:

By the end of this lesson, students can read for specific information about future houses and appliances; Talk about houses in the future(type, location, surroundings, 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 ads: Course book, CD player, picture.

Teacher's Activities	Ss' Activities	Content	Note
Activity 1: - SS look at the picture and discuss with a partner. - T calls some SS to give their answers	- T-Whole class	* <u>Presentation:</u> 1 –Look at the picture and discuss with a partner What type of house do you think it is? Where do you think the house is? What can you see around the house? What can you see in the house?	
Activity 2: : - SS read the text quickly then check their ideas. - T sets a strict time limit to ensure that SS will read quickly for the main information.	- Individual work	<ul> <li>* <u>Practice:</u></li> <li>Q Reading</li> <li>2- Quickly read the text. Check your idea from 1</li> <li>3. Match the phrases in A with correct ones in B</li> </ul>	
Activity 3: SS work individually -Ask Ss to reread the text again and match the phrases in A with correct ones in B Activity 4: - T sets a longer time limit for	- Individual work - Pair-work	<ul> <li>1+ a, e, c, h</li> <li>2+b,d,f,g</li> <li>4. Read the text and ask and answer the questions <ol> <li>On the ocean</li> <li>There will be a swimming pool in front and a large flower garden behind the house.</li> <li>No</li> <li>They will do the housework (</li> </ol> </li> </ul>	
SS to reread the text. T asks SS		clean the floor, cook meals,	

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		wash clothes, water the flowers and feed the dogs and cats)
Activity 5: - 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. Activity 6: - 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	- Pair -work - Group-work	<ul> <li>* <u>Production:</u></li> <li>Speaking</li> <li>5. Draw a picture of your future house, then describe the houses with your partners. Your partners will draw the house you describe.</li> <li>6. Work in groups. Draw the appliances in your future bedrooms and talk about them to the group</li> </ul>
		* <u>Homework:</u> - Prepare the next lesson: (Skill 2)

## 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 ads: Course book, CD player, picture.

Teacher's Activities	Ss' Activities	Content	Note
<ul> <li>Ask SS to look at the title of exercise 1, then ask:</li> <li>* What will you listen a conversation or a passage?</li> <li>* What information must you notice?</li> <li>* Which house Nick would prefer, and which house Linda would prefer</li> <li>Play the recording once</li> <li>SS listen and give their answer</li> </ul>	- T whole class	* <u>Presentation:</u> Listening Exercise 1: Listen to Nick and Linda talking about their dream houses. Which house would each prefer. Linda: picture 3 Nick: picture 2	
Activity 2: - Ask SS to look at the title of exercise 1, then ask: *What information must you notice? * Read 7 phrases then decide what is important to Nick and what is important to Linda. - Let SS read the 7 phrases and explain new words (view, cable T.V) - Play the recording once - SS listen and give their answer	- Individual work	<ul> <li>* Practice: Exercise 2: Listen again. What is important to Nick? What is important to Linda?.</li> <li>Linda Nick</li> <li>3. sea view 1. park view</li> <li>4, swimming 2. city view</li> <li>pool 6. cable T.V</li> <li>5. garden 7. quiet</li> </ul>	

- Get feedback and correct if			
necessary Activity 3: -Ask SS to work in pairs. Discuss about their dream houses using the suggested ideas Activity 4: - Ss fill in the table , using the information they have discussed.	- Pair-work - Individual work	WRITE ABOUT YOUR DREAM HOUSE Exercise 3: Work in pairs. Discuss the following ideas about your dream house. Exercise 4: Fill in the table about your dream house.	
<ul> <li>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 .</li> <li>Show some writings on the board, then the class can give their comments.</li> </ul>	- Individual work	* <u>Production:</u> Exercise 5: Write about your dream house	
		* <u>Homework:</u> - Write <i>about your dream house</i> in your notebook. - Prepare the next lesson : <i>(Looking back)</i>	

# 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 ads: Course book, CD player, picture.

Teacher's Activities	Ss' Activities		Content	Note
-Ask SS to write the words that match the	- Individual work	* <b>Presentation</b> <b>Vocabular</b> <i>EX 1- Write the</i> <i>pictures</i>		
pictures and compare their answers with a partner.	robot automatic dishwasher wireless T.V			
- Some SS read the words aloud, T checks their	Group	automatic was modern fridge	-	
answers.	- Group- work	smart clock EX 2- Think ab will do in the fi		
-Ask Ss to work in groups to complete the table. - Get feedbacks and		1. robot	Clean our houses, wash the dishes, feed the animals, cook meals	
correct if necessary		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	
		4. super car	Can go on ground, on water and can fly	

		5. Smart clock		he time, help in to music, ip	
Activity 3 -Ask Ss to do the exercise individually. Then SS check their answers with their partner - Get feedbacks and correct if necessary	- Individual work	* <u>Practice:</u> Gramma EX 3- Comple WILL/ WON 1. won't 4. won't	ete the senter	nces with 3. will 6. won't	
Activity 4 - Ask Ss to do the exercise individually. Then SS check their answers with their partner - Get feedbacks and correct if necessary	- Individual work	EX 4- Comple MIGHT/ MIG 1. 2. might migh	<i>GHTN'T</i> 3. 4 nt might n		
Activity 5. -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	* <u>Production</u> Commun EX 5-Ask and using the info Sample: A: will robots future? B: Yes, they w Finished! Now	ication answer the rmation in 2 clean your 2 will	house in the	
		* <u>Homework:</u> - Do "project" - Prepare next (Unit 11: Ou Lesson 1: Get	t lesson : E <b>r Greener W</b>	Vorld	