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| **Date of planning**:8/4/ 2025  **Date of teaching:** 10/4/2025  **WEEK: 30** | **Period 88 : UNIT 11 : TRAVELLING IN THE FUTURE**  **Lesson 1: A CLOSER LOOK 1** |

**I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things :**

**1. Knowledge:**

- To teach the use of the lexical items related to the topic *Travelling in the future.*

- Pronunciation: say sentences with correct stress

+ Vocabulary: use words related to future means of transport;

*-* Pronounce: Say sentences with correct stress;

*New words: bamboo - copter (n), skyTran (n), solar- powered (a), (to) sail*  
+ Grammar: - use the future simple to talk about future activities and make predictions;

- use possessive pronouns correctly;

**2. Competence:** Students will be able to pratice listening and reading the conversation between

Ann and Minh about the topic “*Travelling in the future”*

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, pair work, cooperative learning and working.

**II. TEACHING AIDS:**

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....

- Students : Text books, studying equipment….

- Computer connected to the Internet.

- Sach mem.vn

**III. PROCEDURE:**

**Notes: In each activity, each step will be represented as following:**

*\* Deliver the task. \* Implement the task. \* Discuss. \* Give comments or feedback.*

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| **1. WARM UP & INTRODUCTION (5’)** | |
| **Vocabulary**  **Aims: - To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  **\* Content:** To play games orhave somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions … | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Asking questions**  Give Ss a few minutes to play a game. Have Ss play in two teams.  Give the teams some pictures of some modes of travel: hyperloop, flying car, train, and sentences that describe these modes of travel:  \* **Key:**  **1.***It has two wings.*  **2.***It is a system of tubes.*  **3.***It travels long distances in just minutes.*  **4.***It carries many passengers and runs on rails.*  **5.***It makes noise.*  **6.***It is eco-friendly.*  **7.***It is safe and it doesn't have fumes.*  **8.***The driver can turn to fly mode when roads are congested.*  Ask Ss to write the sentence numbers under the correct pictures. Tell them that they can use some sentences more than once.  The team with most correct answers or finishes first is the winner.  - Quickly write the objectives of the lesson on one corner of the board and introduce them to Ss.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson.  - Ask Ss to open their books to page 116. | **+ Greeting**  **+ Asking questions**  **- T\_ Ss**  **- Work in pairs**  - Students **(Ss)** listen and learn how to do and do the tasks.  **Key:**  **Picture of hyperloop**: sentences 2, 3, 6,7  **Picture of flying car**: sentences 1,6,7, 8  **Picture of train**: sentences 4,5  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1:  **Aim: To introduce some modes of future travel.**  **\* Content:** Write the words or phrases under the correct pictures.  **\* Outcome:** Ss know more some new words and write the words correctly.  **\* Organisation :** | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Write the words or phrases under the correct pictures. Then listen, check and repeat.**  **\*) 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.  Ask Ss to work in pairs to choose the words / phrases in the box to write under the correct pictures.  Ask them why they think a word / phrase should go with a picture. For example, Why do you put the word 'solar-powered ship' under Picture 1 ?  Elicit Ss'answers. For example, In Picture 1, lean see a ship. It has solar panels. This way, Ss try to describe pictures using vocabulary they have learnt in the previous units.  Play the recording for Ss to check their answers. Pause the recording after each word / phrase and ask them to repeat chorally and individually. Correct their pronunciation. | **1. Write the words or phrases under the correct pictures. Then listen, check and repeat.**  **- T\_ Ss**  + Students(Ss)listen to the instructions    **\* Vocabulary:**  **Future means of transport**  1. bamboo - copter (n) /bæmˈbuːˈkɒp.tər/: chong chóng tre  2. skyTran (n) /skaɪtræn/: hệ thống tàu điện trên không  3. solar- powered (a) /ˌsəʊ.lə -ˈpaʊər/: chạy bằng năng lượng mặt trời  4. (to) sail/seɪl/: lướt buồm  **Key: *Audio script - Track 76:***  **1.** solar-powered ship  **2.** flying car  **3.** bamboo-copter  **4.** hyperloop  **5.** skyTran |
| **3. PRACTICE (15’)** | |
| ACTIVITY 2:  **Aim: To help Ss learn to use the right verbs for the appropriate mode of travel.**  **\* Content:** Write the words in the correct columns.  **\* Outcome:** Ss can write the correct words in the correct columns.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **2. Write words or phrases from 1 in the correct columns.**  Ask Ss to work individually to write words / phrases in 1 in the correct columns.  Check the answers as a class.  Get Ss to add more means of transport to the columns.  See the example below:  - Ask Ss to read aloud the words / phrases. Correct Ss' pronunciation if necessary.  - T checks and gives the correct answers. | **2. Write words or phrases from 1 in the correct columns.**  **- T\_Ss ; Pair work**  - Listen to the teacher’s instructions carefully and learn how to do.  - Give the answer.  \* Key: |
| ACTIVITY 3:  **Aim: To help Ss practise using the learnt words in the right contexts.**  **\* Content:** Complete the sentences.  **\* Outcome:** Ss can complete the sentences correctly.  **\* Organisation :** | |
| **3. Complete the sentences, using the words or phrases from the box.**  Ask the whole class to read aloud the words in the box. Correct their pronunciation where necessary.  Ask Ss to work individually to complete the sentences using the words from the box.  Check the answers as a class.  Ask some Ss to read aloud the sentences.  - Correct their pronunciation if needed. | **3. Complete the sentences, using the words or phrases from the box.**  - Listen to the teacher ‘s instruction carefully.  - Ss to **work individually**  **\* Key:**  1. bamboo-copter  2. fly  3. ride  4. hyperloop  5. eco-friendly |
| **II. PRONUNCIATION: (10’)**  **Sentence stress**  ACTIVITY 4  **Aims: To help Ss be aware of which words in a sentence should be stressed, which are not;**  **To help Ss say sentences with correct stress.**  **\* Content:** Listen to the sentences. Pay attention to the bold words.  **\* Outcome:** Ss learn how to use bold words.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **4. Listen to the sentences and repeat. Pay attention to the bold words**  Have Ss listen to the recording once first. Ask them to pay attention to the stressed words.  Play the recording for them to listen and repeat after each sentence as a class, then as individuals. Play the recording as many times as necessary.  Then ask Ss to read out the sentences. Correct their pronunciation and stress if needed.  Introduce the rules in the Remember! box. | **4. Listen to the sentences and repeat. Pay attention to the bold words**  - Listen carefully  - Listen and repeat  **\* Audio script - Track 77:**  1. We'll have driverless cars.  2. We'll have driverless cars in the future.  3. think driverless cars will run faster.  4. don't think we'll have driverless cars.  5. think driverless cars will be safer and greener. |
| **4. FURTHER PRACTICE (8’)** | |
| ACTIVITY 5:  **Aims: To help Ss be aware of the words they have to stress in a sentence;**  **To help Ss practise saying sentences with correct stress.**  **\* Content:** Listen and repeat the sentences, paying attention to how many stresses there are  **\* Outcome:** Ss will be able to know how many stresses there are .  **\* Organisation :** | |
| **5. Listen to the sentences and repeat. How many stresses are there in each sentence?**  Play the recording for Ss to listen then repeat each sentence after the recording. Correct Ss where necessary.  Ask Ss to count the number of stresses in each sentence. Check if Ss have counted enough stresses in each of the sentences.  Call on some Ss to read the sentences individually. Play the recording again and again if needed.  - Check their pronunciation, if necessary. | **5. Listen to the sentences and repeat. How many stresses are there in each sentence?**  **words.**  **- T\_ Ss**  **- S do the tasks**  **\* Key: 1.3 2.3 3.4 4.4 5.5**  **\* Audio script - Track 78:**  1. That is a solar-powered ship.  2. They will travel by flying car.  3. They introduced a new autopilot model.  4. Will bullet trains pollute the environment?  5. I don't think those trains will be popular here. |
| **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson.  Ask them to list some words / phrases about future modes of travel.  Ask Ss to list some verbs that are used with different modes of travel.  Ask Ss to read out some sentences with the correct stress.  **\* HOME WORK**  - Remember some new words.  - Do more exercises in workbook.  - Prepare new lesson. A CLOSER LOOK\_ 2. **=======================================** | |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Future means of transport  **Pronunciation:**  - Sentence stress  **Grammar**  - Future simple: Will  - Possessive pronouns | **Skills:**  - Reading about cars  - Talking about why a means of transport will / won’t be popular  - Listening to a talk about some future means of transport  - Writing a paragraph about the advantages of a future means of transport  **Everyday English**  Making predictions |

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| **Date of planning**:8/4/2025  **Date of teaching:** 10/4/2025  **WEEK: 30** | **Period 89: UNIT 11 : TRAVELLING IN THE FUTURE**  **Lesson 1: A CLOSER LOOK 2** |

**I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things :**

**1. Knowledge:**

- Ss know how to recognize ***“The future simple:*** “Will”

**a. We use will + V:**

+ to talk about future activities

Eg: We *will buy* an electric scooter soon.

**+ to make predictions**

Eg: We *will probably use* electric cars because normal cars cause too much pollution.

**b. Possessive pronouns**

+ to demonstrate ownership

Eg: This is our house. It’s **ours.**

+ Vocabulary: use words related to future means of transport;

*-* Pronounce: Say sentences with correct stress;

*New words: eco - friendly (a), fume (n), hyperloop (n), teleporter (n), campsite (n)....*

+ Grammar: - use the future simple to talk about future activities and make predictions;

- use possessive pronouns correctly;

**2. Competence:** Students will be able to know how to recognize ***“ The future simple:*** Will ”and how to use : Possessive pronouns .

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Develop self-study skills.

- Be responsible and hard working.

**II. TEACHING AIDS:**

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....

- Students : Text books, studying equipment….

- Computer connected to the Internet.

- Sach mem.vn

**III. PROCEDURE:**

**Notes: In each activity, each step will be represented as following:**

*\* Deliver the task. \* Implement the task. \* Discuss. \* Give comments or feedback.*

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| **1. WARM UP & INTRODUCTION (5’)** | |
| **Aims: - To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  **\* Content:** Play games or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* 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**  **+ Game: GAME: CHATTING**  \* Teacher asks Ss some questions to lead into the lesson.  + How does your father go to work every day?  + What color is it?  + How will you travel when you are 30?  - Ss work in dependently to do the task.  - Teacher calls on some Ss to answer.  - Teacher confirms and write some key sentences on the board.  **Mine is white**  **I will….**  \* Teacher says: “*Today, we are going to learn how to use Will in the future and possessive pronouns.*” | **+ Greeting**  **+ Game: JUMBLE SENTENCES**  **- T\_Ss**  - Students play games  **- Work in groups**  - Open their notebooks and write the titles of the lesson |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1: **Grammar**  ***Remember***  **The future simple: Will**  - We use ***will + V*** – to talk about future activities.  Example: We will buy an electric scooter soon.  – to make predictions.  Example: We will probably use electric cars because normal cars cause too much pollution.  *+ The negative of will is won’t.*  Example: In the future we won’t drive normal cars any more.  **Aim: To help Ss use the right verb form to talk about future activities.**  \* Content: To review /teach grammar points : The future simple: Will  \* Outcome: Ss can learn how to use The future simple: . Complete the sentences  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Complete the sentences with will or won’t.**  Take one of Ss' sentences in Warm-up and write that sentence on the board. For example, In 20 years, people will use flying cars to travel.  Tell Ss that they can use will + V (infinitive) to talk about future activities. Ask Ss a question: Where will you spend your next summer holiday? Ask some Ss to answer the question. Then ask Ss another question: Where do you think people will go for their holidays in 2030? Ask some Ss to answer the question in front of the class. Correct their pronunciation and grammar if needed. Present also the negative and question forms of will.  Ask Ss to work individually to complete the sentences in 1 with will or won't.  Ask some Ss to take turns to answer. Check the answers as a class.  Ask several Ss to read aloud the full sentences with the correct answers. Correct their pronunciation where necessary. | **1. Complete the sentences with will or won’t.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Key:**  **1. won't 2. will 3. will 4. won't 5. will** |
| **3. PRACTICE (18’)** | |
| ACTIVITY 2:  **Aim: To help Ss practise making full sentences about future activities using prompts.**  **\* Content:** Rearrange the words and phrases to make sentences.  **\* Outcome:** Ss can rearrange the words and phrases to make sentences correctly.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **2. Rearrange the words and phrases to make sentences.**  Have Ss work individually to rearrange the words and phrases to make sentences.  Ask some Ss to go to the board to write their sentences. Check the answers as a class.  Ask them to read out their sentences. Correct Ss'grammar and pronunciation mistakes if necessary. | **2. Rearrange the words and phrases to make sentences.**  **- T\_ Ss**  - Listen carefully and learn how to do.  - **Ss work individually first then in pairs**  **\* Key**  **1.** We will have driverless cars in 2030.  **2.** Cities won't allow cars in 2050.  **3**. Will electric cars be popular?  **4.** We will use solar-powered buses soon.  **5.** Will we have enough parking places in ten years? |
| ACTIVITY 3:  **Aim: To help Ss use the correct forms of future simple to make predictions.**  **\* Content:** Use the correct form of the verbs.  **\* Outcome:** Ss can do exercises correctly.  **\* Organisation :** | |
| **3. Use the correct form of the verbs in brackets to complete the conversation.**  Ask Ss to work in pairs to complete the conversation.  Check the answers as a class.  Ask some pairs to read out the complete conversation. Correct grammar and pronunciation mistakes where necessary.  - T and other Ss comment. | **3. Use the correct form of the verbs in brackets to complete the conversation.**  **- Ss work individually.**  - Ss listen to the teacher’s instructions carefully and do the tasks.  **\* Key:**  **1. will take 2. won't have**  **3. Will... have 4. won't drive**  **5. won't be** |
| ACTIVITY 4:  **Aims: To help Ss practise talking about some future means of transport;**  **-To help Ss learn reasoning skills by giving reasons for their choice**.  **\* Content:** Look and speak : means of transport.  **\* Outcome:** Ss can describe the picture correctly.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **4. Work in pairs. Look at the pictures and tell your partner if you will / won’t travel by these means of transport. Give reason(s).**  - Have Ss work in pairs to describe the pictures.Then they can tell their partner what means of travelling they will choose to use in the future.  - Tell them to think of any reasons why they will / won't use that means of travelling.  **Example:**  *In picture 1*,1 can see a/an (electric) bus/coach. I can see many people on this bus /coach. I think I will go to school by electric coach because it has no fumes, and it can carry many people at the same time.  *In picture 2*,1 can see a flying car. It is flying over a city. I think I will travel by flying car. It will be fun to fly in one. I will be able to see the city below (or I can fly it when the roads are congested).  *In picture 3*,1 can see a ship. It has solar panels. I will travel on a solar-powered ship to visit some islands. It will be comfortable/fun to travel by solar-powered ship.  *In picture 4*,1 can see a bamboo-copter. I will fly a bamboo-copter to work. It will be fun/fast, (or I won't use a bamboo-copter to travel from one place to another. It will be dangerous. You might get hurt when it is windy...).  *In picture 5*,1 can see a car with a lot of smoke behind it. I won't go by car in the future. It pollutes the environment.  Ask some pairs to talk about their choices and reasons why they will / won't use those means of travelling. Correct Ss' pronunciation and grammar mistakes when necessary. | **4. Work in pairs. Look at the pictures and tell your partner if you will / won’t travel by these means of transport. Give reason(s).**  **- T\_ Ss**  - Do the tasks and share the answers. |
| **4. FURTHER PRACTICE ( 8’)** | |
| ACTIVITY 5: **Possessive pronouns**  **Aim: To review possessive pronouns.**  **\* Content:** Introduce possessive pronouns. Ss Learn how to use them  **\* Outcome:** Ss can replace the underlined phrases with possessive pronouns correctly.  **\* Organisation :** | |
| **5. Replace the underlined phrases with possessive pronouns.**  If Ss don't seem to remember much about possessive pronouns, then give them an example. T can take the example from Student's Book to write on the board and re-explain the use of possessive pronouns.  T can use Remember! box below if needed.  **Remember!**  - We use a possessive pronoun instead of a phrase:  *Example:* Ann rides her bike to school every day.  I ride **mine**, (mine = my bike)  - A possessive adjective comes before a noun.  *Example:* **Her** car is an electric car.  - T can also show a table like the one below, with all personal pronouns (as in column 1); and one or two possessive adjectives and possessive pronouns in the other columns, then ask Ss to complete the table.  - Ask Ss to repeat after theT the personal pronouns, possessive adjectives and possessive pronouns.  - Have Ss work individually to replace the underlined phrases with the correct possessive pronouns.  - Ask some Ss to read aloud their own sentences. - Correct Ss' answers as a class. | **5. Replace the underlined phrases with possessive pronouns.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully do the tasks that follow.   |  |  |  | | --- | --- | --- | | Personal pronouns | Possessive adjectives | Possessive pronouns | | I | my | mine | | You | your | yours | | We | our | ours | | They | their | theirs | | He | his | his | | She | her | hers | | It | its | its |   \* **Key:**  **1. theirs 2. mine 3. His 4. Yours 5. Ours** |
| **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson.  - Have them say the correct possessive adjectives / pronouns each timeT names one personal pronoun  **\*HOME WORK**  - Remember the form and use the present continuous tense.  - Do more exercises in workbook.  - Prepare new lesson: COMMUNICATION.  **===============================** | |

**THIS UNIT INCLUDES:**

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| **Vocabulary**  - Types of festivals  - Festival activities  **Pronunciation:**  - Stress in two-syllable words  **Grammar**  - Yes / No questions | **Skills:**  - Reading about an unusual festival  - Talking about a festival that someone joined  - Listening about a festival  - Writing an email to describe a festival  **Everyday English**  - Expressing disappointment |

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| **Date of planning**:8/4/2025.  **Date of teaching:** 10/4/2025  **WEEK: 30** | **Period 90 : UNIT 11 : TRAVELLING IN THE FUTURE**  **Lesson 4: COMMUNICATION** |

**I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things :**

**1. Knowledge:** - Everyday English: Making predictions

**\* Structure: to make predictions** - We certainly will/ won’t

- It probably won’t/ will

**b. Possessive pronouns**

+ to demonstrate ownership

Eg: This is our house. It’s **ours.**

+ Vocabulary: use words related to future means of transport;

*-* Pronounce: Say sentences with correct stress;

+ Grammar: - use the future simple to talk about future activities and make predictions;

- use possessive pronouns correctly;

**2. Competence:** Students will be able to know how to recognize ***“ The future simple:*** Will ”and how to use : Possessive pronouns .

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Develop self-study skills.

- Be responsible and hard working.

**II. TEACHING AIDS:**

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....

- Students : Text books, studying equipment….

- Computer connected to the Internet.

- Sach mem.vn

**III. PROCEDURE:**

**Notes: In each activity, each step will be represented as following:**

*\* Deliver the task. \* Implement the task. \* Discuss. \* Give comments or feedback.*

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| **1. WARM UP & INTRODUCTION (3’-5’)** | |
| **Everyday English**  **Making prediction**  **\* Content:** Play games or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson.  **\* Organisation:** Follow teacher’s instructions. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **CHATTING**  \* Teacher checks Ss’ knowledge of the previous lessons by asking them to make sentences using The Future Simple or possessive pronouns.  - Ss think of a sentence individually.  - Teacher calls on some Ss to read aloud their sentences.  - Teacher confirms, corrects grammar and pronunciation if needed.  **OR**  + *Give Ss a few minutes to revise the previous lesson by making some sentences with the present continuous.*  + Have Ss ask and answer the questions in 5 again to reinforce the uses of the present continuous  + Lead to the new lesson.  + Ask Ss guest what they are going to learn this unit …  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **- T\_ Ss**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (12’)** | |
| ACTIVITY 1 + 2  **Aims: To introduce to Ss how to make predictions;**  **To have Ss practise the conversation of making predictions.**  **\* Content:** To introduce the expressions for *making prediction*. Listen and read the conversation, pay attention to the highlighted sentences.  **\* Outcome:** Ss learn how to express for *making prediction* correctly.  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Listen and read the conversation. Pay attention to the highlighted sentences.**  - Ask Ss to look at the conversation in 1 on page 119 and pay attention to the highlighted sentences. Play the recording once. Ask Ss to listen, then ask them to repeat after the recording.  - Tell Ss that they can make predictions about future, using: It /We certainly will/won't if they are sure about their predictions and It /We probably will /won't if they are not sure about their predictions.  - Ask some pairs of Ss to read aloud the conversation again. Correct their pronunciation and  **2. Work in pairs. Make similar conversations about future travelling.**  - Ask Ss to work in pairs to make similar conversations about future travelling, using the given context. Remind them of the phrases to make predictions.  - Have Ss practise the conversations in some minutes.  - Ask some pairs to role-play. | **1. Listen and read the conversation. Pay attention to the highlighted sentences.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\*Audio script - Track 79 :**  **Ann**: Do you think we will travel by flying car in the future?  **Tom:** We certainly will.  **Ann:** Will it be able to fly across oceans?  **Tom**: It probably won’t.  \* **Suggested conversations:**  **Situation 1:**  A: Do you think we will travel long distances by hyperloop?  B: We certainly / probably will.  A: Will it allow us to travel to other planets?  B: It probably / certainly won't.  **Situation 2:**  A: Do you think people will travel to other planets for holidays?  B: They certainly/probably will.  A: Will holidays on other planets be expensive / interesting?  B: They certainly will (be). |
| **3. PRACTICE (18’)** | |
| ACTIVITY 3: **How will children go to school?**  **Aims: To help Ss learn more about what information they can discover when talking about a means of transport;**  **To help Ss practise asking and answering questions about a future means of transport.**  **\* Content:** Complete the conversation with the questions and answers from the box.  **\* Outcome:** Ss can complete the conversation with the questions and answers correctly.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **3. Complete the conversation between Mark and Lan with the questions and answers from the box.**  - Have Ss work in pairs to read the conversation and complete it with the questions and answers from the box. Ask them to read the conversation carefully and underline the question words or key words in the conversation. Ask them to do the same with the questions and answers in the box before they finish the task.  - For example, in the conversation, Ss may underline the phrases: what means of transport for (1), Four for (2), Electricity for (3), sounds dangerous for (4).  - Check the answers as a class.  - Ask some pairs to read aloud the conversation.  - Correct their pronunciation if needed. | **3. Complete the conversation between Mark and Lan with the questions and answers from the box**  **- Work in pairs** to do this activity  - Listen carefully and learn how to do.  **\* Key: 1. B 2. A 3.D 4. C** |
| ACTIVITY 4:  **Aims: To help Ss practise asking and answering questions about which means of transport they would like to use to travel to school;**  **To help Ss be aware of what information they should use when asking about a means of transport.**  **\* Content:** Choose one means of transport and make conversation.  **\* Outcome:** Ss can choose one means of transport and make conversation .  **\* Organisation :** | |
| **4. Work in pairs. Choose one means of transport below and make a similar conversation as in 3.**  - Have Ss work in pairs to ask and answer questions about which means of transport they would like to use to travel to school. Ask them to use the example in 3. Elicit any other questions and answers they can ask and answer about a means of transport.  - Invite some pairs to role-play, asking and answering the questions in front of the class. Correct grammar or pronunciation mistakes if needed.  - For the conversation about bamboo-copter, for example, T may guide Ss to ask questions:  So what means of transport will students use to go to school?  How many wings does it have?  How will it work?  What will it run on?  Why would you like to go to school by bamboo-copter?  For the Solowheel , T instructs Ss to ask similar questions  - Confirm the correct answers. | **4. Work in pairs. Choose one means of transport below and make a similar conversation as in 3.**  **- T\_ Ss**  - Listen to the instructions clearly  **\* Example:**  What means of transport will students use to go to school?  How many wings does it have?  How will it work?  What will it run on?  Why would you like to go to school by bamboo-copter? |
| **4. FURTHER PRACTICE (8’)** | |
| ACTIVITY 5:  **Aims: To help Ss practise talking about which means of transport they would like to use to travel to school;**  **To help Ss practise giving reasons;**  **To help Ss practise reporting**.  **\* Content:** Choose one means of transport that Ss would like to travel to school.  **\* Outcome:** Ss can choose one means of transport that Ss would like to travel to school.  **\* Organisation :** | |
| **5. Work in groups. Choose one means of transport that you would like to use to travel to school. Give reasons.**  - Have Ss work in groups of five to discuss which means of transport they would like to use to travel to school.  - T tells Ss that they can choose any means of transport. They can be imaginative.  Suggest several means of transport for Ss to think of such as a bamboo-copter, a solowheel (as in 4), or even a scooter or a bicycle.  - T can suggest reasons for them to use:  + It is safe / fast / green / fun / economical / convenient.  + It doesn't cause noise or pollution.  + It doesn't make fumes.  + It doesn't pollute the environment.  - Invite members from groups to talk about their choice and their friends'choices.  - Give feedback on their reports. Correct Ss' pronunciation if needed. | **5. Work in groups. Choose one means of transport that you would like to use to travel to school.**  **Give reasons.**  **- T\_ Ss**  - Listen to the instructions clearly  **Example**: *I would like to use the walk car because it runs on electricity. It is eco-friendly and convenient. It is also very fun to use.* |
| **5. WRAP-UP & HOME WORK ( 2’)**  \* Ask Ss what they have learnt in the lesson.  - Ask them to list questions they may use when they want to ask about a means of transport.  - Ask them to list several adjectives or phrases that they can use to give reasons for choosing a particular means of transport.  **\* HOME WORK**  - Do more exercises in workbook.  - Prepare new lesson : lesson 5 : **SKILLS\_1**  **================================** | |

**TTCM GVBM**

**Đinh Thị Dung**