Date of preparing: 31/ 3/2024

Date of teaching: 2/ 4 /2024

Period 81 UNIT 10 OUR HOUSES IN THE FUTURE

Lesson 1 - Getting started

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

- Get an overview about the topic *Our houses in the future*

- Use lexical items about types of houses

**\* Vocabulary**: UFO, solar energy, smart TV, appliance, robot

**\* Grammar**:

**2. Competences:** Listening , speaking and reading

**3. Educational aim:**

**II. TEACHING AIDS:**

- Grade 6 textbook

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up & Lead -in**  **Aims:** To recall students vocabulary and lead in the topic. | |
| ***Questions:***  - Who are they?  - What is Phong doing?  - What are they talking about?  ***Suggested answers:***  1. They are Phong and Nick.  2. He is painting/  drawing…  3. They are talking about… | Teacher draws students’ attention to the picture in the textbook and asks them questions about the picture on page 38,39. |
| **Activity 2 - Presentation**  **Aims:** To introduce the new words. | |
| **Vocabulary**  1. UFO (n): [picture]  2. solar energy (n): [picture]  3. Smart TV (n): [picture]  4. appliance (n):  5. robot (n): | Teacher introduces the vocabularies by:  - showing the pictures illustrating the words;  - providing the definition of the words. |
| **Activity 3**  **Aims:** To have students get to know the topic. (task 1)  To have students get specific information (task 2)  To check students’ understanding (task 3)  To practice using prepositions in collocations. (task 4) | |
| **Task 1: Listen and read.** | - Teacher play the recording, asks students to underline the words they have learnt in the vocabulary part.  - Teacher can play the recording more than once.  - Students listen and read. |
| **Task 2: Read the conversation again. Find and write down the words or phrases that show:**  ***Answer key:***  *Type of house: UFO*  *Location: in the mountains*  *Appliances in the house: some smart TVs and ten robots* | - Teacher asks students to find and write down the words of phrases that show the answers.  - Teacher asks students to explain where they can find the answer. |
| **Task 3: Read the conversation again and tick T/F.**  ***Answer key:***  *1. T*  *2. T*  *3. T*  *4. F* | * T gives time for students to read the conversation independently again and tick ( v) true or false next to the statements. T encourages them to correct the false statements. * T selects one student to give his or her answers in front of the class. |
| **Task 4: Order the words to make a phrase about a place. Each group has one extra word.**  ***Answer key:***  1. in the sea  2. in the city  3. in the town  4. in the mountains  5. in the countryside  6. on the Moon  7. in the sky | * T explains that students have to order the words to make phrases about places. Remind them that each group has one extra word. Get them to look at the example to identify how to do the activity. * T has students work individually. * T gets feedback. * T checks their answers and gives explanation, if necessary. |
| **Activity 4 – Homework**  **Aims:** To prepare vocabulary for the next lesson. | |
| - Practice the dialogue, learn vocabulary.  - Prepare vocabulary for the next lesson: A closer look 1. | T reminds Ss to do the homework. |

Date of preparing: 1/04/2024

Date of teaching: 3/4/2024

Period 82 UNIT 10 OUR HOUSES IN THE FUTURE

Lesson 2 A closer look 2

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

- use vocabulary and structures about household appliances

- pronounce the two-syllable words correctly

**\* Vocabulary**:

**\* Grammar**:

**2. Competences:** Listening , speaking and reading

**3. Educational aim:** **:**

**II. TEACHING AIDS:**

- Grade 6 textbook

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up**  **Aims:** To recall students vocabulary and lead in the topic. | |
| ***\* Game: Place it right:***  **Task 1: Put the words in the right column.**  LIVING ROOM  BEDROOM  KITCHEN  ***Answer key:*** | Students put the words in the appropriate columns.  Feedback.  - Teacher asks students quickly to do task 1 (P. 40)  - Students listen to the recording and repeat. |
| **Activity 2 – Presentation**  **Aims:** To introduce the new words and to help Ss to pronounce two-syllable words which have the first ssyllable stressed | |
| **\* Vocabulary:**  **Task 1:**  1. electric cooker (n)  2. dish washer (n)  3. washing machine (n)  4. wireless (adj) | - Teacher introduces the vocabulary by:  + providing the synonym or antonym of the words;  + providing the definition of the words.  - Teacher asks students to repeat and practice  pronouncing the words. |
| **\* Pronunciation:**  **Task 4: Pronunciation: Stress in two-syllable words (words only).** | - T explains that most two-syllable nouns and  adjectives have stress on the first syllable (e.g. housework, father, brother, pretty, famous, etc.)  - T gives students a few minutes to look at the words. T explains that these words are all two-syllable nouns. The first syllable of these words is stressed which means it should be pronounced with a louder voice. T draws their attention to the stress mark on the first syllable.  - T plays the recording several times, if necessary, for students to listen and repeat the words.  To reinforce pronunciation, T asks them to clap at the stressed syllable as they say the words. |
| **Activity 3 – Practice**  **Aims:** To practice the targeted language and the background knowledge. | |
| **Task 2: Match and make phrases about what appliances can help us to do. (p. 40)**  ***Answer key:***  1. c  2. d  3. b  4. e  5. a | T tells students to look at the two columns and explain what they can see (e.g. They can see words and phrases relating to appliances in the first column, and words and phrases relating to what each of the appliances can help us to do in the second column).  - T has students do the task individually, by matching the appliances in A with what they can help us to do in B.  - T asks them to share their answers. |
| **Task 4: Pronunciation: Stress in two-syllable words (words only).**  ‘picture ‘robot ‘bedroom ‘kitchen  ‘housework ‘palace ‘village ‘mountain | * T asks Ss to look at the book, listen and repeat the words. * T gets feedback. |
| **Task 5:** | * T asks Ss to listen and repeat the sentences. |
| **Activity 4 - Homework**  **Aims:** | |
| * Learn vocabulary, practice pronouncing the words has two syllables * Prepare A closer look 2 | * T reminds Ss to do their homework. |

Date of preparing: 3/4/2024

Date of teaching: 5/4 /2024

Period 83 UNIT 10 OUR HOUSES IN THE FUTURE

Lesson 3 A closer look 2

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to use future simple and might for future possibility.

**\* Vocabulary**:

**\* Grammar**: The Simple Future Tense; might for future possibility

**2. Competences:** Listening , speaking and reading

**3. Educational aim:**

**II. TEACHING AIDS:**

- Grade 6 textbook

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up & Lead in**  **Aims:** To introduce targeted grammar of the future simple tense. | |
| REMEMBER | T asks Ss to look at Remember on page 41, read the examples and give comments the bold words. |
| **Activity 2**  **Aims:** To introduce targeted grammar of the future simple tense. | |
| **I. Future Simple:**  **1. Positive**  I / We / You / They / He / She / It + will + V  ***Examples:***  - My father will travel to the Moon in a super car in the future.  - We’ll live in that cottage in the future.  *- ’ll* is the short form of *will.*  **2. Negative**  I / We / You / They / He / She / It + will not + V  *Example:*   * We won’t live in that cottage in the future. * *won’t* is the short form of *will not.*   **3. Questions and short answers**  - Will + I / we / you / they / he / she / it + V?  - Yes, you / we ... will.  - No, you / we ... won’t.  *Example:*  - Will they live on the Moon?  - Yes, they will.  - No, they won’t | - Teacher explains how the future simple tense is used (We use the future simple tense to talk about an action that happens in the future) and how it is formed (positive, negative, questions and short answers).  - T lets students read the examples in the pink box. Draw their attention to the short form *‘ll* and *won‘t*. |
| **II. Might:**  **1. Affirmative:**  I / we / they / you / he / she / it + **might + V**  **2. Negative:**  I / we / they / he / she/ it + **might not + V** . | - Teacher explains how might + V is used (We use might + V to talk about actions that are possible in the future - we are not sure if the actions will happen or not) and how it is formed - Then let students read the examples in the table. |
| **Activity 3 - Practice**  **Aims:** To help Ss to use will or won’t to complete the sentences, the conversation.  To help Ss to use MIGHT in a real context. | |
| **Task 1: Put the verbs in the brackets in the future simple.**  ***Answer key:***  Ex.1:  Students’ own answers.  Ex. 2:  1. will (’ll)  2. will  3. will (’ll)  4. won’t  5. will (’ll) | - Teacher has students complete Ex. 1 + 2 (p. 41).  - Teacher asks students to exchange their textbooks to check their friends’ answers. |
| **Task 2: Make sentences from the given words and pictures. (Exercise 3, p. 41)**  ***Answer key:***  1. A computer will / won’t help me to do my housework.  2. A robot will help me to water the flowers.  3. A smart TV won’t help me to cook meals.  4. A washing machine will / won’t help me to iron the clothes.  5. A smart phone won’t help me to take care of the children. | - Teacher has students work on the exercise in pairs.  - Teacher gives feedback as a class discussion. |
| **Task 3: Exercise 4, page 42**  1. T  2. T  3. F  4. F  5. T  6. F | - T asks Ss to read the poem and underline the phrases with MIGHT.  - T asks Ss to do the task. (True/ False)  - T gets feedback. |
| **Activity 4 – Homework**  **Aims:** | |
| * Copy the exercises**.** * Prepare Communication. | T reminds Ss to do the homework. |

Date of preparing: 7/ 4 /2024

Date of teaching: 9/ 4 /2024

Period 84 UNIT 10 OUR HOUSES IN THE FUTURE

Lesson 4 Communication

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

- Express surprise using the targeted form

- identify tasks that appliances can help to do in the future houses.

**\* Vocabulary**: hi tech, in space, look after

**\* Grammar**: Wow! It looks ……..

**2. Competences:** Listening , speaking and reading

**3. Educational aim:**

**II. TEACHING AIDS:**

- Grade 6 textbook

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up & lead in**  **Aims:** To lead in the lesson. | |
|  | - Teacher leads students into the lesson by telling about what they are going to learn: “How to express surprises”. |
| **Activity 2 – EVERYDAY ENGLISH**  **Presentation**  **Aims:** To provide Ss with the way of expressing surprise. | |
| **Task 1: Listen and read the conversation.  Highlight the expressions. (**Exercises 1,2 page 43)  \* Wow! Is that + object?  \* It looks + adjective. | - T plays the recording and lets students listen and read the conversation at the same time.  - Then T has them read the conversation sentence by sentence.  - T draws their attention to the highlighted sentences.  - T elicits the structure to express surprise from students.  - T asks them to act out the conversation.  - T checks their pronunciation. |
| **Activity 3 – HOUSES & APPLIANCES IN THE FUTURE**  **Aims:** To help Ss identify tasks that appliances can help the to do in the future houses | |
| **Task 2: Exercise 3, page 43**  **Vocabulary:**   * Hi tech: * In space: * Look after: | * T has Ss read the questions and explains the new words or phrases. * Ss tick (v) Yes or No. * T gets feedback. |
| **Exercise 4, page 43** | * Ss read the example, * Ss make similar dialogue. * T gets feedback. |
| **Activity 4 – Homework**  **Aims:** | |
| Practice the dialgue.  Prepare Skills 1 | T reminds Ss to do the homework. |

Date of preparing: 8/ 4 /2024

Date of teaching: 10/ 4 /2024

Period 85 UNIT 10 OUR HOUSES IN THE FUTURE

Lesson 5 Skills 1

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

- Read for specific information about houses and appliances in the future

- Talk about different houses in the future

**\* Vocabulary**:

**\* Grammar**:

**2. Competences:** Listening , speaking and reading

**3. Educational aim:** Develop self-study skills

**II. TEACHING AIDS:**

- Grade 6 textbook

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up & lead in**  **Aims:** To activate students’ knowledge of the topic in the reading text. | |
| **Task 1: Lead in questions: Look at the photo, discuss it.**  ***Suggested answers:***  *A: What type of house do you think it is?*  *B: I think it’s a villa.*  *A: Where do you think it is?*  *B: I think it’s on an island.* | - T asks the class to look at the picture first. Encourage students to get the details/ ideas of the picture (type of house, location, surroundings and appliances).  - T tells students to answer the questions. |
| **Activity 2 – READING**  **Pre-reading**  **Aims:** To introduce the new words. | |
| **Vocabulary**  1. surround (v)  2. helicopter (n)  3. feed (v) | Teacher introduces the vocabulary by:  - showing the pictures illustrating the words;  - providing the synonym or antonym of the words;  - providing the definition of the words. |
| **While – reading**  **Aims:** To help Ss to read for specific information about the house and its appliances in the future. | |
| **Task 2: Read the text and match the beginnings in A with the endings in B.**  ***Answer key:***  1. a, c, e, g, h  2. b, d, f | - Teacher sets a time limit for Ss to read the text individually.  - T helps them understand the text by giving the meanings of the difficult words, or explanations, or the Vietnamese equivalents. T tells them to pay attention to what the robots and the super smart TV will do. Teacher may ask them to underline the structures or phrases relating to what the robots will do and double-underline the structures or phrases relating to what the super smart TV will do.  - Ask students to match the beginnings in A with the endings in B.  - T gets feedback. |
| **Task 3:**  ***Suggested answers:***  1. B  2. A  3. C  4. B | - T asks students to read the incomplete sentences and guess the option (A, B or C) to fill the blanks. T explains that this task helps them focus on the information they are going to find in the text.  - T sets a longer time limit for Ss to read the text again. T asks students to note or underline where they find the information that helps them circle the option (A, B or C) to complete the sentences.  - T gets feedback. |
| **Activity 3 – SPEAKING**  **Pre-speaking**  **Aims:** To get students practise talking about their future house. | |
| **Task 4: Work in pairs. Ask your partner about his/her future house. Use the suggested questions** | T lets students read the suggested questions and then think of the answers to these questions. Draw their attention to the type of future house (Question 1), location of it (Question 2) what it will look like (Question 3), etc. Then tell them that they have to imagine their future houses in order to answer the questions. |
| **While – speaking**  **Aims:** To help Ss to talk about their huture house. | |
| **Task 4: Work in pairs. Ask your partner about his/her future house. Use the suggested questions** | Ss ask and answer the questions.  T get feedback. |
| **Activity 4 - Homework**  **Aims:** | |
| * Talk about your future house. * Prepare Skills 2 | T reminds Ss to do the homework. |

Date of preparing: 8 / 4 /2024

Date of teaching: 10 / 4 /2024

Period 86 UNIT 10 OUR HOUSES IN THE FUTURE

Lesson 6 Skills 2

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to:

- Listen for specific information about dream houses

- Write a paragraph about a dream house

**\* Vocabulary**:

**\* Grammar**:

**2. Competences:** Listening, speaking and reading

**3. Educational aim:**

**II. TEACHING AIDS:**

- Grade 6 textbook

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up**  **Aims:** | |
|  |  |
| **Activity 2 – LISTENING**  **Pre-listening**  **Aims:** To help students recall knowledge | |
| **Task 1: Look at the pictures. Ask to lead in. Check as a class discussion. ( Exercise 1, p. 45)** | - T asks students to look at the pictures and elicit from students the details (types of house, surroundings and locations).  - T asks students the houses they like and why they like them.  - T asks students to focus on the task they have to do. |
| **While – listening**  **Aims:** To develop students listening skills and to help students develop listening skill for specific information. | |
| **Exercise 1, p. 45**  ***Answer key:***  *Linda: Picture c. (villa by the sea, with a swimming pool and a garden)*  *Nick: Picture a. (flat in the city)*  **Exercise 2, p. 45**  ***Answer key:***  Linda: sea view, swimming pool, garden  Nick: park view, city view,  super smart TV | - T plays the recording. T asks students to listen and write the speakers’ names under the correct pictures.  - Teacher checks their answers.  - If it’s necessary, T plays the recording again and pauses the recording after each sentence.  - T asks students to read the information in the first column. T asks them to focus on the information they need only (what are  important to Linda and Nick: park view, city view, etc.).  - T plays the recording again. T asks students to listen and tick what are important to Linda and Nick. T calls some students to give the  answers to the class and corrects the mistakes where necessary. |
| **Activity 3 – WRITING**  **Pre-writing**  **Aims:** To help students talk about a dream house. | |
| **Exercise 4, page 45** | - T lets students look at the table. T draws their attention to the four pieces of information. Then T has them read the exchange in the example to understand how to do the task.  - T asks students to work in pairs to ask and answer the questions and fill the table. |
| **While –writing**  **Aims:** To teach students how to write about their dream house. | |
| **Exercise 5, page 45.**  **Write 50 words about your dream house.**  ***Sample paragraph:***  *My dream house is a big palace. It is in the mountains. It is surrounded by lots of trees. It has seven rooms: three bedrooms, two  bathrooms, one kitchen and one living room. There is a large swimming pool in front of it. I have some robots in the palace. They help me to clean the floor, cook meals, water flowers... I am happy to live in my palace.* | T allows students time to write a paragraph (about 50 words) about their dream houses, using the suggested ideas/information in Exercise 4.  - When they finish, T asks some students to talk about their dream houses to the class.  - The class can give their comments. |
| **Activity - Homework** | |
| Prepare Looking back and project | T reminds Ss to do homework. |

Date of preparing: 14/4/2024

Date of teaching: 16 /4/2024

Period 87 UNIT 10 OUR HOUSES IN THE FUTURE

Lesson 7 Looking back and project

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students will be able to review the vocabulary and grammar of Unit 10.

**\* Vocabulary**:

**\* Grammar**:

**2. Competences:** Listening speaking and reading

**3. Educational aim:**

**II. TEACHING AIDS:**

- Grade 6 textbook

- sachmem.vn

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Content** | **Teacher’s and Ss’activities** |
| **Activity 1 – Warm up**  **Aims:** | |
|  |  |
| **Activity 2 – LOOKING BACK**  **Aims:** To help students revise vocabulary.  To help students revise future simple and MIGHT in context. | |
| **Task 1: Vocabulary**  **Ex. 1, p. 46**  ***Answer key:***  *a. computer*  *b. dishwasher*  *c. wireless TV*  *d. washing machine*  *e. fridge*  *f. smart clock*  **Ex. 2, page 46**   |  |  | | --- | --- | | 1. robots | look after the house | | 2. washing machines | clean and dry clothes | | 3.wireless TVs | connect internet | | 4. super cars | self drive | | 5. smart clocks | remind us important meetings | | 6. dishwashers | clean and dry dishes |   ***E.g.***  *I think robots will look after my future house.* | - T tells students to read the words in the box first. Then T asks them to write the words in the box under the pictures.  - T gives them time to write the words under the pictures individually.  - T asks some students to read the words aloud. Then teacher checks their answers as a class discussion.  - T has students discuss what each of the appliances will do in the future and filling the blanks in the table.  - T calls some students to tell the class about their answers.  - Teacher and other students listen and make comments. |
| **Task 2: Grammar**  **Exercise 3, page 46**  ***Answer key:***  1. won’t  2. will  3. will  4. won’t  5. will  6. won’t  **Ex. 4:**  1. might  2. might  3. might not  4. might not  5. might , might | - T asks Ss t o read the exercise 3 and complete the sentences with WILL or WON’T.  - T gets feedback. |
| **Activity 3 - Homework** | |
| Prepare Unit 11 Getting started. | T reminds Ss to do homework. |