***Date of planning : 15/3/ 2025***

***Date of teaching : 18/ 3 / 2025***

Week: 27 UNIT 10: HOUSES IN THE FUTURE

# Period: 80 Lesson 1: : Getting started

**I. OBJECTIVES:** By the end of the lesson, students will be able to use lexical items about types of houses, Talking about different houses in the future

 **1. Knowledge:**

**\* Vocabulary:** Types of houses and appliances in the house (UFO (n); Solar energy (n); Smart TV (n) ,..

**\* Grammar:** Future simple; *Might* for future possibility

 **2. Competences:** Talk about houses in the future ( types, locations , surroundings, appliances); Ss can join teamwork, SS can have life skills , Ss know how to learn English right.

**3. Quality/ behavior:** To teach SS to love their home ,To teach SS to be hard- working

**II. TEACHING AIDS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 10, Getting started)

 - Smart TV/Pictures, sets of word cards

 - sachmem.vn

 **2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

 III. PROCEDURES : (STAGES)

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| **\* Warm-up** \* Aim: To create an active atmosphere in the class before the lesson and To lead in the topic.\* **Content: Game: *Brainstorming (***about the houses and appliances they want in the future)**\* Products:** Ss write words about the houses and appliances they want in the future on the posters.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **\* Warm up**: **T – SS** -Write the title of the unit *Our houses in the future* on the board. - Have Ss say something about the houses they are living in and the furniture or appliances they have got.- Tell them to think about the houses and appliances they want in the future.***\* Divide the class into 2 teams A and B***Teacher lets students pass the chalk within the team and write things in 2 minutes.- before we start the lesson, let’s get some vocabulary first. | **\* Warm up:** **Game: *Brainstorming*** ***Villa Smart TV******types of houses and appliances in house*** |
| **\* Presentation (5’)****(Vocabulary)** **\* Aim:** To introduce new vocabulary \* **Content:** Learn some vocabularies related to the topic. **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **- T - Ss.****\* Pre teach vocabulary**- Teacher use different techniques to teach vocab (pictures, situation, realia)- Follow the seven steps of teaching vacab.- Repeat in chorus and individually- Copy all the words\* Checking vocab: < Rub out and remmember> | **\* Vocabulary**- UFO (n): ( unidentified Flying object): vât. thể bay, đĩa bay.- Solar energy (n): năng lượng mặt trời.- appliance [ə'plaiəns] (n): thiết bị, dụng cụ.- Smart TV (n): Tivi thông minh **\*Checking vocab: < Rub out and remmember>** |
| **\* Practice: (20’)** |
| **Task 1**  |
| **\* Aims:** To set the context for the introductory text; To introduce the topic of the unit.\* **Content:** Listen and read the conversation.**\* Products:** Students read and understand the meaning of the conversation. Students know how to role play.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 1: T-Ss, Ss-Ss**- Set the context for the listening and reading. - T has Ss look at the picture and answer some questions. -Teacher plays the recording twice.* Students listen and read.
* Teacher checks students’ prediction.
* Teacher calls 2 students to read the conversation aloud.
* Draw Ss' attention to the uses of *will* (for future) and *might* (for future possibility) by underlining the sentences with *will* and *might.*
* Go around and offer helpif necessary.
 | **Task 1. Listen and read*** 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…

 They are talking about…**\* Role play.** |
| **Task 2** **\* Aims:** To help Ss understand the conversation.\* **Content: :** Read the conversation again. Find and write down the words or phrases that show:**\* Products:** Students write correct words on the board. **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 2: T-Ss, Ss-Ss**- Write on the board *Type of house, Location* and *Appliances in the house.* Explain the meaning of the words: type, location and appliances. - Have Ss repeat the words several times.- Ss work in groups, Ss read the conversation again and find the words or phrases to show type of the house, the location of the house and its appliances. - T has some Ss say the words and phrases in front of the class. ( write words on the board) | **Task 2: Read the conversation again. Find and write down the words or phrases that show:*****\* Answer key:*** - Type of house: UFO house- Location: mountains- Appliances in the house:  twenty rooms, solar energy,  somes smart TVs and 10 robots. |
| **Task 3****\* Aims:** To help Ss read for specific inform ation about the house and appliancesin the house.\* **Content:** Read the conversation again and tick T/F **\* Products:** Students give their corect answers in front of the class.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| ***Task 3:T-Ss, Ss-Ss***- Give time for students to read the conversation independently again and tick ( ) true or false next to the statements. - Ask them to share their answers in pairs before discussing in groups. Encourage them to correct the false statements.- Select one student to give his or her answers in front of the class. Praise them when they give the correct answers. | **Task 3: Read the conversation again and tick T/F****\* *Answer key:****1. T* *2. T**3. T**4. F* |
| **Task 4** **\* Aims:** To help Ss make phrases about places.\* **Content**: Order the words to make a phrase about a place.( Play game: LN)**\* Products:** Students discuss in groups and order to make a phrase about a place correctly.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| ***Task 4:T-Ss, Ss-Ss***- Explain 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.- Have students do exercise by playing lucky number. | **Task 4: Order the words to make a phrase about a place. Each group has one extra word.*****Example:*** *ocean / in / on / the**=> in the ocean****\* Answer key:***1. in the sea 2. in the city 3. in the town 4. in the mountains5. in the countryside 6. on the Moon 7. in the sky |
| **\* Production** |
| **Task 5:** **\* Aims:** To test students' memory of the vocabulary, to help Ss listen and guess the locations of houses in the future from the description.\* **Content: describe what you can see outside the window of your future house.  The others tries to guess where your house is****\* Products**: Some groups to perform the task in front of the class confidently.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| ***Task 5 :T-Ss, Ss-Ss***- Ss work in groups. One group member describes to his/ her group what he/ she can see outside the window of his/ her fut ure house. The other group members try to guess where his/ her house is.- Before doing the task, ask one pair of Ss to read aloud the exchange in the example as a model.- Give Ss time to do the task in groups. Then call on some groups to perform the task in front of the class.- Ask the class to listen and comment.-The group with the most points is the winner. |  **Task 5:** **In groups, describe to your classmates what you can see outside the window of your future house.  Your group tries to guess where your house is*****EX:******A:*** Outside my window I can see the beach and the water. Where's my house?***B:*** It's in the sea.***A:*** Correct! |
| **\* Consolidation (3’)**\* **Aim:** To consolidate what students have learnt in the lesson.\* **Content:** Summarise briefly the main content in the lesson.**\* Products:** Say aloud what they remember from the lesson. **\* Organization of implementation**: |
| **Teacher’s and Ss’ activities** | **Content** |
| - Teacher asks students to talk about what they have learnt in the lesson.- Ss work indepently | - some new words- Read and understand content of the conversation |
| **\* Homework (2’)**\* **Aim:** To revise the lesson and prepare for the next lesson.\* **Content:** Review the lesson and prepare for the next lesson ( A closer look 1)**\* Products:** Students’ textbook and workbook**\* Organization of implementation** |
| **Teacher’s and Ss’ activities** | **Content** |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words.- Read the dialogue again.- Prepare lesson 2 ( A closer look 1)*.* |

**\* Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

 ***Date of planning : 14/3/ 2025***

 *Date of teaching : 19/3/ 2025*

Week: 27 UNIT 10: HOUSES IN THE FUTURE

Period : 81 Lesson 2: A closer look 1

**I. OBJECTIVES:**

 By the end of the lesson, students will be able to:

 - use vocabularies and structures about household appliances;

 - pronounce the two-syllable words correctly.

**II. LANGUAGE ANALYSIS**

 **1. Knowledge:**

**\* Vocab:** electric cooker (n); dish washer (n); washing machine (n); wireless (adj)

 **\* Grammar:** Future simple; *Might* for future possibility.

**2. Competences:** Talk about houses in the future ; Co-operation, self- study, using language to do exercises.

**3. Quality/behavior:** To teach Ss to love their home ,To teach SS to be hard- working

**III. MATERIALS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 10, A closer look 1)

 - Smart TV/Pictures, sets of word cards

 - sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer; group works; individual ……

IV. PROCEDURES : (STAGES)

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| **\* Warm-up (5’)** **\* Aim**:  \* **Content:** *Game: Pass the secret* **\* Products:** Students write words on the board. (Team work) **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| - Give Ss a few minutes to play *Pass the secret* to revise phrases relating to locations of houses, - Ss play in groups. | ***Game: Pass the secret******1. My future house in the sea.*****e.g.** *in the sea,in the city,in the mountains, in the countryside.* |
| **\* Presentation (7’)** **(Vocab- pre-teach)** **\* Aim:** To introduce the new words.  \* **Content:** Some vocab related to the lesson. **\* Products:** read and understand the meaning of vocab. **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **- T - Ss****\* Pre teach vocabulary**- Teacher use different techniques to teach vocab (pictures, situation, …..)- Repeat in chorus and individually- Copy all the words**\* Checking vocab: < Rub out and remmember>** | **\* Vocabulary**- electric cooker (n): nồi cơm điện- dish washer (n): Máy rữa chén- washing machine (n): máy giặt- wireless TV (phrn): TV không dây**\* Checking vocab: < Rub out and remmember>** |
| **\* Practice (10’)** |
| **Task 1**:**\* Aims:** Tohelp Ss say the words / phrases correctly and put them in the appropriate columns.\* **Content:** Listen and repeat the words/ phrases in the box. Put the words in the right column.**\* Products:** Ss put the words/ phrases in the appropriate columns.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 1: T-Ss**- Have Ss look at the words and phrases in the box.Check that Ss understand the meanings of all words/ phrases- Play the recording and have Ss listen to the words and phrases.- Play the recording again with pauses for them to listen and repeat each word or phrase.- Then ask some Ss to read the words and phrases in front of the class. - Have Ss work in pairs to put the words/ phrases in the appropriate columns. - Ask them to share their answers in pairs before discussing them in groups. | **Task 1: Listen and repeat the words/ phrases in the box. Put the words in the right column.**  |
| **Task2:** **\* Aims:** Tohelp Ss make phrases about how appliances can help us.\* **Content**: Match and make phrases about what appliances can help us to do.**\* Products:** Students say the correct answers or write their sentences on the board.**\* Organization of implementation:**  |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 2: T - Ss, Ss - Ss*** Tell 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).
* Have students do the task individually, by matching the appliances in A with what they can help us to do in B.
* Ask them to share their answers in pairs before checking the answers as a class. Then encourage them to make sentences with matched phrases, e.g. An electric cooker can help us to cook rice.
* Call some students to write their sentences on the board. Correct if necessary.
 | **Task 2: Match and make phrases about what appliances can help us to do.**

|  |  |
| --- | --- |
| A | B |
|  1. electric cooker  2. dishwasher  3. fridge 4. washing machine 5. computer  |  a. receive and send emails  b. keep food fresh  c. cook rice d. wash and dry dishes  e. wash and dry clothes  |

\* ***Answer key:***1. c 2. d 3. b 4. e 5. a |
| **Task 3: (5’)****\* Aims:** Ask and answer questions about what appliances can help us to do.\* **Content:** *Ask and answer questions about what appliances can help us to do.***\* Products:** Ask and answer questions in front of the class. ( group work)**\* Organization of implementation**:  |
| **Teacher’s and Ss’activities** | **Content** |
| ***Task 3:T-Ss, Ss-Ss***- Ask students to read the example first. Ensure that they know what to do. - Have Ss do the task by playing game: ***The big wheel.**** Teacher divides the class into 2 teams.
* Each team spin the wheel and chooses the number they like, then ask and answer the question correctly.
* The team which has more points will be the winner.
 | **Task 3: Pair work: Ask and answer questions about what appliances can help us to do.*****\* Suggested answer:***What can an electric cooker help us to do?It can help us (to) cook rice and vegetables. … |
| **\* PRONUNCIATION (10’)****Task 4****Stress in two-syllable words (words only).****\* Aims:** To help Ss pronounce two-syllable words which have the first syllable stressed.\* Content: Ss understand and know how to pronounce two-syllable words.\* Products: Listen and repeat the words exactly.\* Organization of implementation: |
| **Teacher’s and Ss’activities** | **Content** |
| ***Task 4:T-Ss, Ss-Ss***- T explains that most two-syllable nouns and adjectives have stress on the first syllable .* Give students a few minutes to look at the words. Explain 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. Draw their attention to the stress mark on the first syllable.
* Play the recording several times, if necessary, for students to listen and repeat the words.
* Have students practise saying the words in pairs or groups. Go around to offer help or correct pronunciation, if necessary.

- Call some students to say the words in front of the class. Check their pronunciation if necessary. | PRONUNCIATION***\* Stress in two-syllable words***+ Most two-syllable nouns and adjectives have stress on the first syllable *(Hầu hết các danh từ và tính từ có hai âm tiết đều có trọng âm ở âm tiết đầu tiên)****Eg. housework, father, brother, pretty, famous, etc.***Task 4: Listen and repeat the words***\* Audio script:*** 'picture 'robot 'b ed roo 'kitchen 'housework 'palace 'village 'mountains |
| **Task 5****\* Aims**: To help Ss say the sentences with the two-syllable words in which the first one is stressed.\* Content: Listen and repeat the sentences. Pay attention to the stress of the underlined words**\* Products:** Some Ss to read aloud the sentencesin front of the class**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| ***Task 5:T-Ss, Ss- Ss***- Give Ss a few minutesto read the underlined two-syllable words in the sent ences. Encourage some Ss to read aloud the words in front of the class and ask the others to give comments.- Play the recording , sentence by sentence, for Ss to listen and repeat. Draw their attention to the stress in the first syllable of the underlined words.- Have Ss practice saying the sentences in pairs or groups.Go around to offer help orcorrect pronunciation, if necessary.- Call on some Ss to read aloud the sentences in front of the class. Check their pronunciation if necessary.If there is time, have Ss make more sentences with two-syllable nouns they know.Then ask them to say their sentences in front of the class. | Task 5: Listen and repeat the sentences. Pay attention to the stress of the underlined words1. The picture is on the wall of the bedroom.
2. The robot helps me to do the housework.
3. There's a very big kitchen in the palace.
4. Their village is in the mountains
 |
| **\* Production (5)****\* Aims:** To test students' memory of the vocabulary.**\* Content: Game: “Up and down”****\* Products:** Ss play in groups confidently.**\* Organization of implementation:** |
| **Teacher’s and Ss’ activities** | **Content** |
| T- Ss; Ss -Ss\* Teacher explains the rules: ***+*** *Teacher says 1-10 words related the topic of the lesson.* *Students stand up for words that are adjectives, and sit down for words that are nouns.* | **Game: “Up and down”**Eg: cushion (stand up) table ( stand up) famous ( sit down) modern( sit down ) |
|   **\* Consolidation (3’)**\* **Aim:** To consolidate what students have learnt in the lesson.\* **Content:** Vocab and how to pronounce the two-syllable words correctly.**\* Products:** Say aloud some words they remember from the lesson. **\* Organization of implementation**: |
| **Teacher’s and Ss’ activities** | **Content** |
| - Teacher asks students to talk about what they have learnt in the lesson |  - Vocabulary and how to pronounce the two-syllable words . |
| **\* Homework (2’)**\* **Aim:** To revise the lesson and prepare for the next lesson.\* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook**\* Products:** Students’ textbook and workbook**\* Organization of implementation:** |
| **Teacher’s and Ss’ activities** | **Content** |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words. - Prepare lesson 3 ( A closer look 2)*..* |

**\*- Evaluation:** ……………………………………………………………………………………………………………………………………………………………………………………………………

***Date of planning : 23/ 3/ 2024***

 *Date of teaching : 29/ 3/ 2024*

Week: 28 UNIT 10: HOUSES IN THE FUTURE

Period : 82 Lesson 3: A closer look 2

 **I. OBJECTIVES:**

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

 **1. Knowledge:**

**\* Vocab:** Some vocabularies related to the topic.

**\* Grammar:** \* Future Simple tense / Might for future possibility

**2. Competences:** Know how to use the future simple tense and use “ might” for future possibility; using the grammar to talk about houses in the future.

**3. Quality/behavior:** To teach Ss to love their home. Ss participate actively in the lesson; Ss know how to help others in the class.

**II. TEACHING AIDS:**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 10- A closer look 2)

 - Smart TV/Pictures, sets of word cards

 - sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

**IV. PROCEDURES : (STAGES)**

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| **\* Warm-up (5’)** **\* Aim**: To activate students’ prior knowledge and vocabulary related to the targeted grammar of future simple and to increase students’ interest. \* **Content:** Game: Sentence puzzling. **\* Products:** Ss have to work in groups to create as many correct sentences from the word cards. **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| \* **Warm up (group work)****- T – Ss, Ss - Ss*** Teacher divides the class into 4 groups.
* Teacher delivers a set of word cards which is a jumble sentences in the future simple tense to each group.
* Students will have to work in groups to create as many correct sentences from the word cards as possible.
* The group with more correct sentences will be the winner.

**🡪Lead in**Teacher says: “This lesson today we are going to use use future simple ” | ***\** Game: Sentence puzzling.*****\* Suggested answers:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *1. She* | *will* | *learn* | *English* | *next year* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *2. His* | *father* | *will* | *work* | *overnight.* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *3. Phong* | *and* | *Nick* | *will* | *come.* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *4. Sam* | *won’t* | *finish* | *his* | *homework*  |

 |
| **1. Presentation (5’)** **\* Aim:** To introduce targeted grammar of the future simple tense. \* **Content:** How to use the future simple tense. **\* Products:** understand and know how to use the future simple tense. **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **\* Pre – grammar.****- T – Ss*** 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).
* Let students read the examples in the yellow box. Draw their attention to the short form *‘ll* and *won‘t*.
 | **\* Grammar 1: The future simple tense****+ Model sentences:**  *She will learn English next year****\**** *We use the future simple tense to talk about an action that happens in the future***+ Form:****( +)** S + will + V ( nguyên mẫu)**( -)** S + will + not + V ( nguyên mẫu) (won’t)**(?)** Will + S + V (nguyên mẫu) ?  - Yes, S + will. - No, S + won’t. |
| **2. Practice (20’)** |
| **Task 1+ Task 2****\* Aims:**  To help Ss use will ('ll) or won't to complete the sentences.\* **Content:** Fill the blanks with *will ('ll)* or *won't.***\* Products:** Students say aloud their answers in front of the class.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 1:T –Ss** * Teacher has students complete Ex. 1 + 2

(p. 41).* Teacher then asks students to exchange their textbooks to check their friends’ answers.
* Then call on some Ss to say out their answers in front of the class. Check their answers.T explains if necessary.
 | **+ Task 1: Fill the blanks with *will ('ll)* or *won't to* make the sentences true for you.****Example:** ***I think I'll listen to music in the afternoon.******\* Answer key:*** ***Students’ own answers.*** **+ Task 2**: **Complete the conversation with**will ('ll)**or**won't**.*\* Answer key:*** 1. will (’ll) 2. will 3. will (’ll) 4. won’t 5. will (’ll)  |
|  |
| **Task 3:** **\* Aims:** To give students opportunities to use the future simple tense correctly in context.\* **Content:** Make sentences from the given words and pictures**\* Products:** Students’ write complete sentences on the board.**\* Organization of implementation:**  |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 3: T - Ss, Ss - Ss**- Have Ss read the instruction of the activity to understand what they are going to do.- Ask Ss to write sentences, using *will ('ll)* or *won't* and the words provided.- Give Ss time to do the task individually.- Get them to swap their answers in pairs or groups.Go around and offer help, if necessary.If there is time, have some Ss write complete sentences on the board.T and other Ss make comments.- Check the answers as a class. | **Task 3: Work in pairs. Make sentences from the given words and pictures. (p. 40)*****\* 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. |
| **Task 4****\* Aims:** To help Ss understand how *might* is used in a real context.\* **Content:** How to use *“ might”;* Read the two poems. Tick T (True) of  F (False).**\* Products:** Students to say out loud their answers in front of the class.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| ***\* T - Ss, Ss - Ss*** - T explains how to use “*might “*- Have Ss copy down the form.- Then have Ss read the examples in the **Remember!** box.- Let Ss do the task below and share the answers together.* Play the recording and ask students to listen and read the poems, focusing on the rhythm and intonation.
* Ask students to read the poems individually and underline all the phrases might + V.

- Invite one or two students to say out loud their answers in front of the class, then check the answers as a class | **\* Grammar2: Might for future possibility****+** *We use might + V to talk about actions that are possible in the future - we are not sure if the actions will happen.*+ Form: (+) S + might + V (nguyên mẫu)(-) S + might not + V (nguyên mẫu)**Task 4: Read the two poems. Tick T (True) of  F (False).** ***\* Answer key:*** 1. T 2. T 3. F 4. F 5. T 6. F |
| **\* Production (5’)****Task 5**\* **Aim:** To help Ss say what they might have or do in the future.\* **Content:** Think about what you might do or have in the future**\* Products:** Ss write correct sentences on the board. **\* Organization of implementation:** |
| **Teacher’s and Ss’ activities** | **Content** |
| ***\* T - Ss, Ss - Ss***- Have Ss read the instructions of the activity to understand what they are going to do.- Ask Ss to read the example and ensure that they know what to do. Then ask them to work in groups.- Have them discuss what they might or might not have/ do in the future.- Then ask Ss to tell their partners about them.T goes round and corrects mistakes or gives help when necessary.- Call on some Ss to share their ideas in front of the class.T and other Ss give comments. | **Task 5:** **Work in groups. Think about what you might do or have in the future. Share your ideas with your classmates.Example:**I might have a smartphone to surf the internet.***\* Suggested answers:***1. I might have a helicopter to travel around the world.2. I might have a robot to help me to do homework.……. |
|  **\* Consolidation (3’)**\* **Aim:** To consolidate what students have learnt in the lesson.\* **Content:** summarize the main content in the lesson.**\* Products:** Ss say what students have learnt in the lesson. **\* Organization of implementation:** |
| **Teacher’s and Ss’ activities** | **Content** |
| Teacher asks students to talk about what they have learnt in the lesson. | - Grammar: Future Simple tense / Might for future possibility- form and usage. |
|  **\* Homework (2’)**\* **Aim:** To revise the knowledge that students have gained in this lesson and prepare the new lesson\* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook**\* Products:** Students’ textbook and workbook**\* Organization of implementation:** |
| **Teacher’s and Ss’ activities** | **Content** |
| - T reminds Ss to do homework and prepare the new lesson. | - Do exercises in the workbook.- Prepare lesson 4 ( communication) |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….

***Date of planning: 21/3/ 2025***

***Date of teaching: 26/3// 2025***

Week :28 UNIT 10: HOUSES IN THE FUTURE

 Period : 83 Lesson 4 : Communication+ feedback on the mid- term test

**I. OBJECTIVES:**

 By the end of the lesson, students will be able to:

* express surprise;

- conduct a survey and report the result in verbal form.

**1. Knowledge:**

**\* Vocab:** Some vocabularies related to the topic.

**\* Grammar:** Wow! Is that + object? / It looks + adjective

**2. Competences:** Know how to use the future simple tense and use “ might” for future possibility; express surprise.

**3. Quality/behavior:** To teach Ss to love their home. Ss participate actively in the lesson; Ss know how to help others in the class.

**III. TEACHING AIDS.**

**1. Teacher:** - Grade 6 textbook, Planning Unit 10, communication

 - Smart TV/Pictures, sets of word cards

 - sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer; group works; individual ……

IV. PROCEDURES: (STAGES)

|  |
| --- |
| **1.Warm-up (5’)****\* Aim**: To introduce the topic; To lead in the lesson.\* **Content:** *\** Game: ***Pass the secret*****\* Products:** Ss play in groups by writing the correct on the board.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| \* **Warm up** **T –Ss , Ss - Ss** **-** Give Ss a few minutes to play *Guessing game* or *Pass the secret* to revise sentences relating to what appliances will help them to do in their future houses.**+ Lead in:**- Ask Ss to open their books to page 43 **(COMMUNICATION).**Teacher leads students into the lesson by telling about what they are going to learn: “How to express surprises”. | **\* Game:** ***Pass the secret******Eg:*** - Robots might help us to do the housework in the future- I might have a smart watch to surf the internet. |
| **2. Presetation ( 10’)****\* EVERYDAY ENGLISH** |
| **Task 1 + 2** **\* Aim:** To provide Ss with the way of expressing surprise. \* **Content:** Listen and read the conversation. Highlight the expressions **\* Products:** Ss knowthe way of express surprise and role play and practice in front of the class. **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 1:T –Ss** * Play the recording and let students listen and read the conversation at the same time.
* Then have them read the conversation sentence by sentence. Draw their attention to the highlighted sentences.
* Elicit the structure to express surprise from students.
* Ask them to act out the conversation in pairs.
* Go around and offer help, if necessary. Check their pronunciation .

**Task 2:T –Ss , Ss - Ss**Have Ss work in pairs, one expresses his/ her surprise when he/ she sees the ot her 's new things (watch, TV, mobile phone, shoes, etc.). Ask Ss to use the structure to express surprise in **1 .** | **Task 1: Listen and read the conversation. Highlight the expressions.**\* Wow! Is that + object? \* It looks + adjective.* **Audio script:**

*David: John! Hello!**John: Oh, hi, David. Wow! Is that your computer? It looks great.**David: Yes, it’s my new computer. My parents gave it to me for my birthday.***Task 2:** **Work in pairs. Express your surprise when you see your partner's new watch, TV, mobile phone, etc*****E.g.***A:Wow! Is that your mobile phone? It looks great.*B:*Yes, it's my new mobile phone. My grandparents gave it to me for my birthday. |
|  **Practice (15 ’)*****Houses and appliances in the future*** |
| **Task 3** **\* Aims:** To help Ss identify tasks that appliances can help them to do in the future houses.\* **Content**: Read the questions in the class survey below. Tick Y (Yes) or N (No).**\* Products:** Ss ask and answer in groups and tell about houses and what appliances will help them to do in future houses. **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 3:T –Ss : Ss- Ss**- Have Ss read the questions and explain the new words or phrases (e.g. hi-tech,in space, look after, etc.) if necessary.- Then have them answer the questions by ticking ( )" Yes"or "No".-Ask one or two Ss to look at the answers and tell about houses and what appliances will help them to do in future houses.  | **Task 3: Read the questions in the class survey below. Tick Y (Yes) or N (No).**

|  |  |  |
| --- | --- | --- |
| 1. Will you live in a hi-tech house? | **Y** | **N** |
| 2. Will your house be in space? |  |  |
| 3. Will you have a lot of treesand flowers around your house? |  |  |
| 4.  |  |  |
| 5. |  |  |
| 6. |  |  |

***E.g.*** *Hi.My name's Hoa. In the future, I'll live in a hi-tech house. It'll be in the mount ains. I'll have lots of trees and flowers around my house. I'll have a fridge that can cook meals for* me... |
| **Task 4****\* Aims:** To help Ss practise asking and answering questions about houses in the future.\* **Content:** Ask and answerabout houses and what appliances will help them to do in future houses. **\* Products:** Some pairs role-play in front of the class.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 4: T - Ss, Ss – Ss**- Have Ss read the conversation in the example. - Draw their attention to the type of house(question1) and its location (question 2 and 3) and how the questions are used. - Ask Ss to work in pairs and use the information from **3** to role-play. To add more variety to the conversation, - Ss may add the questions about appliances that the house will have and what these appliances will do for them. |  **4. Work in pairs. Use the questions in 3 to interview your partner.*****Example:***You: Hi, Nam. Will you live in a hi-tech house in the future?Nam: Yes. I will.You: Will your house be in space?Nam: Oh, no. It won’t.You: So where will it be?Nam: I'm not sure. It might be by the sea.***E.g.****Type of the house*: cottage*Location:* in the mountains*Surroundings:* trees, flowers and mountains*Appliances:* robot (look after th echildren), fridge (cook meals),computer (send and receive emails), etc. |
| **\* Production (8’)** |
| **Task 5****\* Aims:** To help Ss talk about houses and appliances in the future .\* **Content: Tell the class about your interview.****\* Product:** Some Ss tell the class about their partners' future houses, .**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 5: T - Ss, Ss – Ss**- Ask Ss to read the example to understand how to explain the interview in **4.**- Ask Ss to take notes of their partner's answers in **4** as follows:- Call on some Ss to tell the class about their partners' future houses, using the notes they have written.- T and other Ss listen and make comments.- To add more variety to the interview.- T may ask Ss to add some more information.  | **Task 5: Tell the class about your interview.*****\* Example:****E.g. Hello. I'd like to tell you about Nam's house and appliances that will help him to do things in his house... His future house will be a hi-tech house. It'll be He might have a robot to help him with his home.* ***Thank you for listening.***  |
| **\* Consolidation (3’)****\* Aims:** To consolidate what students have learnt in the lesson.\* **Content:** Summarize the content of the lesson.**\* Products:** Say aloud what they have learnt in front of the class.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| Teacher asks students to talk about what they have learnt in the lesson. | - Revise the simple future with “will”; - How to express surprise. - Ask and answerabout houses and what appliances will help them to do in future houses.  |
|  **\* Homework (2’)** \* **Aim:** To revise the knowledge that students have gained in this lesson. And prepare for the next lesson: Skills 1.\* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook**\* Products:** Students’ textbook and workbook**\* Organization of implementation:** |
| **Teacher’s and Ss’ activities** | **Content** |
| - T reminds Ss to do homework and prepare the new lesson. | - Do exercise in WB- To prepare for the next lesson: Unit 10- Skills 1. |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

***Date of planning : 23/ 3/ 2025***

***Date of teaching : 29/3/2025***

Week :28 UNIT 10: HOUSES IN THE FUTURE

 Period :84 Lesson 5 : Skills 1

**I. OBJECTIVES:**

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.

**II. LANGUAGE ANALYSIS**

**1. Knowledge:**

**\* Vocab:** surround (v); helicopter (n); feed (v), contact (v),..

**\* Grammar:** “will” for the future, “might” for future possibility

**2. Competences:** predicting what houses will be like in the future.

**3. Quality/behavior:** To teach Ss to be hard- working and love their home.

**III. MATERIALS:**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 10- Skills 1)

 - Smart TV/Pictures, sets of word cards

 - sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual …

IV. PROCEDURES : (STAGES)

|  |
| --- |
| **\* Warm-up (5’)****\* Aim**: To activate students’ prior knowledge and vocabulary related to the topic of reading and To lead in the lesson about Skills 1.**\* Content:** Look at the photo, discuss in pairs and answer.**\* Products:** Ss give the correct answers.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| - **T- Ss**T Asks the class to look at the picture first. Encourage Ss to get the details/ ideas of the picture( type of house, location, surroundings and appliances).  Then, tell Ss to work in pairs, asking and answering the questions provided.- Teacher leads students into the new lesson  | ***\* Warm up:*****Task 1: Look at the photo, discuss in pairs and answer.**+ What type of house do you think it is? - It's a villa.+ Where do you think the house is? - On the ocean+ What can you see around the house?- Trees, a garden, a swimming pool…+ What can you see in the house?  **-** robots , a TV, a computer, ….. |
| **\* Pre- reading (7’)****Presentation vocab.** **\* Aim:**. To provide students with some lexical items before reading the text.  \* **Content:** Learn some vocab related the topic. **\* Products:** Read and understand the meaning of words. **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **T –Ss :****- Pre teach vocabulary**- Teacher use different techniques to teach vocab (pictures, situation, explaination…..)- Repeat in chorus and individually- Copy all the words\* **Checking vocab: Checking: Call words in EL** |  **I/ READING.** \* **Vocabulary**- surround (v): bao quanh- helicopter (n): trực thăng- feed (v): cho ăn- contact (v): liên lạc- super (adj) : siêu đẳng**\*Checking: Call words in EL** |
|  **\* While -reading (10’)** |
| **\* Aims:** To help Ss read for specific information about the house and its appliances in the **future.**\* **Content:** Read the passage and Match .**\* Products:**  Ss read their answers and give explanation for their choice.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **T –Ss , Ss- Ss**- Set a time limit for students to read the text individually. Help them understand the text by giving the meanings of the difficult words.* Ask students to match the beginnings in A with the endings in B. Go around and offer help, if necessary.
* Ask students to work in pairs to exchange their answers first. Then call some students to read their answers and give explanation for their choice. Confirm the correct answers as a class.
 |  Task 2: Read the passage and match ***\* Answer key:***1. a, c, e, g, h 2. b, d, f |
| **Task 3** **\* Aims:** To develop reading skill for general and specific information.\* **Content**: Read the text again and circle the options.**\* Products:** Ss say aloud the correct answer .**\* Organization of implementation** : |
| **Teacher’s and Ss’activities** | **Content** |
| **T –Ss , Ss- Ss**- Ask Ss to read the incomplete sentences and guess the option (A, B or C) to fill the blanks. Explain that this task helps them focus on the Information they are going to find In the text.- Have Ss compare the answers in groups before discussing them as a class. **(** T can have do the task by playing game LN)- Confirm the correct answers to the class. | **Task 3. Read the text again and circle the option (A, B or C) to complete the sentences.*****\* Suggested answers:***1. B 2. A 3. C 4. B |
| **\* Post- reading****\* Pre-Speaking** |
| **Task 4:****\* Aims:** To help students form the ideas for their speaking\* **Content:** Work in pairs. Ask your partner about his / her future house**\* Products:** Ss ask and about his / her future house in front of the class.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **T –Ss , Ss- Ss**- Have Ss read the instructions to identify how the task is done.- Have Ss read the suggested questions and then think of the answers to these questions. Draw their attention to the type of future house (Question 1), its location (Question 2), its appearance (Question 3), etc.Then tell them that they have to imagine their future houses in order to answer the questions.- Have them work in pairs, asking and answering questions about their future houses. T may ask Ss to refer back to the passage in **2** and the conversation in **GETTING STARTED.** **-** T goes round and corrects mistakes or gives help when necessary.- Call on some pairs to perform the task in front of the class. - T and other Ss listen and make comments | **Task 4. Work in pairs. Ask your partner about his / her future house. Use the suggested questions.*****\* Suggested answers:*****A*:****What type of future house do you think it will be?****B:****It’ll be a villa.****A:****Where will it be?****B:****It’ll be on the hill.****A:****What will it look like?****B:****It’ll be very big, modern, beautiful and convenient.****A:****How many rooms will it have?****B:****It will have ten rooms: four bedrooms, two bathrooms, a kitchen, a dining room, a living room, a study.****A:****What appliances will it have and what will they help you to do?****B:****It will have smart appliances: a robot, a dishwasher, a washing machine, a fridge, a smart cooker and they will help us to do all the housework.* |
|  **\* Production****\* Aims:** To help Ss talk about different houses in the future.\* **Content:** Tell your partners about your future house.**\* Products:** Some Ss go to the board and tell the class about different houses in the future.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| - Have Ss read the example to identify how to do the task.Then have them tell their partners about their future houses using the information they have discussed in **4.**- Encourage some Ss to speak in front of the class, the class comments on their classmate's content, pronunciation, fluency, language (grammar, use of words, etc.), body language. - T can help the class give feedback. | **Task 5: Work In groups. Tell your partners about your future house. You can use the information in 4.\* Sample speaking :** *My future house will be a palace. It’ll be on the Moon. There’ll be a super smart TV in the house. It’ll help me to talk to my friends on other planets.* |
| **\* Consolidation (2’)****\* Aims:** To consolidate what students have learnt in the lesson.\* **Content:** Ss summarise what they have learnt with the two skills.**\* Products:** Students say what they have learnt with the two skills in front of the class.**\* Organization of implementation**:  |
| **Teacher’s and Ss’activities** | **Content** |
| - Teacher asks students to talk about what they have learnt in the lesson. | - 2 skills ( talk about theirfuture house) |
|  **\* Homework (2’)** \* **Aim:** To revise the knowledge that students have gained in this lesson.\* **Content:** Review the lesson and prepare for the next lesson .**\* Products:** Students’ textbook and workbook**\* Organization of implementation:** |
| - Teacher asks students to prepare the new lesson | - Do Ex inWB- Prepare: Skills 2  |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

***Date of planning : 28/3/ 2025***

***Date of teachin : 1/4/2025***

Week :29 UNIT 10: HOUSES IN THE FUTURE

 Period : 85 Lesson 6: Skills 2

**I. OBJECTIVES:**

* listen for specific information about dream houses;

- write a paragraph about a dream house.

 **1. Knowledge:**

**\* Vocab:** lexical items related to the topic.

**\* Grammar:** “will” for the future, “might” for future possibility

2. **Competences:** Ss listen and understand specific information about dream houses; write a paragraph about a dream house

**III. TEACHING AIDS**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 10- Skills 2)

 - Smart TV/Pictures, sets of word cards

 - sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual …

**IV. PROCEDURES : (STAGES)**

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| **\*Warm –up (5’)** **\* Aim**: To help students revise the vocabulary items they have learnt in the unit and lead in the next part of the lesson.  \* **Content: Game - Pelmanism****\* Products**: Ss play in groups and choose the the pair of number correctly. **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **T - Ss*** Teacher divides the class into 2 teams.
* Teacher put 14 sets of numbers, one includes word and the meaning of words.
* Members from two teams choose the pair of number .
* The group with the most correct word will be the winner

**🡪 Lead in*** Teacher uses the warm –up to lead in the new lesson.
 | \* **Warm up : Game - Pelmanism** - *Villa, stilt house, apartment, in the city, in the country, by the sea, in the mountain,….*- *Biệt tự, nhà sàn, căn hộ,…….* |
|  **\* Pre-Listening (7’)**  |
|  **\* Aim:** To help Ss have the ideas of what the conversation is about.\* **Content:** Listen and Write the names under correct picture**\* Products:** Ss can get some information the content of the conversation.Choose the correct picture.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| - Ask Ss to look at the pictures and elicit from Ss the details (types of house, surroundings and locations).- Ask Ss the houses they like and why they like them.* Play the recording. Ask students to listen and write the speakers’ names under the correct pictures.
* Teacher checks their answers.
* If it’s necessary, play the recording again and pause the recording after each sentence.
 | **Task 1: Listen to Nick and Linda talking about their dream houses. Which house would each prefer? Write their names under the correct pictures*\* Answer key:****Linda: Picture c. (villa by the sea, with a swimming pool and a garden)**Nick: Picture a. (flat in the city)* |
|  **\* While -listening ( 10’)** |
| **Task 2 (5’)****\* Aims:** To help Ss listen for specific information about dream house.\* **Content:** Listen conversation and tick the column**\* Products:** Ss give the answers correctly and correct mistakes where necessary **\* Organization of implementation**: |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 2: T - Ss, Ss - Ss**- Ask Ss to read the information in the first column. - Ask them to focus on the information they need only (what are important to Linda and Nick: park view, city view, etc.).- Play the recording again. Ask Ss to listen and tick what are important to Linda and Nick. - Call on some Ss to give the answers to the class and correct mistakes where necessary. |  **Task 2: Listen and check.****\* Key:****Linda:** sea view, swimming pool, garden **Nick:** park view, city view |
| **Task 3 (5’)****\* Aims:** To help students develop listening skill for specific information. \* **Content**: Listen again and answer the questions abot their drean houses**\* Products:** Ss answer the Qs correctly.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| ***- T-Ss, Ss-Ss***- Ask Ss to read the questions and underline the key words.- Then have them listen to the recording again and answer the questions in pairs or groups.- T can have Ss answer the questions by playing game *“the big Wheel”*- Ask a few pairs to role-play in front of the class, one asks the questions and the other answers. Other pairs and T listen and comment. | **Task 3: Listen again and answer the questions abot their drean houses.**\* **Key**: **1**. She has a big villa.**2**. Her house / It is by the sea.**3**. There's a swimming pool and a garden around her house.**4**. He has a flat.**5**. It's in the city.**6.** It has a super smart TV.**\* Audio script:***Nick*: Can you tell me about your dream house, Linda?*Linda:* Well, it's a big villa by the sea. It has a view of the sea. It has a swimming pool and a garden.*Nick*: My dream house is different.*Linda*: Really? What's it like?*Nick:* It's a beautiful flat in the city. It has a parkview in front and a city view at the back.*Linda*: Oh, sounds great!*Nick:* It has a super smart TV. I can watch films from other planets.*Linda:* That sounds great, too. But I think it'll be …. |
| **\* Pre -writing (5’)****\* Aims:** To help Ss brainstorm ideas for a dream house.\* **Content**: Discuss your dream house, and fill the table.**\* Products:** Ss ask and answer the questions and fill the table exactly.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| ***- T-Ss, Ss-Ss***- Have Ss look at the table. Draw their attention to the four pieces of information. - Then have them read the exchange in the example to understand how to do the task.- Ask Ss to work in pairs to ask and answer the questions and fill the table. - Call a student to write the answer on the board. Others write it in their notebooks.. | **Task 4. Work in pairs. Discuss your dream house, and fill the table.*\* Example:***A: What type of dream house is it?B: It's a palace.A Where is it?B: It's in the mountains.

|  |  |
| --- | --- |
| Type of house | palace |
| Location | in the mountains |
| Number of rooms | 7 |
| Appliances in the house | some robots |

 |
| **\* While-Writing (5’)****\* Aims:** To teach students how to write about their dream house.\* **Content:** Write 50 words about your dream house.**\* Products:** Students’ writing on the posters.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
|  ***- T-Ss, Ss-Ss**** Allow students time to write a paragraph (about 50 words) about their dream houses, using the suggested ideas/information in Task 4.
* When they finish, ask some students to talk about their dream houses to the class.
* If time allows, call one student to write his / her answer on the board. The class can give their comments.
 | **Task 5: Write 50 words about your dream house.(p. 45)*****\* 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.* |
| **\* Post-Writing (5’)**\* **Aim:** To peer check, cross check and final check students’ writing.\* **Content:** Students’ writing and cross check. **\* Products:** Students’ writing. **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| ***- T-Ss, Ss-Ss*** |  **Task 5: Students’ writing and cross check.**  |
| **\* Consolidation (2’)**\* **Aim:** To consolidate what students have learnt in the lesson.\* **Content:** Summarize the content of the lesson.**\* Products:** A student says what she/ he has learnt in the lesson.**\* Organization of implementation:** |
| **Teacher’s and Ss’ activities** | **Content** |
| - Teacher asks students to talk about what they have learnt in the lesson. | - Listen a passage about dream house.- Write a paragraph of about your dream house. |
| **\* Homework (2’)****\* Aim:** To revise the knowledge that students have gained in this lesson. \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook**\* Products:** Students’ textbook and workbook.**\* Organization of implementation** |
| * Teacher asks students to rewrite their writing in their books.

- Teacher asks students to prepare the new lesson. | * Rewrite the writing in the notebook.

- Prepare “ Looking back and project” |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….

***Date of planning : 29/3/ 2025***

***Date of teaching : 2/4/2025***

Week :29 UNIT 10: HOUSES IN THE FUTURE

 **Period : 86 Lesson 7: Looking back and project**

**I. OBJECTIVES:**

By the end of the lesson, students will be able to:

 - review the vocabulary and grammar of Unit 10;

 - apply what they have learnt (vocabularies and grammar) into practice through a project.

 **1. Knowledge:**

 **\* Vocab:** - Using the words related to types of houses and appliances in the house;

 - Stress in the two-syllable words ;

 **\* Grammar:** The usage of future simple and *might* for future possibility; expressing surprise;

**2. Competence:** Consolidate and apply what they have learnt in the unit . Do some practice exercises. Present their projects if possible.

**3. Quality/behavior :** The loveof their own houses and appliances in the house. Having serious attitude to imagining the houses in the future ; Having serious attitude to working in groups, individual work, cooperative learning and working; sharing.

**III. TEACHING AIDS:**

**1. Teacher:** - Grade 6 textbook, Planning (Unit 10 , Looking back and project)

 - Smart TV/Pictures, sets of word cards

 - sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

IV. PROCEDURES : (STAGES)

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| --- |
| **\* Check- up (5’)** **\* Aim**: To revise the vocabulary related to the topic and lead in the next part of the lesson. \* **Content: *\* Brainstorming*** – Write about household appliances. **\* Products:** The group having the most suitable answers is the winner. **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| \* **Warm up (Team work)** **T –Ss.****-** Teacher divides the board, and divides the class into 2 big groups.- Teacher asks students to brainstorm all household appliances they can think of.- The group having the most suitable answers is the winner. | \* **Warm up: *\* Brainstorming*** *computer* Household appliances*dishwasher, rice cooker, dryer,smart TV, ……*  |
| **\* VOCABULARY****\* Task 1 (5’)**  **\* Aim:** To help Ss revise the words relating to appliances in the future \* **Content:** Write the words in the box under the pictures. **\* Products:** Some students read the words aloud. **\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| - **T –Ss :*** Tell students to read the words in the box first. Then ask them to write the words in the box under the pictures.
* Give them time to write the words under the pictures individually. Then compare their answers with their partners.
* Ask some students to read the words aloud. Then teacher checks their answers as a class.

- Have the whole class read the words / phrases correctly. | **Task 1: Fill in the blanks and the table.** ***\* Answer key:****a. computer* *b. dishwasher* *c. wireless TV**d. washing machine* *e. fridge* *f. smart clock* |
|  **Task 2** |
| \* Aims: To help students revise future simple in context; review the phrases about what the appliances will do in the future.\* **Content:** Think about what the appliances will do in the future.**\* Products:** Complete the sentences correctly**.****\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| - **T –Ss ; Ss – Ss**- Have Ss work in pairs or groups, discu ssing what each appliance will do in the future and fill in the blanks in the table.- Call on some Ss to tell the class about their answers. T and other Ss listen and make comments. | **Task 2:** Think about what the appliances will do in the future. Fill the table:***E.g****. I think robots will look after my future house.****\* Suggested answer.***

|  |  |
| --- | --- |
| 1. robots   2. washing machine3. wireless TV4. super cars5. smart clocks6. dishwashers | look after the housewash clothesaccess to internetcan flycan play online musicwash dishes |

 |
| **\* GRAMMAR (10’)****Task 3,4****\* Aims:** To help Ss revise the use of the future simple in sentences; revise the use of *might* for future possibility.\* **Content:** Complete the sentences with will , won’t, might, **might not.****\* Products:** Ss read the complete sentences in front of the class.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 3.****T- Ss, Ss - Ss**- Have Ss read the instruction to know what they have to do. Draw their attention to some complex sentences with subordinate clauses of time(sentences 2,4,5).- T may explain these sentences if necessary.- Ask Ss to complete the sentences with *will ('II)* or *won't* individually first. - Then, they can check their answers with a partner before discussing them as a class.**Task 4.** **T- Ss, Ss - Ss**- Ss read and complete the sentences individually. Go around and offer help if necessary.- Have them swap their answers in pairs or grou ps before checking as a class. Correct mistakes if necessary.- Call on some Ss to read the complete sentences in fro nt of the class. T and other Ss listen and make comments. | **Task 3. Complete the sentences with will (’ll or won’t.*****\* Key:*** **1**. won’t **2**. will **3**. will **4**. won’t **5**. will **6**. won’t**Task 4.** **Complete the sentences with might or might not.****\* Key :** **1.** might **2.** might **3**. might not **4.** might not **5**. might, might |
| **\* Production(3’):****\* Aims:** To give Ss further practice about using “will and might”\* **Content: Complete the sentences with might or will.****\* Products:** Ss play in groups and say aloud the correct answers.**\* Organization of implementation:** |
|  |  |
| **T- Ss, Ss - Ss**- T has Ss do the task by playing game : *Lucky number.* Class is divided into 2 groups.* Teacher prepares 6 numbers which includes 4 questions about their school, and 2 lucky numbers.
* Each team takes turns and chooses a number and answers the question behind the number. If the team answers the question correctly, they will get 1 point. If the team chooses the lucky number, they get 1 point without answering the question and may choose another number.
* The team which has more points will be the winner.
 | **\* Complete the sentences with might or will.**1. They ………..live longer in the future?2. We ……….. find aliens on Earth one day, but I’m sure they will not speak our language.3.. The weather is not very good. It might rain this afternoon.4. I’m very worried about my examination next week.     - B: Don’t worry. You \_\_\_\_\_\_\_ pass. |
|  **\* Project (5’)** **\* Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.\* **Content: \* PROJECT: \* My future appliance:**\* **Products:** Students’ project on the posters.**\* Organization of implementation:** |
| **Teacher’s and Ss’activities** | **Content** |
| * Have students read the instruction of how to do the project.
* + Think about one appliance they want to have in the future.

+ Make a poster about it.+ Write the details of the appliance in the poster. (what they want to have, what it will help them to do).+ Share the poster with their class. | **\* PROJECT: \* My future appliance:**Description: Diagram  Description automatically generated |
| **\* Consolidation (2’)**\* **Aim:** To consolidate what students have learnt in the lesson.\* **Content:** Summarize the content of the lesson.**\* Products:** A student says the lesson’s content aloud.**\* Organization of implementation:**  |
| **Teacher’s and Ss’activities** | **Content** |
| * Teacher asks students to talk about what they have learnt in the lesson.
 | - revise vocabulary and grammar in unit 10- make Project: “ ” |
| **\* Homework (2’)****Aim:** To revise the knowledge that students have gained in Unit 10 and To prepare for the next lesson\* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook**\* Products:** Students’ textbook and workbook.**\* Organization of implementation:** |
| **Teacher’s and Ss’ activities** | **Content** |
| * Teacher asks students to revise old lesson and to do exercise in workbook.

- Teacher asks students to complete the project and prepare the new lesson. | - Complete the project- Prepare for the next lesson: Unit 11 ( Getting started) |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….