**Week 29**

**UNIT 10:OUR HOUSES IN THE FUTURE**

**Lesson 7: Looking back & Project p.46-47**

**Period**: **87**

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| **Class** | **Date of teaching** | **Attendance** |
| 6C | 11/04/2023 |  |
| 6D | 12/04/2023 |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Understand the key words: wireless, access, smart.

**\* Pronunciation:**

- *P*ronounce the key words correctly: wireless, access, smart.

**\* Grammar:**

- Use Future Simple and MIGHT for future possibility

-Usages of the prepositions: in/on.

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**b. Specific competencies:**

- Review the 4 skills

**3. Qualities:**

- To teach Ss **p**ositive attitude about houses and appliances in the house, dream houses.

- Students know the importance of houses and appliances in the house in daily life.

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

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

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| **ACTIVITY 1: WARM-UP (5’) (IW/GW)**  **1.Aim:**  - To review and drill section of the unit.  - To encourage Ss not to refer back to the unit pages but to use what they have learnt during the unit to help them answer the questions.  - To see how far Ss have progressed, and which areas need further practice.  **2. Content:**  **-** Revision **:** Describe *a famous city*  **-** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - Teacher (T)asks Ss some questions about them and class.  **Greeting**  **+ Chatting**  ***\* Brainstorming***   * 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.  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to the lesson. |  | |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  To help students revise the adjectives describing houses in the future.  To help students revise the nouns showing houses.  **2. Content:**  Revise the vocabulary about houses and appliances  Revise the vocabulary items they have learnt to do the exescise.  **3. Products:**  Remember the adjectives describing houses and appliances  Vocabulary about nouns showing houses and house appliances.  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context for doing exercises  **Step 2: Task performance**  **Task 1: Write the words/phrases under the correct pictures**   * 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 students work in pairs or groups, discussing what each of the appliances will do in the future and filling the blanks in the table. * Call some students to tell the class about their answers. *E.g. I think robots will look after my future house.* Teacher and other students listen and make comments.   **Task 2: Think about what the appliances will do in the future. Fill the table:** Teacher encourages students to complete the task individually.   * Student exchange their textbook to discuss the reasons about their choices. * Teacher gives feedback as a class discussion.   **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **Task 1: Write the words/phrases under the correct pictures**  ***Answer key:***  *a. computer*  *b. dishwasher*  *c. wireless TV*  *d. washing machine*  *e. fridge*  *f. smart clock*  **Task 2: Think about what the appliances will do in the future. Fill the table:** 1. Robots : look after the house  2. washing machine : wash clothes  3. wireless TV :access to internet  4. super cars :can fly  5. smart clocks :can play online music  6. dishwashers :wash dishes | |
| **ACTIVITY 3: PRACTICE (20' )**  **1. Aim**:  - To help students revise future simple in context.  - To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.  **2. Content**:  - Review grammar point: future simple.  **-** practise speaking in asking for information in the class.  - To help students practise writing about house in the future and appliances in that house.  **3. Products**:  Remember more the use and form of the grammar points.  Extra vocabulary.  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **GRAMMAR**  **Task 3: Complete the sentences with will or won't.**  Teacher lets SS do the exercise individually.  Teacher calls some Students to read the whole sentences, including answers, then call some others to give evaluation.  Teacher comfirms the correct answers, gives some corrections and explanation if needed  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss  **Task 4.Complete the sentences with might or might not.** - Teacher has students work on the exercise in pairs.   * Teacher gives feedback as a class discussion.   ***Project:***  **\* My future appliance:**   * Have students read the instruction of how to do the project. Draw their attention to the following steps:   + 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.   * Let them think about an appliance in their future house first. * Give them time to make their own posters by drawing their own appliances. * Ask them to look at the details in the bubble as an example. Then let them write what they will help them to do things in their future houses. * Get them to share their posters in pairs or groups. * Select some students to show their posters in front of the class and tell what the appliances will do in their future houses. The class gives comments.   -If there is not enough time, teacher may ask students to do the project as homework and check it in the following period. | **Task 3: Complete the sentences with will or won't.**  1. Tomorrow is Sunday, so I **won’t** have to get up early.  2. When I see Tom tomorrow, I **will** invite him to our party.  3. You must meet Anna. I am sure you **will** like her  4. We **won’t** start our dinner until Jack arrives.  5. I **will** phone you when I get home from school.  6. Tony **won’t** pass his examination. He hasn't studied yet.  **Task 4.Complete the sentences with might or might not.**  **Suggested answers:**  1. I am still not sure where to go for my holiday. I **might** go to Da Lat.  2. The weather is not very good. It **might** rain this afternoon.  3. There **might not**. be a meeting on Friday because the teacher is ill  4. Ann **might not** come to the party tonight because she is busy.  5. Phong is thinking about what he will do on Sunday. He **might** go to a judo club or he **might** stay at home to study English.  **\* My future appliance:**  Diagram  Description automatically generated  *This is the appliance I would like to have in the future. It’s a friendly robot. It can talk and understand what I say. It will help me study and practice English. It can also listen to my stories. It will be my best friend in the future.* | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assignments  **Step 2: Task performance**  - T summarises the main points.  - T asks Ss what they have learnt so far. Have them recall the important elements.  - T lets Ss take note the home assignments.  **Step 3: Report and discussion**  - T asks, Ss answer.  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **\* Home assignments:**  - Do more exercises in workbook.  - Complete the paragraph in Project and write down on notebook.. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….** | | |