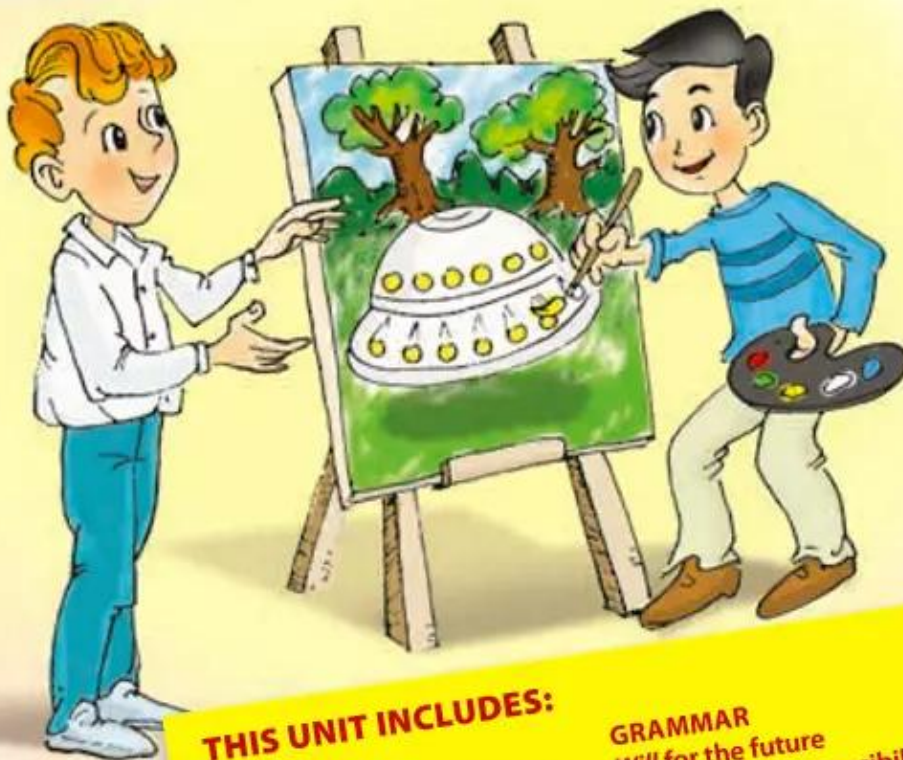


GETTING STARTED**My future house****THIS UNIT INCLUDES:**

VOCABULARY
Words to talk about types of houses and appliances

PRONUNCIATION
Sounds /dr/ and /tr/

GRAMMAR
Will for the future
Might for future possibility

COMMUNICATION
Talking about different houses in the future
Writing about a dream house

1 Listen and read.

Nick: What are you doing, Phong?

Phong: I'm drawing my house.

Nick: Your house! That's a UFO.

Phong: It looks like a UFO but it's my house in the future.

Nick: Where will it be?

Phong: It'll be in the mountains, surrounded by many tall old trees.

Nick: What will it be like?

Phong: It'll be a large house. There will be twenty rooms in it.

Nick: Twenty rooms! Wow! Will it be nice?

Phong: Yes, and it will have solar energy.

Nick: Fantastic! Which room will you like best?

Phong: My bedroom, of course.

Nick: What appliances might you have?

Phong: I might have a wireless TV so I can watch TV programmes from space or a friendly robot to help me with my home.

Nick: Sounds great! And how much will

Objectives:

By the end of this unit, students can:

- pronounce the sounds /dr/ and /tr/ correctly in isolation and in context
- use the lexical items related to the topic 'Our Houses in the Future'
- use 'will + V' for the future and 'might + V' for future possibility
- use the combinations of the adjectives (*modern, smart, automatic, ...*) + N (*house, dishwasher, TV...*)
- ask appropriate questions about future houses and appliances
- read for specific information about houses in the future and future appliances
- talk about houses in the future (*types, locations, surroundings, rooms, appliances*)
- listen to get information about dream houses
- write about a dream house (*type, location, surroundings, rooms, appliances*).

Introduction

Let Ss review Unit 2 *My Home* before starting the new unit. Write the title of the unit on the board 'Our Houses in the Future'. Let Ss say something about the houses they are living in and the furniture they have got. Tell them to think about the houses and the appliances they would like to have in the future.

Let Ss open their books and start the lesson.

GETTING STARTED

My future house

Set the context for the listening text. Focus on the characters (Phong and Nick), and the key language structures (*will + V* and *might + V*) to be learnt. Explain the meaning of 'UFO' and ask Ss to guess what the picture might show or what the conversation might be about.

- 1 Ask Ss questions about the picture. E.g. 'What are Phong and Nick doing? What can you see in the picture?'. Tell Ss to look through the conversation before listening.

Play the recording. Ss listen and read.

a Complete the table.

Type of house:	
Location:	
Surroundings:	
Number of rooms:	
Appliances in the room:	

b Read the conversation again. Complete the sentences.

- Phong's house will be in the _____.
- His house will be surrounded by _____.
- There will be _____ rooms in his house.
- The house might have a _____ to watch TV programmes from space.

2 Match the words with the pictures. Then, ask your partner about them.

1. UFO



2. houseboat



3. motorhome



4. skyscraper



5. palace



3 a Work with a partner. What adjectives can you think of to describe the houses in **2**?

b Ask and answer questions about the pictures.

Example:

A: Which house do you like best?

B: I like the palace.

A: Why?

B: It's big!

4 Read the phrases aloud. Tick (✓) the place where you want your future house to be located and write sentences.

- | | |
|---|---|
| <input type="checkbox"/> in the countryside | <input type="checkbox"/> on the ocean |
| <input type="checkbox"/> in the city | <input type="checkbox"/> on the Moon |
| <input type="checkbox"/> in the mountains | <input type="checkbox"/> under the ground |
| <input type="checkbox"/> in space | <input type="checkbox"/> by the sea |

Example:

My future house will be in the mountains.

5 Game

OUTSIDE MY WINDOW

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 located.

Example:

A: Outside my window I can see the beach and the water. I see children playing. Where's my house?

B: It's by the sea.

A: Correct!

- a** Ss read the conversation in pairs. Then they read it independently and complete the table. Ask Ss to share their answers before discussing in groups or the whole class.

Key:

Type of house:	UFO
Location:	in the mountains
Surroundings:	many tall old trees
Number of rooms:	20
Appliances in the room:	a wireless TV / a friendly robot

- b** Tell Ss to read the conversation again and find the appropriate information to complete the sentences. Ask them to share their answers in pairs or groups. Practise saying the answers together. Ask Ss to pay attention to the use of *will* and *might*.

Key:

1. mountains 2. many tall old trees 3. 20/twenty 4. wireless TV

- 2** Ask Ss to read the words, look at the pictures and match them together. Then let Ss ask and answer questions about the pictures. E.g. *What is this? What can you see in Picture ...?*

Key:

1. c 2. a 3. e 4. b 5. d

- 3 a.** Ask Ss to write the adjectives that can be used to describe the pictures and share the answers in pairs. Then call some Ss to write their answers on the board. Give them some adjectives when necessary (e.g. *big, tall, nice, beautiful, large, comfortable...*).

b. Tell Ss to read the conversation in the example. Then ask them to look at each picture and to role-play, using the adjectives in **3 a.** Ask some pairs to perform the task in front of the class.

- 4** Tell Ss to read the phrases aloud. Let Ss tick the place where they want their houses to be located and tell the group about them, using the structure in the example. T may ask some Ss to write their sentences on the board if there is time.

5 Game

Explain how the game is played: First, ask Ss to read the example. Then, ask them to describe to their classmates what they can see outside the window of their future houses. The group guesses where their houses are located.

Let Ss play the game in groups. Ask some groups to perform the games as a class.

A CLOSER LOOK 1

Vocabulary

- 1 Listen and repeat the appliances in the box. Then put them in the appropriate columns. (You may use an appliance more than once).

wireless TV automatic dishwasher
modern fridge automatic washing machine
hi-tech robot

living room	bedroom	kitchen	bathroom

- 2 Match the appliances in A with the things they can or might do in B.

A

- wireless TV
- automatic dishwasher
- modern fridge
- automatic washing machine
- hi-tech robot

B

- look after children
- cook meals
- help us watch TV programmes from space
- wash and dry dishes
- wash and dry clothes

- 3 Work in pairs. Using the information in 2, ask and answer questions about appliances in the house.

Example:

A: What does a wireless TV do?

B: It helps us watch TV programmes from space.

Pronunciation

/dr/ and /tr/

- 4 Listen to the chants. Write the words with the sounds /dr/ and /tr/ in the table.

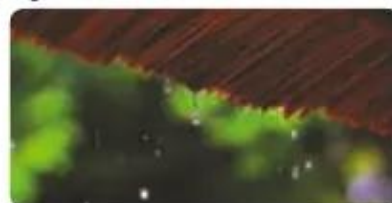
Drops of water

Little drops of water

Drip, drip, drip

Dripping from the cottage roof

On a rainy day.



I'd like to live in the countryside

I'd like to travel in a train

Along the track

I'd like to drive a tractor

Through the hay.



/dr/	/tr/

- 5 Say the words you have written in the table. Pay attention to the sounds /dr/ and /tr/. Can you add some more words?

A CLOSER LOOK 1

Vocabulary

- 1 Play the recording and let Ss listen to the words. Play it again with pauses for them to repeat each word. Correct their pronunciation.

Let Ss work in pairs to put the words in the columns. Then check their answers. Explain to Ss that they may use one word more than once.

Suggestion:

living room	bedroom	kitchen	bathroom
wireless TV	wireless TV	modern fridge	automatic washing machine
	hi-tech robot	automatic dishwasher	

T may ask Ss to discuss the difference between 'furniture' and 'appliances'.

- 2 Tell Ss to do the task individually. Ss match the appliances in A with the things they can do in B, then write sentences. Call some Ss to write the sentences on the board. T checks their answers. E.g. *A hi-tech robot looks after children.*

Key:

1. c

2. d

3. b

4. e

5. a

- 3 Ask Ss to read the example first. Tell them to role-play the conversation, using the information in 2.

Pronunciation

- 4 Play the recording twice. First, allow Ss to listen and repeat the chants sentence by sentence. Help them recognize the two sounds. Let Ss practise the sounds /dr/ and /tr/ together. Ask Ss to observe the T's lip positions for these two sounds. Then, ask them to write the words in the columns. Next, let them check their answers in groups. T may call some Ss to write their answers on the board. Correct their mistakes.

Key:

Sound /dr/: drive

drops

drip

dripping

Sound /tr/: countryside

travel

train

track

tractor

- 5 Let Ss read the words again and ask them to pay attention to the sounds /dr/ and /tr/. If there is time, let Ss add some more words with the sounds /dr/ and /tr/. Correct their mistakes.

A CLOSER LOOK 2

Grammar

Will for the future

We use *will* + *V* to talk about actions we think are likely to happen in the future.

Affirmative

I/we/you/they/he/she/it + will + V

I will travel to the Moon by super car in the future.

We'll live in a comfortable apartment on the Moon.

(*'ll* is the short form of *will*)

Negative

I/we/you/they/he/she/it + will not + V

We won't live in that cottage in the future.

(*won't* is the short form of *will not*)

Question form

Will + I/we/you/they/he/she/it + V?

Will they live on the Moon?

Yes, they *will*. / No, they *won't*.

1 Complete the conversation with *will* or *won't*.

Tom: Professor Lin, may I ask a question? (1) _____ the car of the future run on electricity?

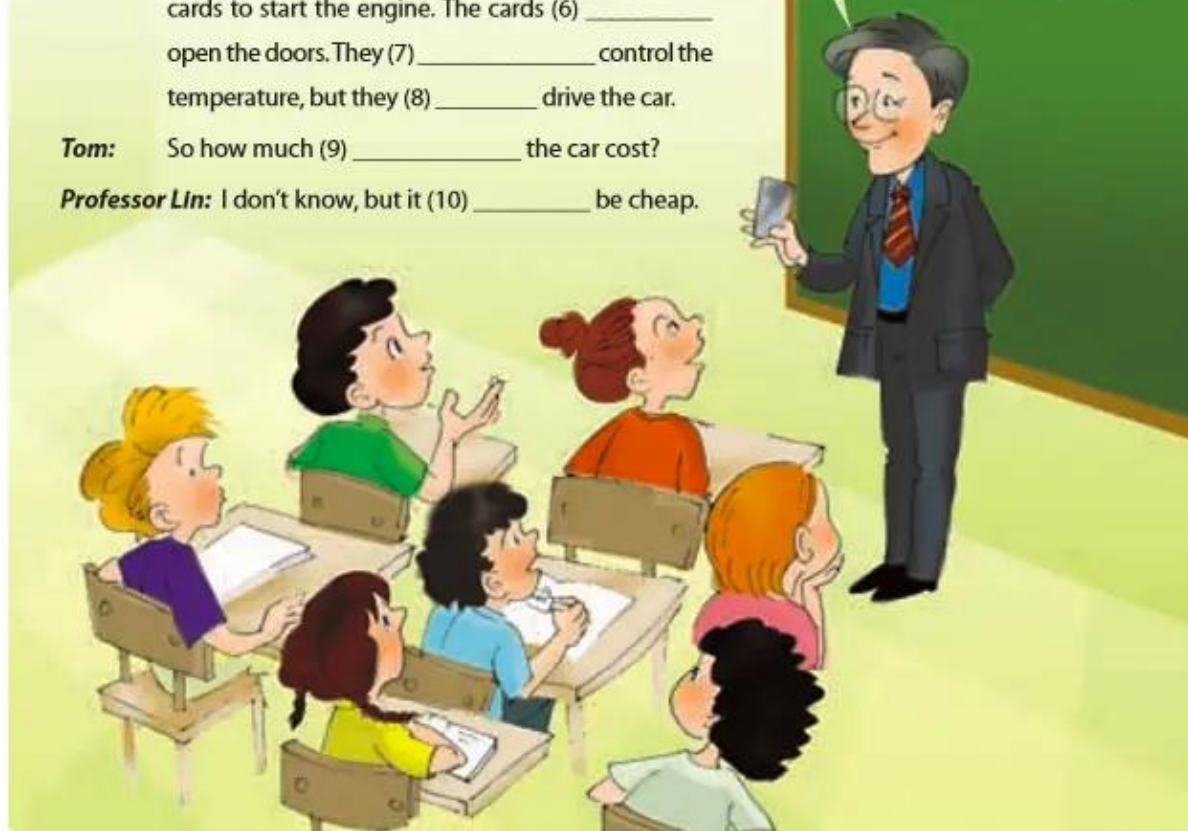
Professor Lin: No, it (2) _____. It (3) _____ probably use water.

Tom: Sounds great! In what other ways (4) _____ the car of the future be different?

Professor Lin: Instead of keys, we (5) _____ have special cards to start the engine. The cards (6) _____ open the doors. They (7) _____ control the temperature, but they (8) _____ drive the car.

Tom: So how much (9) _____ the car cost?

Professor Lin: I don't know, but it (10) _____ be cheap.



A CLOSER LOOK 2

Grammar

Will for the future

T explains how *will + V* is used (*We use will + V to talk about actions we think are likely to happen in the future*) and how it is formed (*affirmative, negative and question form*). Then let Ss read the examples in the table.

- 1 Let Ss read the open dialogue in pairs first. Then ask them to do the task individually. T may call some Ss to say out their answers separately. T gives explanation if necessary.

Key: 1. Will 2. won't 3. will 4. will 5. will
 6. will 7. will 8. won't 9. will 10. won't

Let Ss read again the complete conversation in pairs. T observes and helps when necessary (corrects Ss' pronunciation & verb forms).

2 Match the verbs in A with the nouns in B.

- A**
1. do
 2. clean
 3. cook
 4. wash
 5. water
 6. surf
 7. send and receive
 8. take care of

- B**
- a. meals
 - b. the flowers
 - c. children
 - d. housework
 - e. e-mails
 - f. the floors
 - g. clothes
 - h. the Internet

3 What will appliances do in the future? What won't they do? Using the phrases in 2, tell your partner about them.

Example:

Robots will cook meals.

Robots won't take care of children.

Might for future possibility

We use **might + V** to talk about actions that are possible in the future (we are not sure if they will happen or not).

Affirmative

I/we/you/they/he/she/it + **might + V**

We **might have** robots do our housework.

Negative

I/we/you/they/he/she/it + **might not + V**

They **might not travel** in cars.

4 Listen and read the two poems. Then, decide whether the statements below are T (True) or F (False).



In the future

We might go on holiday to the Moon.

We might stay there for a long time.

We might have a great time.

We might come home soon.

Henry, aged 14



In the future

We might live with robots.

They might clean our houses.

They might wash our clothes.

They might not talk to us.

Jenny, aged 13

1. Jenny thinks we might live with robots. T
2. Henry thinks we might travel to the Moon.
3. Jenny thinks robots might not clean our houses.
4. Henry thinks we will stay on the Moon for a short time.
5. Jenny thinks robots might help us do the housework.
6. Henry thinks we might not have a great time on the Moon.

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 smart phone to surf the Internet.

- 2 Allow Ss to match the verbs in A with the appropriate nouns in B. Call one or two Ss to say out their answers.

Key: 1. d 2. f 3. a 4. g 5. b 6. h 7. e 8. c

- 3 Ss work in pairs or groups. Let them think about if the appliances will or won't do the things in the future, using the information in 2. Then Ss tell their partners about them. T goes round and corrects mistakes or gives help when necessary.

Might for future possibility

T explains how *might + V* is used (*We use **might + V** to talk actions that are possible in the future - we are not sure if the actions will happen or not*) and how it is formed (*affirmative, negative*). Then let Ss read the examples in the table.

- 4 Play the recording and ask Ss to listen and read the poems, focusing on the rhythm and intonation. Ask Ss to read the poems individually and underline all the phrases *might + V*. Let Ss do the task below and share the answers together.

Key: 2. T 3. F 4. F 5. T 6. F

- 5 Have Ss study the example first. Then, ask them to think about what they might do or have in the future. Finally, Ss share their ideas with their classmates. They may use the ideas in 2 and/or 4.

COMMUNICATION

1 Game

THINGS WE MIGHT DO IN THE FUTURE

- a** Write the following phrases on six small pieces of paper.

go to school

take pictures with our cameras

have telephones at home

go on holiday to the beach

watch new films in the cinema

send postcards to friends

- b** Play the game in groups following the instructions.

Place six pieces of paper face down. Take turns looking at a piece of paper.

Read the phrase on it. Find the appropriate phrase on the circle below.

Make a sentence about the future using *won't* and *might*

Correct sentence: + 1 point

Incorrect sentence: - 1 point



Example:

In the future, we won't go on holiday to the beach but we might go on holiday to the Moon.

2 Class survey: HOMES IN THE FUTURE

- a** Read the questions below. Tick (✓) 'Yes' or 'No'.

	Yes	No
1. Will you live in a hi-tech house?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Will your house be in space?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Will you have a lot of trees and flowers around your house?	<input type="checkbox"/>	<input type="checkbox"/>
4. Will you have a fridge that can cook your meals?	<input type="checkbox"/>	<input type="checkbox"/>
5. Will you have a robot that can look after your children?	<input type="checkbox"/>	<input type="checkbox"/>
6. Will you have a car to fly into space?	<input type="checkbox"/>	<input type="checkbox"/>

- b** Work in pairs. Use the questions in **a** 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.

- c** Tell the class about your interview.

Example:

In the future, Nam will live in a hi-tech house. It won't be in space. It might be by the sea.



COMMUNICATION

1 Game: THINGS WE MIGHT DO IN THE FUTURE

- a Preparation: Ss have six pieces of paper on which the phrases are written: *go to school, take pictures with our cameras, have telephones at home, go on holiday to the beach, watch new films in the cinema, send postcards to friends.*
- b Explain how the game is played: Ss play the game in groups. First, they place six pieces of paper face down. Then, they take turns turning over each piece of paper and read the phrase on it. After that, they find the appropriate phrase on the circle below. Finally, they make a sentence about the future using *won't* and *might* as in the example. Those who make a correct sentence will get one point and those who make an incorrect sentence will have one point subtracted.

2 Class survey: HOMES IN THE FUTURE

- a Ask Ss to answer the questions by ticking *Yes* or *No* in the boxes.
- b Let Ss read the conversation in the example, paying attention to the *Yes* or *No* answers appropriate to the information in a and to the structure *might + V*. Then ask Ss to use the information from a to role-play.
- c Ask Ss to read the example to understand how to tell the class about the interview in b. Let some Ss tell the class about their interviews, using the main information in b.

SKILLS 1

Reading



1 Look at the picture and discuss with a partner.

1. What type of house do you think it is?
2. Where do you think the house is?
3. What can you see around the house?
4. What can you see in the house?

2 Quickly read the text. Check your ideas from 1.

3 Read the text and match the phrases in A with the correct ones in B.

My future house will be on the ocean. It will be surrounded by tall trees and blue sea. There will be a swimming pool in front and a large flower garden behind the house. There will be a helicopter on the roof so that I can fly to school.

My future house will have solar energy. There will be some robots in the house. They will help me do the housework, such as: cleaning the floors, cooking meals, washing clothes, watering the flowers and feeding the dogs and cats.

I will have a super smart TV in my house. It will help me surf the Internet, send and receive my e-mails, and contact my friends on other planets. It will also help me order food from the supermarket.

A

1. The house will have robots to
2. The house will have a super smart TV to

B

- a. clean the floors
- b. contact my friends
- c. wash clothes
- d. order food from the supermarket
- e. cook meals
- f. send and receive my e-mails
- g. surf the Internet
- h. water the flowers

4 Read the passage again and answer the questions.

1. Where will the house be located?
2. What will there be in front and behind the house?
3. Will the house have wind energy?
4. What will the robots do?

Speaking

5 Work in pairs. On a piece of paper, draw your future house (don't show your partner). Describe your house to your partner. Your partner will draw the house you describe.

Example:

My house will be on the Moon. It will be large and comfortable.

6 Work in groups. Draw the appliances in your future bedroom then talk about them to the group.

Example:

I will have a smart phone to talk to my friends on other planets.

SKILLS 1

Reading

- 1 Ask 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.

Suggestions:

1. It's a villa.
 2. On the ocean.
 3. a helicopter, trees, a garden, a swimming pool, ..
 4. Robots in the kitchen, a TV, a computer, a hi-fi stereo, ... in the living room.
- 2 Ask Ss to read the text quickly and check their ideas. Set a strict time limit to ensure that Ss will read quickly for the main information.
- 3 Ask Ss to read the text again. Help them to understand the text by giving the meaning of the difficult words, or explanations, or the Vietnamese equivalent. Tell them to pay attention to the context of the words/phrases: *will be surrounded by, will help me (to) do, solar energy, surf the Internet, order food from...* Then ask them to match the phrases in A with the correct ones in B.

Key: 1. a, c, e, h, 2. b, d, f, g

- 4 Set a longer time limit for Ss to reread the text. Ask Ss to note or underline where they find the information that helps them answer the questions. Ss can compare the answers before discussing them as a class.

Key:

1. On the ocean.
2. There will be a swimming pool in front and a large flower garden behind the house.
3. No.
4. They will do the housework (clean the floors, cook meals, wash clothes, water the flowers and feed the dogs and cats).

Speaking

- 5 Ask Ss to work in pairs and follow the instructions. Once Ss have drawn their future house, let them read the example and do the task. T goes round and corrects mistakes or gives help when necessary. T may call some Ss to perform the task in front of the class.
- 6 Allow students time to draw the appliances in their future rooms/houses. Let Ss discuss their work as given in the example. When they finish, ask some Ss to speak in front of the class, the class gives their comments on their classmates' content, pronunciation, fluency, language (*grammar, use of words ...*). T can help the class give feedback.

SKILLS 2

Listening

- 1 Listen to Nick and Linda talking about their dream houses. Which house would each prefer? Write their names under the correct pictures.



- 2 Listen to the conversation again. What is important to Nick? What is important to Linda? Tick (✓) the columns.

	Linda	Nick
1. park view		
2. city view		
3. sea view		
4. swimming pool		
5. garden		
6. cable TV		
7. quiet		

Writing

- 3 Work in pairs. Discuss the following ideas about your dream house.

1. What type of house it is
2. Where it is located
3. What it looks like
4. What surrounds it
5. What appliances it has

- 4 Now fill in the table about your dream house.

Type of house	
Location	
Number of rooms	
Surroundings	
Things in the house and what they will/might do for you	

- 5 Use the information in 4 to write about your dream house.

SKILLS 2

Listening

- 1 Ask Ss to look at the pictures and give the details (*types of house, surroundings and locations*). Ask them to focus on the task they have to do. Play the recording once. Ask Ss to listen and write the speakers' names under the correct pictures.

Key: Linda: Picture 3 (villa by the sea, with a swimming pool and a garden)
Nick: Picture 2 (apartment in the city)

Audio script:

Nick: Can you tell me about your dream house, Linda?
Linda: Well, my dream home is a big villa near the coast with a great view of the sea. It has a swimming pool, and it has a garden too.
Nick: What kind of garden?
Linda: A flower garden, you know. And my dream house will be a quiet one. You see, no noise.
Nick: My dream house is completely different.
Linda: Really? What is it like?
Nick: It's an apartment in the city. And it has a super cable TV so I can watch films from other planets.
Linda: Oh, that sounds great!
Nick: And I don't need a yard or a garden. In front of the house I want it to have a nice park view, and at the back, I want it to have a great city view.
Linda: That sounds interesting too. But I think it'll be...

- 2 Ask Ss to look at the information in the first column. Play the recording again. Ask Ss to listen and tick what are important to Linda and Nick. T may call some Ss to give the answers to the class and correct the mistakes where necessary.

Key: Linda: 3. sea view 4. swimming pool 5. garden 7. quiet
Nick: 1. park view 2. city view 6. cable TV

Writing

- 3 Ss discuss their dream houses, using the suggested ideas. E.g. Student 1: *What type of dream house is it?* Student 2: *It's a villa.* Student 1: *Where is it located?* Student 2: *It's by the sea. ...*
- 4 Ask Ss to fill in the table, using the main information they have discussed in 3.
- 5 Allow Ss time to write about their dream houses, using the suggested ideas/ information in 3 and 4. T reminds Ss to use *will + V* and *might + V*. When they finish, ask some Ss to talk about their dream houses to the class. The class can give their comments.

LOOKING BACK

Vocabulary

1 Using the words in the box, write the correct word under each picture.

- | | |
|-------------|---------------------------|
| robot | hi-tech fridge |
| smart clock | automatic dishwasher |
| wireless TV | automatic washing machine |



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____

2 Think about what the appliances will do in the future.

1. robot	<i>clean our houses, wash our clothes</i>
2. automatic washing machine	_____
3. wireless TV	_____
4. super car	_____
5. smart clock	_____
6. automatic dishwasher	_____

Grammar

3 Complete the sentences with **will** or **won't**.

- It's Sunday tomorrow, so I _____ have to get up early.
- When I see Tom tomorrow, I _____ invite him to our party.
- You must meet Anna. I am sure you _____ like her.
- We _____ start our dinner until Jack arrives.
- I _____ phone you when I get home from school.
- Tony _____ pass his examination. He hasn't done any work for it.

4 Complete the sentences with **might** or **might not**.

- I am still not sure where to go for my holiday. I _____ go to Da Lat.
- The weather is not very good. It _____ rain this afternoon.
- There _____ be a meeting on Friday because the teacher is ill.
- Ann _____ come to the party tonight because she is busy.
- Phong is thinking about what he will do on Sunday. He _____ go to a judo club or he _____ stay at home and study English.

Communication

5 Work in pairs. Using the information in 2, ask and answer the questions.

Example:

- A: Will robots clean your house in the future?
B: Yes, they will.
- A: Will super cars run on water in the future?
B: No, they won't.

Finished! Now you can ...	✓	✓✓	✓✓✓
• use words for types of houses and appliances			
• use <i>will</i> to talk about the future and <i>might</i> about future possibility			
• talk about your dream house			

LOOKING BACK

Encourage Ss not to refer to the unit pages. Ask them to keep a record of their answers to each task so that they can use their information to complete the self-assessment box at the end of the unit.

Vocabulary

- 1 Tell Ss to write the words that match the pictures and compare their answers with a partner. Ask some Ss to read the words aloud. Then T checks their answers.

Key:

- a. robot
- b. automatic dishwasher
- c. wireless TV
- d. automatic washing machine
- e. modern fridge
- f. smart clock

- 2 Have Ss write their answers in their notebooks.

Grammar

- 3, 4 Ask Ss to do these exercises individually first. Then, they can check their answers with a partner before discussing them as a class. However, tell Ss to keep a record of their original answers so they can use that information in their *Now you can...* statement.

Key:

3	1. won't	2. will	3. will	4. won't	5. will	6. won't
4	1. might	2. might	3. might not	4. might not	5. might, might	

Communication

- 5 Ss read the conversation in the example. Then role-play, using the information in 2. If there is time, have Ss write one of the conversations in their notebooks.

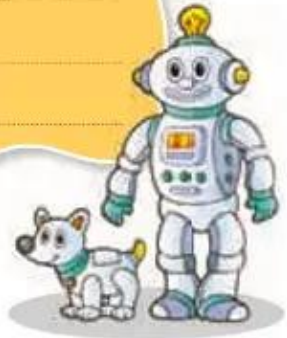
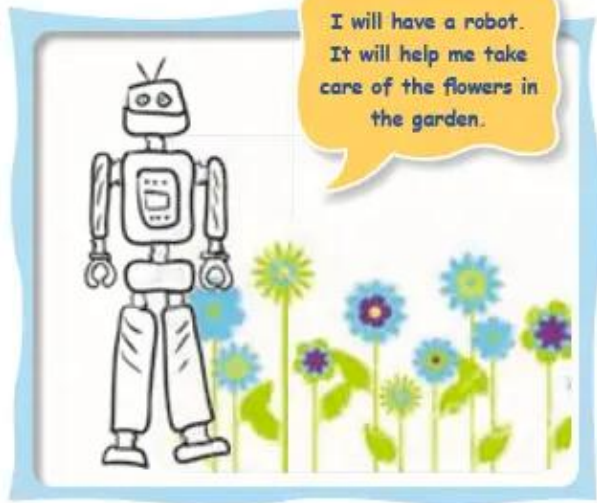
Finished!

Finally, ask Ss to complete the self-assessment. Identify any difficulties or weak areas and provide further practice.

PROJECT

MY FUTURE APPLIANCE

Think about an appliance you would like to have in the future. Make a poster for your future appliance. Write details about the appliance on the poster. Share your poster with the class.



PROJECT
My future appliance

Show the class how to do the project: Ask Ss to look at the poster and read the description of what the appliance will do in the future.

Have Ss think of an appliance they would like to have in their future houses. Let them have time to make their own posters (draw the appliance and write what it will or might do) and share their posters with a partner. T may select and show some good posters in front of the class.