

School:
Class:

Date:
Period:

UNIT 6: SPACE & TECHNOLOGY

Lesson 6.0 – Overview (Page 82)

1. **OBJECTIVES**

By the end of this lesson, students will be able to...

1.1. Language knowledge & skills

- learn vocabulary for and talk about *Life in space: astronaut, float, gravity, planet, rocket, space station*
- practise the sounds /ɪə/ and /eə/
- practise listening for key information

1.2. Competences

- improve Ss' communication, collaboration, analytical, and critical thinking skills

1.3. Attributes

- raise Ss' awareness of the development of space conquest and develop their interest in high technology.
- develop their patriotism, kindness, and honesty.

2. **TEACHING AIDS AND MATERIALS**

- **Teacher's aids:** Student's Book and Teacher's Book, Class CDs, projector / interactive whiteboard / TV (if any), IWB (Phần mềm tương tác trực quan), PowerPoint slides
- **Students' aids:** Student's Book, notebook

3. **ASSESSMENT EVIDENCE**

Performance Tasks	Performance Products	Assessment Tools
- Listen and repeat new words.	- Ss' answers	- T's observation /T's feedback
- Practise the sounds /ɪə/ and /eə/.	- Ss' answers/performance	- T's feedback
- Listen for specific information.	- Ss' answers	- T's feedback
- Express their ideas of living in space.	- Ss' answers/ performance	- T's feedback/Peers' feedback

4. **PROCEDURES**

A. **Warm-up:** (5 minutes)

a) Objective: to introduce the new lesson and get students' attention at the beginning of the class.

b) Content: *What's in this unit?*

c) Expected outcomes: Ss have an overview of what they are going to learn in this Unit.

d) Organisation of the activity:

Teacher's activities	Students' activities
- Go through the <i>What's in this unit?</i> box and tell Ss that these are the topics, skills, and activities this unit will cover. • Vocabulary: Life in space; Electronic devices; Advantages & Disadvantages of Technology • Grammar: Reported speech • Pronunciation: /ɪə/ - /eə/; Intonation	- Listen to T and pay attention to <i>What's in this unit?</i> box.

<ul style="list-style-type: none"> • Reading: <i>Life in Space</i> (blog entry – multiple choice); <i>Teen Tech Forum</i> (forum – R/W/DS statements) • Listening: An interview (gap filling); A dialogue (multiple choice); Monologues (multiple matching) • Speaking: Talk about life in space; Talk about using electronic devices; Complain – Request help; Talk about advantages and disadvantages of technology • Writing: A blog entry about teens using electronic devices • CLIL (Science): <i>Space Technology</i> (multiple matching) 	
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B. New lessons (35 minutes)

1. Vocabulary: 10 minutes

- Objectives: to present some vocabulary relating to *Life in space*.
- Content: Exercise 1
- Expected outcomes: Ss can remember words relating to *Life in space*.
- Organisation:**

Teacher's activities	Students' activities
1. Listen and repeat. <ul style="list-style-type: none"> - Direct Ss' attention to the pictures and ask them to look at the words under the pictures. - Play the recording with pauses for Ss to listen and repeat chorally and/or individually. - Check Ss' pronunciation. - Explain the meaning of the words. <p>+ <i>astronaut</i> /'æstrənɔ:t/ (n): phi hành gia</p> <p>+ <i>space station</i> /speɪs 'steɪʃən/ (n): trạm không gian</p> <p>+ <i>gravity</i> /'grævəti/ (n): trọng lực</p> <p>+ <i>rocket</i> /'rɒkɪt/ (n): tên lửa</p> <p>+ <i>planet</i> /'plænɪt/ (n): hành tinh</p> <p>+ <i>float</i> /fləʊt/ (v): nổi, trôi (ngoài trái đất)</p>	<ul style="list-style-type: none"> - Look at the pictures and the words. - Listen and repeat chorally and/or individually. - Listen to T. - Listen and take notes.

2. Pronunciation: 8 minutes

- Objectives: To help Ss learn and practise the pronunciation of /ɪə/ and /eə/.
- Content: Exercise 2
- Expected outcomes: Ss can pronounce /ɪə/ and /eə/ correctly.
- Organisation:**

Teacher's activities	Students' activities
2. Listen and put the words into the correct columns. Practise saying them with a partner. <ul style="list-style-type: none"> - Explain the task. - Play the recording for Ss to listen and complete the task. - Check Ss' answers. <p>- Play the recording with pauses for Ss to listen</p>	<ul style="list-style-type: none"> - Listen to T. - Listen and complete the task. - Check their answers. <p>Answer Key</p> <p>words with /ɪə/: <u>near</u>, <u>experience</u>, <u>zero</u>, <u>here</u></p> <p>words with /eə/: <u>there</u>, <u>prepare</u>, <u>share</u>, <u>air</u></p> <ul style="list-style-type: none"> - Repeat after the recording chorally and/or

and repeat chorally and/or individually. - Ask Ss to practise saying the words in pairs. Monitor the activity around the class. Pay attention to Ss' pronunciation and make corrections as necessary.	individually. - Practise saying the words in pairs.
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3. Listening: 12 minutes

- a. Objectives: To help Ss practise listening for specific information.
- b. Content: Exercises 3, 4
- c. Expected outcomes: Ss can improve their listening skills in terms of listening for key information.
- d. Organisation:

Teacher's activities	Students' activities
3. Listen to an interview with an astronaut and complete the sentences (1-4). Pre-listening - Explain the task and ask Ss to read the instruction carefully. Then guess the missing words' part of speech.	- Listen to T, read the instruction carefully, and make guesses before listening to the interview. Answer Key 1. <i>adj</i> 2. <i>n</i> 3. <i>n</i> 4. <i>phr</i>
While-listening - Play the recording, twice if necessary, for Ss to listen and complete the task. Notice Ss that they may use NO MORE THAN three words to fill in each gap. - Check Ss' answers. T can play the recording with pauses for Ss to check their answers. Audioscript <i>Interviewer: Next on the show, we are talking to astronaut John Hadfield to learn about his experience in space. John, thanks for coming!</i> <i>John: You're welcome.</i> <i>Interviewer: So, tell us, John; what is it like to eat and drink in space?</i> <i>John: Well, it can be difficult to eat in space because there's no gravity. We prepare special foods to eat, and we have to add water. We also drink normal things like water, tea, and juice, but we have to use a straw.</i> <i>Interviewer: Of course. How do you sleep?</i> <i>John: Well, we sleep in a sleeping bag and we tie it to the wall, so we don't float away!</i> <i>Interviewer: Wow! And how do you spend your free time?</i> <i>John: We read our favourite books, listen to music, enjoy the view, and take photos.</i> <i>Interviewer: Life in space seems very different from life on Earth!</i> <i>John: It is!</i>	- Listen and complete the task. - Check their answers. Answer Key 1. <i>special</i> 2. <i>juice</i> 3. <i>wall</i> 4. <i>listen to music</i>
Post-listening	

4. Would you like to live in space? Why? Tell your partner.

- Have Ss discuss life in space in pairs and express their opinions about whether they would like to live there or not and their reasons.
- Ask some Ss to share their answers with the class.

- Work in pairs to do the task.

- Speak in front of the class when invited.

Suggested Answer Key

A: *Would you like to live in space?*

B: *Yes, because I think it's interesting! I can enjoy the wonderful view of the planets. What about you?*

A: *I don't want to live in space. Life in space can be difficult because there is no gravity. etc.*

C. Consolidation and homework assignment: 5 minutes

1. Consolidation

- Vocabulary *Life in space: astronaut, float, gravity, planet, rocket, space station*
- Pronunciation: /ɪə/ and /eə/

2. Homework assignment

- Learn by heart the vocabularies and make sentences using them.
- Do the exercises on page 46, WB.
- Prepare for the next lesson: *Lesson 6a - Reading* (page 83, SB).

5. REFLECTION

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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