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| **Week 31 - Period 91**  *Date of planning: …./…../2021*  *Date of teaching: …./ ….. /2021* | **UNIT 11: SCIENCE AND TECHNOLOGY**  **Lesson 5: Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to read for general and specific information about the role of the science and technology in the future. They will be able to talk about the role of the science and technology in the future.

#### - Vocabulary: Lexical items related to Science and technology inventions.

- Grammar: Future tenses review, reported speech.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more responsible for and be more aware of protecting and discovering more about advanced science and technology.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** Write the structure: reported speech **(3’)**

**2. New lesson:**

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| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class and lead in the lesson.  ***b, Contents***: Ss retell some information they know about one of the most famous inventors they know.  ***c, Outcome*:** Ss can retell some information they know about one of the most famous inventors they know well.  ***d, Organization*:** | |
| - SS retell some information they know about one of the most famous inventors they know.  - T comments. |  |
| **2. Presentation (15’)**  ***a, Aims:*** Read the information about science and technology in the future.  ***b, Contents***:  + Ss work individually to quickly read the passages and match the headings with the passages.  + Ss work individually to underline the flowing words and phrases in the text and match each of them with its explanation.  + Ss work in pairs to read the text again and answer the questions.  ***c, Outcome*:** Ss can read the information about science and technology in the future and do reading exercises well.  ***d, Organization*:** | |
| - Ask Ss to read the passages quickly looking for key words and then match them with the headings.  - Have Ss do the task individually.  - Then Ss can check their answers in pairs.  - Elicit the answers from Ss.  - Check and comment.  - Ask Ss to read the passages again and answer the questions. Ss can ask and answer in pairs. T corrects the answers as a class. If time allows, have Ss show where they found the answers. | **I- Reading**  **1. Quickly read the passages. Match the headings with the passages.**  1- B 2- A 3- C  **2. Underline the flowing words and phrases in the text. Match each of them with its explanation.**  ***Key:***  1. D 2. A 3. E  4. B 5. F 6. C  **3. Read the text again and answer the questions.**  1. To explore Mars/ To find out if there is, or ever has been, life there/ To explore the possibility of being able to live there.  2. They help people live longer.  3. 70 or 75 years.  4. Solar panels and solar windows.  5. They can do chose such as cleaning, cooking, washing, and organizing things. |
| **3. Practice (10’)**  ***a, Aims:*** Think about scientific advances in these fields and make notes.  ***b, Contents***: Ss work in pairs to think about scientific advances in these fields and make notes.  ***c, Outcome*:** Ss can think about scientific advances in these fields and make notes well.  ***d, Organization*:** | |
| - Set up the **SPEAKING** stage by getting Ss to think about the pros and cons of advancement in science and technology. Explain that nothing is ‘black and white’; there are always advantages and disadvantages. For example, say:  *More and more robots will be invented and used in the future. One of the advantages of this is that robots will be able to do dirty or dangerous jobs that humans don’t want to do. At the same time, there are disadvantages - robots will replace people in some areas so there will be unemployment.*  - Ss work in pairs to think about these pros and cons. Encourage Ss to think of as many ideas as possible. Move around to give some cues and observe. | **II. Speaking**  **4. Think about your ideas about scientific advances in these fields. Look at the example and make notes.**  ***Nuclear energy:***  - convenient, clean, available…  - expensive, unsafe, environmentally unfriendly…  ***Nutrition pills:***  - people can live longer, convenient,…  - expensive, create an ageing population, create overpopulation…  ***Smart phones:***  - convenient, quick, entertaining…  - environmentally unfriendly, discourage face-to-face communication,  people can be tracked at all times…  ***Space travel:***  - exciting, adventurous…  - expensive, dangerous… |
| **4. Further practice (12’)**  ***a, Aims:*** Ss can express agreement and disagreement about how scientific advances can help us solve problems in the future.  ***b, Contents***: Ss work in groups to express agreement and disagreement about how scientific advances can help us solve problems in the future.  ***c, Outcome*:** Ss can express agreement and disagreement about how scientific advances can help us solve problems in the future well.  ***d, Organization*:** | |
| Divide the class into groups of five or six. Each group talks about one of the fields in **4**. Tell Ss to read the example before they start. Encourage them to use the phrase give in the **Look out!** box. While Ss are talking, T goes around to give assistance if necessary. | **5. Work in groups. Express your agreement and disagreement about how scientific advances can help us solve problems in the future.**  ***Example:***  A: I think robots will help us do many boring or difficult jobs.  B: Yes. But at the same time, they may bring a lot of unemployment.  C: And they’ll make us lazy and inactive. |

**3. Guides for homework (2’)**

- T summarizes the main content.

- Do exercise part reading.

- Prepare new lesson: Skills 2

- Prepare: write ideas to express agreement and disagreement about the roles of science and technology

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| **Week 31 - Period 92**  *Date of planning: …./…../2021*  *Date of teaching: …./.../2021* | **UNIT 11: SCIENCE AND TECHNOLOGY**  **Lesson 6: Skills 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to listen for specific information about how science and technology solve some problems in the future. They will be able to write to express agreement and disagreement about the roles of science and technology.

- Vocabulary: Lexical items related to Science and technology inventions.

- Grammar: Future tenses review, reported speech.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Students are hard-working and attentive. They know the roles of science and technology and highly appreciate them.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson

**2. New lesson:**

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| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm- up (5’)**  ***a, Aims:*** To help Ss to pay attention in the lesson.  ***b, Contents***: Ss work in pairs to tell advantages and disadvantages of robots, smart phone and nutrition pills.  ***c, Outcome*:** Ss can tell advantages and disadvantages of some scientific advances well.  ***d, Organization*:** | |
| - Ss tell advantages and disadvantages of the following scientific advances:  + robots  + smart phone  + nutrition pills  - T comments. | **Discussion** |
| **2. Presentation (15’)**  ***a, Aims:*** Help Ss listen for specific information about how science and technology solve some problems in the future.  ***b, Contents***:  + Ss work individually to listen to the conversation and choose the best summary  + Ss work individually to listen and circle the words and phrases they hear.  + Ss work individually to listen and answer the questions.  ***c, Outcome*:** Ss can listen for specific information about how science and technology solve some problems in the future and do listening exercises well.  ***d, Organization*:** | |
| **Pre- listening**  - SS look at the summaries and guess which one is the best for the listening.  **While – listening**  - Have Ss read the three options.  - Then play the recording and elicit the answer from Ss.  - Play the recording again, once or twice.  - Ask Ss to listen carefully and tick the words/ phrases according to what they hear in the passage.  - Play the recording again.  - Tell Ss to take notes/ write down the key words as they listen.  - Then they answer the questions in writing or verbally.  - Correct their answers as a class. | **I. Listening**  **1. Listen to the conversation and choose the best summary**  **Key:**  b. The benefits and drawbacks that advances in science and technology may bring to people’s lives.  **2. Listen again to the conversation between Nick, Duong, and Chau. Circle the words and phrases as you hear them**  ***Key:***  1. problems  2. high yields  4. overcrowding  6. bring unemployment  **3. Listen again and answer the questions.**  ***Key:***  1. High yields in farming will (help feed the growing population on earth).  2. (We may be able to live) on other planets.  3. He says he likes the idea of having lessons at home with a robot, and on the internet.  4. Yes, she does.  5. He thinks there will be many new problems. |
| **3. Practice (18’)**  ***a, Aims:*** Help Ss write to express agreement and disagreement about the roles of science and technology.  ***b, Contents***:  + Ss work in pairs to look at the sample paragraph and fill the outline.  + Ss work in pairs to make notes, then write a paragraph on the following topic individually.  ***c, Outcome*:** Ss can write to express agreement and disagreement about the roles of science and technology well.  ***d, Organization*:** | |
| **Pre – writing**  - SS read the note carefully to know how to write a paragraph to express their agreement/ disagreement.  - Have Ss read the sample paragraph.  - Explain that the first sentence in the sample is the topic sentence which tells the reader whether the author agrees or disagrees with the statement.  + The following sentences express the reasons.  + The last sentence is the concluding sentence, which summarizes the main points in the paragraph.  - Now have Ss work in pairs to fill the outline.  - Check as a class.  **While – writing**  - Have Ss read the argument put forward.  - Then work in pairs to make notes using the model in **4.**  - They must decide if they agree or disagree, give three supporting points, then conclude their argument.  - Move around to provide help.  - If time allows, have Ss work from their notes to write the paragraph in about 100 words.  - Make sure that they use proper connectors *first/ firstly, second/ secondly, ...* and pay attention to spelling and punctuation.  - T may collect some Ss’ work and mark them, then give comments to the class.  - Otherwise, help Ss develop a good outline for their writing and write the paragraph as homework. | **II. Writing**  **Write to express agreement or disagreement**    **4. Look at the sample paragraph and fill the outline below.**  **5. Make notes, then write a paragraph on the following topic.**  **Suggested writing**  *I agree with the idea that advanced technology will help SS greatly in studying by themselves at home. Firstly, studying at home will help us save so much money. We don’t have to buy so many books and school supplies. Secondly, not going to school for learning will help us save time and energy, too. We don’t have to spend much time on traveling to school. You can also learn at any time you like. Thirdly, students can avoid dangers on the way to school by studying at home. In fact, there are many accidents on the road, especially in rush hours. I think advanced technology really helps us in studying and it brings us more joy in getting new knowledge.* |
| **4. Further practice (5’)**  ***a, Aims:*** Write a paragraph aboutbenefit greatly from studying by themselves at home.  ***b, Contents***: Ss work individually to write a paragraph aboutbenefit greatly from studying by themselves at home  ***c, Outcome*:** Ss can write a paragraph aboutbenefit greatly from studying by themselves at home well.  ***d, Organization*:** | |
| T asks the Ss to make notes, then write a paragraph on the following topic.  Ss do it.  T asks some Ss to write at the board.  Some Ss write.  T checks and corrects. | **Make notes, then write a paragraph on the following topic.**  Do you agree or disagree with the following idea? With the help of technology, students will benefit greatly from studying by themselves at home**.** |

**3. Guides for homework (2’)**

- Finish their writing.

- SS to do ex E1, E2, E3 (P.42) in the workbook.

- Prepare ***Looking back and project.***

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| **Week 31 - Period 93**  *Date of planning: …./…../2021*  *Date of teaching: …./…../2021* | **UNIT 11: SCIENCE AND TECHNOLOGY**  **Lesson 7: Looking back and Project** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to review all vocabulary and knowledge they learnt in this unit.

- Vocabulary: Lexical items related to Science and technology inventions.

- Grammar: Future tenses review, reported speech.

**2. Competence:** Ss will develop some competences such as being determined, self-studying, creative and communicating. They will use language correctly.

**3. Behavior:** Students are hard-working and attentive. They know the roles of science and technology and highly appreciate them.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson

**2. New lesson:**

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| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm- up (5’)**  ***a, Aims:*** To help Ss to pay attention in the lesson.  ***b, Contents***: Ss work in pairs to complete the word web with the fields that could benefit from science and technology.  ***c, Outcome*:** Ss can complete the word web with the fields that could benefit from science and technology well.  ***d, Organization*:** | |
| - Asks Ss to complete the word web with the fields that could benefit from science and technology in pairs.  T may give some cues/ examples:   |  |  | | --- | --- | | *- Engineering* | *- Medicine* | | *- Farming* | *- Space exploration* | | *- Home life* | *- Communication* | | *- Entertainment* | *- Architecture* | | *- Energy* | *- Leisure* | |  |
| **2. Vocabulary (10’)**  ***a, Aims:*** To help Ss review vocabulary related to science and technology.  ***b, Contents***:  + Ss work in pairs to write the correct form of the words in brackets.  + Ss work individually to fill each gap with a word from the box to complete the passage.  ***c, Outcome*:** Ss can review vocabulary related to science and technology and do vocabulary exercises correctly.  ***d, Organization*:** | |
| - Ss can do the task in pairs.  - Correct as a class.  - After that let some Ss read the sentences aloud.  - Let Ss read the passage and complete this exercise individually.  - Less advanced classes can complete this exercise in pairs. | **I. Vocabulary**  **1. Write the correct form of the words in brackets.**  ***Key:***  1. scientific  2. environmental  3. developments  4. discoveries  5. unnatural  **3. Fill each gap with a word from the box to complete the passage.**  ***Key:***  1. inventions 4. inventing  2. laboratory 5. benefits  3. science 6. productive |
| **3. Grammar (15’)**  ***a, Aims:*** To help Ss review reported speech.  ***b, Contents***: Ss work individually to change the sentences into reported speech and rewrite these sentences in direct speech.  ***c, Outcome*:** Ss can review reported speech and do grammar exercises correctly.  ***d, Organization*:** | |
| - First, let Ss repeat the rules of changing the pronouns, the verb(s), and time and place expression in reported speech.  - Have them do tasks **4** and **5** in their notebooks.  - Then call on some Ss to read their answers, sentence by sentences.  - Correct their answers. | **II. Grammar**  **4. Change the sentences into reported speech**  1. He said that they were doing an experiment.  2. She told me that I had to sign the paper again.  3. Tam said that they had watched a television documentary on the future of nuclear power.  4. They announced that the 10 o’clock flight to Kuala Lumpur would be an hour late.  5. Scientist said that in 50 years’ time we might be living on the moon.  **5. Rewrite these sentences in direct speech.**  1. Kien said, “I missed/ have missed the train.”  2. Duong said, “I can run very fast.”  3. “I’ll hand in the report tomorrow,” Mia told me.  4. She said, “I’m reading a science fiction book about life on Venus.”  5. “I’ll be a lawyer I grow up,” he told me. |
| **4. Communication (8’)**  ***a, Aims:*** Ss write one prediction for each of the fields, based on the cues and their own ideas.  ***b, Contents***: Ss work in groups to write a prediction for at least three of the fields.  ***c, Outcome*:** Ss can write a prediction for at least three of the fields well  ***d, Organization*:** | |
| - Have Ss work in groups.  - Tell them to be imaginative.  - Make sure they write a prediction for at least three of the fields.  - Have Ss read out one of their predictions to the class.  - Others can ask them questions about their prediction. | **6. Write one prediction for each of the following fields, based on the cues and your own ideas. Then share it with the class.** |
| **5. Project (5’)**  ***a, Aims:*** Ss use their imagination to tell what they would like to invent.  ***b, Contents***: Ss work in groups to use their imagination, brainstorm ideas and then choose what they would like to invent. Then present their invention at class.  ***c, Outcome*:** Ss can do their project well.  ***d, Organization*:** | |
| 1. Ss work in groups. Give Ss enough time to read the passage and discuss the questions.  2. Encourage Ss to use their imagination, brainstorm ideas and then choose what they would like to invent.  3. Divide the four areas between members of the group to develop their ideas and write them down. Allow groups enough time to prepare their talk. They can make their preparations out of class, and in the next lesson have them present their invention. The class votes for the best or the most useful invention. | **Project: YOUNG INVENTORS** |

**3. Guides for homework (2’)**

- T summarizes some main content.

- Do project at home.

- Prepare ***Unit 12 – Getting started***.