

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

Teaching date:

Period: 88

UNIT 11: SCIENCE AND TECHNOLOGY

Lesson 1: Getting started

I./ Objectives

1. Knowledge: By the end of the lesson, ss will be able to:

- listen and read the conversation about science and technology for details and then do some related exercises.

- form the opposite words by adding prefix un- or im-

- use the lexical items related to science and technology

2. Qualities:

Skills: Speaking, listening, reading, writing.

Attitude: - Positive about science and technology.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./ PREPARATION:

1. Teacher: book, planning, picture, laptop, projector

2. Students: books, notebooks

III./ TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./PROCEDURE:

Teacher and Students' activities	Contents
ACTIVITY 1: Warm up (5')	
Chatting Aims: help students have an overview about the topic science and technology. Contents: - The lexical items related to the topic “science and technology” Products: - Games related to the topic. Organization: 1. Warmer (5'): Chatting Put the heading ‘Science and Technology’ on the board.	‘Science and Technology’

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Teacher and Students' activities	Contents
? Suggest any words or phrases related to this topic. - Accept all ideas, organize them in a word web if possible	
ACTIVITY 2. Knowledge Formation (17')	
<u>Getting-started:</u> <u>Aims:</u> provide sts necessary words and structure for understanding and learning the conversation. <u>Contents:</u> - new words from the conversation <u>Products:</u> - New words - Exercises <u>Organization:</u> 2.1. Vocabulary - Teacher uses different techniques to teach vocabulary (situation, realia) - Follow the seven steps of teaching vocabulary * Checking vocab: Ordering 2.2. Listen and read * Introduction: ? Look at the pictures but cover the text. - Brainstorm questions with Ss and write them on the board.	<u>New words</u> - science (n): khoa học - technology (v): công nghệ - development (v): sự phát triển - spaceship (n): tàu vũ trụ - traffic jam (n): sự tắc nghẽn giao thông - benefit (n/v): lợi ích, hưởng lợi - enormous (adv): to lớn - Repeat in chorus and individually - Copy all the words - Answer the questions individually. * Suggested answers: - Some robots working. - Yes, they are Duong, Nick, Chau, and Dr. Nelson. - They may be at school. - They may talk about Science and Technology.

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Teacher and Students' activities	Contents
<i>What can you see in the pictures?</i> <i>Do you know these characters? Where are they now?</i> <i>What are they talking about?...</i> - Accept all possible answers from Ss. Remember not to give correction at this stage. * Open prediction: You are going to listen and read the conversation on about the developments in science and technology. ? Before listening, guess what can robots do in the future? ? Listen and read the conversation then check your answers.	* They can work in factories and clean our home.
ACTIVITY 3: Practice (10')	
<u>Aims:</u> help sts have some concepts about the topic science and technology. <u>Contents:</u> - vocabulary related science and technology. <u>Products:</u> - exercises - games <u>Organization</u> <u>Doing:</u> 3.1a. Find words (1aP49) ? Read the conversation again and do the exercise in pairs. - Elicit the correct answers and write them on the board.	Key: 1. c 2. b 3. d 4. e 5. a 6. f

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Teacher and Students' activities	Contents
- Have Ss substitute the B words into the conversation to check that they match. Finally, explain the meaning of any complex words in Vietnamese if necessary. 3.1. b. Answer the questions Ss work individually to answer the questions. Ss compare answers with a partner and then discuss as a class. Have Ss say where they found the answers in the conversation. 3.1. c. Discussion ? What fields are mentioned in the conversation which are affected by science and technology? 3.1.d. Gap fill Have Ss do this exercise in pairs. Ask some Ss to present their answers. Confirm the correct answers. Help ss distinguish the two words.	1. They are at the Science Club 2. It is the roles of science and technology in the 21st century 3. Science and technology are changing everything. 4. He told Nick that only robots would work in factories and clean our homes in the future. 5. He/she said that there would be no more schools: they'd just stay at home and clean on the Internet. Key: 1. The economy (economy development) 2. The workplace (robot in factories) 3. The home (robots cleaning our homes) 4. Travel (traffic jams) 5. Education (school via the Internet) Key: 1. field 2. space 3. the key 4. economic development 5. flying cars Look out! - Science: knowledge about the world, especially based on examining, testing, and providing facts - Technology: things and ways of doing things that are based on knowledge about science and computers. - in the box are some more words and phrases related to science and technology Key: 1. science subjects 2. technology 3. researchers 4. machines 5. Scientific progress

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Teacher and Students' activities	Contents		
3.2. Complete the sentence ? Run through all the words in the box. ? What are the words about? ? Complete the sentences using the words in the box. - Check their work by calling on some Ss to read out their sentences. Allow Ss to write the translations next to the words. 3.3. The prefix un- and im- ? Look at the example. ? How can we form the opposite of the words? - Then let them do the task by themselves. After that, they swap their answers with a partner. Correct Ss' answers as a class. Then let them repeat the words in chorus. Find someone who ? Work in groups. ? Ask your groupmates Yes/No questions, using <i>do</i> or <i>will</i>	- necessary -> unnecessary - happy -> unhappy - polite -> impolite - add prefix un- or im- Key: 1. unknown		

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Teacher and Students' activities	Contents						
<u>Further practice:</u> ? Sum up the main content of the lesson. ? List some scientists of Viet Nam <u>Homework:</u> ? Learn by heart all the new words. ? Do Ex B1, 2,3 P30 (Workbook) ? Prepare: Closer Look 1 - Collect pictures, songs, clips talking about science and technology.	Reference an inventor: Some scientists of Viet Nam: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Võ Hồng Anh</td><td style="width: 50%;">Lê Văn Thiêm</td></tr> <tr> <td>Trần Đại Nghĩa</td><td>Hà Đình Đức</td></tr> <tr> <td>Hoàng Tụy</td><td>Phan Lương Cầm</td></tr> </table>	Võ Hồng Anh	Lê Văn Thiêm	Trần Đại Nghĩa	Hà Đình Đức	Hoàng Tụy	Phan Lương Cầm
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Teaching date:

Period: 89

UNIT 11: SCIENCE AND TECHNOLOGY

Lesson 2: A closer look 1

I./. Objectives

1. Knowledge: By the end of the lesson, ss will be able to:

- Pronounce words with the prefix *un-* and *im-* correctly in isolation and in context
- Learn some more words related to science and technology

2. Qualities:

Skills: Speaking, listening,

Attitude: - Positive about science and technology.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./. PREPARATION:

1. Teacher: book, planning, picture, laptop, projector

2. Students: books, notebooks

III./. TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

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IV./PROCEDURE:

II. New lesson.

Teacher and Students' activities	Content
ACTIVITY 1: WARM-UP (5')	
Word webs <u>Aims:</u> - Elicits the topic from students <u>Contents:</u> - The lexical items related to the topic “science and technology” <u>Product:</u> - activities - introduction <u>Organization:</u> Introduction Explain to Ss that there are three common ways of forming nouns indicating people, but don't say what they are. Write the following on the board: ? Elicit from Ss how these words are changed to mean a person who does these things. ? Give some more examples. ? Read the Look out! box. And say out the rule.	to learnt -> learner to invent -> inventor science -> scientist * We add -er, -or or -ist to a verb or a noun to form a noun indicating people.
ACTIVITY 2 : KNOWLEDGE FORMATION (20')	
<u>Aims:</u> help sts learn the words about science and technology and usage of those.	

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Teacher and Students' activities	Content								
<u>Contents:</u> new words in A closer Look 1 <u>Products:</u> Keys of A Closer Look 1 <u>Organization:</u> 2.1. Vocabulary - Teacher uses different techniques to teach vocabulary (situation, realia) - Follow the seven steps of teaching vocabulary * Checking vocab: R.O.R 2.2. Activity 1 P50 ? Complete the following sentences with nouns indicating people Do this activity the first time around as a quiz. Divide the class into two teams. ? Read out item one and ask Team A to answer. - If they get it wrong, the option goes to Team B to answer. Keep a score on the board to increase the fun element. Now have Ss work individually to do the task in their books. ? Write the answers on the board. Correct their answers as a class. 2.3. Activity 3 P50	- (adj): không biết trước, bất ngờ unforeseen - immature (adj): non nớt, chưa chín chắn - impure (adj): không trong sáng, không sạch - unwise (adj): không khôn ngoan, khờ - Repeat in chorus and individually - Copy all the words Key: 1. adviser/advisor 2. chemist 3. designer 4. programmer 5. Biologist Key: <table style="width: 100%;"> <tr> <td>1. chemist</td><td>2. software developer</td></tr> <tr> <td>3. engineer</td><td>4. physicist</td></tr> <tr> <td>5. doctor</td><td>6. conservationist</td></tr> <tr> <td>7. explorer</td><td>8. Archaeologist</td></tr> </table>	1. chemist	2. software developer	3. engineer	4. physicist	5. doctor	6. conservationist	7. explorer	8. Archaeologist
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Teacher and Students' activities	Content						
? Work in pairs and discuss what the word in for each picture. - T checks as a class. For more able Ss, have pairs write the descriptions of these people in the same style as activity 1. Then put pairs together to read out their descriptions and challenge each other to guess the person, like in the quiz 1. 2.4. Activity 3 P50 ? Read the sentences and guess the part of speech of the word to be filled in each blank. - Have Ss call out their guesses. Ss work individually. Ask some Ss to write their answers on the board. Check their answers as a class.	Key: <table border="0"> <tr> <td>1. developments</td> <td>2. scientists</td> </tr> <tr> <td>3. exploration</td> <td>4. medical</td> </tr> <tr> <td>5. economic</td> <td></td> </tr> </table>	1. developments	2. scientists	3. exploration	4. medical	5. economic	
1. developments	2. scientists						
3. exploration	4. medical						
5. economic							
ACTIVITY 3: PRACTICE (15')							
<u>Aims:</u> Concept of tone in asking for information <u>Contents:</u> - vocabulary and grammar in Closer look 1. <u>Products:</u> Sts can read in correct intonation <u>Organization:</u> <u>3. Pronunciation (20'')</u>							

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Teacher and Students' activities	Content																
3.1. Stress in words starting with un- and im- . Explain to Ss that the prefixes un- and im- are used to make adjectives (and adverbs) negative. Explain to them that when these prefixes are added, the stress of the new word does not normally change. Give some examples. 3.2. Activity 4 P51 - Play the recording for Ss to repeat the words. Play the recording as many times as necessary. Correct Ss's pronunciation, especially the stress. Then have Ss mark the stress on the words by drawing circle above the stressed syllable. 3.3. Activity 5 P51 Have Ss read out the word first. Then they work in groups to put the words in the right columns. Call on some Ss to write the answers on the board. Confirm the correct answers. 3.4. Activity 6 P51 Have Ss work individually to write down the words. Play the recording two or three times for Ss to check.	When we add the prefix un- or im- meaning 'not') to a root word, the stress of the word does not normally change. Example: 'friendly -> un'friendly 'probable -> im'probable Note: When we add the prefix un- or im- to a one-syllable word, the stress falls on the root word. Example: fair -> un'fair Pure -> im'pure Key: <table><tr><td>0O</td><td>oOo</td><td>ooO</td><td>oOoc</td></tr><tr><td>un'wise</td><td>un'lucky</td><td>unfore'seen</td><td>un'limited</td></tr><tr><td>im'pure</td><td>un'healthy</td><td>imma'ture</td><td>im'possible</td></tr><tr><td>un'hurt</td><td>im'patient</td><td>impo'lite</td><td>un'natural</td></tr></table> Key: 1. impure 2. unhealthy 3. impossible 4. unlimited 5. impatient	0O	oOo	ooO	oOoc	un'wise	un'lucky	unfore'seen	un'limited	im'pure	un'healthy	imma'ture	im'possible	un'hurt	im'patient	impo'lite	un'natural
0O	oOo	ooO	oOoc														
un'wise	un'lucky	unfore'seen	un'limited														
im'pure	un'healthy	imma'ture	im'possible														
un'hurt	im'patient	impo'lite	un'natural														
ACTIVITY 4: PRODUCTION (5')																	
<u>Aims:</u>																	

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Teacher and Students' activities	Content
- help sts use topic “science and technology” words and ask for information. <u>Contents:</u> - The lexical items related to the topic “science and technology” in textbook - questions from students <u>Products:</u> Sts have a clear concept of intonation of question for information <u>Organization:</u> ? Recall the rule of stress in words starting with un- and im- <u>Homework:</u> ? Learn by heart all the new words. ? Do Ex B2, 3 P37 ? Prepare: A closer look 2 - Collect pictures, songs, clips talking about science and technology.	

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Teaching date:

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UNIT 11: SCIENCE AND TECHNOLOGY

Lesson 3: A closer look 2

I./. Objectives

1. Knowledge: By the end of the lesson, ss will be able to:

- Use the future simple and future continuous to talk about science and technology in the future
- Use the direct speech and indirect speech to report what people say or tell

2. Qualities:

Skills: Use of English.

Attitude: - Positive about science and technology.

GV: Nguyen Bich Lien

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- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./ PREPARATION:

1.Teacher: book, planning, picture, laptop, projector

2.Students: books, notebooks

III./ TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./PROCEDURE:

<i>Teacher's and students' activities</i>	Content
ACTIVITY 1: WARM-UP (5')	
<u>Aims:</u> review old lesson <u>Contents:</u> - Brainstorming <u>Products:</u> - brainstorming <u>Organization:</u> Brainstorming - Free talk Introduction Ss have already learned the future simple <i>will do</i> and the future continuous <i>will be doing</i>. Tell Ss that this is a review section. T may help Ss recall the form and uses of these two tenses. Also remind them of the uses of present simple and going to to express future actions.	
ACTIVITY 2. Knowledge Formation (20')	
<u>Aims:</u> Help sts know about the future tense <u>Contents:</u> - Definite The future tense <u>Products:</u> Sts can use the future tense exactly Key to Grammar <u>Organization:</u> Grammar 1: Future tense: review 2.1. Have Ss work individually. Check their answers as a class. T may ask why a certain tense is used to check that Ss understand the rules. 2.2. Tell Ss to study the example first. Then they work in pairs to do the activity. Encourage them to talk as much as possible. Remember that there	Key: 1. will have 2. will be doing

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is no ‘right’ or ‘wrong’ as long as their sentences are grammatically correct. Move around the class and listen to Ss. If there is a point which everyone is confused about, bring the class back together and do a quick review of it.	3. will she be 4. won’t pass 5. decide; will support - Pair work
ACTIVITY 3. Knowledge Formation 2(10’)	
Grammar 2: Aims: learn about Reported speech and their usage Contents:- Definite Reported speech Products: Key to Grammar Organization: Grammar 2: Reported speech <i>In direct speech, we give the exact words somebody said, and we use quotation marks.</i> <i>In reported speech, we give the meaning of what someone said, but with some changes and without quotation marks.</i> Example: <i>Nam: “I want to become a robot designer.”</i> → <i>Nam said he wanted to become a robot designer.</i> <i>When the reporting verb (e.g., say or tell) is in the past, the verb in reported speech changes as follows:</i> 2.3. Tell Ss to refer back to the conversation in GETTING STARTED and find the examples of reported speech. Focus them on the use of the verbs. 2.4. Ss work in pairs. Ask them to write down the sentences in their notebooks. Call on some Ss to read out what they have done. For a class which needs more support, have two Ss to write their answers on the board. Correct their mistakes.	- Listen to the teacher and take notes - Answer individually - Pair work Key: 1. Nick said that he came from a small town in England. 2. My friend said that Brazil would win the World Cup. 3. Olive told Chau that she was leaving Viet Nam the next day/the following day.

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2.5. Ss do this task individually. While they are working, some Ss may write their sentences on the board. Correct their sentences as a class. 2.6. This speaking activity could be daunting for some Ss, so allow the pairs to plan what they are going to say before they come to the front of the class. This should help Ss to speak with fluency and accuracy, and as naturally as possible. Encourage them to give true sentences about themselves. Ideally, all ss should have a chance to talk before the class.	4. David told Catherine that he was unable to read her writing. 5. Minh said that he had overslept that morning. Key: 1. He said (that) he hadn't said anything at the meeting the week before/the previous week. 2. She told me that letter had been opened. 3. Tom said that in 50 years' time we would probably be living on Mars. 4. Mi said she hoped they would build a city out at sea. 5. Son told us that his wish was to become a young inventor. - Pair work
ACTIVITY 4: Further practice: <u>Aims:</u> review the future tense and reported speech <u>Contents:</u> Usage of the future tense and reported speech <u>Products:</u> - sts can put suitable the future tense and reported speech in correct places <u>Organization:</u> ? Recall the uses of the future tense and reported speech <u>5. Production:</u> - Learn by heart all the new words and structures. - Do Ex in Workbook - Collect pictures, songs, clips talking about science and technology.	

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Teaching date:

Period 91

UNIT 11: SCIENCE AND TECHNOLOGY

Lesson 4: Communication

I./ Objectives

1. Knowledge: By the end of the lesson, Ss will be able to:

- Use the lexical items related to the topic science and technology and practice reported speech

2. Qualities:

Skills: Speaking, listening, reading, writing.

Attitude: - Positive about science and technology.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./ PREPARATION:

1. Teacher: book, planning, picture, laptop, projector

2. Students: books, notebooks

III./ TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./PROCEDURE:

<i>Teacher's and students' activities</i>	Content
ACTIVITY 1: WARM-UP (5')	
<u>Aims:</u> make sts change the state from relaxation to concentration <u>Contents:</u> - Tell students in this lesson they will have the opportunity to learn about science and practice reported speech <u>Products:</u> - the word affordable and breathtaking <u>Organization:</u> Brainstorming - Have ss divide into two group, ask them to go to the board and write the name of inventions they know as many as possible and who invented them - Introduce the new lesson	Who invented what

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ACTIVITY 2: KNOWLEDGE FORMATION (20')	
<u>Aims:</u> Help Sts promote listening skill and vocab <u>Contents:-</u> Talk about science and technology - new vocabulary <u>Products:-</u> 4 skills - Vocabulary - Grammar <u>Organization:</u> Quickly review the grammar points that are used in this section: the past simple and reported speech. 2.1 This activity can be done as a class competition. Ss work individually. Give them one minute to match by drawing lines from the inventors to the inventions. For increased fun, count down the final 10 seconds and then tell everyone to stop. Now have Ss swap books and mark each other's answers. Elicit the answers from Ss in full sentences, Thomas Edison invented the light bulb. Ask for a show of hands for those who got all eight right, then seven, and so on. If time allows, T may ask questions about these inventors to find out what Ss know about them: - Are they still alive/dead? - What are they famous for? - Do you know anything interesting about them? - Do you know any interesting about them? Edison: "Genius is one percent inspiration and ninety-nine percent perspiration." ...)	- Work individually Key: - Thomas Edison invented the light bulb. - Sir Alexander Fleming discovered penicillin. - Alexander Graham Bell invented the telephone. - The Wright brothers invented the airplane. - James Watt invented the steam engine. - Mark Zuckerberg invented Facebook. - Tim Berners-Lee invented the Internet.
ACTIVITY 3: PRACTICE (15')	
<u>Aims:</u> To promote reading and writing skills <u>Contents:-</u> vocabulary related to the topic - grammar <u>Products:</u>Key to communication 2 <u>Organization:</u> <u>Communication 2:3.2</u> Form groups of three or four Ss to discuss the inventions. Encourage Ss to talk as much as possible; this is a fluency stage, so don't worry about accuracy at this point. Move	- Group work

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around the groups and give assistance where needed. Invite some groups to present their ideas. Other groups can add some ideas if possible. 3.3 Call on two confident Ss to come the front and act out the dialogue between Ha and Alexander Graham Bell. Then put Ss into pairs to report on the conversation. 3.4 Let Ss work in pairs to role-play, using the information given. Walk around to observe and give help if needed. If time allows, ask some pairs to role-play in front of the class. The class then votes for the best performance.	- Do as requested Suggested answers: -Alexander Bell said/told me (that) he was born in 1847 in Scotland. -He said/told me (that) he had always liked... -He said/told me (that) he had taught... -He said/told me (that) he had invented... - Pair work
<u>ACTIVITY 4: Further practice (10')</u> <u>Aims:</u>To promote speaking skill To learn who invented what in science and technology <u>Contents:</u> <u>Products:</u> <u>Organization:</u> - Lets sts summarize the content of the lesson <u>Homework:</u> -Guide ss how to Ex in workbook - Collect pictures, songs, clips talking about science and technology.	

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Teaching date:

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UNIT 11: SCIENCE AND TECHNOLOGY

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GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

Lesson 5: Skills 1

I./ Objectives

1. Knowledge: By the end of the lesson, Ss will be able to:

- Read for specific information about the role of science and technology in the future
- Talk about the roles of science and technology

2. Qualities:

Skills: Speaking, reading,

Attitude: - Positive about science and technology.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./ PREPARATION:

1. Teacher: book, planning, picture, laptop, projector

2. Students: books, notebooks

III./ TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./PROCEDURE

<i>Teacher's and students' activities</i>	Content
ACTIVITY 1: WARM-UP	
<u>Aims:</u> make sts change the state from relaxation to concentration <u>Contents:</u> Tell students in this lesson they will have the opportunity to learn about the role of science and technology in the future <u>Products:</u> - game <u>Organization:</u> Brain storming. - Write these headings on the board: Health/ Travel/ Homes - Brainstorm with the class some predictions for future developments in these fields. Encourage Ss to use their imagination. Now open the book and do the reading tasks. * Teaching vocabulary (6') - Teacher uses different techniques to teach vocabulary (situation, realia)	- group work - incurable(a): - advanced(a): - gene (n): - tiny(adj): bé nhỏ - explore(v):

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- Follow the seven steps of teaching vocabulary * Checking vocab: Slap the board	- nutrition pill(n): - unemployment(n):
ACTIVITY 2: KNOWLEDGE FORMATION (20')	
<u>Aims:</u> promote reading skills <u>Contents:</u> Passage Extra vocabulary with students. it. <u>Products:</u> Key to SKILL 1 Vocabulary <u>Organization:</u> 2.1 Ask Ss to read the passages quickly for key words and then match with the headings. 2.2 Have Ss do the task individually. Then Ss can check their answers in pairs. Elicit the answers from Ss. 2.3 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.	Key: 1. B 2. A 3. C Key: 1. D 3. A 3. E 4. B 5. F 6. C Key: 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 chores such as cleaning, cooking, washing, and organising things.
ACTIVITY 3: PRACTICE (15')	
<u>Aims:</u> Improve speaking and reading skills <u>Contents:</u> - Key to reading <u>Products:</u> This part helps Ss understand more about science and technology <u>Organization:</u> <u>Speaking - 15'</u> Set up the SPEAKING stage by getting Ss to think about the pros and cons of advancements in science and technology. Explain that nothing is 'black and white'; there are always advantages and disadvantages. For example, say: <i>More and more robots will be invented and used in the future. One of the advantages of this is that</i>	- Work in groups of 4 ss

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<u>Homework:</u> (2) - Do Ex in workbook - Collect pictures, songs, clips talking about science and technology.	
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Teaching date:

Period:93

UNIT 11: SCIENCE AND TECHNOLOGY

Lesson 6: Skills 2

I./. Objectives

1. Knowledge: By the end of the lesson, Ss will be able to:

- listen for general and specific information about how science and technology solve some problems in the future
- write to express agreement and disagreement about the roles of science and technology

2. Qualities:

Skills: listening, writing.

Attitude: - Positive about science and technology.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./. PREPARATION:

1.Teacher: book, planning, picture, laptop, projector

2.Students: books, notebooks

III./. TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./.PROCEDURE

<i>Teacher's and students' activities</i>	Content
ACTIVITY 1: WARM-UP	
<u>Aims:</u> chatting to make sts change the state from relaxation to concentration	
<u>Contents:</u> All about how science and technology solve some problems in the future	

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<u>Products:</u> Sts know new words to talk about vocabulary related the topic. <u>Organization:</u> - Chatting ? Your idea about homes, education, and travel in the future - Introduce the new lesson	
ACTIVITY 2 : KNOWLEDGE FORMATION (20')	
<u>Aims:</u> - promote listening skill - help sts learn extra vocabulary <u>Contents:</u> Audio about communication <u>Products:</u> Key to Listening <u>Organization:</u> Listening - Set the scene: Nick. Duong and Chau are talking about science and technology E1/ Page 55. Listen to the conversation and choose the best summary - Have Ss read the three options. Then play the recording and elicit the answer from Ss. E2/ Page 55. Listen to the conversation and circle the words and phrases as you hear - Run through the words/ phrases - 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. E3/ Page 55. Listen again and answer the questions - Run through the questions - 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.	• Vocab: - drawback (n) :hạn chế - yield(n) : sản lượng - advance(n): tiến bộ - negative(adj): có tính tiêu cực - Work individually Key: b. The benefits and drawbacks that advances in science and technology may bring to people's lives. Key: 1. problems 2. high yields 4. overcrowding 5. bring 6. unemployment 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
ACTIVITY 3: PRACTICE (15')	

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<u>Aims:</u> - promote writing skill - help sts learn extra vocabulary <u>Contents:</u> Vocabulary and structures to talk about science and technology <u>Products:</u>Key to Writing <u>Organization:</u> <u>Writing</u> - Introduce the note about how to write to express agreement or disagreement ? How many parts are there? What are they? What do we write in each part? E4/ Page 55. Look at the sample paragraph and fill in the outline. -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 summarise the main points in the paragraph. - Ask ss to work in pairs to fill in the outline. -Check as a class. E5. Make notes. Write a paragraph on the topic -Have Ss read the argument put forward. Then work in pairs to make notes the model in 4. They must decide if they agree or disagree, give three supporting point. - Ask ss to write a paragraph . Make sure that they use proper connectors first/firstly, second/secondly, and pay attention to spelling and punctuation. -T may ask some ss to represent their writing and ask the others to give comment	- Answer the questions - Read the paragraph - Work in pair to fill in the outline Idea 1: Expensive Idea2: Make worker jobless Idea 3: Make people lazy and inactive - Write a paragraph
ACTIVITY 4: <u>Further practice</u> <u>Aims:</u> - promote reading skill - help sts learn extra vocabulary <u>Contents:</u>	

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Vocabulary and structures to talk about science and technology <u>Products:</u> <u>Organization:</u> ? Sum up the main content of the lesson. <u>Homework:</u> ? Do Ex in exercise book ? Prepare: Unit 11: Looking back - Collect pictures, songs, clips talking about science and technology.	
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Teaching date:

Period:94

UNIT 11: SCIENCE AND TECHNOLOGY

Lesson 7: Looking back + project

I./. Objectives

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

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

- Recycle the language from the previous sections and links with the topics.
- Practice doing some exercises to consolidate and apply what they have learnt in Unit 11

2. Qualities:

Skills: Speaking, listening, reading, writing, use of English.

Attitude: - Positive about science and technology.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./. PREPARATION:

GV: Nguyen Bich Lien

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1. Teacher: book, planning, picture, laptop, projector

2. Students: books, notebooks

III./ TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./PROCEDURE

Teacher's and students' activities	Content
ACTIVITY 1: WARM-UP (5')	
<u>Aims:</u> chatting to make sts change the state from relaxation to concentration <u>Contents:</u> Questions Games <u>Products:</u>New and old vocabulary Game on the board <u>Organization:</u> <u>(Games: Calling names)</u> ? What are the benefits that science and technology bring to our lives?	- Take part in the game in two teams
ACTIVITY 2: KNOWLEDGE FORMATION (20')	
<u>Aims:</u> improve skills of working individually and doing teamwork <u>Contents:</u> Extra vocabulary Practices <u>Products:</u>Key to task look back and project Old grammar <u>Organization:</u> <u>2. Looking back:</u> <u>I. Vocabulary</u> <u>A. Vocabulary</u> E1. Page 56. Write the correct form of the words in brackets - Ask ss to work individually then ask some ss to write on the board - T confirms the correct words E2/ page 56. Complete the word web - Organize the game for two teams. In 4 minutes, ss in each team must go to the board to write word to complete the word	- Work individually Key: 1. scientific 2. environment 3. developments 4. discoveries 5. unnatural - Work in teams Key: - Farming - Home life

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web. The team with more correct words is the winner E3. Fill each gap with a word from the box to complete the passage - Let ss read the passage and complete this exercise individually - Call on some ss to write on the board - T confirms the correct words	- Entertainment - Medicine - Space exploration - Communication Key: 1. inventions 2. laboratory 3. science 4. inventing 5. benefits 6. productive
ACTIVITY 3: PRACTICE (15')	
<u>Aims:</u> improve skills of working individually and doing teamwork <u>Contents:</u> Extra vocabulary Practices Grammar <u>Products:</u> Ask and answer about science and technology <u>Organization:</u> <u>II. Grammar</u> - Recall ss about the rules to change a direct sentence into an indirect sentence E4/ Page 56. Change the sentences into reported speech - Have ss work individually then cross check - Ask some ss to read aloud their sentences - Correct their answers E5/ Page 56. Rewrite these sentences in indirect speech - Have ss do the task in their notebook. - Ask some ss to read aloud their sentences - Correct their answers <u>III. Communication</u>	Key: 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. Scientists said that in 50 years' time we might be living on the moon Key: 1. Kien said "I missed / have missed the train" 2. Duong said "I can run very fast" 3. "I will hand in the report tomorrow" Mia told me 4. She said "I am reading a science fiction book about life on Venus" 5., "I will be a layer when I grow up" he told me

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E6 / Page 57. Write prediction for each of the following fields -Have them work individually. 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 predictions <u>3. Project</u> - Work in groups. Give ss enough time to read the passage then developed their ideas - Call some ss to represent. The class vote for the best useful inventions	- Work individually
<u>ACTIVITY 4: PRODUCTION (5')</u>	
<u>Aims:</u> - ask questions for information with the correct intonation - listen for specific and detailed information about science and technology <u>Contents:</u> Extra vocabulary Practices Worksheet <u>Products:</u> Ask and answer about the science and technology <u>Organization:</u> <u>Futher practice:</u> ? Sum up the main content of the lesson. <u>Homework:</u> ? Do Ex in exercise book ? Prepare: test 45' - Collect pictures, songs, clips talking about science and technology.	

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