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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 57** |

**UNIT 4: ALL THINGS HIGH-TECH**

**Reading 4a - Vocabulary expansion and further practice (Cont, page 65)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- learn and use some vocabulary: *IT technician, engineer, mechanic, game designer, pilot, photographer.*

- practise talking about their jobs in the future.

- present their ideas to the class.

- improve listening skills and pronunciation.

- write a paragraph to introduce a film.

**1.2. Competences**

- improve Ss’ communication, critical thinking skills.

- develop SS’ creativity.

**1.3. Attributes**

- build their love for high technology.

- become knowledgeable people.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB – Phần mềm tương tác trực quan, projector/interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Mime the words.  **-** Listen and repeat the words.  - Match the jobs with descriptions.  - Talk about future jobs.  - Design and present a droid.  - Write a paragraph. | **-** Ss’ answers.  **-** Ss’ pronunciation.  - Ss’ answers.  - Ss’ answers.  - A picture and presentation.  - Ss’ paragraph. | - Observation.  - Observation.  - Observation.  - Observation.  - Observation.  - Rubric. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to introduce the topic and review some vocabulary related to the topic.

b. Content: Game: miming.

c. Expected outcomes: Ss can recall some vocabulary and think about the topic.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Miming:**  ***Photographer, pilot , mechanic, robot***  - Call four Ss to come to the stage. Give each student one word, tell them the Vietnamese meanings if they don’t know. - Call other Ss to guess the words which the four Ss on the stage mime.  - Check Ss’ answers. | - Come to the stage to mime the words.  - Guess the hidden words. |

**B. Vocabulary presentation: 10 minutes**

a. Objectives: to present some vocabulary about high-tech jobs.

b. Content: Task 6.

c. Expected outcomes: Ss can remember the words and use it correctly in the next task.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 6: Listen and repeat.**  - Ask Ss to look at the pictures and elicit the meanings of the words.  - Play the recording, using the IWB with pauses for Ss to repeat chorally and/or individually. - Check Ss’ pronunciation and intonation  - Check if Ss remember the words. | - Look at the pictures and guess the meanings of the words.  - Listen the recording and repeat.  - Listen to teacher and take notes.  - Answer the teacher. |

**C. Vocabulary practice: 15 minutes**

a. Objectives: to help Ss know more about the high-tech jobs, give predictions about jobs in the future, design and present a droid.

b. Content: task 7, task 8, task 9.

c. Expected outcomes: Ss know what each high-tech job does, give their predictions about jobs in the future, a picture of a droid and a presentation about it.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 7: Match the sentences (1-6) to the jobs (A-F) in Exercise 6, then make sentences as in the example.**   |  |  |  | | --- | --- | --- | | 1 | **C** | I repair cars. | | 2 |  | I ﬂy planes. | | 3 |  | I repair software. | | 4 |  | I take photos. | | 5 |  | I design games for computers. | | 6 |  | I design buildings. |   Example: *A mechanic repairs cars.*  - Explain the task using IWB and read out the example. - Give Ss time to complete the task and then check Ss’ answers. | - Look at the task and listen to teacher’s example.  - Do the task individually and then compare the answers with partner.  - Check answers.  ***Answer Keys:***  *2E. A pilot ﬂies planes. 3A. An IT technician repairs software. 4F. A photographer takes photos. 5D. A games designer designs games for computers. 6B. An engineer designs buildings* |
| **Task 8: Which of the jobs in Exercise 6 will/won’t be in the future? What jobs do you think will be the best jobs of the future? Tell the class.**  - Ask Ss to look at the jobs in Exercise 6.  - Explain the task using IWB and give Ss time complete it.  - Ask various Ss around the class to share their answers with the rest of the class. | - Ss ask and answer the questions with their friends.  - Share their ideas to the class.  ***- Ss’ own answers*** |
| **Task 9: Design your own droid for a science-fiction film. Decide what the droid will look like and what it can do. Give the droid a name. Present your droid to the class.**  - Read out the Study skills box. - Ask Ss to work in small groups and come up with ideas for a droid. - Give Ss time to design a droid and then ask the groups to present it to the class including what it looks like, what it can do and what it is called.  - Give comments. | - Listen to teacher and read the Study skill box.  - Work in small group to do the task.  - Design a droid and present it to the class.  ***Suggested Keys***  *Our droid is called Ultra. It looks like a human. It has two arms and two legs, so it can walk and hold things – but it’s got a square head and square eyes. Ultra can repair spaceships and speak many alien languages.* |

**D. Vocabulary production: 10 minutes**

a. Objectives: to help Ss use the language and information in real situation, develop writing skill.

b. Content: task 10.

c. Expected outcomes: Ss can write a paragraph about a film with robot.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 10: Find another film with a robot/robots. Write a paragraph about it (about 60-80 words). Include *the name of the film, the name(s) of the robot(s)* and *what it/they can do*.**  - Explain the task using IWB. - Give Ss time to write their article following the directions and including all the points. - Check Ss’ answers. - Alternatively, assign the task as homework and check their answers in the next lesson. | - Listen to teacher and take notes.  - Write a paragraph about a film with robot.  - Read the paragraph a loud to the class (or submit it to teacher).  ***Suggested Answer:***  *WALL-E WALL-E is a robot which appeared in the film*  *WALL-E in 2008. This cute robot is not very advanced. Its main job is to clean up rubbish. It can collect rubbish and crush it and make square blocks of rubbish. In the film, WALL-E goes on an adventure in space with another robot. He ends up saving the human race!* |

**E. Consolidation and homework assignments: 5 minutes**

**-** Vocabulary: *IT technician, engineer, mechanic, game designer, pilot, photographer.*

- Do the exercises in workbook on page 32.

- Do the vocabulary exercises in TA7 Right On! Notebook pages 28, 29.

- Prepare the next lesson: Grammar 1b (page 66).

**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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