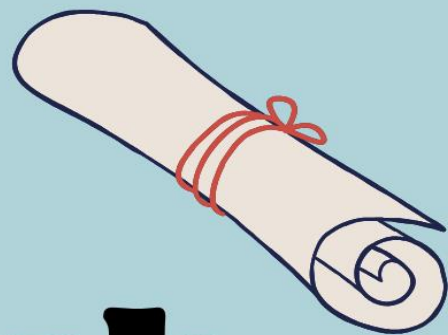
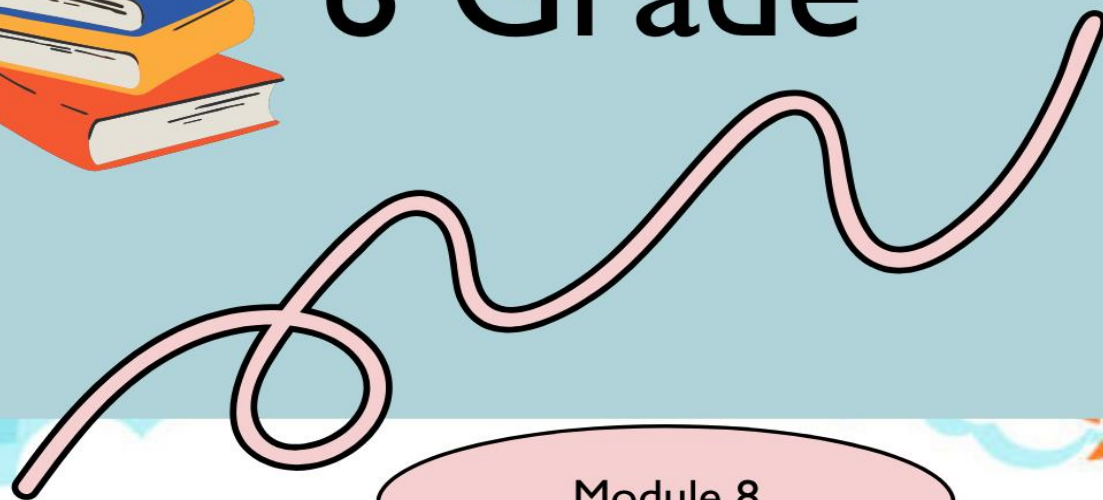


class of

English



6 Grade



Module 8



Module 8

Technology and Energy

Learning Objectives:

By the end of this module, students will be able to:

- Recognize and name various common electronic items.
- Associate and use verbs that indicate common functions of electronic items (e.g., turn on, play, rewind).
- Understand the basic concept of electricity and energy in relation to electronic items.
- Make several models of the solar system or its components.
- Identify the planets by their relative size, basic shape, common color, key features, and position in the solar system.
- Practice and apply key vocabulary words related to technology, energy, and the solar system.
- Use modal verbs (e.g., can, could, should, must) to describe actions and possibilities with technology.

This module is divided into two main units, with a clear connection between technology and the broader concept of energy (including solar energy for the solar system part).

- **Unit 1: Everyday Technology: Electronic Items**
- **Unit 2: Our Solar System: Energy from the Sun**

Unit 1: Everyday Technology: Electronic Items

Duration: 2 Weeks

Concepts:

- **8.1 Technology:**
 - **Electronic items:** Common devices used in daily life (e.g., television, radio, computer, smartphone, tablet, fan, air conditioner, microwave, blender, flashlight).
 - **Related verbs:**
 - Turn on / Turn off (power control)
 - Turn up / Turn down (volume, speed, temperature control)
 - Play / Pause / Stop (media control)
 - Repeat (audio/video function)
 - Go forward / Rewind (media navigation)
 - Record, Connect, Charge, Plug in, Unplug.
- **Grammar:**
 - **Modal verbs:** *Can* (ability/permission), *Could* (possibility/past ability), *Should* (advice), *Must* (necessity).

Procedures:

- **8.1 Labeling electric items:**
 - Show pictures or actual electronic items. Students identify and name them orally and in writing.

- Categorize items by function (e.g., entertainment, communication, kitchen appliances).
- **Selecting one of them and explaining its use:**
 - Students choose an electronic item they know well.
 - They explain its primary purpose and how to operate it in simple English sentences.
- **Writing sentences integrating the verbs list:**
 - Guided practice: "I *can* turn on the television." "You *should* turn down the volume." "He *must* plug in his phone to charge it."
 - Students write their own sentences using different electronic items and the target verbs/modal verbs.
- **Discriminating electric items through a listening:**
 - Teacher describes an electronic item or its sound. Students identify it.
 - Teacher gives instructions involving verbs (e.g., "Turn on the fan," "Play the music"). Students listen and identify the action.

Attitudes:

- **8.1 Valuing the utility the electric items have every day:** Discussing how electronic items make our lives easier, more productive, and more enjoyable.
- Developing an awareness of safe use of electronic devices.
- Showing curiosity about how electronic items work.

Progress / Achievement Indicators:

The student:

- **8.1 Completes a puzzle about electric items:** Successfully identifies and names various electronic items from a visual or word puzzle.
- **Explains one electric item selected:** Clearly describes the function and basic operation of a chosen electronic device in English.
- **Creates a poster with the sentences done. Illustrates them:** Produces a visually appealing poster featuring correct sentences using target verbs and modal verbs, accompanied by relevant illustrations.

- **Completes information in a listening:** Accurately answers questions or fills in blanks based on audio descriptions or instructions related to electronic items.
- Uses modal verbs (can, could, should, must) correctly in sentences related to technology.

Suggested Assessment Activities:

- **8.1 Delivering a written test:**
 - Matching exercises: electronic item to its name.
 - Sentence completion: using correct verbs (turn on/off, play, etc.) and modal verbs.
 - Short answer questions: "What is a smartphone used for?"
- **Presenting orally an electric item:** Students present their chosen item to the class, explaining its function and demonstrating verb use (e.g., "This is a remote control. I *can* use it to turn on the TV and *turn up* the volume.").
- **Explaining the poster designed:** Students present their poster, reading their sentences and explaining their illustrations.
- **Answering a listening through the teacher's voice or CD:** Students listen to commands or descriptions and perform actions (e.g., "Point to the item you use to *play* music") or answer questions (e.g., "What did I *turn off*?").
- **"Show and Tell" (modified):** Students bring a small, safe electronic item from home and describe it using new vocabulary and verbs.

Unit 2: Our Solar System: Energy from the Sun

Duration: 2 Weeks

Concepts:

- **Solar System:** The Sun, planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune), moon, stars.
- **Planet Characteristics:**
 - **Size:** Relative size comparison (e.g., Jupiter is the biggest).
 - **Shape:** All planets are spherical.

- **Color:** Observable colors (e.g., Mars is red, Earth is blue and green).
- **Features:** Rings (Saturn), Great Red Spot (Jupiter), polar ice caps (Mars/Earth), oceans (Earth).
- **Position:** Order from the Sun.
- **Energy:** The Sun as the primary energy source for our solar system.



Grammar:

- **Review of Adjectives:** (big, small, hot, cold, rocky, gaseous, red, blue, green).
- **Comparatives and Superlatives:** (bigger, smaller, hottest, coldest, largest, smallest).
- **Prepositions of position:** (near, far from, between, next to).
- **Wh- questions:** (What, Which, How big, Where).

Procedures:

- **Introducing the Solar System:**
 - Watch an engaging video about the solar system.
 - Teacher-led discussion identifying the Sun and the eight planets.
- **Identifying the planets by size, shape, color, features, and position in the solar system:**

- Use flashcards or digital images of planets. Students identify them and describe their characteristics.
- Create a classroom "planet line-up" showing their order from the Sun.
- Compare and contrast planets using adjectives, comparatives, and superlatives. (e.g., "Earth is *smaller* than Jupiter, but *bigger* than Mars.").
- **Practice key vocabulary words:**
 - Vocabulary games (e.g., "Pictionary," "Charades" for solar system terms).
 - Labeling diagrams of the solar system.
- **Make several models of the solar system:**
 - **Option 1 (2D):** Create a poster with labeled, illustrated planets in order.
 - **Option 2 (3D):** Use craft materials (styrofoam balls, play-doh, paper mache) to create models of individual planets or a full mobile solar system, painted to show features and colors.
 - **Option 3 (Collaborative):** Each group creates one planet with detailed features and prepares to present it.

Attitudes:

- Valuing the vastness and wonder of space.
- Developing curiosity about scientific concepts.
- Appreciating the Sun as a source of light and heat (energy).
- Showing creativity in designing models.

Progress / Achievement Indicators:

The student:

- Accurately labels planets in a diagram of the solar system.
- Describes each planet using at least three descriptive words (size, color, feature, position).
- Uses comparative and superlative adjectives correctly when comparing planets.

- Constructs a model of the solar system or individual planets that shows key characteristics.
- Participates actively in vocabulary practice.