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| Date of preparing: 29/03/2024 | Date of teaching: 8ABC 03/04/2024 |
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**PERIOD 84:**

**UNIT 5: TEENAGERS’ LIFE**

**Lesson 5 – Progress Check (Page 80)**

**I. OBJECTIVES**

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

**1. Language knowledge & skills**

- Review the vocabulary in unit 5: Teenagers’ school life (have lessons, do homework, go on school trips, give presentations, take part in after-school activities, sit exams); Nouns (experiment, solution); Verb (support); Phrasal verb (carry out), Adjective (strict), Teenagers’ free-time activities (listen to music, watch TV, read books, surf the Internet, play computer games, go shopping, play sports, go to the cinema)

- Review the grammar in unit 5: modals; countable/uncountable nouns and quantifiers.

- Consolidate the pronunciation of the silent ‘h’.

- Practise listening for key information - Multiple choice Right (R) or Wrong(W).

- Practise reading for specific information (multiple choice; gap filling)

- Practise talking about your school life, your free-time activities and teenagers’ problems

- Practise writing an email giving advice.

**2. Competences**

- Improve Ss’ communication, collaboration, analytical and critical thinking skills.

**3. Attributes**

- Encourage Ss to study hard.

- Develop their interest in life.

**II. 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

**III. ASSESSMENT EVIDENCE**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - choose the correct words/phrases  - fill in each gap with a suitable verb  - consolidate the pronunciation of the silent ‘h’ | **-** Ss’ answers  - Ss’ answers  - Ss’ answers | - T’s feedback  - T’s feedback  - T’s feedback |

**IV. PROCEDURES**

**1. Vocabulary: (15 minutes)**

**a) Objectives:** to help Ss to review vocabularies related to space and technology.

**b) Content:** Exercises 1 and 2.

**c) Expected outcomes:** Ss can recall the vocabulary they learnt in the previous lessons.

**d) Organisation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Exercise 1: Choose the correct options.** - Give Ss time to read and choose the correct options.  - Check Ss’ answers using IWB and ask Ss to mark themselves. | - Read the sentences and choose the correct options.  - Check answers.  ***Suggested answers:***   1. *Exams 2. Presentation*   *3.Homework 4.Lessons 5.School trips* |
| Exercise 2: Fill in each gap with *play*, *surf*, *watch*, *go* or *read*  - Give Ss time to complete the task.  - Check Ss’ answers using IWB and ask Ss to mark themselves. | - Complete the task.  - Check the answers and mark themselves.  ***Answer Key***   1. *Go 2. Watch 3. Read*   *4. Surf 5. Play* |

**2. Grammar: (20 minutes)**

a. Objectives: To help Ss review and practise grammar points: Quantifiers, countable nouns and uncountable nouns

b. Content:Exercises 3, 4

c. Expected outcomes: Ss can recall the grammar point and do the exercises correctly.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Exercise 3: Choose the correct options.**  - Have a quick review on quantifiers    *We use:*  *•* ***any*** *in negative and interrogative sentences.*  *Have you got* ***any*** *information about it?*  *We haven’t got* ***any*** *comic books.*  *•* ***some*** *in affirmative sentences and for*  *requests/offers.*  *I often have* ***some*** *rice for lunch.*  *Would you like* ***some*** *tea?*  *Can I have* ***some*** *more juice, please?*  - Have Ss do the exercises  - Check Ss’ answers and ask Ss to mark themselves. | - Listen to T.  - Do the exercise.  - Check the answers and mark themselves.  ***Answer key: 1. D; 2. B; 3. A; 4. D*** |
| ***Exercise 4: Choose the correct options.***  - Have a quick review of countable and uncountable nouns.  ***Countable nouns*** *refer to nouns that we can count with numbers. They can be in singular or plural form.*  *one/a book – two books, etc.*  ***BUT*** *one/a foot – two feet, one/a man – two men, one/a child – two children, etc.*  *There* ***is a book*** *on the desk.*  *There* ***are two books*** *in the schoolbag.*  ***Pronunciation***  ***-s/-es noun endings (plural nouns)***    ***Uncountable nouns***  ***Uncountable nouns*** *refer to nouns that we*  *cannot count with numbers. They don’t have*  *singular or plural form. They take singular*  *verbs. Here* ***is*** *my* ***advice*** *on how to prepare*  *for the exams.*  ***Uncountable nouns*** *are:*  *• some types of food/liquids: sugar, rice, milk, juice, etc.*  *• subjects or study/languages: history, maths, English, Spanish, etc.*  *• sports and activities: football, tennis, swimming, fishing, etc.*  *• collective nouns: furniture, money, equipment, rubbish, etc.*  *• abstract nouns: information, education, homework, advice, etc.*  ***Notes***  *• Some nouns are in a plural form, but they take a singular verb:* ***athletics****,* ***news****,* ***£100****,* ***50 kilometres****, etc.*  ***Athletics is*** *my favourite sport.*  *• Some nouns always appear in a plural form and they take a plural verb:* ***jeans****,* ***shorts****,* ***stairs****,* ***trousers****, etc.*  *My* ***jeans are*** *on the bed.*- Give Ss time to read the sentences and choose the correct options.  - Check Ss’ answers and ask Ss to mark themselves. | - Listen to T.  - Do the exercise.   * Check the answers and mark themselves.   ***Answer key***   |  |  | | --- | --- | | *1. is* | *2. suffer* | | *3. is* | *4. supports* | |
| **Exercise 5: Choose the correct options.**  - **Have a quick review on Modals**  **can/can’t – could/couldn’t**  *David* ***can/can’t*** *speak Spanish well.*  *(Ability in the present)*  *I* ***could/couldn’t*** *read when I was six.*  *(Ability in the past)*  ***Can*** *you help me, please?*  *(Request – Are you willing to …?)*  *You* ***can/can’t*** *go to the party tonight.*  *(Permission – You have/don’t have permission to … .)*  ***Can*** *I play video games with my friends?*  (*Permission – Is it OK if …?)*  ***should/shouldn’t***  *You* ***should*** *pay attention to what the teacher says.*  *(Advice – I advise you to … .)*  *You* ***shouldn’t*** *stay up late because you have lessons tomorrow.*  *(Advice – I advise you not to … .)*  ***must***  *We* ***must*** *listen to the teacher carefully.*  *(It’s our obligation. We say so.)*  ***mustn’t***  *You* ***mustn’t*** *drink or eat in the library.*  *(It’s against the rule.)*  ***have to/had to***  *We* ***have to*** *wear a uniform at our school.*  *(It’s a rule. The headmaster says so.)*  *I* ***had to*** *give a presentation yesterday.*  *(It was a rule. The teacher said so.)*  *A teacher* ***has to*** *be patient and caring.*  *(It's necessary.)*  *She* ***had to*** *study a lot for exams last week.*  *(It was necessary.)*  ***don’t have to/didn’t have to***  *You* ***don’t have to*** *go to the gym every day.*  *(It isn’t necessary.)*  *I* ***didn’t have to*** *give a presentation last week.*  *(It wasn’t necessary.)*  - Have Ss do the exercises  - Check Ss’ answers and ask Ss to mark themselves. | - Listen to T.  - Do the exercise.  - Check the answers and mark themselves.  Answers:  *1. mustn’t; 2. must; 3. don’t have to;*  *4. should; 5.can; 6. shouldn’t; 7. have to* |

**3. Pronunciation: 5 minutes**

a. Objectives: to help Ss consolidate the pronunciation of the silent ‘h’.

b. Content: Exercise 6

c. Expected outcomes: Ss can distinguish between the sounds and choose the correct answer.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Choose the word whose underlined part**  **is pronounced differently from the others.**  - Ask Ss to pronounce the words silently and circle the correct options.  - Check Ss’ answers and ask Ss to mark themselves. | - Do the exercise individually.  - Check the answers and mark themselves.  ***Answer Key***   1. *A; 2.C; 3.D; 4. B; 5A*. |

**4. Listening: (5 minutes)**

**a) Objectives:** to help Ss to practise listening for key information.

**b) Content:** Exercise 7.

**c) Expected outcomes:** Ss can improve their listening skills and do the task correctly.

**d) Organisation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Exercise 7: Listen to a dialogue about**  **a teenager’s problem. Decide if the**  **statements (1-5) are *R* (right) or**  ***W* (wrong).**  - Ask Ss to read the statements and underline keywords.  - Play the recording one or two times for Ss to do the task.  - Play the recording again for Ss to check their answers.  **Audio script**  ***Tyler:*** *Hi, Pam. So, did you finish all of your packing?*  ***Pam:*** *No, Tyler. I can’t believe I’m moving to a big city. It will be a big change.*  ***Tyler:*** *Yes, I guess so – but at least you aren’t*  *moving to a new country. Anyway, when do you*  *start at your new school?*  ***Pam:*** *Next Monday, and I’m really worried about it.*  ***Tyler:*** *Why?*  ***Pam:*** *What will happen if I can’t make new friends?*  ***Tyler:*** *Don’t worry too much. You aren’t a shy*  *person! You’re really confident, so I don’t think*  *you’ll have any problems making new friends. As soon as you start talking to them, they’ll realise you’re a nice person.*  ***Pam:*** *Thanks, Tyler. Anyway, I must continue with my packing.*  ***Tyler:*** *OK, Pam. I’ll see you before you leave, right? Your family’s still having a going away party on Saturday evening.*  ***Pam:*** *Yes, of course. Then, the next day we’re*  *moving to Manchester. Anyway, see you then.* | - Read the statements and underline keywords.  - Listen to the recording and do the task.  - Listen again to check answers.  ***Answer key***   1. *W* 2. *R* 3. *R* 4. *W* 5. *R* |

**5. Reading: (5 minutes)**

a. Objectives: to help Ss practise reading for specific information.

b. Content:Exercise 8

c. Expected outcomes: Ss can improve reading skills and do the task correctly.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Exercise 8: Read the text and replace**  **the words in red below with the words/phrases from the email.**  - Explain the task.  - Give Ss time to do the task.  - Check Ss’ answers and ask Ss to mark themselves. | - Listen to T.  - Do the task individually.  - Check answers and mark themselves.  ***Answer key***   1. *social media* 2. *(social media) accounts* 3. *a new hobby* 4. *dance classes* 5. *free time* |

**6. Everyday English: 7 minutes**

a. Objectives: To help Ss practise speaking skills.

b. Content: Exercise 8

c. Expected outcomes: Ss can match the sentences to make correct exchanges.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Exercise 9: Match the sentences (1-5) with (a-e) to make exchanges.**  - Explain the task and  - Give Ss time to match the sentences to make exchanges.  - Check Ss’ answers and ask Ss to mark themselves.  - Have some pairs of Ss to practise the exchanges in class. | - Listen to T’s explanation.  - Match the sentences to make exchanges  - Check answers and mark themselves.  ***Answer key***  *1. d 2. a 3. b 4. c 5. e*  - Practise the exchanges in pairs. |

**7. Writing: (5 minutes)**

a. Objectives: to help Ss to practise writing a blog entry about the advantages and disadvantages of using electronic devices at school.

b. Content: Exercise 9.

c. Expected outcomes: Ss can write a blog entry about the advantages and disadvantages of using electronic devices at school.

d. Organisation

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Exercise 10: Your English friend is stressed about starting at a new school. Write an email giving him/ her advice (about 80-100 words). In your email, *express your sympathy for his/her problem*, *give him/her two pieces of advice and the expected results*, and *express hope that he/she can solve his/her problem*.**  - Explain the task and revise the plan and useful language for writing a piece of giving advice.  - Give Ss 10 minutes to write.  - Ask Ss to exchange their writing with a partner and have peer correction.  - Check Ss’ answers. | - Listen to T.  - Do the task.  - Have peer correction.  - Listen to T.  ***Suggested Answer Key***  *Dear Cathy,*  *I’m sorry to hear you’re stressed about starting at a new school this year. I had the same problem before, so I think I can help you.*  *Why don’t you join an after-school club at your new school? In this way, you can make new friends because you can meet new people.*  *Also, you can eat in the school canteen. Then, you can meet other students there and have the chance to talk to them and get to know them.*  *I really hope my advice helps.*  *Talk soon.*  *Trang* |

**8. Consolidation and homework assignment: (5 minutes)**

**Consolidation**

- Vocabulary: Teenagers’ school life (have lessons, do homework, go on school trips, give presentations, take part in after-school activities, sit exams); Nouns (experiment, solution); Verb (support); Phrasal verb (carry out), Adjective (strict), Teenagers’ free-time activities (listen to music, watch TV, read books, surf the Internet, play computer games, go shopping, play sports, go to the cinema)

- Grammar: modals; countable/uncountable nouns and quantifiers.

- Pronunciation of silent ‘h’.

- Listening skill: listen for key information.

- Reading skill: reading for specific information.

- Speaking skills: practise everyday English (making suggestions, expressing likes and dislikes).

- Writing skill: writing a piece of giving advice.

**Homework assignment**

- Prepare for the next lesson: Unit 6, Unit Opener

**REFLECTION**

1. What I liked most about this lesson today:

……………………………………………………………………………

1. What I learned from this lesson today:

……………………………………………………………………………

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

……………………………………………………………………………

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| Date of preparing: 30/03/2024 | Date of teaching: 8ABC 04/04/2024 |
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**PERIOD 85:**

**UNIT 6: SPACE & TECHNOLOGY**

**Lesson 6.0 – Overview (Page 82)**

**I. OBJECTIVES**

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

**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

**2. Competences**

- Improve Ss’ communication, collaboration, analytical, and critical thinking skills

**3. Attributes**

- Raise Ss’ awareness of the development of space conquest and develop their interest in high technology.

- Develop their patriotism, kindness, and honesty.

**II. 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

**III. ASSESSMENT EVIDENCE**

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

**IV. PROCEDURES**

**1. 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 *What’s in this unit?* 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  • **Reading:** *Life in Space* (blog entry – multiple choice); *Teen Tech Forum* (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):** *Space Technology* (multiple matching) | - Listen to T and pay attention to *What’s in this unit?* box. |

**2. New lessons (35 minutes)**

**Vocabulary: 10 minutes**

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

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1. Listen and repeat.**  - 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.  *+ astronaut /ˈæstrənɔːt/ (n): phi hành gia*  *+ space station /speɪs ˈsteɪʃən/ (n): trạm không gian*  *+ gravity /ˈɡrævəti/ (n): trọng lực*  *+ rocket /ˈrɒkɪt/ (n): tên lửa*  *+ planet /ˈplænɪt/ (n): hành tinh*  *+ float /fləʊt/ (v): nổi, trôi (ngoài trái đất)* | - Look at the pictures and the words.  - Listen and repeat chorally and/or individually.  - Listen to T.  - Listen and take notes. |

**Pronunciation: 8 minutes**

a. Objectives: To help Ss learn and practise the pronunciation of /ɪə/ and /eə/

b. Content: Exercise 2

c. Expected outcomes: Ss can pronounce /ɪə/ and /eə/ correctly.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **2. Listen and put the words into the correct columns. Practise saying them with a partner.**  - Explain the task.  - Play the recording for Ss to listen and complete the task.  - Check Ss’ answers.  - Play the recording with pauses for Ss to listen 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. | - Listen to T.  - Listen and complete the task.  - Check their answers.  ***Answer Key***  *words with**/ɪə/****:*** *near, experience, zero, here*  *words with**/eə/****:*** *there, prepare, share, air*  - Repeat after the recording chorally and/or individually.  - Practise saying the words in pairs. |

**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. adj*  *2. n*  *3. n*  *4. phr* |
| **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**  ***Interviewer:*** *Next on the show, we are talking to*  *astronaut John Hadfield to learn about his*  *experience in space. John, thanks for coming!*  ***John:*** *You’re welcome.*  ***Interviewer:*** *So, tell us, John; what is it like to eat and drink in space?*  ***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.*  ***Interviewer:*** *Of course. How do you sleep?*  ***John:*** *Well, we sleep in a sleeping bag and we tie it to the wall, so we don’t float away!*  ***Interviewer:*** *Wow! And how do you spend your*  *free time?*  ***John:*** *We read our favourite books, listen to music, enjoy the view, and take photos.*  ***Interviewer:*** *Life in space seems very different*  *from life on Earth!*  ***John:*** *It is!* | - Listen and complete the task.  - Check their answers.  ***Answer Key***  *1.* special  *2. juice*  *3. wall*  *4. listen to music* |
| **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.* |

**3. Consolidation and homework assignment: 5 minutes**

**Consolidation**

- Vocabulary *Life in space: astronaut, float, gravity, planet, rocket, space station*

- Pronunciation: /ɪə/ and /eə/

**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).

**REFLECTION**

What I liked most about this lesson today:

……………………………………………………………………………

What I learned from this lesson today:

……………………………………………………………………………

What I should improve for this lesson next time:

……………………………………………………………………………

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

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| Date of preparing: 31/03/2024 | Date of teaching: 8ABC 05/04/2024 |
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**PERIOD 86:**

**UNIT 6: SPACE & TECHNOLOGY**

**Lesson 6a – Reading (Page 83)**

**I. OBJECTIVES**

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

**1. Language knowledge & skills**

- Learn vocabulary for and talk about *Life in space: zero gravity, science experiment, solar system*

- Practise reading for gist and specific information

**2. Competences**

- Improve Ss’ communication, collaboration, analytical, and critical thinking skills

**3. Attributes**

- Have more interest in science and technology.

- Develop their patriotism, kindness, honesty, and intercultural understanding.

**II. 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

**III. ASSESSMENT EVIDENCE**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| **-** Listen and number the words or phrases.  - Listen and read for gist.  - Read for specific information.  - Express their ideas of living in space.  - learn and find out information about the first Vietnamese and British people to go into space. | - Ss’ answers  - Ss’ answers  - Ss’ answers  - Ss’ answers/ performance  - Ss’ answers/ performance | - T’s feedback  - T’s feedback  - T’s feedback  - T’s feedback/Peers’ feedback  - T’s feedback/Peers’ feedback |

**IV. PROCEDURES**

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

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

**b) Content:** *words and phrases relating to Life in space*

**c) Expected outcomes:** Ss can have a chance to get familiar with the sounds of the speaker and have some ideas about life in space.

**d) Organisation of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Listen and number the words or phrases in the order you hear.**   |  |  | | --- | --- | | * *\_\_\_ beautiful* * *\_\_\_ zero gravity* * *\_\_\_ difficult* * *\_\_\_ science experiments* * *\_\_\_ astronauts* | * *\_\_\_ interesting* * *\_\_\_ space station* * *\_\_\_ wonderful* * *\_\_\_ solar system* * *\_\_\_ amazing* |   - Explain the task and play the recording once or twice for Ss to listen and complete the task.  - Elicit answers from Ss and check their answers. | - Listen to T and do the task.  - Check their answers.  ***Answer Key***   |  |  | | --- | --- | | * *\_****8****\_ beautiful* * *\_****6****\_ zero gravity* * *\_****3****\_ difficult* * *\_****5****\_ science experiments* * *\_****1****\_ astronauts* | * *\_****4****\_ interesting* * *\_****2****\_ space station* * *\_****10****\_ wonderful* * *\_****9****\_ solar system* * *\_****7****\_ amazing* | |

**2. New lessons (35 minutes)**

**Pre-reading: 10 minutes**

a. Objectives: to introduce the topic of the reading.

b. Content:Exercise 5

c. Expected outcomes: Ss can have somegeneral ideas about life in space.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1. Thinking about life in space**  - Ask Ss to look at the pictures, read the title of the text, and elicit what the writer thinks about life in space. T may note down Ss’ ideas on the board for later check. | - Look at the pictures, read the title of the text, and give their ideas in front of the class when invited. |
| **2. Pre-teaching Vocabulary**  - Teach Ss new words.  *+ zero gravity* /ˈzɪərəʊ ˈɡrævəti/(phr): tình trạng không trọng lực  *+ science experiment* /ˈsaɪəns ɪkˈsperɪmənt/ (phr): thí nghiệm khoa học  *+ solar system* /ˈsəʊlər ˈsɪstəm/ (n): hệ mặt trời  - Ask Ss to read the text and underline the words above.  - Get Ss to guess their meanings in the context first, then explain the meanings of the words.  - Ask Ss to listen and repeat chorally and individually.  - Check if Ss remember the words. | - Listen to T and take notes.  - Read the text and underline the words.  - Guess the meaning of new vocabulary in the context, then listen to T and take notes.  - Listen and repeat chorally and individually.  - Answer T. |

**While – reading: 15 minutes**

**Read for gist: 5 minutes**

a. Objectives: to help Ss to read for gist.

b. Content: Exercise 5

c. Expected outcomes: Ss can read and check their predictions of the writer’s thoughts about life in space.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Listen and read to check what the writer thinks about life in space.**  - Play the recording for Ss to check their answer.  - Ask some Ss to tell the class their answers. | - Listen and read to check their predictions.  - Give their answers when invited.  ***Suggested Answer Key***  *The writer thinks that life in space is difficult and interesting.* |

**Read for specific information (multiple choice): 10 minutes**

a. Objectives: to help Ss to practise reading for details.

b. Content: Task 6

c. Expected outcomes: Ss can improve their reading skills in terms of reading for key information.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Read the text. For questions (1-5), choose the correct options (A, B, C or D).**  - Give Ss time to read the questions and answer choices and then read the text again and complete the task.  - Check Ss’ answers. | - Do the task.  - Check their answers.  ***Answer Key***  *1. D 2. C 3. B 4. D 5. A* |

**Post-reading: 10 minutes**

a. Objectives: To help Ss expand the topic and develop critical thinking skills.

b. Content: Exercise 7 & Culture Spot

c. Expected outcomes: Ss can compare life in space with life on Earth; know more about Phạm Tuân, the first Vietnamese person to go into space, and find out information about the first person from the UK to go into space.

d. Organisation:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **7. Talk about the differences between life on Earth and life in space.**  - Explain the task and read out the example  exchange.  - Give Ss time to complete the task.  - Ask some pairs to share their answers with  the class. | - Listen to T.  - Work in pairs to complete the task.  - Speak in front of the class when invited.  ***Suggested Answer Key A:*** *… How do you think eating and drinking are different in space?*  ***B:*** *I think it can be difficult to eat in space because there’s no gravity. I think they prepare special foods to eat and they drink with a straw. What about entertainment?*  ***A:*** *I think they read books, listen to music or enjoy the view and take pictures. How do you think taking a shower is different in space?*  ***B:*** *I don’t think people can take a shower in space. There is zero gravity, so water can’t move. How do you think exercising is different?*  ***A:*** *I think it’s easier to exercise in space because there isn’t any gravity, so you can move easier. Do you think doing experiments is different in space?*  ***B:*** *Yes. I think it’s more difficult because they have to be very careful. Otherwise, their experiments can float away!* |
| **Culture Spot**  - Ask Ss to read the information in the box.  - Give Ss time to research online and find out  about the first person in the UK to go into space and then tell the class about it. | - Read information about Phạm Tuân.  - Work in groups to search for information about the first person in the UK to go into space. Then tell the class when invited.  ***Suggested Answer Key***  *Helen Sharman was the first British person to go into space. It happened on 18th May 1991, and she was in space for almost 8 days. She spent time on a space station doing science experiments. She came back to Earth on 26th May.* |
| **Video**  - Play the video for Ss to watch. Then ask questions to consolidate information from the video. | - Watch the video and answer the questions. |

**3. Consolidation and homework assignment: 5 minutes**

**Consolidation**

- Vocabulary: *zero gravity, science experiment, solar system*

**Homework assignment**

- Learn by heart the vocabularies and make sentences using them.

- Do the exercises in *Tiếng Anh 8 Right on! Notebook* (page 53)

- Prepare for the next lesson: *Lesson 6b - Grammar* (page 84, SB).

**REFLECTION**

What I liked most about this lesson today:

……………………………………………………………………………

What I learned from this lesson today:

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What I should improve for this lesson next time:

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