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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 teensusing 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. Payattention to Ss’ pronunciation and makecorrections 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 andexpress 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 KeyA:*** *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 exampleexchange.- Give Ss time to complete the task.- Ask some pairs to share their answers withthe class. | - Listen to T.- Work in pairs to complete the task.- Speak in front of the class when invited.***Suggested Answer KeyA:*** *… 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 outabout 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:

……………………………………………………………………………