Date of planning :

Date of teaching :

**Period: 93**

**UNIT 12 : LIFE ON OTHER PLANET**

**Lesson 1: GETTING STARTED**

***A thrilling science fiction novel!***

**I. Objectives:**

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

**1. Knowledge:**

- introduce the topic *life on other planets.*

- teach vocabulary to talk about *Life on other planets*

- practice listening and reading skills .

*+ Vocabulary:*The lexical items related to outer space and about *Life on other planets.*

- Pronunciation: Intonation for making lists.

- Expressing uncertainty

*+ Grammar:*Reported speech (questions)

**2. Competence:**

**-** Students will be able to practice listening and reading skills .

- Use words and expressions related to Life on other planets

- Read and listen about *Thrilling Science Fiction Novel.*

- Develop communication skills and creativity.

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Love to research more about outer space

- Respect the Earth and other planets.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up ( 5’)** | |
| **Aims:** - To create an active atmosphere in the class before the lesson;  - To lead into the new unit. | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  Review the previous unit before Sts open their books. Organise a short game to revise *Unit 11*. For example, T can write *Science and Technology* on the board and divide the class into four teams and ask them to write on the board the list of future technology they expect to see in the future. Set a time limit and stop the game when the time is up. The team with the most items wins.  Lead into the new unit. Ask Ss where and how fast they think we can travel with those new technologies. Ask them if we could travel to other planets with the new technologies that they have listed. Say: *Today, we're going to learn about other planets, or more specifically, life on other planets.* Write the unit title *Life on Other Planets on the board*. Ask Ss to guess what they are going to learn about in this unit.  + Then brainstorm words and phrases related to life on other planets | **+ Greeting**  + Stslisten and learn how to do the tasks.  ***Questions:***  *- Where and How fast do you think we can travel with those new technologies?*  *- Can we travel to other planets with those technologies?*  **+ T may:**  **-***Put Ss into groups of four to five and have them recall as much information as they can remember about our solar system.*  *+ Encourage them to mention what they know about the sun, planets, moon, and stars. Ask them to include how the planets are different*  *+ Lead a class discussion. Groups make a contribution to the discussion. Record their ideas on the board.* |
| **2. Presentation ( 10’)** | |
| **Aims: -** To set the context for the introductory conversation.  - To introduce the topic of the unit. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1: Teach vocabulary:**  1. Listen and read:/ Page 124  - T uses different techniques to teach vocab (situation, realia, translation.)  - T do the “Rub out and remember” checking technique.  - T reveals that these seven words will appear in the reading text and asks students to open their textbooks to discover further.  - Sts read the conversation in detail to do the exercise.  + Set the context for the listening and reading.  - Have Ss look at the conversation, the picture and answer some of these questions, e.g*. What are Nick and Mai talking about? Who do you think the men in black are? Where do you think the men in black are from? Where do you think the boy standing between the four men is from? What do you think the object above the men is?* - Sts to give answers, but do not confirm whether their answers are right or wrong. Ask them to talk a bit about what life on other planets might be like.  - Play the recording twice for Ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.  Refer to the questions previously asked. Confirm the correct answer: | 1. Listen and read:/ Page 124  \* Vocabulary  **1**. alien (n)/ˈeɪliən/ người ngoài hành tinh  **2.** commander (n) /kəˈmɑːndə/  người chỉ huy/ sĩ quan chỉ huy/ trung tá  **3.** creature (n) /ˈkriːtʃə/ sinh vật.  **4.** destroy (v) /dɪˈstrɔɪ/ phá huỷ  **5**. oppose (v) /əˈpəʊz/ chiến đấu, đánh lại ai.  **6**. spaceship (n) /ˈspeɪsʃɪp/ phi thuyền  **7**. thrilling (adj) /ˈθrɪlɪŋ/ kịch tính  **Key:**  **1.** F **2.** T  **3.** F **4.** F  **5.** T  *\* They are talking about aliens / creatures from another planet. They are aliens / creatures from another planet. He is from Earth. It is a spaceship/ flying saucer/UFO.* |
| **3. Practice ( 17’)** | |
| **Aims:** To help Ss understand the conversation; To help Ss use the words related to outer space; To help Ss use the words that they have learnt in 3 in specific context. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 2:**  **2 *-* Read the conversation again and tick T (True) or F (False).**  - T asks Sts to run through  - Sts read the conversation in details and work independently to do the exercise. Explains the strategies, if necessary (Eg: Reading the statements , underlining the keywords in the conversation and then reading that part to decide if each statement is true of false)  + Tell them to underline parts of the conversation that help them with the answers. Set a strict time limit to ensure Ss read the text quickly for information.  + Tell them to compare their answers in pairs before they share the answers with the class.  + Ask them to give evidence when they share their answers. | **2 *-* Read the conversation again and tick T (True) or F (False).**  **\* *Answer key:***  **1.** F (Soduka is a planet that is like Earth.)  **2.** T  **3.** F (Tommy helps the four creatures repair their spaceship so that they can return to Soduka.)  **4.** F (The four creatures travel to Earth again to protect the Earth/oppose the commander)  **5.** T |
| **Activity 3:**  **3 - Match the words (1 - 5) with their definitions (a - e).**  - Ss quickly match the words in the left column with their definitions in the right column individually.  - Then ask Sts to check their answers with their partners. Check the answers as a class. Ask for translation of some of the words in the list to check their understanding.  - With a stronger class, ask Ss to make some examples with the words they have learnt. If there is enough time, ask some Ss to write their answers on the board. | **3 - Match the words (1 - 5) with their definitions (a - e).**  \* **Answer key:**  **1**. c  **2.** a  **3**. e  **4**. b  **5**. d |
| **Activity 4:**  **4 - Complete the sentences with the words in 3.**  - Sts do the exercise individually and then check with the whole class.  - When checking, ask Ss to refer to 3 to make the meanings of the words clearer to them. | **4 - Complete the sentences with the words in 3.**  **\* Key:**  **1.** possibility **2.** aliens  **3.** creatures **4.** commander  **5**. oppose |
| **4. Production ( 10’)** | |
| **Aims:** To provide Ss with practice in giving their opinions about the possibility of life on other planets. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 5:**  **5 - Work in groups. Discuss the following questions. Then report your group’s answers to the class.**  **\* Questions:**  - Sts work in groups, discussing whether they believe that there is life on other planets or not.  - Remind Ss to explain the reasons for their belief.  - Go round to observe.  - Call on Ss from every group to give their groups' opinions about the possibility of life on other planets and explain the reasons for their opinions.  - Encourage Ss to say as many sentences as possible. Do not intervene while they are speaking in order to correct their errors or give comments. After each student finishes his or her presentation, invite comments on his or her clarity, language, fluency from other Ss.  - Correct some common errors if needed. | **5 - Work in groups. Discuss the following questions. Then report your group’s answers to the class.**  **\* Questions:**  Do you believe that there is life on other planets? Why / Why not?  ***\* Suggestion:***  *I don’t believe that there is life on other planets because oxygen, water and air are lacking on other planets.* |
| **5. Wrap-Up & Home Work (3’)**  **a. Wrap-up**  + Ask one or two Ss to tell the class what they have learnt.  + Ask Ss to say aloud some words they remember from the lesson.  + If there is a projector in the classroom, show the conversation and highlight the keywords related to the topic. Also highlight the reported question in the conversation *"I sometimes ask myself what we would do If aliens took over our planet'*.' and the sentence with rise-fall intonation for making a list "*It's about four creatures Titu, Kaku, Hub, and Barb*". Tell Ss that they will learn these language points in the upcoming lessons  **\* HOME WORK**:  - Learn new words by heart.  - Make sentences with new words.  - Start preparing for the Project of the unit:  - Prepare the next lesson: Unit 12 – Lesson 2: A closer look 1. | |

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

Date of planning :

Date of teaching :

**Period: 94**

**UNIT 12 : LIFE ON OTHER PLANETS**

**Lesson 2 : A CLOSER LOOK 1**

**I. Objectives:**

**By the end of this lesson, Sts will be able to :**

**1. Knowledge:**

-Use the words related to outer space.

- Use intonation for making lists correctly.

*+ Vocabulary:*The lexical items related to outer space and about *Life on other planets.*

- Pronunciation: Intonation for making lists ; Expressing uncertainty

*+ Grammar:*Reported speech (questions)

+ She asked me, “What are you doing now? ”

***→*** She **asked** me what **I was doing then**

**2. Competence:**

- Be co-operative and supportive in pair work and teamwork.

- Access and consolidate information from a variety of sources

- Actively join in class activities

**3. Qualities:**

- Promote planets in solar system.

- Develop knowledge about other planets.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up ( 5’)** | |
| **Aims:** - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson**.** | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting Quiz time:**  - T divides class into 8 groups.  - T gives Sts some quizzes about solar system and lets them write their answers on the mini-board. The team has the most correct answers will get the star.  ***OR:***+ Sts play the game What and Where: Draw a word web with five circles on the board.  + Elicit the five words they have learnt in the previous lesson from the class and write them in the circles (one word per circle). When all the five words are written, give Ss one minute to remember the position of each word.  + Sts say the words out loud. Rub out every word as Ss say each of them out loud, leaving only the circles.  + Sts work in two groups, taking turns to fill in the circles with the words which were rubbed out. The group that has most correct answers wins.  + Sts say the names of the eight planets that go around the sun in Vietnamese.  + Remind Sts that they learnt these planets from a lesson of *Natural Science* when they were in Grade | **+ Greeting**  **Question:**   1. How many planets do we have in our solar system? 2. Is the sun a planet or a star? 3. Have humans ever walked on Mars? 4. How many moons (including moonlets) does Saturn have? 5. Which galaxy is the Earth found in?   ***Answer keys:***   1. *8 planets* 2. *A star* 3. *No/Not yet.* 4. *150*   **5.** Milky Way Galaxy  **-** Open the book and write the tittle of the lesson. |
| **2. Presentation ( 10’)** | |
| **Aims:** To teach English names of the eight planets that go around the sun. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1:**  **1. Put the eight planets in order from the closest to the farthest from the sun.**  - T uses different techniques to teach vocab (situation, realia, translation.)  - T do the “Rub out and remember” checking technique.  - T checks the students’ understanding by the *Rub out and Remember* technique.  - Read out the name of each planet and ask Ss to repeat it in chorus. Then call on some Ss to read out the names of the planets. Correct their pronunciation mistakes if needed.  - Sts work individually to put the eight planets in order from the closest to the farthest from the sun. If Ss cannot remember the order, they can use the sentence “My Very Excellent Mother Just Served Us Noodles” because the first letter of each word in it is the first letter of the name of each planet.  + Let Ss work in pairs to compare their answers before they share their answers to the class. Check and confirm the correct answers. Call on some Ss to say the names of the eight planets in Vietnamese. | **1. Put the eight planets in order from the closest to the farthest from the sun.**  \*Vocabulary  crater (n) /ˈkreɪtə/ miệng núi lửa  galaxy (n) /ˈɡæləksi/ thiên hà  rocket (n) /ˈrɒkɪt/ tàu vũ trụ con thoi  telescope (n) /ˈtelɪskəʊp/ kính thiên văn  UFO (n) /ˈjuːfəʊ/; /ˌjuː ef ˈəʊ/  ( [Unidentified](https://dictionary.cambridge.org/vi/dictionary/english/unidentified) [Flying](https://dictionary.cambridge.org/vi/dictionary/english/flying) [Object](https://dictionary.cambridge.org/vi/dictionary/english/object)) vật thể bay không xác định  Jupiter (n) /ˈdʒuːpɪtə/ sao Mộc  Mars (n) /mɑːz/ sao Hoả  Mercury (n) /ˈmɜːkjəri/ sao Thuỷ  Neptune (n) /ˈneptjuːn/ sao Hải Vương  Uranus (n) /ˈjʊərənəs/ sao Thiên Vương  Venus (n) /ˈviːnəs/ sao Kim  ***\* Answer keys:***  **1.** Mercury **2.** Venus  **3.** Earth **4.** Mars  **5.** Jupiter **6.** Saturn  **7.** Uranus **8.** Neptune |
| **3. Practice ( 17’)** | |
| **Aims:** To teach Ss new vocabulary related to outer space; To help Ss use the words related to outer space that they have learnt in 2 in specific context. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 2:**  **2. Match the words (1 – 5) with the pictures (a – e).**  - Sts individually match the words given with the pictures in the right column.  - Sts check their answers with their partners. Check the answers as a class. If needed, provide a translation of some of the words given to check their understanding.  - With a stronger class, ask Ss to make some examples with the words they have learnt. If there is enough time, ask some Ss to write their answers on the board. | **2. Match the words (1 – 5) with the pictures (a – e).**  **\**Answer keys:***  **1.** e **2.** D **3.** A **4.** B **5.** C |
| **Activity 3:**  **3. Complete the following sentences with the words from the box.**  + Ask Ss to do the exercise individually and then check with the whole class.  + When checking, ask Ss to refer to 2 to make the meanings of the words clearer to them. | **3. Complete the following sentences with the words from the box.**  \* ***Answer key:***   1. craters **2.** Rocket **3.** Telescope   **4.** Venus **5.** Galaxy |
| 1. **PRONUNCIATION: ( 10’)**   Intonation for making lists | |
| **Aims:**  **-**To teach Ss the use of intonation to make lists of people or things;  -To help Ss practise using intonation for making lists;  -To give Ss practice in identifying tones in sentences that include lists of people or things; **-**To give Sts practice in using intonation for making lists. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 4:**  **4. Listen and repeat the sentences. Pay attention to the tones of the underlined words in each sentence.**  + Explain to Sts how to make a list by playing part of the conversation in **GETTING STARTED** that includes a sentence in which a list is made:” *It’s about four creatures Titu, Kaku, Hub, and Barb”.*  + Ask Sts to pay attention to the intonation of the sentence. Ask them to give comments.  + Sts read through the instructions and the examples in the **Remember!** Box. Answer any questions and ensure that Ss understand the instructions. Call on some Ss to read out the examples. Comment and correct their pronunciation.  + Ask Ss to read through the five sentences first. Then play the recording for them to listen to and repeat the sentences.  + Ask them to pay close attention to the tones of the underlined words in each sentence.  + Play the recording as many times as necessary.  + Call on some Sts to read out the sentences.  + Invite comments from other Ss and correct any mistakes if available.  - T gives corrections and feedbacks to students’ pronunciation | **4. Listen and repeat the sentences. Pay attention to the tones of the underlined words in each sentence. \* Key:** |
| **Activity 5:**  **5. Listen to the conversations. Do you think the voice goes up or down on the underlined words in each second sentence? Draw a suitable arrow (↗ or ↙ ) on each underlined word**  - Have Ss quickly read the four conversations. Then play the recording for Ss to listen and draw appropriate arrows to indicate the rising and falling intonations of the underlined words in each response of the conversations.  - Invite some Ss to share their answers.  - Confirm the correct ones.  - Call on some pairs to read the conversations out loud.  - Comment and correct any mistakes.  - For a stronger class, Ss work in pairs to draw the arrows first.  - Then play the recording for them to check their answers  **\* Teacher checks students’ answers and their pronunciation and gives feedback.** | **5. Listen to the conversations. Do you think the voice goes up or down on the underlined words in each second sentence? Draw a suitable arrow (↗ or ↙ ) on each underlined word**  **\* *Answer key:*** |
| **5. Wrap-Up & Home Work (3’)**  + Ask Ss to summarise what they have learnt in the lesson.  + Have Ss look at the objectives written on the board at the beginning of the lesson and tick the ones they can do.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 2 . | |

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Date of planning :

Date of teaching :

**Period: 95**

**UNIT 12 : LIFE ON OTHER PLANETS**

**Lesson 3 : A CLOSER LOOK 2**

**I. Objectives:**

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

**1. Knowledge:**

+ Learn how to form and use reported speech to report questions.

*+ Vocabulary:*The lexical items related to outer space and about *Life on other planets.*

- Pronunciation: Intonation for making lists ; Expressing uncertainty

*+ Grammar:* **Reported Speech** (questions)

**{ S+ asked (wondered, wanted to know) + Wh-Question + clause }**

**Examples**: a) ”What time does the train leave?”

***→*** **He asked me** what time the train **left.**

b) “Where did he go?”

***→* She wanted to know** where he **had gone**

c) She asked me, “What are you doing now? ”

***→*** She **asked** me what **I was doing then**

**2. Competence:**

- Be co-operative and supportive in pair work and teamwork.

- Access and consolidate information from a variety of sources

- Actively join in class activities

**3. Qualities:**

- Be encouraged to know more about Life on other planets.

- Develop knowledge about other planets.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up ( 5’)** | |
| **Aims:** - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson**.** | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  – Ask a student, “*How often do you exercise in the morning?*” and write the question on the board. Then ask the whole class, “*What did I just ask ….?”* Elicit the answers from Ss. Say and write the sentence “ *I asked …. how often he did exercise in the morning.*”Explain to Ss that the first sentence is a direct question and the second is the equivalent reported question.  – Ask Ss to look carefully at the two questions on the board. Underline the words *How often, you, do* in the first question and *asked, how often, he, did* in the second question*.* Ask them to compare the two questions in terms of the question woow we use reported speech (Questions)  rd, verb tense, word order, and punctuation. Then ask them what verb is used as a reporting verb in the reported question. Elicit the answers from Ss and comment or correct if necessary.  – Draw Ss’s attention to the instructions and example in the **Remember!** box. Ask them to read the box carefully. Answer any questions and ensure that Ss understand the instructions  + Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss. | **+ Remember:**  *We normally use ask, wonder, and want to know when we report questions. In reported questions, we use the same word order as in statements but omit the question mark*. **Ex:** - She asked me, "*What are you doing now?"*→She **asked** me **what I was doing then**. *+ Remember that pronouns, possessive adjectives,verb tenses,place,expressions, and time expressions change in reported questions just as in reported statements.*  **Option 2:**  - T lets the sts watch video clip: <https://www.youtube.com/watch?v=g2C7-nLkZ8I>  Answer any questions and ensure that Ss understand the instructions.  *+ Learn how to do their tasks and open the notebooks and write the title of the lesson.* |
| **2. Presentation ( 10’)** | |
| **Aims:** To help Ss use the appropriate adverbs, verb tenses, word order in reported questions.  **Grammar: Remember:**  *We normally use ask, wonder, and want to know when we report questions. In reported questions, we use the same word order as in statements but omit the question mark*. **Ex:** - She asked me, "*What are you doing now?"* → She **asked** me **what I was doing then**. *+ Remember that pronouns, possessive adjectives, verb tenses, place expressions, and time expressions change in reported questions just as in reported statements.* | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1:**  **1. Underline the correct word or phrase for each sentence.**  + Ask Sts do the exercise individually and then check their answers in pairs.  - Invite some Ss to share their answers. Confirm the correct answers. | **1. Underline the correct word or phrase for each sentence.**  **\* *Answer key:***  **1.** then **2.** grew **3.** there  **4.** could **5.** there were |
| **3. Practice ( 17’)** | |
| **Aims:** To help Ss to make reported questions with given words, phrases, or direct questions; To help Ss practise reported speech (both statements and questions) in situations. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 2:**  **2. Put the words and phrases in the correct order to make reported questions.**  + Sts do this exercise individually and then compare their answers with a partner.  - Ask some Sts to write their answers on the board.  - Check the answers with the whole class. Confirm the correct answers  **4.** The scientists wanted to know when humans would be able to travel to Mars.  **5.** He asked the professor what the conditions were for a planet to have life on it. | **2. Put the words and phrases in the correct order to make reported questions.**  \****Answer key:***  **1.** My little brother asked me how many moons Venus had.  **2.** She wanted to know which planet was the closest to the sun.  **3.** The journalist asked the scientists what they were using telescopes in space for. |
| **Activity 3:**  **3. Change the following questions into reported questions.**  + Have Sts do this exercise individually and then compare their answers with a partner.  - Sts write their answers on the board.  - Check the answers with the whole class. Confirm the correct answers  **4.** The pupils asked the teacher where they could find information about the solar system.  **5.** I asked my teacher what the weather on Mars was like. | **3. Change the following questions into reported questions.**  ***\* Answer key:***  **1.** Mary asked the scientist who would be the first to step on Mars.  **2.** I asked my father how fast a UFO could travel.  **3.** The student asked his friend how many craters the moon had. |
| **EXTRA ACTIVITY**  + Write on board:  a) \_\_\_\_\_\_\_\_\_\_\_\_\_ I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  b) \_\_\_\_\_\_\_\_\_\_\_\_\_ I \_\_\_\_\_\_\_\_\_doing \_\_\_\_ .  c) \_\_\_\_asked\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ then .  + Put Sts into groups of three and ask them to make a different reported question for a-d. Encourage them to make silly questions.  - Sts write their four reported questions on an A4 sheet of paper and then when finished display them around the class.  - Sts wander around the room reading the different reported questions and note which one they think is the silliest.  + Lead a quick discussion with the class about which question they found to be the silliest. | |
| **Activity 4:**  **4.Report the conversation between An and Mai.**  + First, ask Ss to read the instruction. Use the example to make it clear to Ss what they are supposed to do. Then have Ss read the conversation carefully. If necessary, explain how to use the reporting verbs ***say, tell,*** *and* ***ask***. Ask Ss to write the sentences individually and then compare their answers with a partner  + Ask some Ss to write their answers on the board.  + Check the answers with the whole class.  - Confirm the correct answers. | **4.Report the conversation between An and Mai.**  **\* *Answer key:***  *An asked Mai what she was reading. Mai told An that she was reading Aliens and she was almost done. Next, An asked Mai what kind of book it was. Mai said to An that it was science fiction. And An asked Mai what it was about. Mai told An that it was about three aliens who tried to take over Earth.* |
| **4. Production ( 10’)** | |
| **Aims:** To give Ss further practice with reported speech (both statements and questions) in real situations. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 5:**  **5. Work in pairs. Ask your partner five questions about his / her daily routine and make notes of his / her answers. Then report your questions and your partner’s answers to the class.**  + First, ask Ss to read the instructions. Use the example to make clear to Ss what they are supposed to do. With a weaker class, model the activity with a more able student.  + Have Ss work in pairs, asking and answering about their daily routine.  - Remind Ss to make notes of their partners' answers. Set time (4 - 5 minutes) for Ss to do this activity.  - Go round to help weaker Ss.  + Call on some Ss to report their questions and their partners' routine to the class.  - Correct any grammar and pronunciation mistakes if necessary.  - T gives corrections and feedbacks. | **5. Work in pairs. Ask your partner five questions about his / her daily routine and make notes of his / her answers. Then report your questions and your partner’s answers to the class.**  **Example:**  *I asked A what time he got up in the morning and he told me (that) he got up at ...* |
| **5. Wrap-Up & Home Work (3’)**  + Summarise the main points of the lesson.  - Ask Ss to make sentences about themselves, using reported speech  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 4 : COMMUNICATION. | |

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

Date of planning :

Date of teaching :

**Period: 96**

**UNIT 12: LIFE ON OTHER PLANETS**

**Lesson 4 : COMMUNICATION**

**I. Objectives:**

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

**1. Knowledge:**

- Express uncertainty.

- Talk about the planet.

*+ Vocabulary:*The lexical items related to outer space and about *Life on other planets.*

- Pronunciation: Intonation for making lists ;

*+ Expressing uncertainty*

1. **Nick:** Do you think Mars may support life?

**Mark**: I'm not sure about it. Scientists are trying to find life there.

1. **Mary:** Do you think Ann will win tomorrow?

**Tommy:** I doubt it. She injured her arm in a match last week.

*+ Grammar:*Reported Speech (questions)

**2. Competence:**

- Be co-operative and supportive in pair work and teamwork.

- Access and consolidate information from a variety of sources

- Actively join in class activities

**3. Qualities:**

- Ss have general ideas about *how to express uncertainty.*

- Be encouraged to know more about Life on other planets.

- Develop knowledge about other planets.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up ( 5’)** | |
| **Aims:** - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson**.** | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  + Check up the old lesson.  - Ask some Sts to remember what someone has asked them and report his or her questions to the class.  - Introduce the objective of the lesson: learning how to express uncertainty.  - Ask Ss to look at COMMUNICATION . | **+ Greeting**  **-** Open the book and write the tittle of the lesson. |
| **2. Presentation ( 10’)** | |
| **EVERYDAY ENGLISH**  **Aims:****-** To introduce ways of expressing uncertainty in everyday conversations.  - To help Ss practise expressing uncertainty. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1:**   1. **Listen and read the conversations. Pay attention to the highlighted sentences.**   + Play the recording for Ss to listen and read the two conversations at the same time. Ask Ss to pay attention to the questions and answers.  + Have Ss practise the conversations in pairs. Cali on some pairs to practise the conversations in front of the class | **1. Listen and read the conversations. Pay attention to the highlighted sentences.**  **Nick:** Do you think Mars may support life?  **Mark**: I'm not sure about it. Scientists are trying to find life there.  2.  **Mary:** Do you think Ann will win tomorrow?  **Tommy:** I doubt it. She injured her arm in a match last week. |
| **Activity 2:**  + Ask Ss to work in pairs to make similar conversations with the given situations.  + Move around to observe and provide help. Call on some pairs to perform in front of the class.  + Comment on their performance.  **-**T listens to sts’ pronunciation and gives feedback*.* | **2. Work in pairs. Make similar conversations with the following situations.** |
| **EXTRA ACTIVITY**  + Put Ss into pairs. One student asks a Yes / No question about something in the future and the other student expresses uncertainty and gives a reason.  - Sts switch roles.  - Sts find a new partner and repeat the process. | |
| **3. Practice ( 17’)** | |
| **Aims:** To help Ss learn about three planets in the solar system;To help Ss further develop their reading skill for specific information (scanning); To help Ss learn about the appearances of three planets in the solar system. | |
| **Activity 3:**  **3. Read the information below and answer the questions that follow.**  - Sts read the instruction to understand what they are going to do. Remind them that they have to read the questions and underline the keywords first and then read the texts to scan for the necessary information to help them answer the questions.  + Set a time limit for Sts to read the texts and answer the questions. After that, get them to swap answers in pairs. Go around and offer help, if necessary. Check the answers as a class | **3. Read the information below and answer the questions that follow.**  ***\* Answer key:*** ✓  **1.** (They are) Mercury and Venus.  **2.** (It is) Venus.  **3.** (It is) Mercury.  **4.** (It is) Venus.  **5.** (It is) Jupiter. |
| **Activity 4:**  **4. Work in pairs. Discuss and match the three planets in *3* with the pictures (1 - 3) below.**  - Sts work in pairs.They discuss how to match the three planets in 3 with the pictures given.  - Reminds Sts to use the information given in 3 or their own knowledge.  + Let Sts work in pairs to compare their answers before they share the answers with the class.  - Check and confirm the correct answers. | **4. Work in pairs. Discuss and match the three planets in *3* with the pictures (1 - 3) below.**  **\**Answer key:***  **1.** Venus  **2.** Mercury  **3.** Jupiter |
| **4. Production ( 10’)** | |
| **Aims:** To help Ss practise giving a presentation about one of the three planets in 3. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 5:**  **5.Work in groups. Take turns to talk about one of the three planets in *3***  - Sts work in groups, taking turns to talk about one of the three planets in 3. Go round to observe.  + Encourage Sts to say as many sentences as possible.  - Ask Sts not to stop their group members while they are speaking in order to correct their errors.  + Call on some Sts to give the presentation about one of the three planets in front of the whole class. After each student finishes his or her presentation, invite comments on his or her clarity, language, and fluency from other Ss.  \* T corrects any grammar and pronunciation mistakes if necessary. | **5.Work in groups. Take turns to talk about one of the three planets in *3***  **Ex:**  *I would like to tell you about Mercury.*  *It is the smallest planet.*  **\**Suggested Answers:***  *I would like to tell you about Mercury.*  *It is the smallest planet. It is the closest planet to the sun, and it doesn’t have any moons.*  *It is hot in* the daytime but very cold at night.  Mercury doesn’t have atmosphere so there is no wind or weather.  ***In my talk I’ll tell you about Jupiter.***  ***It is the largest planet with about 63 moons.***  ***It is the stormiest planet.***  ***Jupiter is*** *third brightest object in the night sky.* |
| **5. Wrap-Up & Home Work (3’)**  + Ask Ss to summarise what they have learnt and practised in this lesson.  - T has Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: | |

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

Date of planning :

Date of teaching :

**Period: 97**

**REVIEW 4 (UNIT 10- 11- 12)**

**LANGUAGE: Pronunciation- Vocabulary-Grammar**

**I. Objectives:**

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

**1. Knowledge:**

- revise the language and skills they have learnt from unit 10 to unit 12.

- Revise what they have learnt so far in terms of language and skills.

- Summarise their answers at the end and add additional information if necessary.

- use this language review section as a self-test. Ss do the exercises in 30 minutes, then T checks their answers. Otherwise, T can conduct each activity separately.

**+** Revise the words related to Communication technology ; Science abd technology in the future; Outer space.

+ Stress in words ending- ese and -ee ; sentence stress in isolation and in context; Intonation for making lists.

+ Revise how to Interrupting politely ; Giving and responding to good news.

**a) Vocabulary:** Ss revise the words related to Communication technology ; words about shopping;

**b) Grammar :** Prepositions of place and time; Possessive pronouns; *Reported speech (Statements)*

**c) Writing :** Writing a paragraph to describe a way of modern communication; Write an opinion paragraph about whether robots will raplace teachers at school.

**2. Competence:** To remind students the knowledge that they have learnt in Units 10-11-12

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities

**3. Qualities :**

- Be benevolent and responsible

- Develop self-study skills

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up (5’)** | |
| **Aims: Introduction**  - By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 10 – 12. Ask Sts what they have learnt so far in terms of language and skills.  + Provide further practice if necessary. Otherwise, conduct each activity separately. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Revision on the old lessons/ Chatting**  - Tasks Sts some questions .  - Ask Sts to open their book and introduce what they are going to study….  **+ Whisper**  - Divide the class into four teams. One representative from each team comes to the board. Teacher gives them a sentence. That person will then whisper what she/he heard to the next person. Each person can only say, "Can you please repeat that?" one time. When the message reaches the end of the chain that person must speak out loud. | **+ Greeting ; T\_Ss**  **+ Chatting**  - Open their book and write .  **Sentences:**  **1. We can’t connect the Internet in this room.**  **2. There are eigth planets in our solar system.**  **3. I have one TV, one radio and two tables.** |
| **2. Presentation (25’)** | |
| **A. LANGUAGE: Pronunciation**  **Aims:** To help Ss review the knowledge of stress in words ending in -eseand -ee, sentence stress, and intonation for making lists. | |
| **Teacher’s & Student’s activities** | **Content** |
|  | |
| **Activity 1a:**  - Sts do this exercise individually, then share their answers with a partner before sharing their answers with the class.  - Confirm the correct answers.  - Have some Sts read out the words. | **a) Choose the word which has a different stress pattern from that of the others.**  **\* Key : 1**. A **2.** C |
| **Activity 1b:**  + Elicit the rules for using stress in sentences. + Have Ss do this exercise individually, then share their answers with their partners before sharing their answers with the class.  - Confirm the correct answers.  + Invite some Ss to read the sentences aloud with the correct stress. | **1b. Read the sentences out loud with the correct stress. How many stressed words are there in each sentence? Listen, check, and repeat.**  \* **Key:**  **3.** **How** will **peo**ple **tra**vel to **work** in the **fu**ture? **=> 5 stressed words**  **4. A:** Will tech**no**logy re**place** **hu**mans in the **fu**ture? **=> 4 stressed words**  - **No**, they **won’t.** **=> 2 stressed words** |
| **Activity 1c:**  + Elicit the rules of intonation in sentences showing a list. Ss do this exercise individually then share their answers with their partners before sharing them with the class. Confirm the correct answers. Invite some Ss to read the sentences aloud with correct intonation. | **1c. Draw a suitable arrow above each underlined word to show intonation. Then listen and repeat.**  **\* Key**:  **5.** I can remember the names of some  planets, such as Venus, Neptune, and Mars.  **6.** They have a TV, a fridge, a table, and four chairs. |
| **Vocabulary**  **Aims: -** To help Ss review the words and phrases learnt in the previous units.  - To help Ss review the form of the words given. | |
| **Activity 2:**  + Have Ss do this exercise individually and then share their answers with their partners.  + Check and confirm the correct answers. | **2. Choose the best answer A, B, or C.**  **\* Key**:  **1.** B **2.** A **3.** C **4.** B **5.** C |
| **Activity 3:**  + Ask Sts what kind of word (i.e., noun, verb, etc.) can be used to fill in the blanks.  + Elicit their answers. Ss do this exercise individually.  + Call on two Sts to write their answers on the board.  + Confirm the correct answers. | **3. Fill in each blank with the suitable form of the word given.**  ***\* Answer key:***  **1.** possibility  **2.** recognition  **3.** communication  **4.** connection  **5.** translation |
| **3.** **Grammar**  **Aims:** To help Ss review the prepositions of place and time and possessive pronouns. | |
| **Teacher’s & Student’s activities** | **Content** |
| **Activity 4:**  - Sts do this exercise on their own first. Ss then compare their answers with a classmate. Invite Sts to share their answers.  + Ask them to explain their answers and correct the mistakes. Confirm the answers. | **4. Which of the underlined parts in each questions is incorrect? Fins and correct it.**  ***\* Key:***  **1.** B (on **→** for) **2.** C (by **→** in)  **3.** C (your **→** yours) **4.** B (in**→** of)  **5.** B (for **→** by/at) |
| **4. Production (10’)** | |
| **Aims:** To help Ss review reported speech. | |
| **Activity 5:**  + Ss do this individually and compare their answers with a partner. Call on some Ss to go to the board to write their sentences. Other Ss comment.  + Confirm the correct sentences.  + Revise the structures if needed  **+ Do more exercises if have time.** | **5. Change these sentences into reported speech.**  **\* Key:**  **1.** My friend asked me what planet I wanted to visit.  **2.** She told me (that) she was reading a book about future ways of communication then.  **3.** Lan asked Nam how teachers would check attendance in the future.  **4.** Our club president said (that) we were having a video conference with other clubs the next/following week.  **5.** I asked my mum when there would be a full moon. |
| **5. Wrap-Up & Home Work (3’)**  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important grammar points.  + Words / phrases . Vocabulary; The grammar points.  **\* HOME WORK**  - Read again the conversation  - Do more exercises in workbook.  - Make more sentences using adverbs of frequency. | |

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

Date of planning :

Date of teaching :

**Period: 98**

**REVIEW 4 (UNIT 10-11-12)**

**SKILLS: Reading- Speaking- Listening - Writing**

**I. Objectives:**

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

**1. Knowledge:**

- Read for general and specific information;

- Talk about study apps and devices;

- Listen for specific information about the solar system;

- Write a paragraph about means of communication;

- revise the language and skills they have learnt from unit 10 to unit 12.

- revise what they have learnt so far in terms of language and skills.

- Summarise their answers at the end and add additional information if necessary.

- use this language review section as a self-test. Ss do the exercises in 30 minutes, then T checks their answers. Otherwise, T can conduct each activity separately.

**+** Revise the words related to Communication technology ; Science abd technology in the future; Outer space.

+ Stress in words ending- ese and -ee ; sentence stress in isolation and in context; Intonation for making lists.

+ Revise how to Interrupting politely ; Giving and responding to good news.

**a) Vocabulary:** Ss revise the words related to Communication technology ; words about shopping;

**b) Grammar :** Prepositions of place and time; Possessive pronouns; *Reported speech (Statements)*

**c) Writing :** Writing a paragraph to describe a way of modern communication; Write an opinion paragraph about whether robots will raplace teachers at school.

**2. Competence:** To remind students the knowledge that they have learnt in Units 10-11-12

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities

**3. Qualities :**

- Be benevolent and responsible

- Develop self-study skills

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up (5’)** | |
| **Aims:** - By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 10 – 12.  - Sts revise what they have learnt so far in terms of language and skills. Summarise their answers and add some more information if necessary. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Revision / Chatting**  - Tasks Sts some questions about old lessons and class.  - Ask Ss to open their book and introduce what they are going to study….  **Race at the board**  - Divide the class into two or three teams. One representative from each team comes to the board. Teacher asks a question or give a problem, and the first person to write the correct answer on the board wins a point for their team. The catch: the students at the board only get one try. If they all miss the question, T takes the answer from the first person in the audience who raises their hand. | **+ Greeting - Chatting**  \* **Questions:**  **1.** This is an [object](https://dictionary.cambridge.org/vi/dictionary/english/object) or [machine](https://dictionary.cambridge.org/vi/dictionary/english/machine) that has been [invented](https://dictionary.cambridge.org/vi/dictionary/english/invent) for a [particular](https://dictionary.cambridge.org/vi/dictionary/english/particular) [purpose](https://dictionary.cambridge.org/vi/dictionary/english/purpose). What is it?  **2.** What do you call a [computer](https://dictionary.cambridge.org/vi/dictionary/english/computer) [program](https://dictionary.cambridge.org/vi/dictionary/english/program)?  **3.** The sun and the group of planets that move around it. What is it?  **4.** Can you name some means of communication?  ***\* Answers:***  **1. Device**  **2. App**  **3. Solar system**  **4. Post card, phone, TV, radio, newspaper, internet….** |
| **2. Presentation (25’)** | |
| **Reading**  **Aims:** To help Ss practise reading for specific information. | |
| **Teacher’s & Student’s activities** | **Content** |
| **Activity 1:**  **1.Read the notice . Tick (√) the apropriate box(es).**  - Sts read the notices quickly and tick the appropriate boxes. Then have Ss compare their answers with a partner before giving T the answers.  - Confirm the correct answers. | **1.Read the notice . Tick (√) the apropriate box(es).**  **\* Key:** |
| **Speaking**  **Aims:** To help Ss practise asking and answering about a device or an app they use for studying. | |
| **Activity 2:**  **2.Work in pairs. Ask and answer about a device or an app you use for studying. Report your partner’s answers to the class.**  + Have Ss work in pairs to ask and answer about a device or an app they use for studying. Ask them to report their partner's answers to the class.  Listening | **2.Work in pairs. Ask and answer about a device or an app you use for studying. Report your partner’s answers to the class.**  ***\* Suggested answers:***  *Raz plus is an amazing app. It helps me study English more effectively. I use it almost everyday. I can read a lot of reading books in both fiction and non-fiction. It also helps me improve my pronunciation by listening and recording. But I need to buy its account so as to use it.* |
| **Listening**  **Aims:** To help Ss practise listening for specific information. | |
| **Teacher’s & Student’s activities** | **Content** |
| **Activity 3:**  **3. Listen to Mark talking about the solar system. Fill in each blank with no more than TWO words.**  + Have Ss read the sentences.  + Play the recording for the first time. Ask Ss to listen and complete the sentences.  + Ask for their answers and write them on the board.  + Play the recording the second time for Ss to check their answers. Check Ss' answers.  + Play the recording the last time if necessary, stopping at different places where Ss get the wrong answers. | **3. Listen to Mark talking about the solar system. Fill in each blank with no more than TWO words.**  **\* Key:**  **1.** moons **2.** rocky surfaces  **3.** objects **4.** huge **5.** rings  ***\* Audio script – Track 83:***  *The Sun is a star which has eight planets that move around it. Many of these planets have moons. The Sun, the eight planets, their moons, and other objects make up our solar system.*  *Based on their distances from the Sun, the eight planets are divided into inner and outer planets. The four inner planets are fairly small and have rocky surfaces. They are Mercury, Venus, Earth and Mars.*  *Beyond Mars is the asteroid belt with millions of rocky objects. On the far side of the asteroid belt are the outer planets. They include Jupiter, Saturn, Uranus, and Neptune. These four planets are huge and are mostly made up of gas. They all have thick layers of clouds and rings around them.* |
| **Writing**  **Aims:** To help Ss write a paragraph about their favourite means of communication. | |
| **Teacher’s & Student’s activities** | **Content** |
| **Activity 4:**  **4. Write a paragraph (80 - 100 words) about your favourite means of communication. You may use the following questions as cues.**  - Sts to discuss and answer the questions in pairs. Then have them write their paragraphs individually.  - Ask two Sts to write their paragraphs on the board. Other Ss and T comment on the paragraphs on the board.  - T collects some writing to give feedback at home. | **4. Write a paragraph (80 - 100 words) about your favourite means of communication. You may use the following questions as cues.**  ***\* Suggested answer:***  *My favourite means of communication is the mobile phone. I use it every day to talk with almost anyone, from my family members to friends. It is a very convenient way of communicating with people because it is small and portable. In addition, I can send them messages and even make video calls. If my phone is connected to the Internet, it will be much better. The reason is that I can send and receive emails through it or access various websites to update news and information. In the future, I will continue using my mobile phone to communicate.*  ***\* Suggested answer :***  *The internet is my favorite means of communication. It is convenient and effective. I can use it anywhere, anytime. I usually use internet to chat with my friends, my family or somebody lives in another country. I will continue to use it.* |
| **4. Wrap-Up & Home Work (3’)**  - T asks sts to talk about what they have learnt in the lesson .  - Summarise the main points.  - Ask Sts what they have learnt so far. Have them recall the important elements:  \* **HOME WORK**  - Finish the writing. Copy into the notebooks.  - Do more exercises in workbook. | |

Date of planning : …………………………..

Date of teaching : …………………………..

**Period: 99**

**REVISION FOR THE SECOND TERM**

**I. Objectives:**

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

- Ask Ss what they have learnt in terms of language and skills.

- Summarise their answers in notes and write them in a top corner of the board. Briefly revise some important / difficult points before starting with the review.

**1. Knowledge:** - Ss will have revised the language they have learnt and the skills they have practised in **Unit 7, 8, 9** **10, 11, 12.**

**a) Vocabulary:** Ss revise the words related to the environment protection ; words about shopping; Types of natural disasters; words describing natural disasters.

- use the words related to communication technology;

- use the words related to science and technology in the future; say sentences with correct stress;

- use the words related to the topic Life on other planets;

**b) Grammar :**

+ Revise complex sentences with adverb clause of time ; adverb of frequency, present simple for future events; Past contiuous tense.

- recognise and use prepositions of place and time and possessive pronouns;

- use reported speech for statements;

- use reported speech to report questions;

**c) Writing**

+ Writing a notice;

- Writing a paragraph about the advantages and disadvantages of a type of shopping ;

- Writing instructions about things to do before, during, and after a natural disaster.

- write a paragraph to describe a way of modern communication

- write an opinion paragraph about whether robots will replace teachers at school.

- write a paragraph to describe imaginary creatures living on another planet.

**2. Competence:**

- Develop communication skills and creativity.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities

**3. Qualities :**

- Have the good attitude to working in individual work .

- Develop self-study skills.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

**A. GRAMMAR POINTS:**

**UNIT 7: ENVIRONMENTAL PROTECTION**

**I. GRAMMAR : Mệnh đề trạng ngữ chỉ thời gian (Clauses of time)**

**1. Câu phức (Complex sentence)**

Câu phức là câu gồm một mệnh đề độc lập, hay mệnh đề chính (main clause), và một hay nhiều mệnh đề phụ thuộc (subordinate clause), liên kết với nhau bởi [liên từ phụ thuộc](https://zim.vn/lien-tu-phan-2-lien-tu-phu-thuoc) (subordinating conjunctions) hoặc [đại từ quan hệ](https://zim.vn/dai-tu-quan-he-la-gi-dinh-nghia-cach-ap-dung-va-bai-tap-co-giai-thich) (relative pronoun)…

Ex:  + **Although** it was raining, we still decided to go outside.

+ He went away **because** you had gone and because I couldn’t help him.

+ **If** he comes back, you should help him.

+ Ba studied hard, **so** he passed the exam easily

**2. Mệnh đề trạng ngữ chỉ thời gian (Clauses of time)**

**\* Mệnh đề trạng ngữ chỉ thời gian là gì?** Đó là những mệnh đề bắt đầu bằng các liên từ chỉ thời gian như: **when** (khi, vào lúc), **while, as** (trong khi), **until, till** (cho đến khi), **as soon as, once** (ngay khi), before (trước khi), **after** (sau khi),  **as long as, so long as** (chừng nào mà), **since** (từ khi)…

**UNIT 8: SHOPPING**

**I. GRAMMAR : Adverbs of frequency ( Trạng ngữ chỉ tần suất )**

**Present simple for future events ( Thì hiện tại đơn diễn tả tương lai )**

**1.Trạng từ chỉ tần suất (adverbs of frequency)**

**2. Present simple for future events ( Thì hiện tại đơn diễn tả tương lai )**

**UNIT 9: NATURAL DISASTERS**

**I. GRAMMAR : The past continuous tense ( Thì quá khứ tiếp diễn )**

……………..

**UNIT 10: COMMUNICATION IN THE FUTURE**

**I. GRAMMAR : PREPOSITIONS** **(Giới từ)**

Giới từ là từ hay cụm từ thường được dùng trước danh từ hay đại từ để chỉ mối liên hệ giữa các từ này với các thành phần khác trong câu.

**I. Các loại giới từ *(Kinds of preposition)***

1. Giới từ chi thời gian (Prepositions of time)

2*.*Giới từ chỉ nơi chốn (Prepositions of place)

3. Giới từ chi sự chuyển động (Prepositions of movement)

4.Một số giới từ khác:

**II.  Giới từ theo sau danh từ, tính từ và động từ *(Prepositions following nouns, adjectives and verbs)*** *Be fond of; Be interested in ; believe in ; succeed in ….*

**B.** **PERSONAL PRONOUNS, POSSESSIVE PRONOUNS,**

**(Đại từ nhân xưng, Đại từ sở hữu )**

1. Đại từ nhân xưng *(Personal Pronouns)*

2. Tính từ sở hữu và Đại từ sở hữu *(Possessive Adjectives and Possessive Pronouns)*

**UNIT 11: SCIENCE AND TECHNOLOGY**

**I. GRAMMAR : REPORTED SPEECH\_1**

**( Lời nói tường thuật )**

**UNIT 12: LIFE ON OTHER PLANETS**

**I. GRAMMAR : REPORTED SPEECH (2) ( Lời nói tường thuật 2 )**

**B.PRACTICE EXERCISE.**

**A: VOCABULARY - GRAMMAR - LANGUAGE FUNCTION**

**Circle the best option (A, B, C or D) to complete sentences below**

**1.*Choose the word whose underlined part is pronounced differently from that of the others.***

|  |  |  |  |
| --- | --- | --- | --- |
| A. anxious | B. tourist | C. delicious | D. famous |

**2.*Choose the word that has a differen stress pattern from that of the others.***

|  |  |  |  |
| --- | --- | --- | --- |
| A. medium | B. computer | C. formation | D. connection |

**3.** is a wonderful natural fertilizer.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Compost | B. Plastic | C. Envelope | D. Garbage |

**4.** Animals are \_\_\_\_\_\_\_\_\_; therefore, we shouldn’t hurt them needlessly.

|  |  |  |  |
| --- | --- | --- | --- |
| A.type | B. alien | C.creature | D.breeds |

**5.** This book is \_\_\_\_\_\_.

|  |  |  |  |
| --- | --- | --- | --- |
| A. my | B. I | C. mine | D. me |

**6.** We play soccer \_\_\_ Sunday morning.

|  |  |  |  |
| --- | --- | --- | --- |
| A.in | B. from | C. every | D. at |

**7.** The teacher\_\_\_\_ me that I had better devote more time to science subjects such as physics.

|  |  |  |  |
| --- | --- | --- | --- |
| A. said to | B. told to | C. spoke | D. said |

***8.*** The teacher \_\_\_\_\_\_\_\_\_me that I should spend more time studying English.

|  |  |  |  |
| --- | --- | --- | --- |
| A. said | B. asked | C. told | D. spoke |

**9.**Nick is not here at the moment. Can I\_\_\_\_\_\_\_\_\_\_\_a message.

|  |  |  |  |
| --- | --- | --- | --- |
| A. take | B. get | C. read | D. give |

**10.** *Hoa: Do you think your sister will follow a career in business?- Lan* **:\_\_\_\_\_\_\_\_\_\_\_**

A.I doubt it. He has a romantic view of life B. Never mind. He will follow it

C. He does not know for sure D.I think so. He is too unrealistic for it

**B: READING**

**I. Read the following text and decide which answer best fits each numbered blank**

Earth Day Network's mission is to diversify, educate and activate the environmental movement worldwide. More (1) ………….1 billion people now participate in Earth Day activities (2) …………….. year. This can make it the largest observance in the world.

The first Earth Day (3)…… April 22, 1970, activated 20 million Americans from all walks of life and is widely credited with launching the modern environmental movement. The passage of the landmark Clean Air Act, Clean Water Act, Endangered Species Act and many other ground-breaking environmental laws soon followed. Twenty years (4)……….., Earth Day went global, mobilizing 200 million people in 141 countries and lifting environmental issues onto the world stage. Now, this day is becoming (5) …………… and more popular in over the world.

|  |  |  |  |
| --- | --- | --- | --- |
| **1.** A. of | B. than | C. then | D. with |
| **2.** A. much | B. many | C. each | D. other |
| **3.** A. on | B. in | C. at | D. until |
| **4.** A. later | B. latest | C. late | D. lately |
| **5.** A. many | B. much | C. most | D. more |

**II.Read the following passage then choose the best answer A, B, C or D**

**Beer and Cheese**

When you are drinking a cold beer on a hot day, or eating a delicious cheese sandwich, you can thank biotechnology for the pleasure you are experiencing. That's right! Beer, bread and cheese are all produced using biotechnology. Perhaps a definition will be useful to understand how. A standard definition is that biotechnology (or biotech for short) is the application of science and engineering to the direct or indirect use of living organisms.

And as you know, the food and drink above are all produced by the fermentation of micro-organisms. In beer, the yeast multiplies as it eats the sugars in the mixture and turns them into alcohol and CO2. This ancient technique was first used in Egypt to make bread and wine around 4000BC!

**Questions**

**1. What is the main topic of the article?**

**A.** Brief history and modern developments of biotechnology

**B.** Benefit of biotechnology

**C.** Modern research in biotechnology

**D.** Origin of biotechnology

**2. What is not a product of biotechnology?**

|  |  |  |  |
| --- | --- | --- | --- |
| **A.** bread | **B.** beer | **C.** cheese | **D.** fish |

**3. Biotechnology (or biotech for short) is the application of science and engineering to the direct or indirect use of**  .

|  |  |
| --- | --- |
| **A.** short organisms | **B.** living organisms |
| **C.** living organisms | **D.** indirect and direct organisms |

**4. What was the ancient technique to make first used around 4000 BC?**

|  |  |  |  |
| --- | --- | --- | --- |
| **A.** bread | **B.** wine | **C.** both bread and wine | **D.** Not given |

**5. Where was the ancient technique to make bread and wine first used?**

|  |  |  |  |
| --- | --- | --- | --- |
| **A.** Europe | **B**. Egypt | **C.** Russia | **D.** America |

**C. WRITING**

**I. Find out and circle the mistake in each sentence below**

1. I will be in the countryside on two weeks this summer holiday.

A B C D

2. Mr. Nam said that he would visit Singapore next year.

A B C D

**II. Rewrite the following sentences as directed (using the suggested words) so that the meanings stay the same.**

1. “I will hand my assignment to the teacher tomorrow.”

=>Mai said that………………………………………………………………….

2."How often do you visit your grandparents?" Lan asked Mai

=>Lan asked Mai..................................................................................................

3. These are her books

=>These books .....................................................................................................

**III. *Write a short paragraph* of 80 -100 words to talk about the advantages of email.**

Some suggestions

- be fast: deliver at once, not have to wait for days to get response

- use simple and formal language, write and send emails quickly, not have to spend much time choosing vocabulary and grammar

- environmentally friendly: not use paper, so save trees

- can send birthday cards, favourite pictures

Conclusion: A quick, easy, way to stay in touch with family. Friends, an important part in modern life.

**D. SPEAKING**

**1. Introduction:**

**Introduce yourself with basic information (name, class, age, hobby, family, etc.)(0.5 ps)**

**II. Topics**

**Tell about:**

Topic 7: Do you think it’s necessary to protect our environment? Why or why not?

Topic 8: Do you like shopping? Why or why not?

Topic 9: What do you know about natural disasters.

Topic 10: How do people mainly communicate in the future?

Topic 11: Is Science and technology important in our modern life?

Topic 12: Is it possible or impossible to have life on other planets?

**III. Answering further questions relating to the topics in the 2ndterm**

1. When/where did the natural disaster happen?

2. What will you do to prepare for a natural disaster?

3. What should you do to reduce the natural disaster?

4.How many types of pollution are there?

5. Can you name the types of pollution?

6. What is the most important festival in Viet Nam?

7. When / Where does it occur?

---The end ---

**ĐÁP ÁN**

**A. VOCABULARY - GRAMMAR - LANGUAGE FUNCTION**

**Circle the best option (A, B, C or D) to complete sentences below**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1. B** | **2. A** | **3.A** | **4. C** | **5. C** |
| **6.B** | **7.A** | **8.C** | **9.A** | **10.A** |

**B. READING**

**I.Read the following text and decide which answer best fits each numbered blank**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1. B** | **2. C** | **3.A** | **4. A** | **5. D** |

**II.Read the following passage then choose the best answer A, B, C or D (1.0 p)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1. A** | **2. D** | **3.C** | **4. A** | **5. B** |

**C.WRITING**

**I.**Find out and circle the mistake in each sentence below (0,4ps)

1.A 2.D

**II. Rewrite the following sentences as directed ( using the suggested words) so that the meanings stay the same.**

1. Mai said that she would hand her assignment to the teacher the next day.

2. Lan asked Mai how often she visited her grandparents.

3. These books are hers.

**III . Write a short paragraph of 80 -100 words to talk about the advantages of email.**

- Correct form of a paragraph **(**0.2 ps)

- Accuracy of spelling and grammar + content (0.5 ps)

- Good linking + Creativity (0.3 ps)

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

* **Từ tiết 100-102 là các tiết Ktra cuối kì 2 và Speaking**

Date of planning :

Date of teaching :

**Period : 103**

**UNIT 12 : LIFE ON OTHER OTHER PLANET**

**Lesson 5 : SKILLS 1/ Reading and speaking**

**I. Objectives:**

**By the end of this lesson, Sts will be able to:**

**1. Knowledge:**

- Read for specific information about the possibility of life on other planets.

- Talk about the conditions needed for planets to support human life.

*+ Vocabulary:*The lexical items related to outer space and about *Life on other planets.*

- Pronunciation: Intonation for making lists ; Expressing uncertainty.

*+ Grammar:*Reported speech (questions).

**2. Competence:**

- Be co-operative and supportive in pair work and teamwork.

- Access and consolidate information from a variety of sources.

- Actively join in class activities .

**3. Qualities:**

- Be benevolent and responsible

- Develop knowledge about other planets.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up ( 5’)** | |
| **Aims: -** To create an active atmosphere in the class before the lesson;  - To lead into the new lesson. | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting + BRAINSTORMING**  - Write the phrase " Life on Other Planets” on the board and ask Ss to write as many words and phrases that are related to life on other planets as they can.  + Ask Ss to share their words and phrases with their partners to find out who can write more and which ones they have in common.  - Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board. | **+ Greeting**  **+ BRAINSTORMING**  **+ water; liquid; air; gravity; habitable; climate……**  **-** Open the book and write the tittle of the lesson. |
| **2. Presentation ( 10’)** | |
| **Reading**  **Aims:** To help Ss understand and activate their knowledge of the topic. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1:**  **Teach vocabulary:**  **1. Work in pairs. Discuss the following questions.**  + T uses different techniques to teach vocab (situation, realia, translation.)  + T introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + T do the checking *“Matching”*  + T reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.  + Ask Sts to work in pairs, discussing what they know about other planets, whether they would like to live on another planet or not and why.  - Ask some Sts to give their answers in front of the class. Ask some other questions about what science fiction movies they have seen lately. | **1. Work in pairs. Discuss the following questions.**  **\*Vocabulary:**  **- liquid (n)** /ˈlɪk.wɪd/ Chất lỏng  - **temperature (n)** /ˈtem.pɚ.ə.tʃɚ/  Nhiệt độ  **- atmosphere (n)** /ˈæt.mə.sfɪr/  Không khí  - **gravity (n)** /ˈɡrævəti/ trọng lực, lực hút trái đất.  **- habitable (adj)** /ˈhæbɪtəbl/ có thể ở được, phù hợp để ở  **- promising (adj)** /ˈprɒmɪsɪŋ/ đầy hứa hẹn, triển vọng  **- trace (n)** /treɪs/ dấu vết  \****What do you know about other planets?***  ***\* Would you like to live on another planet?Why/ why not?*** |
| **3. While Reading ( 12’)** | |
| **Aims:** To develop Ss' reading skill of guessing the meaning of new vocabulary using context;To help Ss understand new vocabulary in the reading text;To improve Ss' reading skill for specific information;To improve Ss'reading for specific information (scanning). | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 2:**  **2. Read the text and match the highlighted words in the text with their meanings.**  - Sts work individually to read the passage and find the highlighted words.  - Sts read aloud the highlighted words. Correct their pronunciation if needed.Sts match the highlighted words with their meanings. Remind them to use the context to help them. Check the answers as a class. | **2. Read the text and match the highlighted words in the text with their meanings.**  **\* Answer key:**  **1.** c **2.** d **3.** a **4.** e **5.** b |
| **Activity 3:**  **3.Read the text again and answer the following questions**  - Sts read the text in detail to answer the questions. Ask them how to do this kind of exercise.  - Explain the strategies if necessary (e.g. reading the questions, underlining the key words in the questions, locating the key words in the text, and then reading that part and answering the questions).  - Tell them to underline the parts of the passage that help them with the answers. Set a strict time limit to ensure Ss read the text quickly.  - Tell them to compare their answers in pairs before giving the answers to T. Ask them to give evidence  when giving the answers. T give feedback. | **3.Read the text again and answer the following questions**  \* ***Answer key:***  **1**. Humans are still wondering what planets in outer space might support life.  **2.** It needs to have the correct amount of air to hold an atmosphere around it.  **3.** its gravity is not strong enough to hold an enough amount of air.  **4**.A day on Mars lasts for 24.5 hours.  **5.** Because it is too cold and lacks oxygen to support human life. |
| **4 . Speaking(15’)**  **Aims:** To help Ss prepare ideas for the next activity; To provide an opportunity for Ss to practise presenting the conditions they think a planet needs to support human life. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 4:**  **4. Work in pairs.Tick (√) the boxes to show what conditions a planet needs to support human life.**  + First, have Ss work individually, ticking what conditions they think a planet needs to support human life. Then ask them to share their answers with their partners. Ss count how many shared answers they have in common with their partners.  - Ask Ss to add other conditions that they think a planet needs to support life. T may have Ss work in  groups to discuss and make a list of other conditions that they think a planet needs to support life. Then call on some Ss to read out their answers. T gives comments or invites comments from other Ss.  - With a weaker class, elicit the answers from Ss. T may provide Ss with the following suggested ideas.  -  *The planet must have carbon that is found in all living things.* | **4. Work in pairs.Tick (√) the boxes to show what conditions a planet needs to support human life.**  **\* *Suggested ideas:***  - *The planet must experience at least two seasons.*  - *The planet's temperature of the planet must be suitable for humans to live on it*  - *There must be enough sources of energy on the planet.*  -  *The planet must be a comfortable distance away from a star.*  -  *The planet must rotate on its axis and revolve.*  - *The planet must hold an atmosphere.*  -  *The stars around the planet must be stable.* |
| **Activity 5:**  **5.Work in groups. Take turns to talk about the conditions you think are required for a planet to support human life. Use the information in *4* and your own ideas.**  + T asks a strong student to model this activity in front of the class. Then have Ss work in groups taking turns to talk about what conditions they think a planet needs to support human life. Remind Ss to use the  ideas they have prepared in Activity **4**. Go round to observe. T should encourage Ss to say as many sentences as possible. Ask Ss not to stop their group members while they are speaking.  - If there is enough time, call some Ss to talk in front of the whole class, then invite some positive comments from other Ss. T give feedback . | **5.Work in groups. Take turns to talk about the conditions you think are required for a planet to support human life. Use the information in *4* and your own ideas.**  **\* *Suggested speaking:***  There are some conditions planets must have to support human life on them. First, the most important condition is that They must have water and the planet's temperature of the planet must be suitable for humans to live on it *.* It must have the air …… |
| **5. Wrap-Up & Home Work (3’)**  - Have Sts summarise what they have learnt in the lesson with two skills. If there is time, have them draw a mind map to summarise the main points of the lesson.  **\* HOME WORK**:  - Learn by heart all the words that they have just learnt.  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A SKILLS \_2. | |

Date of planning :

Date of teaching :

**Period: 104**

**UNIT 9 : NATURAL DISASTERS**

**Lesson 6 : SKILLS 2/ Listening and writing**

**I. Objectives:**

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

**1. Knowledge:**

- Listen about an imaginary planet and its creatures.

- Write a paragraph to describe imaginary planet and its creatures.

*+ Vocabulary:*The lexical items related to outer space and about *Life on other planets.*

- Pronunciation: Intonation for making lists ; Expressing uncertainty.

*+ Grammar:*Reported speech (questions).

**2. Competence:**

- Be co-operative and supportive in pair work and teamwork.

- Access and consolidate information from a variety of sources.

- Actively join in class activities .

**3. Qualities:**

- Be benevolent and responsible

- Develop knowledge about other planets.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up ( 5’)** | |
| **Aims:** - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson**.** | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **+ Asking and Answering**  - T divides class into 4 groups and ask them to draw the picture about the alien they like (What does it look like? Where does it live?) in 3 minutes  - Some presenters in each group will present what they draw in front of the class.  ***OR:*** Invite some Ss to go to the board. Have them describe one of the eight planets without saying the name of the planet. Ask other Ss to guess what the planet is.  - Lead into the new lesson.  - Introduce the objectives of the lesson. | **+ Greeting**  **+ Asking and Answering.**  **1. What does the alien look like?**  **2. Where does it live? Can you describe about that place?**  **-** Open the book and write the tittle of the lesson. |
| **2. Presentation ( 10’)** | |
| **A. LISTENING**  **Aims :** To help Ss understand and activate their knowledge of the topic. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1: Vocabulary pre-teaching**  **1. Work in pairs. Look at the picture and answer the following questions.**  - T introduces the vocabulary.  - T explains the meaning of the new vocabulary by pictures or explanation Ì have  + Ask Sts to work in pairs, discussing the questions about the creature in the picture.  - Ask some Sts to say their answers in front of the class. If necessary, ask them some other questions about what planet in the solar system we could live on | **1. Work in pairs. Look at the picture and answer the following questions.**  **1.** Where do you think this creature is from?  **2.** What do you think it can do?  ***\* Suggested answers:***   1. *It is from another planet/Mars/Venus….* 2. *It can jump. It can catch 4 fish at the same time with his hands. It can do handstand….* |
| **3. While Listening ( 15’)** | |
| **Aims : -** To help Ss develop their skill of listening for specific information.  - To help Ss further develop their skill of listening for specific information. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 2:**  **2. You will hear a student talking about an imaginary planet that supports life. Listen and choose the correct answer A, B, or C.**  - Sts read the questions in this activity quickly and underline the keywords.This gives them some idea of what they are going to listen to and the information they need for answering the questions.  - Play the recording twice for Ss to do the exercise. For stronger classes, ask Ss to take notes of the information to explain their answers.  - Sts share their answers in pairs.  - Sts answer and confirm the correct ones.  - Play the recording again if needed, stopping at places where students are having difficulties. | **2. You will hear a student talking about an imaginary planet that supports life. Listen and choose the correct answer A, B, or C.**  **\* *Answers key:***  **1.** A  **2.** C  **3.** A  **4.** A  **5.** B |
| **Activity 3:**  **3. Read the following information about Hopeans. Listen again and fill in each blank with ONE word or number that you hear.**  - Sts read the information and determine the part of speech of the word they are to use to fill in each blank and the needed information to listen.  - Remind them that they need only one word or number for each blank.  - Play the recording once or twice more for Sts to do the exercise. For stronger classes, ask Sts to take notes of the information to explain answers.  - Sts share their answers in pairs.  - Sts answer and confirm the correct ones.  - T checks the answers and gives feedback. | **3. Read the following information about Hopeans. Listen again and fill in each blank with ONE word or number that you hear.**  ***Answer key***  **1.** 4 (four)  **2.** 4 (four)  **3.** hospitable  **4.** dangerous  **5.** plants  **6.** rockets  ***Audio script – Track 79 + 80:*** |
| **4 . Writing (12’)**  **Aims : -** To help Ss prepare ideas for their writing.  - To help Ss practise writing a paragraph describing aliens living on another planet. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 4:**  **4. Work in pairs. Use your imagination to make notes in the table below about what aliens living on another planet would be like.**  - Sts to discuss and make notes about imaginary aliens living on another planet. Remind them that they can both write full sentences and make notes, and they can even use abbreviations.  - Sts share their writing with their partners.  - T may read out writing from some more able Ss to the whole class. | **4. Work in pairs. Use your imagination to make notes in the table below about what aliens living on another planet would be like.**   |  |  |  | | --- | --- | --- | | **Name** |  |  | | **Living place** |  |  | | **Appearance** |  |  | | **Behavior** |  |  | | **Lifestyle** |  |  | |
| **Activity 5:**  **5.Write a paragraph (80 - 100 words) describing aliens living on another planet. Use your notes in 4.**  - Set up the writing activity :T reminds Ss that the first important thingis always to think about what they are going to write. Ss can use the  ideas they have prepared in **4**. Ask Ss to brainstorm the ideas and language needed for writing. Ask Sts to refer back to the reading for useful expressions and ideas and write them on the board.  - Sts write the first draft individually.Then have them write their final version.  - Display all or some of Ss' writing on the wall / notice board.  - T and other Ss comment. Ss edit and revise their writing as homework. If time is limited, ask Ss to write the final version at home.  - Comment on their writing  **-** T gives feedback on their writing in terms of spelling, grammatical mistakes, cohesion, and content. | **5.Write a paragraph (80 - 100 words) describing aliens living on another planet. Use your notes in 4.**  **\* *Suggested answer:***  *Creatures living on Zagy planet are called Zagians. These aliens have unique appearance with green, scaly skin, a long tail, and three eyes. They live in a vast network of caves deep underground.They are very friendly and hospitable. But they become very dangerous when they feel threatened. Zagians grow insects for their food. They do not drink liquid water; they drink special liquid from underground streams and lakes. Zagians build a system of tunnels to help them travel quickly through their underground world using skateboards. The discovery of these aliens could help us expand our understanding of the universe* |
| **5. Wrap-Up & Home Work (3’)**  - Ask Ss to say what skills they have developed in this lesson. Ask them about their progress and what they want to improve.  **\* HOME WORK**:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 7 : LOOKING BACK. | |

Date of planning :

Date of teaching :

**Period 105**

**UNIT 12: LIFE ON OTHER PLANETS**

**Lesson 7: LOOKING BACK & PROJECT**

**I. Objectives:**

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

**1. Knowledge:**

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

- Use what they have learnt from the unit to help them answer the questions. Ss need to see how far they have progressed and in which areas they need further practice.

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

*+ Vocabulary:*The lexical items related to outer space and about *Life on other planets.*

- Pronunciation: Intonation for making lists ; Expressing uncertainty.

*+ Grammar:*Reported speech (questions).

**2. Competence:**

- Be co-operative and supportive in pair work and teamwork.

- Access and consolidate information from a variety of sources.

- Actively join in class activities .

**3. Qualities:**

- Be benevolent and responsible

- Develop knowledge about other planets.

**II. Teaching Aids:**

- Teacher: Grade 8 text book,computer, projector / TV, hoclieu.vn/ sachmem.vn…..

- Students : Text books, workbook…

**III. Procedure:**

|  |  |
| --- | --- |
| **1. Warm Up (5’)** | |
| **Aims:** - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson. | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting: BRAINSTORMING**  - T asks Ss to think of what they have learnt already in Unit 12.  - Sts work in pairs to do the task.  - T calls some students to retell.  \*- T confirms and leads them to do all the exercises in books.  -T leads in the lesson. | **+ Greeting: BRAINSTORMING**  ***Suggested answers:***  *About :* **Aliens, planets, solar system, atmosphere,…..**  **-** Open the book and write the tittle of the lesson. |
| **2. Presentation ( 10’)** | |
| **Aims:** To help Ss revise the vocabulary items they have learnt in the unit. | |
| **Teacher’s Student’s activities** | **Content** |
| **Write a word under each picture** | |
| **Activity 1:**  **1. Write a word under each picture**  + Have Ss do Activities 1 individually, then have them compare their answers with their partners. Ask for Ss' answers or ask some Ss to read out their answers in front of the class. | **1. Write a word under each picture** \****Answer key:***  **1.** alien **2.** rocket **3.** telecope  **4.** galaxy **5.** crater  **6.** satellite |
| **Activity 2:**  **2.Circle the correct words to complete the sentences.**  + Have Ss do Activities 2 individually, then have them compare their answers with their partners. Ask for Ss' answers or ask some Ss to read out their answers in front of the class. | **2.Circle the correct words to complete the sentences.**  **\* *Answer key:***  **1.** UFOs **2.** possibility **3.** creatures  **4.** habitable **5.** gravity |
| **B. GRAMMAR** | |
| **Aims:** To help Ss revise how to write reported questions. | |
| **Teacher’s Students’ activities** | **Content** |
| **Activity 3:**  **3. Rewrite each sentence so that it is closest in meaning to the original one.**  + Ask Ss to do the exerdse individually first.  Then they can check their answers with a partner  before T discusses the answers as a class.  - Confirm the correct answers as a class. | **3. Rewrite each sentence so that it is closest in meaning to the original one.**  \***Suggested answers:**  **1.** Mary wanted to know what that novel was about.  **2.** I asked Nick who his favourite actor was.  **3.** Mai asked me what time the next train left.  **4.** The students wondered how the scientists observed the other planets.  **5.** Mai wondered why humans couldn’t live on Mars. |
| **Activity 4:**  **4. Which of the underlined parts in each question is incorrect? Find and correct it.**  + Ask Ss to do the exerdse individually first.  - Then they can check their answers with a partner before T discusses the answers as a class. | **4. Which of the underlined parts in each question is incorrect? Find and correct it.**  **\* Suggested answers:**  **1.** C (are -> were)  **2.** A (wondered -> asked)  **3.** B (who -> how / why)  **4.** B ( eat -> ate)  **5.** C (are there -> there are) |
| **4. Project ( 10’)** | |
| **Aims:** To help Ss do a project about their favourite planet.  **+** Assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson, (LOOKING BACK), ask Ss to organize their posters into a presentation. | |
| **Teacher’s Student’s activities** | **Content** |
| **Activity 1:**  + Ask Ss to work in groups to discuss what planet they will make a poster about and decide what information they should write and what images they should use to illustrate it.  **Activity 2:**  + Ask Ss to display all the posters on the wall or notice board and ask each group to present their poster to the whole class. When all groups have presented their posters, T may have the whole class vote on the best poster.  - T checks ss’ grammatical and spelling mistakes on their poster, listens to their presentation, and gives feedback. | **-** *T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK),* Ss to present their report to the class.  + Ss display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class.  *- Students’ posters & presentations* |
| **5. Wrap-Up & Home Work (3’)**  - Ask Ss to complete the self-assessment table.  - Identify any difficulties, weak areas and provide further practice.  **\* HOME WORK:**  - Do more exercises in workbook. | |