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| ***Week:***  ***Period:*** | ***Date of planning:***  ***Date of teaching:*** |

**UNIT 12: LIFE ON OTHER PLANETS**

**Lesson 1: Getting started – A thrilling science fiction novel**

**I. OBJECTIVES**

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

**1. Knowledge**

- Gain an overview about the topic *life on other planets.*

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

**2. Competences**

- Use words and expressions related to Life on other planets

- Read and listen about Thrilling Science Fiction Novel.

- Actively join in class activities

**3. Personal qualities**

- Love to research more about outer space

- Respect the Earth and other planets

**II. MATERIALS**

- Grade 8 textbook, Unit 12, Getting started

- Computer connected to the Internet

- Projector / TV

- hoclieu.vn

**III. PROCEDURES**

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| **Activity 1: Warm-up (5’)**  **a. Aims:**  - To create an active atmosphere in the class before the lesson  - To lead into the new unit.  **b. Content:**  - Brainstorming to say one word that desribe about get something about planets.  **c. Expected outcomes:**  - Students have general ideas about the topic “Life on Other Planets”.  **d. Organisation** | |
| **Teacher’s and Ss’activities** | **Content** |
| **\* Warm up**  - T divides class into 4 groups.  - T asks Ss questions and they need to answer with only one word.  - With each questions, Ss will have 2 or 3 minutes.  - T gives feedback and leads in the new lesson | **\* Warm up: The one-word game**  **Questions:**   1. What one word would you to describe the Earth? 2. What one word would you to describe the Space? 3. What one word would you to describe the alien?   ***\* Suggested answers:***   1. *Love, round, colorful, living, blue, beautiful.* 2. *Enchanted, limitless, magical, immense, vast, dangerous.*   *3. Unreal, mysterious, exotic, friendly, threatening.* |
| **Activity 2: Presentation (10’)**  **a. Aims:**  - To prepare vocabulary for students to understand the conversation.  - To set the context for the introductory dialogue  **b. Content:**  **-** Pre-teach vocabulary related to the content of the dialogue.  - Task 1: Listen and read.  **c. Expected outcomes:**  - Students know how to use the target vocabulary.  **d. Organisation** | |
| **Teacher’s and Ss’activities** | **Content** |
| **\* Vocabulary pre-teaching**  - Teacher introduces and explain the vobulary by pictures  - Teacher checks students’ understanding with the Matching Game.  - Teacher gives feedback and asks students to  open their textbook to discover further. | **\*New words:**  - alien (n) : người ngoài hành tinh  - commander (n) : người chỉ huy/ sĩ quan chỉ huy/  - creature (n): sinh vật.  - destroy (v): hủy diệt/ tàn phá  - oppose (v): chiến đấu, đánh lại ai.  - spaceship (n): phi thuyền  - Thrilling (adj): Kịch tính |
| **Task 1**  - Teacher asks Ss to look at the conversation on the page 124 in the book and answer some questions.  - Encourage Ss to give answers, but do not confirm whether their answers are right. Ask them to talk a bit about how life on other planets might be like.  - Teacher plays the recording twice. Ss listen and read then invite some pairs of Ss to read the conversation aloud.  - Refer to the questions previously asked. Confirm the correct answer | **Task 1: Listen and read.**  **Questions:**  *- 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?*  ***\* Answer Key:***  *- 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* |
| **Activity 3: Practice: (20’)**  **Task 2+ 3+ 4**  **a. Aims:**  - To develop students’ reading skills.  - To help Ss further understand the text.  **b. Content:**  - Task 2: Read the conversation again and tick T (True) or F (False).  - Task 3: Match the words (1 - 5) with their definitions (a - e).  - Task 4: Complete the sentences with the words in 3.  **c. Expected outcomes:**  - Students can read and understand general and specific information about A Thrilling Science Fiction Novel.  - Students can understand and use the vocabulary in dialogue.  **d. Organisation** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 2**  - Teacher asks Ss to run through the statements and underline the keywords in the statements  - Teacher has Ss to read the conversation in details and work independently to do the exercise. Explains the strategies, if necessary Reminds Ss to underline the information and correct the false statements.  - Ss work independently to find the answers in 5 minutes.  - Teacher has Ss compare the answers in pairs before checking with the whole class.  - Ss compare answer in pairs in 1 minutes.  - Teacher checks the answers as a class and gives feedback. | **Task 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 |
| **Task 3**  - Teacher has Ss quickly match the words in the left column with their meanings in the right column individually in 3 minutes.  - Ss read and do the task individually  - Then teacher asks Ss to check their answers with their partners. Ask for translation of some of the words in the list to check their understanding.  - With a stronger class, teacher asks Ss to make some examples with the words they have learnt. If there is enough time, asks some Ss to write their answers on the board.  - Ss answer individually | **Task 3: Match the words (1 - 5) with their definitions (a - e).**  **\* Answer key:**  1. c  2. a  3. e  4. b  5. d |
| **Task 4**  - Teacher asks Ss to do the exercise individually in 3 minutes and then check with the whole class.  - Ss do the task individually to complete sentences.  - When checking, teacher asks Ss to refer to Activity 3 to make the meanings of the words clearer to them.  - Ss answer individually | **Task 4: Complete the sentences with the words in 3**  **\* Answer key:**  1. possibility  2. aliens  3. creatures  4. commander  5. oppose |
| **Activity 4: Production:(5’)**  **a. Aims:**  - To provide Ss with practice in giving their opinions about the possibility of life on other planets.  **b. Content:**  - Task 5: Work in groups. Discuss the following questions. Then report your group’s answers to the class.  **c. Expected outcomes:**  - Students can give their ideas about life on other planets.  **d. Organisation** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 5**  - Teacher has Ss work in groups, discussing whether they believe that there is life on other planets or not. Reminds Ss to explain the reasons for their belief. T may go round to observe.  - Ss work with friends in groups.  - Teacher calls 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. Encourages Ss to say as many sentences as possible.  - Ss answer individually  - Teacher does not intervene Ss while they are speaking in order to correct their errors or give comments. After each student finishes his or her presentation, invites comments on his or her clarity, language, fluency from other Ss.  - Teacher corrects some common errors if needed. | **Task 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.* |
| **Activity 5: Consolidation (3’)**  **a. Aims:** To consolidate what students have learnt in the lesson.  **b. Content:** Talk about what they have learnt in the lesson  **c. Expected outcomes:** Say aloud some words they remember from the lesson.  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| - Teacher asks students to talk about what they have learnt in the lesson.  - Ss work indepently | - Some new words  - Read and understand content of the conversation |
| **\* Homework (2’)**  **a.** **Aims:** To revise the lesson and prepare for the next lesson.  **b.** **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **c. Expected outcomes:** Students’ textbook and workbook  **d. Organisation:** | |
| **Teacher’s and Ss’ activities** | **Content** |
| - Teacher asks students to talk about what they have learnt in the lesson.  - Ss work indepently | - Learn all the new words by heart.  - Read the dialogue again.  - Prepare lesson 2 ( A closer look 1). |

**\*- Evaluation:** ………………………………………………………………………………………………………………………………………………………………………………………………………………

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| ***Week:***  ***Period:*** | ***Date of planning:***  ***Date of teaching:*** |

**UNIT 12: LIFE ON OTHER PLANETS**

Lesson 2: A closer look 1

**I. OBJECTIVES**

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

**1. Knowledge**

-Use the words related to outer space.

- Use intonation for making lists correctly.

**2. Competences**

- Be collaborative and supportive in pair work and team work

- Access and consolidate information from a variety of sources

- Actively join in class activities

**3. Personal qualities**

- Promote planets in solar system.

- Develop knowledge about other planets.

**II. MATERIALS**

- Grade 8 textbook, Unit 12, Getting started

- Computer connected to the Internet

- Projector / TV/ pictures and cards

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

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| **Activity 1: Warm-up (5’)**  **a. Aims:**  - To create an active atmosphere in the class before the lesson  - To lead into the new unit.  **b. Content:**- Introduce about the solar system. Game(lucky number)  **c. Expected outcomes:**  **-** Ss have general ideas about the solar system.  **d. Organisation** | | | |
| Teacher’s and Ss’activities | **Content** | | |
| **Game: Lucky number**  - Teacher divides class into 2 groups.  - The teacher gives ss some numbers with questions about solar system and lets them answer their answers on the mini-board. The team has the most correct answers will get the star.  - Ss do the task in groups. | **\* Game: Lucky number**  **\*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 | | |
| **Activity 2: Presentation (15’)**  **(Vocab + Task 1)**  **a. Objectives: -** To present some vocabulary related to the outer space.  **b. Content:**  **-** Vocabulary Study *(crate*r*, galaxy, rocket, telescope, UFO, Jupiter, Mars, Mercury, Neptune, Uranus, Venus)*  - Task 1: Put the eight planets in order from the closest to the farthest from the sun.  **c. Expected outcomes:**  **-** Ss know how to pronounce new words correctly and use them in appropriate situations.  **d. Organisation** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **Vocabulary pre-teach**  - Teacher introduces the vocabulary by:  + Providing the definition of the words  + Providing the pictures of the words  -Teacher asks sts to match the words with the given pictures and check their answers  - Teacher asks students for the Vietnamese meanings of these phrases.  - Ss say the words.  - Other Ss correct if the previous answers are incorrect.  - Teacher shows and says the words aloud and asks Ss to repeat them | | | **\* Vocabulary**   1. Galaxy (n) ngân hà 2. Telescope (n) kính viễn vọng 3. UFO (n) vật thể bay k xác định 4. Jupiter (n): Mộc tinh 5. Mars (n) Hoả tinh 6. Mercury (n) Thuỷ tinh 7. Neptune (n) Hải vương tinh 8. Uranus (n) Thiên vương tinh 9. Venus (n) Kim tinh   **\* Checking vocab:** *< Rub out and remember>* |
| **Task 1**  - T reads out the name of each planet and asks Ss to repeat it in chorus. Then calls some Ss to read out the names of the planets. Correct their pronunciation mistakes if needed.  - Ss work individually to put the eight planets in order from the closest to the farthest from the sun.  - Let Ss work in pairs to compare their answers before sharing their answers to the class. Check and confirm the correct answers.  - T calls on some Ss to say the names of the eight planets in Vietnamese.  - Ss compare answer in pairs. | | | **Task 1: Put the eight planets in order from the closest to the farthest from the sun.**  **\* *Answer keys:***  **1.** Mercury  **2.** Venus  **3.** Earth  **4.** Mars  **5.** Jupiter  **6.** Saturn  **7.** Uranus  **8.** Neptune |
| **Task 2**  - T has Ss individually match the words given to the pictures in the right column.  - Ss do the matching individually.  - Then T asks Ss to check their answers with their partners. If needed, provide 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. | | | **Task 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: Practice (5’)**  **Task 3**  **a. Aims:**  - To help Ss use the words related to outer space that they have learnt in Activity 2 in specific contexts.  **b. Content:**  - To fill in the blanks with right words.  **c. Expected outcomes:**  - Students can understand words relate to outer space  **d. Organisation** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **Task 3**  - T asks Ss to do the exercise individually  Ss do the task individually.  - T and WC check the answer.  - When checking, T asks Ss to refer to Activity **2** to make the meanings of the words clearer to them. | | | **Task 3*.Complete the following sentences with the words from the box***  ***\* Answer key:***  craters **2.** rocket **3.** telescope  **4.** Venus **5.** galaxy |
| **Activity 4:Pronunciation (15’)**  **Intonation for making lists**  **a. Objectives:** – To teach Ss the use of intonation to make lists of people or things;  – To help Ss practice using intonation for making lists.  – To give Ss practice in identifying tones in sentences that include lists of people or things;  – To give Ss practice in using intonation for making lists.  **b. Content:**  - To practice intonation for making lists.  - To listen and repeat the sentences.  - Listen and practice the conversation.  **c. Expected outcomes:-** Students can use intonation correctly.  **d. Organisation** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **\* Pronunciation: Intonation for making lists**  - Teacher teaches sts how to use intonation correctly.  - Teacher lets Sts look at the remember box in p.126.  - Teacher demonstrates and lets sts practice.  Ss practice individually or in pairs. | | | **\* Pronunciation: Intonation for making lists** |
| **Task 4**  - T explains to Ss 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 Ss to pay attention to the intonation of the sentence. Ask them to give comments.  - T has Ss read through the instructions and the example in the **Remember!** box. Answer any questions and ensure that Ss understand the instructions. Calls on some Ss to read out the example. Comments and corrects mistakes.  Ss do the task individually  - T plays the recording as many times as necessary. | | | **Task 4. Listen and repeat the sentences. Pay attention to the tones of the underlined words in each sentence.**  **Audio script – Track :76** |
| **Task 5**  - T has Ss quickly read the four conversations. Then play the recording for Ss to draw appropriate arrows to indicate the rising and falling intonations of the underlined words in each response of the conversations.  Ss listen and do the task individualy.  - T invites some Ss to share their answers. Confirms the correct ones. Calls on some pairs to read the conversations out loud. Comments and corrects any mistakes.  Ss answer individually. | | | **Task 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.**  **Key + Audio script – Track 27:** |
| **Activity 5: Consolidation (3’)**  **a. Aims:** To consolidate what students have learnt in the lesson.  **b. Content:** Talk about what they have learnt in the lesson  **c. Expected outcomes:** Say aloud some words they remember from the lesson.  **d. Organisation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to make some sentences with words and phrases they remember from the lesson. | | | - Vocabulary related to the topic  - practice using intonation for making lists. |
| **\* HOMEWORK (2’)**  **a.** **Aims:** To revise the lesson and prepare for the next lesson.  **b.** **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **c. Expected outcomes:** Students’ textbook and workbook  **d. Organisation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - T reminds Ss to do homework and prepare the new lesson. | | - Learn by heart all the new words.  - Do exercises in workbook.  - Prepare lesson 3 ( A closer look 2). | |
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**UNIT 12: LIFE ON OTHER PLANETS**

Lesson 2: A closer look 2

**I. OBJECTIVES**

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

**1. Knowledge**

-Use reported speech to report questions.

**2. Competences**

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

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

- Develop self-study skills

**II. MATERIALS**

- Grade 8 textbook, Unit 12, Getting started

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- Phần mềm tương tác hoclieu.vn

**III. PROCEDURES**

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| **Activity 1: Warm-up (5’)**  **a. Aims:**  - To create an active atmosphere in the class before the lesson  - To lead into the new unit.  **b. Content:**  - review the changes of words in reported speech, introduce about reported speech  **c. Expected outcomes:**  **-** Ss have general ideas about the grammar.  **d. Organisation** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Warm –up: Game: Pelmanisim**  - Teacher has Ss play game:  - Devide class into two groups, give each student in each group a word related to verb tenses, place expressions,time expressions, pronouns  - Teacher asks Ss find their partner in their group. For example: to night – that night  - Ss do the task in groups  Which group finishes first will be winner  - Leading: Ask Ss: “ Who is winner?” – Group …  Ask Ss: What have I asked?.  T write Ss’ answer on the board : “ Who was winner”  - Tell Ss:Last lesson, we studied what someone said. Today, we will study how to tell what someone asked another. | **\* Warm –up: Game: Pelmanisim**  ***\* Answer:***  Now – Then  Tonight – That night  Today – That day  Tomorrow – the following day  Next… – The next…  Yesterday – the day before  …..ago - …….before  Here – There  This – That  These - Those |
| **Activity 2: Presentation (10’)**  **Grammar*: Reported speech (questions)***  **a. Aims:**  - To help Ss to use reported speech (Questions).  - To help Ss use the appropriate adverbs, verb tenses, word order in reported questions.  b. Content:  - Grammar: Reported speech (questions)  - Underline correct words or phrase for each sentence.  **c. Expected outcmes:**  **-** Ss understand how to use reported speech (questions) correctly.  **d. Organisation** | |
| **Teacher’s and Ss’activities** | **Content** |
| - 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 Ss to compare the two questions in terms of the question word we use reported speech (Questions), 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.  - T gives the form and example | **\* Form:** **S + asked (wonder, want to know) + question word + S + V (lùi thì)**  **Ex:**  1/ “What time does the train leave?”  ⭢ He asked me what time the train left.  2/ “Where did he go?”  ⭢ She wanted to know where he had gone. |
| **Task 1**  - T asks Ss do the exercise individually and then check their answer in pairs.  - Ss do the task individually  - Invite some Ss to share their answers. Confirm the correct answers.  - T checks students’ understanding about the article and gives feedback | **Task 1: Underline the correct word or phrase for each sentence**  ***\*Answer key:***  1. then 2. grew 3. there 4. could 5. there were |
| **Activity 3: Practice (20’)**  **a. Aims:**  - To help Ss to make reported questions with given words, phrases or direct questions.  - To practice reported speech (both statements and questions) in situations.  **b. Content:**  **-** To put the words and phrases in correct order.  - To change questions into reported questions  - To report the conversation.  **c. Expected outcomes:**  **-** Students can use the reported speech (questions) correctly  **d. Organisation** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 2**  - T has Ss do this exercise individually and then compare their answers with a partner.  - Ss do the task individually  - T asks some Ss to write their answers on the board.  - Ss answer individually  - T checks the answers with the whole class. Confirm the correct answers. | **Task 2.Put the words and phrases in the correct order to make reported**  ***\*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.  **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. |
| **Task 3**  - T has Ss do this exercise individually and then compare their answers with a partner.  Ss do the task individually then in pairs  - T asks some Ss to write their answers on the board.  Ss go to the board to write answer  - T checks the answers with the whole class. Confirm the correct answers. | **Task 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.  **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. |
| **Task 4**  - First T asks Ss to read the instruction. Use the example to make it clear to Ss what they are supposed to do.  - T shows the conversation on the screen and ask Ss to report it.  An asked Mai…………..  Mai told An that……………..  If necessary, T may explain how to use the reporting verbs *say, tell* and *ask*. Ask Ss to complete the sentences in pairs  - T asks some Ss to write their answers down their notebook  - Ss write down their answer  - T shows some Ss’ answers on the screen, asks whole class to check and correct. | **Task 4. Report the conversation between An and Mai.**  ***\* Suggested answers:***  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. |
| **Activity 4: Production ( 5’)**  **a. Aims:**  - To give further practise with reported speech (both statements and questions) in real situations.  **b. Content:**  - To ask and report.  **c. Expected outcomes:**  **-** Students can use the reported speech (questions and statements) correctly  **d. Organisation** | |
| **Teacher’s and Ss’ activities** | **Content** |
| **Task 5**  – First T asks 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.  – T has 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.  - Ss do the task in pairs  – T calls on some Ss to report their questions and their partners’ routine to the class. Correct any grammar and pronunciation mistakes if necessary  Ss do the task individually  - T checks the exercises and gives feedback.  - T checks Ss’ understanding and gives feedback | **Task 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 ... |
| **Activity 5: Consolidation (3’**)  **a. Aims:** To consolidate what students have learnt in the lesson.  **b. Content**: Talk about what they have learnt in the lesson  **c. Expected outcomes:** Say aloud some words they remember from the lesson.  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| - Ask Ss to summarise what they have learnt in the lesson.  - Have them retell the form and uses of the past continuous | - Know how to use reported speech (Questions).  - Know how to change verb tenses, pronouns, time and place expressions |
| **\* Homework (2’)**  **a.** **Aims:** To revise the lesson and prepare for the next lesson.  **b.** **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **c. Expected outcomes:** Students’ textbook and workbook  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| - T reminds Ss to do homework and prepare the new lesson. | - Remember the form and use of the reported speech  - Do exercises in the workbook.  - Prepare for Lesson 4 - Communication |

**\*- Evaluation:** ……………………………………………………………………………………………………………………………………………………………………………………………………………..

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**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

**2. Competences:**

- Develop creativity and communication skills  
- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be ready to express uncertainty.

- Be interested more about the planets.

**II. MATERIALS**

- Grade 8 textbook, Unit 12, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES:**

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| **Activity 1: Warm-up (5’)**  **a. Aims:**  - To create an active atmosphere in the class before the lesson  - To lead into the new unit.  **b. Content:**  - Introduce about *how to express uncertainty*  **c. Expected outcomes:**  **-** Ss have general ideas about *how to express uncertainty.*  **d. Organisation:** | | | | |
| **Teacher’s and Ss’activities** | | | **Content** | |
| **Warm-up**  **Asking questions:**  - T asks some questions and Ss answers them. - T gives some answers by using express uncertainty.  - Lead into the lessons. | | | **Warm-up**  **\* Questions:** 1. Do you think Vietnam football team may take part in the World Cup? 2. Do you think we can have anywhere door in the future? \* ***Suggested answers:***  *I don’t know yet.*  *I don’t think so.* | |
| **Activity 2: Presentation ( 5’)**  **\* EVERYDAY ENGLISH**  **a. Aims:**  - To introduce ways of expressing uncertainty in everyday conversations.  **b. Content:**  - Listen and practice the conversation.Pay attention to the highlighted sentences. **c. Expected outcomes:**  **-** Ss understand how to epxress uncertainty.  **d. Organisation:** | | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | | |
| **Task 1**  - T plays the recording for Ss to listen and read the two dialogues at the same time. Asks Ss to pay attention to the questions and answers.  Ss do the task individually - T has Ss practise the dialogue in pairs. Call on some pairs to practise the dialogue in front of the class. | **Task 1 : Listen and read the conversations. Pay attention to the highlighted sentences.**  **Audio script – Track 78:**  1. 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 3: Practice (20’)**  **a. 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.  **b. Content:**  - Make conversations with the situations.  -To read and answer questions. - To match planets with the pictures.  **c. Expected outcomes:**  - Ss can understand the text and answer questions with right information.  - Students can match the pictures with the right information/  **d. Organisation:** | | | | | |
| **Teacher’s and Ss’activities** | | | | **Content** | |
| **Task 2**  – T asks Ss to work in pairs to make similar dialogues with the given situations.  Ss do the task in pairs – T moves around to observe and provide help.  - T calls on some pairs to practise in front of the class. Comment on their performance.  Ss practice in pairs | | | | **Task 2: Work in pairs. Make similar conversations with the following situations.**  **\* Suggested answers:**  A: Do you think Mars may have water?  B: I’m not sure about it. We haven’t seen water here yet. 2. A: Do you think ....... will get good marks on the English test? B: I doubt it. She/he is lazy. 3. A: Do you think the weather will be fine tomorrow? B: It’s very unlikely. It’s raining today. | |
| **Task 3**  - T has Ss read the instructions to understand what they are going to do. Reminds them that they have to read the questions and underline the key words first and then read the text to scan for the necessary information to help them answer the questions.  Ss read and do the task individually.  - Set a time limit for Ss to read the text and answer the questions. After that, get them to swap answers in pairs. Go around and offer help, if necessary. - Check the answers.  Ss answer individually | | | | **Task 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. | |
| **Task 4:**  - T has Ss work in pairs. They discuss to match the three planets in Activity 3 with the pictures given. Reminds Ss to use the information given in Activity 3 or their own knowledge.  Ss do the task in pairs  - Let Ss work in pairs to compare their answers before sharing T the answers.  - T checks and confirms the correct answers.  Ss answer individually | | | | **Task 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 | |
| **Activity 4: Production**  **Task 5**  **a. Aims:**  - To help Ss learn about three planets in the solar system;  - To practise giving a presentation about one of the three planets  **b. Content:**  - To talk about the planet.  **c. Expected outcomes:**  - Ss can talk about the planet.  **d. Organisation:** | | | | | |
| **Teacher’s and Ss’activities** | | | | **Content** | |
| **Task 5**  - Teacher gives sts some sentences that they can use for introducing the topic such as: *Today, I would like to tell you about...... In my talk, I’ll tell you about.....*  *Today I’m going to talk about..... What I’d like to present to you today is.....*  - T has Ss work in groups, taking turns to talk about one of the three planets in Activity **4**. Go round to observe. Encourage Ss to say as many sentences as possible. Ask Ss not to stop their group members while they are speaking in order to correct their errors.S do the task in groups.  - T calls on some Ss 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.  Ss present individually | | | | **Task 5: Work in groups. Take turns to talk about one of the three planets in *3***  **\* Example:**  *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.* | |
| **Activity 5: Consolidation (3’)**  **a. Aims:** To consolidate what students have learnt in the lesson.  **b. Content:** Talk about what they have learnt in the lesson  **c. Expected outcomes**: Say aloud some words they remember from the lesson.  **d. Organisation:** | | | | | |
| **Teacher’s and Ss’activities** | | | | **Content** | |
| - Ask Ss what they have learnt in the lesson. | | | | * Express uncertainty * Planets in the solar system | |
| **\* HOMEWORK (2’)**  **a.** **Aims:** To revise the lesson and prepare for the next lesson.  **b.** **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **c. Expected outcomes:** Students’ textbook and workbook  **d. Organisation:** | | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | | |
| - T reminds Ss to do homework and prepare the new lesson. | | - Learn by heart all the words that they have just learnt.  - Do exercises in the workbook.  - Prepare for Lesson 5 – Skills 1 | | | |

**\*- Evaluation:** ………………………………………………………………………………………………………………………………………………………………………………………………………………

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**UNIT 12: LIFE ON OTHER PLANETS**

Lesson 5 : Skills 1

**I. OBJECTIVES**

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

**1. Knowledge**

+ Reading:

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

+ Speaking:

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

**2. Competences**

- Develop creativity and communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be benevolent and responsible

**II. MATERIALS**

- Grade 8 textbook, Unit 12, Getting started

- Computer connected to the Internet

- Projector / pictures and cards

- Phần mềm tương tác hoclieu.vn

**III. PROCEDURES**

|  |  |
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| **\* Activity 1:Warm-up (7’)**  **a. Aims:**  - To create an active atmosphere in the class before the lesson  - To lead into the new unit.  **b. Content:**  - Task 1: Discuss about other planets  **c. Expected outcomes:**  **-** Ss can describe another planet.  **d. Organisation** | |
| **Teacher’s and Ss’activities** | **Content** |
| - T asks Ss to work in pairs, discussing what they know about other planets, whether they would like to live on another planet or not and why.  - Ss discuss in pairs  - T asks some Ss to give their answers in front of the class. Ask some other questions about what science fiction they have seen lately  - Ss answer individually | **Task 1: Work in pairs. Discuss the following questions.**  ***\* Suggested answers:***  Many possible answers  → I know other planets orbit around the sun or other stars.  (Mars, Neptune, Jupiter.......)  2. Ss’ answers  → No, I don’t think it is a good idea for me because I’m afraid I cannot go back to Earth |
| **Activity 2: PRESENTATION ( 8 ’)**  **a. Aims:**  – To introduce some vocabulary  - To activate Ss’ knowledge of the topic of the reading text.  **b. Content:**  **-** Vocabulary Study (*liquid, temperature, atmosphere, gravity, habitable, promising, trace.)*  **c. Expected outcomes:**  **-** Ss understand new vocabulary  **d. Organisation** | |
| **Teacher’s and Ss’activities** | **Content** |
| - Teacher introduces and explain the vobulary by pictures and definitions  - Teacher checks students’ understanding with the Matching Game.  - Teacher gives feedback and asks students to  open their textbook to discover further. | **\* Vocabulary**   1. liquid (n) /ˈlɪk.wɪd/: chất lỏng 2. temperature (n) /ˈtem.pɚ.ə.tʃɚ/: nhiệt độ 3. atmosphere (n) /ˈæt.mə.sfɪr/: không khí   4. gravity (n) /ˈɡrævəti/: trọng lực  5. habitable (adj) /ˈhæbɪtəbl/: có thể ở được, phù hợp để ở  6. promising (adj) /ˈprɒmɪsɪŋ/: đầy hứa hẹn  7. trace (n) /treɪs/: dấu hiệu, dấu vết |
| **Activity 3: READING (12’)**  **a. 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.  **b. Content:**  **-** To read the text and match the words with correct meanings.  - To read and answer questions.  **c. Expected outcomes:**  **-** Students can understand the vocabulary.  - Ss can answer questions correctly.  **d. Organisation** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 2**  - T asks Ss to work individually to read the passage and find the highlighted words.  - Ss read and highline individually  - T has Ss read aloud the highlighted words. Correct their pronunciation if needed.  - Ss answer individually  - T has Ss match the highlighted words with their meanings in the box. Remind them to use the context to help them.  - Check the answers.  - Ss answer individually | **Task 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 |
| **Task 3**  - T has Ss read the text in detail to answer the questions. Ask them how to do this kind of exercise.  - Ss do the task individually  - 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).  - Ss listen and take notes  - T tells Ss 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. | **Task 3. Read the text again and answer the following questions.**  \* ***Answer key:***  **1.** They 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.** Its day lasts for 24.5 hours.  **5.** Because it is too cold and lacks oxygen. |
| **Activity 4: SPEAKING (13’)**  **a. Aims:**  - To help Ss prepare ideas.  - To provide an opportunity for Ss to practise presenting the conditions they think a planet needs to support human life.  **b. Content:**  - To tick the boxes or write what conditions a planet needs to support life.  - To talk about the conditions which required for a planet to support human life.  **c. Expected outcomes:**  **-** Students can understand conditions a planet needs to support life.  - Students can talk about the conditions which required for a planet to support human life.  **d. Organisation** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 4**  – First, T has 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.  Ss do the task individually then in pairs  – T asks 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.  Ss work in groups  – With a weaker class, elicit the answers from Ss. T may provide Ss with the following suggested ideas. | **Task 4: Work in pairs.Tick (√) the boxes to show what conditions a planet needs to support human life**  ***\* Suggested Answers:***  Many possible answers***.***  ***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.*  – *The planet must have carbon that is found in all living things.* |
| **Task 5**  – T asks a strong student to model this activity in front of the class. Then has Ss work in groups taking turns to talk about what conditions they think a planet needs to support human life. Reminds 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. | **Task 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 Answers:***  **Eg:** *There are some conditions planets must have to support human life on them. First, the most important condition is that there must be enough liquid water on the planet. Second, the planet must hold an atmosphere. And the planet must have enough oxygen in the air for people to survive.* |
| **\* Activity 5: Consolidation (3’)**  **a. Aims:** To consolidate what students have learnt in the lesson.  **b. Content:** Talk about what they have learnt in the lesson  **c. Expected outcomes:** Say aloud some words they remember from the lesson.  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| - Teacher asks Ss to summarise the main points of the lesson. | - Read about the possibility of life on other planets.  - Talk about the conditions needed for planets to support human life. |
| **\* Homework (2’)**  **a.** **Aims:** To revise the lesson and prepare for the next lesson.  **b.** **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **c. Expected outcomes:** Students’ textbook and workbook  **d. Organisation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the words that they have just learnt.  - Do exercises in the workbook.  - Prepare for Lesson 6 – Skills 2. |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………………….

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**UNIT 12: LIFE ON OTHER PLANETS**

Lesson 6 : Skills 2

**I. OBJECTIVES**

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

**1. Knowledge**

**+** Listening

- Listen about an imaginary planet and its creatures.

+ Writing:

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

**2. Competences**

- Develop creativity and communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be benevolent and responsible

**II. MATERIALS**

- Grade 8 textbook, Unit 12, Getting started

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- Phần mềm tương tác hoclieu.vn

**III. PROCEDURES**

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| **Activity 1:Warm-up (5’)**  **a. Aims:**  - To create an active atmosphere in the class before the lesson  - To lead into the new unit.  **b. Content:**  - Describe the aliens  **c. Expected outcomes:**  **-** Ss know how to describe the aliens  **d. Organisation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **\*Warm up**  - Ask Ss to work in pairs, discussing questions about the creature in the picture.  – Ask some Ss 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  - Ss answer individually  - Teacher gives feedback | **\* Warm up:**  **Task 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:**  *It is from another planet/Mars/Venus….*  *It can jump. It can catch 4 fish at the same time with his hands. It can do handstand….* | | | |
| **Activity 2: LISTENING (15’)**  **a. Aims:**  - To help Ss understand and activate their knowledge of the topic.  - To help Ss develop their skill of listening for specific information.  **b. Content:**  *-* Look at the picture and answer questions.  - Listen and choose correct answer.  - Listen and fill in the blank.  **c. Expected outcomes:**  **-** Ss can answer the questions correctly.  - Ss can develop the skill of listening for specific information  **d. Organisation** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 2**  - T has Ss read the questions in this activity quickly and underline the key words. This gives them some idea of what they are going to listen to and the information they need for answering the questions.  - Ss read and do the task individually  - T plays the recording twice for Ss to do the exercise. For stronger classes, asks Ss to take notes of the information to explain their answers.  - Ss listen and do the task individually  - T has Ss share their answers in pairs.  - Ss share answer with friends.  - T invites some Ss to answer and confirm the correct ones.  - Ss answer individually  - T plays the recording again if needed, stopping at places where students are having difficulties.  - WC listen and check answer again. | | **Task 2: You will hear a student talking about an imaginary planet that supports life. Listen and choose the correct answer A, B, or C.**  ***\* Answer key***  **1.** A  **2.** C  **3.** A  **4.** A  **5.** B | | |
| **Task 3**  - T has Ss read the text and determine the part of speech of the word they are to use to fill in the blanks and the needed information to listen for. Remind them that they need only one word or number for each blank.  - Ss Read and determine individually  - T plays the recording once or twice more for Ss to do the exercise. For stronger classes, ask Ss to take notes of the information to explain for their answers.  - Ss listen and do the task individually  - T has Ss share their answers in pairs.  - Ss compare answer in pairs  - T invites some Ss to answer and confirm the correct ones.  - Ss answer individually  - T plays the recording again if needed, stopping at the places where Ss are having difficulties.  - WC listen and check the answer | | **Task 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:***  *Good morning, everyone. Today I’d like to tell you about life on a planet called Planet Hope.*  *Planet Hope is in the Milky Way Galaxy. It is three times bigger than Earth. It has three suns and four*  *moons, so the weather is hot all year round, and its surface is quite dry. Planet Hope has only one season. The creatures living there are Hopeans, and they don’t look like us. They have a big head, four eyes, two legs and four arms. They have thick skin to protect them from the heat. They are very friendly and hospitable. They are only dangerous to people who try to attack them. Hopeans grow special plants for food. They don’t drink liquid water; they drink a type of petrol from under the ground. Hopeans use rockets to travel at very high speeds. That is my description of Planet Hope and the creatures living on it. I hope you enjoyed it and thank you for listening.* | | |
| **Activity 3: WRITING (15’)**  **a. Aims:**  -To write a paragraph describing aliens living on another planet.  **b. Content:**  **-** To make notes about describing aliens.  - To write a paragraph describing aliens.  **c. Expected outcomes:**  **-** Students can write a paragraph correctly.  **d. Organisation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 4.**  - T asks Ss to discuss and take 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.  - Ss discuss in pairs  - Then T asks Ss to share their writing with their partners. T may read out writings from some more able Ss to the whole class. | | **Task 4. Work in pairs. Use your imagination to make notes in the table below about what aliens living on another planet would be like** | | |
| **Task 5.**  - Set up the writing activity: T reminds Ss that the first important thing is always to think about what they are going to write. Ss can use the ideas they have prepared in Activity **4**.  - T asks Ss to brainstorm the ideas and language needed for writing. Asks Ss to refer back to the reading for useful expressions  and ideas and write on the board.  Ss do the task individually  - Ask Ss to write the first draft individually.  Ss do the task individually | | **Task 5. Write a paragraph (80 - 100 words) describing aliens living on another planet. Use your notes in 4.** | | |
| **Activity 4: PRODUCTION (5’)**  **a. Aims:**  -To correct some student’s mistakes  **b. Content:**  **-** To make notes about student’s mistakes .  **c. Expected outcomes:**  **-** Students can write a paragraph correctly.  **d. Organisation** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| - Display all or some of the Ss’ writings on the wall / notice board. T and other Ss comment.  - T takes note some mistakes that Ss need to correct. Asks Ss to edit and revise their writing as homework. If time is limited, ask Ss to write the final version at home | | Display some mistakes that ss need to correct. | | |
| **Activity 5: Consolidation (3’)**  **a. Aims:** To consolidate what students have learnt in the lesson.  **b. Content:** Talk about what they have learnt in the lesson  **c. Expected outcomes:** Ss summarise the main points of the lesson.  **d. Organisation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| - Teacher asks Ss to summarise the main points of the lesson. | | -Listen about an imaginary planet and its creatures.  - Write a paragraph to describe imaginary planet and its creatures. | | |
| **\* Homework (2’)**  **a.** **Aims:** To revise the lesson and prepare for the next lesson.  **b.** **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **c. Expected outcomes:** Students’ preparation and workbooks  **d. Organisation:** | | | |
| **Teacher’s and Ss’ activities** | | | **Content** |
| Teacher asks students to rewrite their writing in their books.  - Teacher asks students to prepare the new lesson. | | | - Rewrite the writing in the notebook.  - Prepare “ Looking back and project” |

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**UNIT 12: LIFE ON OTHER PLANETS**

Lesson 7: Looking back and project

**I. OBJECTIVES**

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

**1. Knowledge**

- To help Ss review the vocabulary relating to life on other planets and grammar of reported speech(question). Ss can evaluate their performance and provide further practice. Do some practice exercises.

- Apply what they have learnt (vocabulary and grammar) into practice through a project which helps Ss improve their abilities to work individually and in a team. It extends their imagination in field related to the unit topic.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Be benevolent and responsible

- Develop self-study skills

**II. MATERIALS**

- Grade 8 textbook, Unit 12, Getting started

- Computer connected to the Internet

- Projector / TV

- hoclieu.vn

**III. PROCEDURES**

|  |  |  |  |
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| **Activity 1:** **Warm up (5’)**  **a. Aims:**  - To help students revise the vocabulary items they have learnt in the unit  - To enhance students’ skills of cooperating with team mates.  **b. Content:**  - To ask Sts to do exercise1.Write a word under each picture  **c. Expected outcomes:**  -Ss can remember vocab what they have learnt.  **d. Organisation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 1**  - Teacher shows the pictures (PPT slides) to the whole class.  - Teacher ask students to work individually then compare their answers with their partners.  - Ss work for 2 minutes.  - T asks for Ss’ answers or ask some Ss to read out their answers in front of the class..  - Ss answer individually  - T asks Ss to open their book to page 132-133 and introduce what they are going to study…. | | **Task 1: Write a word under each picture *(Ex 1, p.132)***  **Asking questions:**  *\* Answer key:*  1.alien 2. rocket  3. telecope 4. galaxy  5. crater 6. satellite | |
| **Activity 2: VOCABULARY (7’)**  **Task 2**  **a. Aims:**  - To help Ss use the appropriate adverbs, verb tenses, word order in reported question.  **b. Content:**  Task 2: Circle the correct words to complete the sentences.  **c. Expected outcomes:**  - Ss remember about the vocabulary items and their form.  **d. Organisation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2:**  - T has Ss do this activity by themselves and write their answers in their notebooks.  Ss do the task individually.  - T calls on one or two Ss to write their answers on the board, then check their answers as a class.  Ss answer individually  - T observes and helps when and where necessary, and correct Ss'pronunciation and intonation. | **Task 2: Circle the correct words to complete the sentences**.  ***\* Answer key:***  **1.** UFOs  **2.** possibility  **3.** creatures  **4.**habitable  **5.** gravity | | |
| **Activity 3: GRAMMAR (13’)**  **Task 3 + Task 4**  **a. Aims:**  - To help Ss revise how to make reported questions with given words, phrases or direct question and practice reported speech in situations  **b. Content:**  - Rewrite each sentence so that it is closest in meaning to the original one.  - Which of the underlined parts in each question is incorrect? Find and correct it  **c. Expected outcomes:**  - Ss remember about the vocabulary items and their form.  - Ss remember how to use the reported questions.  **d. Organisation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 3**  - T asks Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class.  Ss do the task individually  - T has two Ss write the sentences on the board. Ask other Ss to give comments.  - T reminds Ss to keep a record of their original answers so that they can use that information in the **Now I can…** statements. | | **Task 3: Rewrite each sentence so that it is closest in meaning to the original one.**  ***\* Answer key:***  **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. | |
| **Task 4**  - T asks Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class.  Ss do the task individually  - T reminds Ss to keep a record of their original answers so that they can use that information in the **Now I can…** statements. | | **Task 4: Which of the underlined parts in each question is incorrect? Find and correct it.**  ***\* Answer key:***  **1.** C (are -> were)  **2.** A (wondered -> asked)  **3.** B (who -> how / why)  **4.** B ( eat -> ate)  **5.** C (are there -> there are) | |
| **ACTIVITY 4: PRODUCTION: PROJECT (15 mins)**  **a. Objectives:**  -To help Ss develop the skill of working in groups to do a project about their favourite planet.  **b. Content:**  - To design a poster about a planet.  **c. Expected outcomes:**  - Students can make a poster about a planet  **d. Organisation** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **-** T asks Ss to work in groups, discussing what planet they will make a poster of and decide what information they should write about and what images they should use to illustrate it.  Ss discuss in groups.  **-** T asks Ss to display all the posters on the wall or notice board and ask each group to present their poster to  the whole class.  Ss do the task in groups.  - The class can then vote for the project that they think is most interesting, useful, and feasible. If possible, T may even help them realise some of these projects in their own class or school. | | Prepare some ideas for a teen support groupabout a planet  **-The planet’s name**  **- Size**  **-Atmosphere**  **-Temperature**  **-Appearance**  **-Something special** | |
| **Activity 5: Consolidation (3’)**  **a. Aims:** To consolidate what students have learnt in the lesson.  **b. Content:** Talk about what they have learnt in the lesson  **c. Expected outcomes:** Ss summarise the main points of the lesson.  **d. Organisation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - Teacher asks Ss to summarise the main points of the lesson. | | - Review the vocabulary and grammar of *Unit 12.*  - Make a poster about our favourite planet | |
| **\* Homework (2’)**  **a.** **Aims:** To revise the lesson and prepare for the next lesson.  **b.** **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **c. Expected outcomes:** Students’ preparation and workbooks  **d. Organisation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| * Teacher asks students to talk about what they have learnt in the lesson. | | - Complete the project  - Prepare for the next lesson: REVIEW 4 |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….