**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 *A thrilling science fiction novel*

**3. Personal qualities**

- Be interested in research more about outer space

- Be aware of the importance of conditions that needed for human life

- Actively join in class activities

**II. MATERIALS**

- Grade 8 textbook, Unit 12, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. alien (n) | /ˈeɪliən/ | a creature/ people from another world | người ngoài hành tinh |
| 2. commander (n) | /kəˈmɑːndə/ | an officer in charge of a military operation or organisation/ leader | người chỉ huy, người cầm đầu |
| 3. creature (n) | /ˈkriːtʃə/ | any large or small living thing that can move independently | sinh vật |
| 4. destroy (v) | /dɪˈstrɔɪ/ | to [damage](https://dictionary.cambridge.org/vi/dictionary/english/damage) something so [badly](https://dictionary.cambridge.org/vi/dictionary/english/badly) that it cannot be used | hủy diệt/ tàn phá |
| 5. oppose (v) | /əˈpəʊz/ | to disagree with something or someone, often by speaking or fighting against it, him, or her. | chiến đấu, đánh lại ai |
| 1. spaceship (n) | /ˈspeɪsʃɪp/ | a vehicle that travels in space, carrying people | phi thuyền |
| 1. thrilling (adj) | /ˈθrɪlɪŋ/ | exciting and a lot of fun | kịch tính |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Ss may lack experience of group / teamwork. | - Encourage Ss to work in groups so that they can help one another.  - Give short, clear instructions, and help if necessary. |

**III. PROCEDURES**

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

**a. Objectives:**

- To create an active atmosphere in the class before the lesson

- To lead into the new unit.

**b. Content:**

- Option 1: Brainstorming

- Option 2: The one-word game

**c. Expected outcomes:**

**-** Ss have general ideas about the topic “Life on Other Planets”.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Option 1:** **Brainstorming** | |
| - T writes *Science and Technology* on the board and divides the class into four teams and asks them to write on the board the list of future technology they expect to see in the future in 2 minutes.  - The team with the most items wins.  - Lead to 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. | **Questions:**  ***-*** *Where and how fast do you think we can travel with those new technologies?*  *- Can we travel to other planets with those technologies?* |
| **Option 2: The one-word game** | |
| - T divides the class into 4 groups.  - T asks Ss questions and they need to answer with only one word.  - With each question, Ss will have 2 or 3 minutes. | **Questions:**  1. What one word would you use to describe the Earth?  2. What one word would you use to describe Space?  3. What one word would you use to describe the alien?  ***Suggested answers:***  1. Love, round, colourful, living, blue, beautiful.  2. Enchanted, limitless, magical, immense, vast, dangerous.  3. Unreal, mysterious, exotic, friendly, threatening. |

**e. Assessment**

**-** Teacher checks students’ answers and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To introduce some vocabulary related to the topic.

- To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.

**b. Content:**

**-** Vocabulary pre-teaching

**c. Expected outcomes:**

**-** Ss are able to pronounce new words correctly and identify their meanings

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary 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:***  1. alien (n)  2. commander (n)  3. creature (n)  4. destroy (v)  5. oppose (v)  6. spaceship (n)  7. thrilling (adj) |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRACTICE** (30 mins)

**a. Objectives:**

- To set the context for the introductory dialogue

- To introduce the topic of the unit

**b. Content:**

- Task 1: Listen and read.

- 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 are interested in the unit topic and able to get the general and some specific information about a thrilling science fiction novel

- Students can use the new words in a specific context

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Listen and read.** (10 mins) | |
| - Teacher asks Ss to look at the conversation on 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 what 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 | ***Questions:***  *1. What are Nick and Mai talking about?*  They are talking about aliens / creatures from another planet.  *2. Who do you think the men in black are?*  They are aliens / creatures from another planet.  *3. Where do you think the men in black are from?*  Another planet.  *4. Where do you think the boy standing between the four men is from?*  He is from Earth.  *5. What do you think the object above the men is?*  It is a spaceship / flying saucer / UFO. |
| **Task 2: Read the conversation again and tick T (True) or F (False).** (8 mins) | |
| - Teacher tells Ss to read the conversation again and work independently to find the answers. Remind 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.  - Teacher checks the answers as a class and gives feedback. | ***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: Match the words (1 - 5) with their definitions (a - e).** (5 mins) | |
| - Have Ss quickly match the words in the left column with their meanings in the right column individually in 3 minutes.  - Then ask 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, 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. | ***Answer key:***  1. c  2. a  3. e  4. b  5. d |
| **Task 4: Complete the sentences with the words in 3.** (5 mins) | |
| - Ask Ss to do the exercise individually in 3 minutes and then check with the whole class.  - When checking, ask Ss to refer to Activity **3** to make the meanings of the words clearer to them. | ***Answer key:***  1. possibility  2. aliens  3. creatures  4. commander  5. oppose |

**e. Assessment**

- T checks students’ answers and gives feedback.

**4. ACTIVITY 3: PRODUCTION** (5 mins)

**a. Objectives:**

- 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 STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 5: Work in groups. Discuss the following questions. Then report your group’s answers to the class.** (7 mins) | |
| - Have Ss 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. T may 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 Ss 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. | ***Questions:***  *Do you believe that there is life on other planets? Why / Why not?* |

**e. Assessment**

**-** Teacher checks answers and gives feedback.

**4. CONSOLIDATION**

**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.

**b. Homework**

- Learn new words by heart.

- Make sentences with new words.

- Start preparing for the Project of the unit:

Teacher randomly puts Ss in groups of 4 or 5 and asks them to choose a planet in our solar system that they like and search for the information about it, then make a poster (suggested information in Project lesson). Students will show and present their posters in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)

**Board Plan**

| *Date of teaching*  **UNIT 12: LIFE ON OTHER PLANETS**  **Lesson 1: Getting started**  **\*Warm-up**  - Brainstorming  - The one-word game  **Vocabulary**  1. alien (n)  2. commander (n)  3. creature (n)  4. destroy (v)  5. oppose (v)  6. spaceship (n)  7. thrilling (adj)  Task 1: Listen and read.  Task 2: Read and tick.  Task 3: Match.  Task 4: Complete the sentences.  Task 5: Discussion  **\*Homework** |
| --- |

**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

**3. Personal qualities**

- Be interested in research more about outer space

- Be aware of the importance of conditions that needed for human life

- Actively join in class activities

**II. MATERIALS**

- Grade 8 textbook, Unit 12, A closer look 1

- Computer connected to the Internet

- Projector / TV

- hoclieu.vn

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. crater (n) | /ˈkreɪtə/ | the round [hole](https://dictionary.cambridge.org/vi/dictionary/english/hole) at the [top](https://dictionary.cambridge.org/vi/dictionary/english/top) of a [volcano](https://dictionary.cambridge.org/vi/dictionary/english/volcano) | miệng núi lửa |
| 2. galaxy (n) | /ˈɡæləksi/ | one of the independent groups of stars in the universe | thiên hà |
| 3. rocket (n) | /ˈrɒkɪt/ | a space vehicle that is shaped like a long tube | tàu vũ trụ con thoi |
| 4. telescope (n) | /ˈtelɪskəʊp/ | a cylinder-shaped device for making objects that are far away look closer and larger | kính thiên văn |
| 5. UFO (n) | /ˈjuːfəʊ/  /ˌjuː ef ˈəʊ/ | [Unidentified](https://dictionary.cambridge.org/vi/dictionary/english/unidentified) [Flying](https://dictionary.cambridge.org/vi/dictionary/english/flying) [Objec](https://dictionary.cambridge.org/vi/dictionary/english/object)t | vật thể bay không xác định |
| 6. Jupiter (n) | /ˈdʒuːpɪtə/ | the fifth planet from the sun; largest planet in the Solar System | sao Mộc |
| 7. Mars (n) | /mɑːz/ | the fourth planet in the Solar System | sao Hỏa |
| 1. Mercury (n) | /ˈmɜːkjəri/ | the planet closest to the sun | sao Thủy |
| 1. Neptune (n) | /ˈneptjuːn/ | the 8th planet from the Sun. This planet appears blue when viewed through a telescope, and has the highest winds in the solar system. | sao Hải Vương |
| 10. Uranus (n) | /ˈjʊərənəs/ | the seventh planet from the sun; it has rings | sao Thiên Vương |
| 11. Venus (n) | /ˈviːnəs/ | the planet second in order from the sun. It is the hottest planet | sao Kim |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about the solar system. | - Prepare some photos of the solar system. |
| 2. Students may have underdeveloped listening, speaking and co-operating skills. | - Play the recording many times if necessary.  - Encourage students to work in pairs, in groups so that they can help each other. |

**III. PROCEDURES**

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

**a. Objectives:**

- To create an active atmosphere in the class before the lesson

- To lead into the new unit.

**b. Content:**

- Quiz time

**c. Expected outcomes:**

**-** Ss have general ideas about the solar system.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Quiz time** | |
| - Teacher divides the class into 8 groups.  - The teacher gives ss some quizzes about the solar system and lets them write their answers on the mini-board. The team that has the most correct answers will get the star. | ***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 |

**e. Assessment**

**-** Teacher checks students’ answers and gives feedback.

**2. ACTIVITY 1: VOCABULARY** (20 mins)

**a. Objectives:**

**-** To present some vocabulary related to the topic.

- To help Ss use the words related to outer space that they have learnt in specific contexts.

**b. Content:**

**-** Vocabulary pre-teaching

- Task 1: Put the eight planets in order from the closest to the farthest from the sun.

- Task 2: Match the words (1 - 5) with the pictures (a - e).

- Task 3: Complete the following sentences with the words from the box.

**c. Expected outcomes:**

**-** Ss are able to pronounce new words correctly and use them in appropriate situations.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Vocabulary pre-teaching** (5 mins) | |
| - Teacher introduces the vocabulary by:  + Providing the definition of the words  + Providing the pictures of the words  - Teacher has students read the vocabulary aloud and correct their pronunciation if necessary.  - 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:**  Crater (n)  Galaxy (n)  Rocket (n)  Telescope (n)  UFO (n)  Jupiter (n)  Mars (n)  Mercury (n)  Neptune (n)  Uranus (n)  Venus (n) |
| **Task 1: Put the eight planets in order from the closest to the farthest from the sun.** (5 mins) | |
| - Read out the name of each planet and ask Ss to repeat it in chorus. Then call some Ss to read out the names of the planets. Correct their pronunciation mistakes if needed.  - Have Ss work individually to put the eight planets in order from the closest to the farthest from the sun. If any student does not remember it, he or she may use the sentence **“My very excellent mother just served us noodles”** to guess the order of the planets because the first letter of each word in it is the first letter of each name of a planet.  - Let Ss work in pairs to compare their answers before sharing 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. | ***Answer keys:***  1. Mercury  2. Venus  3. Earth  4. Mars  5. Jupiter  6. Saturn  7. Uranus  8. Neptune |
| **Task 2: Match the words (1 - 5) with the pictures (a - e).** (5 mins) | |
| - Have Ss individually match the words given to the pictures in the right column.  - Then ask 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. | ***Answer keys:***  1. e  2. d  3. a  4. b  5. c |
| **Task 3: Complete the following sentences with the words from the box.** (5 mins) | |
| - Ask Ss to do the exercise individually and then check with the whole class.  - When checking, ask Ss to refer to Activity **2** to make the meanings of the words clearer to them. | ***Answer key:***  1. craters  2. rocket  3. telescope  4. Venus  5. galaxy |

**e. Assessment**

- Teacher checks students’ answers and gives feedback.

**3. ACTIVITY 2: PRONUNCIATION** (18 mins)

**a. Objectives:**

- To help Ss practise using intonation for making lists.

- To give Ss practice identifying tones in sentences that include lists of people or things;

**b. Content:**

- Introduction

- Task 4: Listen and repeat the sentences. Pay attention to the tones of the underlined words in each sentence.

- 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.

**c. Expected outcomes:**

**-** Students can use intonation for making lists correctly.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Pronunciation: Intonation for making lists** (5 mins) | |
| - Teacher teaches ss how to use intonation correctly.  - Teacher lets Ss look at the remember box in p.126.  - Teacher demonstrates and lets ss practice. |  |
| **Task 4: Listen and repeat the sentences. Pay attention to the tones of the underlined words in each sentence.** (6 mins) | |
| - Explain 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.  - Have Ss read through the instructions and the example in the **Remember!** box. Answer any questions and ensure that Ss understand the instructions. Call on some Ss to read out the example. Comment and correct mistakes.  - Ask Ss to read through the five sentences first. Then play the recording for them to listen 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 Ss to read out the sentences. Invite comments from other Ss and correct any mistakes if available. | *Up tone: words in blue*  *Down tone: words in red*  1. I’d like some eggs, some milk, some  cheese, and some bread, please.  2. My father can speak four languages:  English, French, Russian, and Spanish.  3. My favourite sports are football, tennis,  basketball, and volleyball.  4. My kitten is cute, smart, playful, and  noisy.  5. The outer planets, which are made up  mostly of gas, include Jupiter, Saturn,  Uranus, and Neptune. |
| **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.** (7 mins) | |
| - Have 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.  - 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, T may have Ss work in pairs to draw the arrows first. Then play the recording for them to check their answers. | ***Answer key:***  *Up tone: words in blue*  *Down tone: words in red*  1.  A: Good evening! What can I get you, sir?  B: I’d like some pork, some chicken, some tofu, and some vegetables.  2.  A: What did you buy at the clothing store yesterday?  B: I bought a T-shirt, a jumper, a tie, and a cap.  3.  A: What music do you like?  B: I like pop, blues, country, and jazz.  4.  A: What do you think we should bring with us to Mars?  B: I think we should bring food, water, clothes, and a tent. |

**e. Assessment**

**-** Teacher checks answers and gives feedback.

**4. CONSOLIDATION**

**a. Wrap-up**  
- Ask one or two Ss to tell the class what they have learnt.

**b. Homework**

- Learn new words by heart.

- Practise using intonation.

- Do exercise in the workbook.

**Board Plan**

| *Date of teaching*  **UNIT 12: LIFE ON OTHER PLANETS**  **Lesson 2: A Closer Look 1**  **\* Warm-up**  Quiz Time  **\* Vocabulary**  1. crater (n): miệng núi lửa  2. galaxy (n): thiên hà  3. rocket (n): tàu vũ trụ con thoi  4. telescope (n): kính thiên văn  5. UFO (n): vật thể bay không xác định  6. Jupiter (n): sao Mộc  7. Mars (n): sao Hỏa  8. Mercury (n): sao Thủy  9. Neptune (n): sao Hải Vương  10. Uranus (n): sao Thiên Vương  11. Venus (n): sao Kim  Task 1: Put the eight planets in order.  Task 2: Match.  Task 3: Complete the sentences.  \* **Pronunciation: Intonation for making lists**  Task 4: Listen and repeat the sentences.  Task 5: Listen and draw suitable arrows.  .  **\*Homework** |
| --- |

**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**

-Use reported speech to report questions.

**2. Competences**

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

- Be interested in research more about outer space

- Be aware of the importance of conditions that needed for human life

**II. MATERIALS**

- Grade 8 textbook, Unit 12, A closer look 2

- Computer connected to the Internet

- Projector / TV

- hoclieu.vn

**Language analysis**

| Reported speech (questions) | **How we use the article.** | **Example** |
| --- | --- | --- |
| S+ ask (wonder, want to know) + question word + clause. | *”What time does the train leave?”*  *->* **He asked me** what time the train **left.**  *“Where did he go?”*  *->* **She wanted to know** where he **had gone**  *“When could you get this done by?”*  *->* **He wondered** when we **could get** it done by. |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Ss may not remember how to use the reported speech. | Remind them quickly how to use the article. |
| 2. Ss may not have sufficient speaking and co-operating skills. | - Give clear instructions, give examples before letting Ss work in groups.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

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

**a. Objectives:**

- To create an active atmosphere in the class before the lesson

- To lead into the new unit.

**b. Content:**

- Video watching.

**c. Expected outcomes:**

**-** Ss have general ideas about the reporting questions

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Video watching** | |
| - Teacher lets the students watch a video about reporting questions  - Teacher asks Ss how we use reported speech for questions.  - Teacher leads to the lesson. | Video link: <https://www.youtube.com/watch?v=g2C7-nLkZ8I> |

**e. Assessment**

**-** Teacher checks students’ knowledge and gives feedback.

**2. ACTIVITY 1: PRESENTATION** (5 mins)

**a. Objectives:**

- To help Ss use the appropriate adverbs, verb tenses, word order in reported questions.

**b. Content:**

- Teaching point: Reported speech (questions)

**c. Expected outcomes:**

**-** Ss understand how to use reported speech (questions) correctly.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Teaching point: Reported speech (questions)** | |
| - Have Ss work individually to read the Remember! box.  - Write examples of direct speech and reported speech on the board.  - Ask some Ss to point out the differences between pairs of sentences (direct and reported speech sentences)  - Answer any questions and ensure that Ss understand the instructions.  - Remark on the differences in (1) verb form, (2) time expressions, (3) time and place expression, and (4) pronouns. | ***Example:***  *”What time does the train leave?”*  *->* **He asked me** what time the train **left.**  *“Where did he go?”*  *->* **She wanted to know** where he **had gone**  *“When could you get this done by?”*  *->* **He wondered** when we **could get** it done by. |

**e. Assessment**

- Teacher checks students’ understanding and gives feedback.

**3. ACTIVITY 2: PRACTICE** (35 mins)

**a. Objectives:**

- To help Ss to make reported questions with given words, phrases or direct questions.

- To practise reported speech (both statements and questions) in situations.

- To give further practice with reported speech (both statements and questions) in real situations.

**b. Content:**

- Task 1: Underline the correct word or phrase for each sentence.

- Task 2: Put the words and phrases in the correct order to make reported questions.

- Task 3: Change the following questions into reported questions.

- Task 4: Report the conversation between An and Mai.

**c. Expected outcomes:**

-Students can use the reported speech (questions) correctly

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Underline the correct word or phrase for each sentence.** (3 mins) | |
| - Ask Ss to do the exercise individually and then check their answers in pairs.  - Invite some Ss to share their answers. Confirm the correct answers. | ***Answer key:***  1. then  2. grew  3. there  4. could  5. there were |
| **Task 2: Put the words and phrases in the correct order to make reported questions.** (6 mins) | |
| - Have Ss do this exercise 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. | ***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 for a planet to have life on it were. |
| **Task 3: Change the following questions into reported questions.** (6 mins) | |
| - Have Ss do this exercise 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. | ***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: Report the conversation between An and Mai.** (7 mins) | |
| - First, ask Ss to read the instructions. Use the example to make it clear to Ss what they are supposed to do. Then have Ss read the conversation carefully. If necessary, T may explain how to use the reporting verbs *say, tell* and *ask*. Ask Ss to complete 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. | ***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. |

**e. Assessment**

- T checks the exercises and gives feedback.

- T checks Ss’ understanding and gives feedback

**4. ACTIVITY 3: PRODUCTION** (7 mins)

**a. Objectives:**

- To enable Ss to practise reporting speech;

- To create an atmosphere of playing and learning.

**b. Content:**

- 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.

**c. Expected outcomes:**

- Ss are able to report statements and questions correctly.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **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.** | |
| - 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 | **Example:**  I asked A what time he got up in the morning and he told me (that) he got up at ... |

**e. Assessment**

- T corrects any grammar and pronunciation mistakes if necessary.

**4. CONSOLIDATION** (4 mins)

**a. Wrap-up**  
- Game: What did they ask you?

Have Ss make a list of people who might ask them questions and what those questions might be: a police officer, their mother/ father, a teacher, a taxi driver, …

- Ask some Ss to get to the board and report something that someone asked them without revealing who he/she was:

E.g. This person asked me if I had my driver’s license.

- The other Ss have to guess it was the police officer: “The police officer asked you if you had your driver’s license.”

**b. Homework**

- Make 5 sentences by using reported speech (questions).

- Do exercise in the workbook.

**Board Plan**

| *Date of teaching*  **UNIT 12: LIFE ON OTHER PLANETS**  **Lesson 3: A closer look 2**  **\*Warm-up**  Video watching  **\* Grammar: Reported speech (questions)**  Task 1: Underline the correct word or phrase.  Task 2: Put the words and phrases in the correct order.  Task 3: Change questions into reported questions.  Task 4: Report the conversation.  Task 5: Work in pairs and report.  **\*Homework** |
| --- |

**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

- Get some knowledge about three planets in the solar system

**2. Competences**

- Develop creativity and communication skills

- Be collaborative and supportive in pair work and team work

**3. Personal qualities**

- Be interested in research more about outer space

- Be aware of the importance of conditions that needed for human life

- Actively join in class activities

**II. MATERIALS**

- Grade 8 textbook, Unit 12, Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 11. Ss may not make simple dialogue | - Give example dialogue.  - Practise it many times. |
| 22. Some Ss may talk excessively in class. | - Define expectation in explicit detail.  - Give some examples with these verbs.  - Model asking and answering with a student. |

**III. PROCEDURES**

**1. WARM-UP** (7 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson

- To lead into the new unit.

**b. Content:**

- Questions asking and answering

**c. Expected outcomes:**

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

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| - T asks some questions and Ss answers them.  - T gives some answers by using express uncertainty.  - Lead into the lessons. | **Questions:**  1. Do you think the Vietnamese football team may take part in the World Cup?  *I don’t know yet.*  2. Do you think we can have anywhere-door in the future?  *I don’t think so.* |

**e. Assessment**

**-** Teacher checks students’ answers and gives feedback.

**2. ACTIVITY 1 : EVERYDAY ENGLISH** (15 mins)

**a. Objectives:**

- To introduce ways of expressing uncertainty in everyday conversations.

- To help Ss practise expressing uncertainty.

**b. Content:**

**-** Task 1: Listen and read the conversations. Pay attention to the highlighted sentences.

- Task 2: Work in pairs. Make similar conversations with the following situations.

**c. Expected outcomes:**

**-** Ss understand how to express uncertainty.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Listen and read the conversations. Pay attention to the highlighted sentences.** (5 mins) | |
| - Play the recording for Ss to listen and read the two dialogues at the same time. Ask Ss to pay attention to the questions and answers.  - Have Ss practise the dialogue in pairs. Call on some pairs to practise the dialogue in front of the class. | **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. |
| **Task 2: Work in pairs. Make similar conversations with the following situations.** (9 mins) | |
| - Ask Ss to work in pairs to make similar dialogues with the given situations.  - Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance. | ***Suggested conversations***  **1.**  *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. |

**e. Assessment**

- Teacher checks students’ understanding, listens to their conversations and gives feedback.

**3. ACTIVITY 2: THREE PLANETS IN THE SYSTEM** (20 mins)

**a. Objectives:**

- To help Ss learn about three planets in the solar system

- To help Ss further develop their reading skill for specific information (scanning)

- To practise giving a presentation about one of the three planets

**b. Content:**

- Task 3: Read the information below and answer the questions that follow.

- Task 4: Work in pairs. Discuss and match the three planets in 3 with the pictures (1 - 3) below.

- Task 5: Work in groups. Take turns to talk about one of the three planets in 3.

**c. Expected outcomes:**

- Ss are able to get some information from the text to answer the questions and gain some knowledge about three planets in the solar system

- Ss can talk about one of the three planets introduced.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 3: Read the information below and answer the questions that follow.** (7 mins) | |
| - Have Ss read the instructions to understand what they are going to do. Remind 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.  - 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. | ***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: Work in pairs. Discuss and match the three planets in *3* with the pictures (1 - 3) below.** (5 mins) | |
| - Have 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.  - Let Ss work in pairs to compare their answers before sharing T the answers. Check and confirm the correct answers. | ***Answer key:***  1. Venus  2. Mercury  3. Jupiter |
| **Task 5: Work in groups. Take turns to talk about one of the three planets in *3*.**(8 mins) | |
| - 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…..*  *-* Have 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.  - Call on some Ss to give their presentations 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. | **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 an 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 the third brightest object in the night sky. |

**e. Assessment**

- T checks Ss’s exercises and understanding, and then gives feedback.

**4. CONSOLIDATION**

**a. Wrap-up**  
- T asks Ss to summarise what they have learnt in the lesson.

**b. Homework**

- Do exercise in workbook

**Board Plan**

| *Date of teaching*  **UNIT 12: LIFE ON OTHER PLANETS**  **Lesson 4: Communication**  **\*Warm-up**  Discussion  **\* Everyday English**  Task 1: Listen and read.  Task 2: Make similar conversations.  **\* Three planets in the solar system**  Task 3. Read and answer.  Task 4: Discuss and match.  Task 5: Talk about one of the three planets in *3*.  **\*Homework** |
| --- |

**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 teamwork

**3. Personal qualities**

- Be benevolent and responsible

- Be interested in research more about outer space

- Be aware of the importance of conditions that needed for human life

- Actively join in class activities

**II. MATERIALS**

- Grade 8 textbook, Unit 12, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. liquid (n) | /ˈlɪkwɪd/ | a substance, such as water, that is not solid or a gas and that can be poured easily | chất lỏng |
| 2. temperature (n) | /ˈtemprətʃə/ | the measured amount of heat in a place or in the body | nhiệt độ |
| 3. atmosphere (n) | /ˈætməsfɪə/ | the [mixture](https://dictionary.cambridge.org/vi/dictionary/english/mixture) of [gases](https://dictionary.cambridge.org/vi/dictionary/english/gas) around the [earth](https://dictionary.cambridge.org/vi/dictionary/english/earth) | khí quyển |
| 4. gravity (n) | /ˈɡrævəti/ | the force that attracts objects towards one another, especially the force that makes things fall to the ground | trọng lực, lực hút trái đất |
| 5. habitable (adj) | /ˈhæbɪtəbl/ | [providing](https://dictionary.cambridge.org/vi/dictionary/english/provide) [conditions](https://dictionary.cambridge.org/vi/dictionary/english/conditions) that are good enough to [live](https://dictionary.cambridge.org/vi/dictionary/english/live) in or on | có thể ở được, phù hợp để ở |
| 6. promising (adj) | /ˈprɒmɪsɪŋ/ | signs that it is going to be successful or enjoyable | đầy hứa hẹn, triển vọng |
| 7. trace (n) | /treɪs/ | a [sign](https://dictionary.cambridge.org/vi/dictionary/english/sign) that something has [happened](https://dictionary.cambridge.org/vi/dictionary/english/happen) or [existed](https://dictionary.cambridge.org/vi/dictionary/english/exist) | dấu hiệu, dấu vết, vết tích |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about some lexical items. | - Provide students with the meaning and pronunciation of words. |
| 2. Students may not have sufficient reading, speaking and co-operating skills. | - Let students read the text again (if necessary).  - Create a comfortable and encouraging environment for students to speak.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 3. Some students may excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (7 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson

- To lead into the new unit.

**b. Content:**

- Task 1: Work in pairs. Discuss the following questions.

**c. Expected outcomes:**

**-** Ss can describe creatures from another planet.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Work in pairs. Discuss the following questions.** | |
| - Ask Ss to work in pairs, discussing 2 questions in the book.  - Ask some Ss to give their answers in front of the class. Ask some other questions about what science fiction movies they have seen lately. | ***Questions:***  1. What do you know about other planets?  2. Would you like to live on another planet? Why / Why not? |

**e. Assessment**

**-** Teacher checks students’ knowledge and gives feedback.

**2. ACTIVITY 1: READING** (20 mins)

**a. Objectives:**

- To introduce some vocabulary

- To help Ss develop the skill of reading for the main idea (skimming), specific information (scanning) and guessing word meaning in context.

**b. Content:**

- Task 2: Read the text and match the highlighted words in the text with their meanings.

- Vocabulary teaching

- Task 3: Read the text again and answer the following questions.

**c. Expected outcomes:**

**-** Ss area able to identify the new words

- Students can understand the text and choose the right answers.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 2: Read the text and match the highlighted words in the text with their meanings.** (7 mins) | |
| - Ask Ss to work individually to read the passage and find the highlighted words.  - Have Ss read aloud the highlighted words. Correct their pronunciation if needed.  - Have Ss match the highlighted words with their meanings in the box. Remind them to use the context to help them.  - Check the answers. | ***Answer key:***  1. c  2. d  3. a  4. e  5. b |
| **Vocabulary teaching** (6 mins) | |
| - Teacher further explains the meaning of the new vocabulary with pictures.  - Teacher checks students’ understanding with follow up questions. | ***New words:***  1. liquid (n)  2. temperature (n)  3. atmosphere (n)  4. gravity (n)  5. habitable (adj)  6. promising (adj)  7. trace (n) |
| **Task 3: Read the text again and answer the following questions.** (7 mins) | |
| - Have Ss 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. Ask them to give evidence  when giving the answers. | ***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. |

**e. Assessment**

- T checks Ss’s exercises and gives feedback.

- T checks Ss’ understanding and gives feedback

**4. ACTIVITY 3: SPEAKING** (15 mins)

**a. Objectives:**

- To have Ss practise talking about the conditions required for a planet to support human life;

- To improve Ss’ confidence in speaking in front of the class.

**b. Content:**

- Task 4: Work in pairs. Tick the boxes to show what conditions a planet needs to support human life.

- 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.

**c. Expected outcomes:**

- Students can talk about the conditions required for a planet to support human life.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 4: Work in pairs.Tick the boxes to show what conditions a planet needs to support human life.** (6 mins) | |
| - First, have Ss work individually to tick 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. | ***Suggested ideas:***  - The planet must experience at least two seasons.  - The planet's temperature 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: 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.** (9 mins) | |
| - 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. | **Example:**  *There are some conditions planets must have to support human life on them. First, the most important condition is that ...* |

**e. Assessment**

**-** Teacher checks answers, pronunciation and gives feedback.

**4. CONSOLIDATION**

**a. Wrap-up**  
- T asks Ss to summarise what they have learnt in the lesson.

- Ss retell some information in the reading text.

**b. Homework**

- Do exercise in workbook

**Board Plan**

| *Date of teaching*  **UNIT 12: LIFE ON OTHER PLANETS**  **Lesson 5: Skills 1**  **\*Warm-up**  Task 1: Discuss the question.  **\* Reading**  Task 2: Read and match.  **Vocabulary**  1. liquid (n)  2. temperature (n)  3. atmosphere (n)  4. gravity (n)  5. habitable (adj)  6. promising (adj)  7. trace (n)  Task 3: Read and answer questions.  **\* Speaking:**  Task 4: Tick the boxes.  Task 5: Talk about the conditions for a planet to support human life.  **\*Homework** |
| --- |

**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**

- Listen about an imaginary planet and its creatures.

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

**2. Competences**

- Develop creativity and communication skills

- Be collaborative and supportive in pair work and teamwork

**3. Personal qualities**

- Be interested in research more about outer space

- Be aware of the importance of conditions that needed for human life

- Actively join in class activities

**II. MATERIALS**

- Grade 8 textbook, Unit 12, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may not have sufficient listening, writing and co-operating skills. | - Play the recording several times if necessary  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 2. Some students will excessively talk in the class. | - Define expectation in explicit detail. - Have excessively talkative students practise. Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

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

**a. Objectives:**

- 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 can recall vocabulary about outer space

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| - Teacher divides the class into 4 groups and asks them to draw a picture about the alien they like (including information about its appearance, living place, ...) in 3 minutes.  - Some presenters in each group will present shortly what they draw in front of the class.  - Teacher gives feedback and leads into the topic of the listening tasks | ***Questions:***  1. What does the alien look like?  2. Where does it live? Can you describe that place? |

**e. Assessment**

**-** Teacher checks the students' pronunciation.

**2. ACTIVITY 1 : LISTENING** (15 mins)

**a. Objectives:**

- To help Ss understand and activate their knowledge of the topic.

- To help Ss develop their skill of listening for specific information.

**b. Content:**

*-* Task 1: Work in pairs. Look at the picture and answer the following questions.

- 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.

- Task 3: Read the following information about Hopeans. Listen again and fill in each blank with ONE word or number that you hear.

**c. Expected outcomes:**

**-** Ss can answer the questions appropriately.

- Ss can get some specific information from the recording to complete the exercise successfully.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Work in pairs. Look at the picture and answer the following questions.** (3 mins) | |
| - Ask Ss to work in pairs, and discuss 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. | 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 its hands. It can do handstands…. |
| **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.** (7 mins) | |
| - Have 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.  - 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.  - Have Ss share their answers in pairs.  - Invite some pairs to answer and confirm the correct ones.  - Play the recording again if needed, stopping at places where students are having difficulties. | ***Answer key:***  1. A  2. C  3. A  4. A  5. B |
| **Task 3: Read the following information about Hopeans. Listen again and fill in each blank with ONE word or number that you hear.**(6 mins) | |
| - Have 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.  - Play 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.  - Have Ss share their answers in pairs.  - Invite some pairs to answer and confirm the correct ones.  - Play the recording again if needed, stopping at the places where Ss are having difficulties. | ***Answer key:***  1. 4 (four)  2. 4 (four)  3. hospitable  4. dangerous  5. plants  6. rockets |

**e. Assessment**

- Teacher checks students’ answers.

- Teacher checks students’ understanding and gives feedback.

**3. ACTIVITY 2: WRITING** (20 mins)

**a. Objectives:**

- To write a paragraph describing aliens living on another planet.

**b. Content:**

- 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: Write a paragraph (80 - 100 words) describing aliens living on another planet. Use your notes in 4.

**c. Expected outcomes:**

**-** Students can write a paragraph about the given topic.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **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.** (7 mins) | |
| - Ask 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.  - Then ask Ss to share their writing with their partners. T may read out writings from some more able Ss to the whole class. |  |
| **Task 5: Write a paragraph (80 - 100 words) describing aliens living on another planet. Use your notes in 4.** (8 mins) | |
| - 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**. Ask Ss to brainstorm the ideas and language needed for writing. Ask Ss to refer back to the reading for useful expressions  and ideas and write on the board.  - Ask Ss to write the first draft individually. Then have them write their final version. Display all or  some of the Ss’ writings 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. | ***Suggested answer:***  Creatures living on Zagy planet are called Zagians. These aliens have a 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. |

**e. Assessment**

- T checks Ss’s writings and gives feedback.

- T checks Ss’ understanding and gives feedback

**4. CONSOLIDATION**

**a. Wrap-up**  
- Ask Ss to summarise what they have learnt in the lesson.

**b. Homework**

- Rewrite the paragraph on the notebook.

- Prepare for Lesson 7 – Looking back & Project.

**Board Plan**

| *Date of teaching*  **UNIT 12: LIFE ON OTHER PLANETS**  **Lesson 6: Skills 2**  **\* Warm-up**  Describe the alien  **\* Listening**  Task 1: Look and answer.  Task 2: Listen and choose A, B or C.  Task 3: Listen and fill in the blanks.  **\* Writing:**  Task 4: Making notes about the aliens.  Task 5: Write a paragraph.  **\* Homework** |
| --- |

# 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**

- Review the vocabulary and grammar of Unit 12

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

**2. Competences**

- Use words and expressions related to life on other planets

**3. Personal qualities**

- Be interested in research more about outer space

- Be aware of the importance of conditions that needed for human life

- Actively join in class activities

**II. MATERIALS**

- Grade 8 textbook, Unit 12, Looking back & Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may not have sufficient speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |
| 2. Some students may excessively talk in the class. | - Define expectation in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

- To help students revise the vocabulary items they have learnt in the unit

- To enhance students’ skills of cooperating with team mates.

**b. Content:**

- Brainstorming

**c. Expected outcomes:**

**-** Ss can recall the knowledge they have learnt and enhance their coope

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **BRAINSTORMING**  - Teacher asks Ss to think of what they have learnt already in Unit 12.  - Ss work in pairs to do the task.  - Teacher calls some students to retell.  - Teacher confirms and leads them to do all the exercises in books. | ***Suggested answers:***  About aliens, planets, solar system, atmosphere,... |

**e. Assessment**

**-** Teacher checks students’ answers and gives feedback.

**2. ACTIVITY 1: LOOKING BACK** (18 mins)

**a. Objectives:**

- To help Ss revise the vocabulary items they have learnt in the unit.

- To help Ss revise how to write reported questions.

**b. Content:**

- Task 1: Write a word under each picture.

**-** Task 2: Circle the correct words to complete the sentences.

- Task 3: Rewrite each sentence so that it is closest in meaning to the original one.

- Task 4: Which of the underlined parts in each question is incorrect? Find and correct it.

**c. Expected outcomes:**

**-** Ss can recall the vocabulary items and their form.

- Ss can recall the use of reported questions.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Write a word under each picture.** (3 mins) | |
| - Have Ss do Activity 1 individually then compare their answers with their partners. Ask for Ss’ answers or ask some Ss to read out their answers in front of the class. | ***Answer key:***  1. alien  2. rocket  3. telescope  4. galaxy  5. crater  6. satellite |
| **Task 2: Circle the correct words to complete the sentences.** (3 mins) | |
| - Have Ss do Activity 2 individually then compare their answers with their partners. Ask for Ss’ answers or ask some Ss to read out their answers in front of the class. | ***Answer key:***  1. UFOs  2. possibility  3. creatures  4. habitable  5. gravity |
| **Task 3: Rewrite each sentence so that it is closest in meaning to the original one.** (6 mins) | |
| - Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class.  - Remind Ss to keep a record of their original answers so that they can use that information in the **Now I can…** statements. | ***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: Which of the underlined parts in each question is incorrect? Find and correct it.** (6 mins) | |
| - Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class.  - Remind Ss to keep a record of their original answers so that they can use that information in the **Now I can…** statements. | ***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) |

**e. Assessment**

- Teacher checks students’ answers and gives feedback.

**3. ACTIVITY 2: PROJECT** (20 mins)

**a. Objectives:**

**-** To give Ss an opportunity to practise finding information about a planet.

- To help Ss improve their creativity and teamwork

- To improve their speaking and presentation skills

**b. Content:**

**-** Poster presentation

**c. Expected outcomes:**

**-** Students are able to find information about a planet and present their findings in front of the class.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Our favourite planet**  - Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.  - T has groups show their posters and present them to the class.  - T gives feedback for each presentation. |  |

**4. CONSOLIDATION**

**a. Wrap-up**  
- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Learn new words by heart.

- Prepare for the next lesson.

**Board Plan**

| *Date of teaching* UNIT 12: LIFE ON OTHER PLANETSLesson 7: Looking back & Project **\* Warm-up**  Brainstorming.  **\* Looking back**  Task 1: Write a word under each picture.  Task 2: Circle the correct words.  Task 3: Rewrite the sentences.  Task 4: Correct the mistakes.  **\* Project**  Our Favourite Planet  **\*Homework** |
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