Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 9: HOUSES IN THE FUTURE**

**Lesson 3 - Part 2 (Page 77) – Reading, Speaking and Writing**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to…

**1. Knowledge**

- read and get some ideas about life on a space station

- talk different things about life on a space station

**2. Ability**

- improve their English skills

- develop the ability to communicate and cooperate with their partners, to self-study, to solve problems and other skills

- ask and answer/ write a paragraph about the topic – space station

**3. Quality**

**-** have a positive attitude in English language learning so that they actively participate in all classroom activities

**II. TEACHING AIDS AND LEARNING MATERIALS.**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, DCR & DHA on EDUHOME, handouts…

**III. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** To review the last lesson andintroduce new tasks and set the scene for the new lesson

**b) Content:** a video clip about “Life on a Space Station”

**c) Product:** Ss can havegeneral ideas about the topic “Life on a Space Station”.

**d) Competence**: observation and note-taking

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Have Ss watch a short clip about astronauts’ life on a spaceship and have them take notes what they do there.  <https://www.youtube.com/watch?v=FEkzDXl10XE>  - Lead to new **Lesson.** | - Watch the video and take notes what the astronauts do in their daily life  - Share the answer with the class |

**B. New lesson (35’)**

* **Activity 1: Reading Skill (10’)**

**a) Objective:** to enrich Ss’ knowledge about life on the space

**b) Content:** Reading (page 77)

**c) Products:** Ss can expand their knowledge and can improve their reading comprehension on the topic.

**d) Competence**: Collaboration, communication, analytical and synthezing skills

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| **a. Read the article and fill in the blanks.**  - Have Ss explore the task  - Ask Ss to read the article individually and answer the questions.  - Have Ss share their answers with partners.  - Check answers as a whole class.  - Ask Ss to give reasons for their answers.  - Give feedback and explanation if necessary  **b. Read the article again and answer the questions.**  - Have Ss look at the questions.  - Demonstrates the activity using the example.  1.  - Ask Ss to read the article and answer the questions.  - Check answers as a whole class.  - Ask Ss to give evidences for their answers.  - Give feedback | **-** Go through all the instructions, words given  - Do the task individually  - Share their answers with the partner.  - Check answers as a whole class  - Present their answers.  **Answer keys:**    - Look at the questions carefully.  - Do the task individually and then share their answers with partners/ check answers as a whole class.  **Answer keys:** |

* **Activity 2: Speaking Skill (10’)**

**a) Objective:** to help Ss use what they have learnt in communication

**b) Content:** Speaking (page 79)

**c) Products:** Ss can use what they have learnt correctly

**d) Competence**: Collaboration, communication, critical thinking, creativity, presentation

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| **With a partner, talk about what it might be like living on the Moon. Ask and answer about these things.**  - Have Ss work in pairs to ask and answer about things that might be like living on the Moon.  - Encourage students to talk in long sentences.  - Call on some pairs to share their answers  - Praise Ss with good speaking. | * In pairs, ask and answers these questions using might.      * Do as guided |

* **Activity 3: Writing Skill (15’)**

**a) Objective:** to help Ss put all the target language into producing the language

**b) Content:** Writing (Page 79)

**c) Products:** Ss can use the target language to write a paragraph which is about 50 – 60 words about life on the Moon.

**d) Competence**: Collaboration, communication, analytical & synthesizing skill, creativity

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| **a. Choose four of the things you talked about in Speaking and note them down.**  - Divide the class into groups of 3.  - Ask Ss to write down 4 things about life on the Moon  - Check some groups and give support if necessary.  - Have Ss share their ideas with the class  **b. Now write a paragraph about life on the Moon using your notes. Write 50 – 60 words.**  - Have Ss use their notes and the table at the right bottom of page and to write a paragraph about life on the Moon.  - Have Ss cross check their work with a partner  - Call on some Ss to put their work on the board  - Give comments and take notes some mistakes on the board. | - Write down as directed in groups.  - Work individually to write a paragraph about life on the Moon.  - Cross check the work with another S  - Observe/ Present the writing to the class/ Listen to the T’s comments.  Suggested answers  *Life will be very different on the Moon. I might have to use soap and wet towels to wash the body. I might have to use the special toilet, too. I will sleep in the sleeping bag, so I don’t float around. I will play videos games when I have free time. It will be fun because I can float. Living on the Moon will be very different.*  - Take notes the mistakes in their notebooks. |

**C. Consolidation (2’)**

- Writing a short paragraph.

**D. Homework (3’)**

- Learn new words about life on a space station/the Moon.

- Do exercises Reading and Writing in the workbook (Page 55)

- Prepare for the new lesson (Unit 9 review pages 102 – 103, SB)