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

**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:**

**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:**

- Introduce about *how to express uncertainty*

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Asking questions:**  - 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 Vietnam football team may take part in the World Cup? 2. Do you think we can have anywhere door in the future? ***Suggested answers:***   1. *I don’t know yet.* 2. *I don’t think so.* |

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

**a. Objectives:**

- To introduce ways of expressing uncertainty in everyday conversations.

- To help Sspractise expressing uncertainty.

**b. Content:**

- Listen and practice the conversation.  
- Make conversations with the situations.

**c. Expected outcomes:**

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

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read the conversations. Pay attention to the highlighted sentences.** *(Ex 1, p.129) (6mins)* | |
| - 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. | **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. |
| **Task 2: Work in pairs. Make similar conversations with the following situations.** *(Ex 2, p.129) (9mins)* | |
| – 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 | ***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. |

**3.ACTIVITY 2: PRACTICE:** (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 help Ss learn about the appearances of three planets in the solar system.

**b. Content:**

-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:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3. Read the information below and answer the questions that follow.** *(Ex 3, p.129) (7mins)* | |
| - 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 | ***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.** *(Ex 4, p.129) (5mins)* | |
| - 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 | ***Answer key:***  **1.** Venus **2.** Mercury **3.** Jupiter |

**4.ACTIVITY 3: PRODUCTION:** (8 mins)

**a. Objectives:**

- 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:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Work in groups. Take turns to talk about one of the three planets in *3*.***(Ex 5, p.129) (8mins)* | |
| - 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 | **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.* |

**5. CONSOLIDATION** (5mins)

**a. Wrap-up:**- T asks Ss to summarise what they have learnt in the lesson.  
- T has Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.  
**b. Homework:**- Do exercise in workbook

- Prepare Unit 12 Skill 1 ( prepare first some vocabularies and the content of the lesson)