

**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**

**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:**

- Brainstorming to get something about new technologies to travel to other planets.

**c. Expected outcomes:**

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

**d. Organisation**

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> <li>- 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.</li> <li>- The team with the most items wins.</li> <li>- 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</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- <i>Where and How fast do you think we can travel with those new technologies?</i></li> <li>- <i>Can we travel to other planets with those technologies?</i></li> </ul>

have listed. Say “Today, we’re going to learn about other planets, or more specifically, life on other planets.”.

- Teacher writes the unit title Life on other planets on the board.

## **2. ACTIVITY 1: PRESENTATION (7 mins)**

### **a. Objectives:**

- To prepare vocabulary for students to understand the conversation.

### **b. Content:**

- Pre-teach vocabulary related to the content of the dialogue.

### **c. Expected outcomes:**

- Students know how to use the target vocabulary.

### **d. Organisation**

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<b>* Vocabulary pre-teaching</b> <ul style="list-style-type: none"> <li>- Teacher introduces and explain the vocabulary by pictures</li> <li>- Teacher checks students’ understanding with the Matching Game.</li> <li>- Teacher gives feedback and asks students to open their textbook to discover further.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. alien (n)</li> <li>2. commander (n)</li> <li>3. creature (n)</li> <li>4. destroy (v)</li> <li>5. oppose (v)</li> <li>6. spaceship (n)</li> <li>7. thrilling (adj)</li> </ol>

## **3. ACTIVITY 2: PRACTICE (25 mins)**

### **a. Objectives:**

- To set the context for the introductory dialogue
- To develop students’ reading skills.
- To help Ss further understand the text.

### **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 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 STUDENTS’ ACTIVITIES	CONTENTS
<b>Task 1. Listen and read. (10 mins)</b>	
<ul style="list-style-type: none"> <li>- Set the context for the listening and reading.</li> <li>- Teacher asks Ss to look at the conversation on page 124 in the book and answer some questions.</li> </ul>	<b>Questions:</b> <ol style="list-style-type: none"> <li>1. What are Nick and Mai talking about?</li> </ol>

<p>Encourages Ss to give answers, but do not confirm whether their answers are right. Asks them to talk a bit about what life on other planets might be like.</p> <ul style="list-style-type: none"> <li>- Ss answer questions individually.</li> <li>- Teacher plays the recording twice for Ss to listen and read along then invite some pairs of Ss to read the conversation aloud.</li> <li>- Ss listen and read then some pairs practice dialogue before class.</li> <li>- Teacher refers to the questions previously asked. Confirms the correct answer</li> </ul>	<ul style="list-style-type: none"> <li>- They are talking about aliens / creatures from another planet.</li> </ul> <p>2. Who do you think the men in black are?</p> <ul style="list-style-type: none"> <li>- They are aliens / creatures from another planet.</li> </ul> <p>3. Where do you think the men in black are from?</p> <ul style="list-style-type: none"> <li>- Another planet.</li> </ul> <p>4. Where do you think the boy standing between the four men is from?</p> <ul style="list-style-type: none"> <li>- He is from Earth.</li> </ul> <p>5. What do you think the object above the men is?</p> <ul style="list-style-type: none"> <li>- It is a spaceship / flying saucer / UFO.</li> </ul>
<p><b>Task 2: Read the conversation again and tick T (True) or F (False). (8 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to run through the statements and underline the keywords in the statements</li> <li>- 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.</li> <li>- Ss work independently to find the answers in 5 minutes.</li> <li>- Teacher has Ss compare the answers in pairs before checking with the whole class.</li> <li>- Ss compare answer in pairs in 1 minutes.</li> <li>- Teacher checks the answers as a class and gives feedback.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. F (Soduka is a planet that is like Earth.)</li> <li>2. T</li> <li>3. F (Tommy helps the four creatures repair their spaceship so that they can return to Soduka.)</li> <li>4. F (The four creatures travel to Earth again to protect the Earth/oppose the commander)</li> <li>5. T</li> </ol>
<p><b>Task 3: Match the words (1 - 5) with their definitions (a - e). (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher has Ss quickly match the words in the left column with their meanings in the right column individually in 3 minutes.</li> <li>- Ss read and do the task individually</li> <li>- 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.</li> <li>- 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.</li> <li>- Ss answer individually</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. c</li> <li>2. a</li> <li>3. e</li> <li>4. b</li> <li>5. d</li> </ol>
<p><b>Task 4: Complete the sentences with the words in 3. (5 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to do the exercise individually in 3 minutes and then check with the whole class.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. possibility</li> </ol>

<ul style="list-style-type: none"> <li>- Ss do the task individually to complete sentences.</li> <li>- When checking, teacher asks Ss to refer to Activity 3 to make the meanings of the words clearer to them.</li> <li>- Ss answer individually</li> </ul>	<ul style="list-style-type: none"> <li>2. aliens</li> <li>3. creatures</li> <li>4. commander</li> <li>5. oppose</li> </ul>
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#### 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
<b>Task 5: Work in groups. Discuss the following questions. Then report your group's answers to the class. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ss work with friends in groups.</li> <li>- 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.</li> <li>- Ss answer individually</li> <li>- 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.</li> <li>- Teacher corrects some common errors if needed.</li> </ul>	<p><b>Questions:</b> Do you believe that there is life on other planets? Why / Why not?</p> <p><b>Suggestion:</b> <i>I don't believe that there is life on other planets because oxygen, water and air are lacking on other planets.</i></p>

#### 5. CONSOLIDATION (5 mins)

##### a. Wrap-up

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words and phrases 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.)

- Prepare the next lesson: Unit 12 – Lesson 2: A closer look 1

(Ask Ss to find out the new words and get information about intonation for making lists.)