

Week:
Period:

Date of planning:
Date of teaching:

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

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:

- Discuss about other planets

c. Expected outcomes:

- Ss can describe another planet.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Discuss the following questions. (Ex 1, p.130)	
<ul style="list-style-type: none"> - 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 	<p>Suggested answers:</p> <p>Many possible answers</p> <p>1. Mars, Neptune, Jupiter.....</p> <p>2. Ss' answers</p>

lately - Ss answer individually	
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2. ACTIVITY 1 : PRESENTATION (5 mins)

a. Objectives:

- 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 STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures and definitions. 	New words: <ol style="list-style-type: none"> 1. liquid (n) /'lɪk.wɪd/: chất lỏng 2. temperature (n) /'tem.pə.ə.tʃə/: nhiệt độ 3. atmosphere (n) /'æt.mə.sfɪr/: không khí 4. gravity (n) /'grævəti/: trọng lực 5. habitable (adj) /'hæbɪtəbl/: có thể ở được, phù hợp để ở 6. promising (adj) /'prɒmɪsɪŋ/: đầy hứa hẹn 7. trace (n) /treɪs/: dấu hiệu, dấu vết

3. ACTIVITY 2: PRACTICE/ READING (16 mins)

a. Objectives:

- 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 STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the text and match the highlighted words in the text with their	

meanings. (Ex 2, p.130)	
<ul style="list-style-type: none"> - 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 	<p>Answer key: 1. c 2. d 3. a 4. e 5. b</p>
Task 3. Read the text again and answer the following questions (Ex 3, p. 130)	
<ul style="list-style-type: none"> - 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. Ss answer individually 	<p>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.</p>

4. ACTIVITY 3: PRODUCTION/ SPEAKING (12 mins)

a. Objectives:

- 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 STUDENTS'	CONTENTS
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ACTIVITIES	
Task 4: Work in pairs. Tick (✓) the boxes to show what conditions a planet needs to support human life. (Ex 4, p.130)	
<p>– 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.</p> <p>Ss do the task individually then in pairs</p> <p>– 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.</p> <p>Ss work in groups</p> <p>– With a weaker class, elicit the answers from Ss. T may provide Ss with the following suggested ideas.</p>	<p>Suggested Answers: Many possible answers.</p> <p>Suggested ideas:</p> <ul style="list-style-type: none"> – 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: 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. (Ex 5, p.130)	
<p>– 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.</p> <p>– If there is enough time, call some Ss to talk in front of the whole class, then invite some positive comments from other Ss.</p>	<p>Suggested Answers: Various answers</p>

5. CONSOLIDATION (5 mins)

a. Wrap-up

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

b. Homework

- Learn by heart vocabulary and make sentences with the vocab
- Do exercise part D (P99,100) in workbook
- Prepare the next lesson: Unit 12 – Lesson 6: Skills 2
- Ask Ss to look for the information about aliens on other planets