

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

Teaching date:

Period:95

UNIT 12: LIFE ON OTHER PLANETS

Lesson 1: Getting started

I./ Objectives

1. Knowledge: By the end of the lesson, ss will be able to:

- listen and read the conversation about the series "Star into Darkness" for details and then do some related exercises.

- use the lexical items related to life on other planets.

2. Qualities:

Skills: Speaking, listening, reading, writing.

Attitude: - Positive about life on other planets.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./ PREPARATION:

1.Teacher: book, planning, picture, laptop, projector

2.Students: books, notebooks

III./ TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./PROCEDURE:

Teacher and Students' activities	Contents
ACTIVITY 1: Warm up (5')	
Chatting Aims: help students have an overview about the topic “life on other planets”. Contents: - The lexical items related to the topic “life on other planets” Products: - Games related to the topic. Organization: 1.Warmer (5'): Brainstorming - On the board, write the words transportation, communication, housing, and energy.	* Suggested answers: 1. Transportation: flying car, spaceship.... 2. Communication: telepathy, video chatting, codes....

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Teacher and Students' activities	Contents
? Work in groups of four Ss to list the future technologies they expected to see in these fields. - Set a time limit and the game stops when the time is up. The team with more items wins. ? Where and how fast think we can travel with new technology. - Ask them if we could travel to other planets with those means of transport that they have listed.	3. Housing: wireless TV, robots.... 4. Energy: solar energy, nuclear energy....
ACTIVITY 2. Knowledge Formation (17')	
<u>Getting-started:</u> <u>Aims:</u> provide sts necessary words and structure for understanding and learning the conversation. <u>Contents:</u> - new words from the conversation <u>Products:</u> - New words - Exercises <u>Organization:</u> 2.1. Vocabulary - Teacher uses different techniques to teach vocabulary (situation, realia) - Follow the seven steps of teaching vocabulary * Checking vocab: What and where 2.2. Listen and read * Introduction:	<u>New words</u> - trek (n/v): hành trình, du hành - series (n): chuỗi, phim nhiều tập - crew (n): thủy thủ đoàn - terrorist (n): kẻ khủng bố - aliens (n): người ngoài hành tinh - galaxy (n): dải ngân hà - space (n) xe vũ trụ buggy - weightless (adj) không trọng lượng - Repeat in chorus and individually - Copy all the words - Answer the questions individually. * Suggested answers:

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Teacher and Students' activities	Contents
? Look at the pictures and the heading What could happen to Earth? but cover the text. - Brainstorm questions with Ss and write them on the board. <i>Where are Duong and Nhi?</i> <i>What are they doing?</i> <i>What might they be talking about?</i> ? Listen to the conversation without reading the text to see if their predictions were correct. - Follow up with the same questions. - Accept all possible answers from Ss. Remember not to give correction at this stage.	- They are outside. - They are going to school. - They may talk about the Earth in the future.
ACTIVITY 3: Practice (10')	
<u>Aims:</u> help sts have some concepts about the topic life on other planets. <u>Contents:</u> - vocabulary related life on other planets. <u>Products:</u> - exercises - games <u>Organization</u> <u>Doing:</u> 3.1a. True or false (1aP59) ? Run through all the statements. ? Listen to the conversation then tick T or F. 3.1. b. Answer the questions Ss work individually to answer the questions. Ss compare answers with a partner and then discuss as a class. Have Ss say where they found the answers in the conversation.	Key: 1. F 2. T 3. F 4. T 5. F Key: 1. James Kirk is the captain of the spaceship. 2. They went to Nibiru planet. 3. It happens in 2259. 4. It's the name of the spaceship that the crew travels on. 5. He wants to destroy Earth. Key:

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Teacher and Students' activities	Contents
3.1. c. Find the sentences Ask Ss to look at the conversation again and underline the sentences in reported speech. Have Ss read aloud the sentences. 3.2. Label the picture ? Run through all the words in the box. ? work in pairs to match the words with the pictures. -Then check their answers. Explain that UFO is an acronym, which stands for <i>unidentified flying</i> object. Afterwards, have Ss repeat the words chorally. Correct their pronunciation if necessary. Check their understanding if necessary. 3.3. Gap fill Have Ss work independently to fill the words/phrases in the blanks, then check with a partner. Elicit Ss' answers. Summary the conversation ? Work in groups. ? Summary the conversation	1. That's funny, Trang also asked me what I thought would happen to Earth in the future. 2. I said I didn't know but that Earth might be run by aliens! Key: 1. aliens 2. space buggy 3. UFO 4. weightless 5. galaxy 6. spaceship 7. solar system 8. planet Key: 1. aliens 2. UFO 3. space buggy 4. planet; planet 5. Weightless 6. solar system 7. galaxy 8. spaceship
ACTIVITY 4: Further practice (5')	
Aims: - review and learn by heart at class some new words and structure. Contents: - vocabulary related life on other planets Products: - review new words - exercises Organization: Further practice: ? Sum up the main content of the lesson.	- Answer individually

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Teacher and Students' activities	Contents
<u>Homework:</u> ? Learn by heart all the new words. ? Do Ex B1,2 P44 - 45 (Workbook) ? Prepare: Closer Look 1 - Collect pictures, songs, clips talking about life on other planets.	

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UNIT 12: LIFE ON OTHER PLANETS

Lesson 2: A closer look 1

I./ Objectives

1. Knowledge: By the end of the lesson, ss will be able to:

- Read the text about some planets in the solar system for details.
- Learn some more words related to life on other planets.
- Stress in words ending in -ful and -less

2. Qualities:

Skills: Speaking, listening, writing.

Attitude: - Positive about life on other planets.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./PREPARATION:

1.Teacher: book, planning, picture, laptop, projector

2.Students: books, notebooks

III./. TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./PROCEDURE:

II. New lesson.

Teacher and Students' activities	Content
<u>ACTIVITY 1: WARM-UP (5')</u>	
Brainstorming <u>Aims:</u> - Elicits the topic from students <u>Contents:</u>	

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Teacher and Students' activities	Content
- The lexical items related to the topic “life on other planets” <u>Product:</u> - activities - introduction <u>Organization:</u> Brainstorming ? Work in two teams to brainstorm as many names of the planets in the solar system. ? Read all the words individually and chorally. ? Copy all the words	Planets of the solar system - Neptune - Saturn - Mars - Jupiter - Venus - Mercury - Earth - Moon
<u>ACTIVITY 2 : KNOWLEDGE FORMATION (20’)</u>	
<u>Aims:</u> help sts learn the words about life on other planets and usage of those. <u>Contents:</u> new words in A closer Look 1 <u>Products:</u> Keys of A Closer Look 1 <u>Organization:</u> Vocabulary - Teacher uses different techniques to teach vocabulary (situation, realia) - Follow the seven steps of teaching vocabulary * Checking vocab: R.O.R 2.1. Activity 2 P60 * Set the scene: You are going to read a text about planets in solar system. ? Close your book and predict the names of roman Gods mentioned in the text. ? Read and check 2.2. Activity 3 P60 ? Work individually to fill in the blanks without reading the passage again. ? Compare the answers in pairs. ? Read the passage again to confirm their answers.	messenger (n): người đưa tin agriculture (n): nông nghiệp plentiful (adj): phong phú - Repeat in chorus and individually - Copy all the words Key: - God of sea - God of agriculture - God of war - God of thunder and lighting - God of love and beauty Key: 1. Neptune 2. Saturn 3. Mars 4. Jupiter 5. Venus

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Teacher and Students' activities	Content			
2.4. Activity 3 P60 a. Add suffixes -ful or -less to the words. - T can explain that to form adjectives, we can add suffixes –ful or –less to a noun or a verb ? Ss work individually. Ask some Ss to write their answers on the board. - Check their answers as a class. b. Make sentences for the new words ? Work in pairs to write a sentence about the topic of space for each word. ? Swap your sentences with another pair’s to peer check. - Afterwards, have some Ss read out loud their sentences and correct Ss’ work if necessary.	Suggested answers: weightless waterless resourceful/ resourceless airless beautiful, wonderful Examples: - Earth looks more beautiful from space. - Venus is a dry and waterless planet.			
ACTIVITY 3: PRACTICE (15’)				
<u>Aims:</u> Concept of tone in asking for information <u>Contents:</u> - vocabulary and grammar in Closer look 1. <u>Products:</u> Sts can read in correct intonation <u>Organization:</u> <u>3. Pronunciation (20’)</u> 3.1. Stress in words starting with -ful and -less ? What happen when we add –ful or –less to nouns or verbs to form adjective. 3.2. Activity 5 P60 Explain to Ss that when we add suffixes –ful or –less to a word, the stress of the word remains unchanged. Play the recording and ask Ss to listen and stress the words. Check Ss’ answers as a class. 3.3. Activity 6 P60 First, have Ss work individually to mark the stress in each word. Then ask Ss to compare	- When we add –ful or –less to nouns or verbs to form adjectives, the stress of the words remains unchanged. Example: ‘water -> ‘waterless ‘hope -> hopeless/ ‘hopeful For ‘get -> for ‘getful <table><tr><td>‘thoughtless</td><td>‘meaningful</td><td>‘helpless</td></tr></table>	‘thoughtless	‘meaningful	‘helpless
‘thoughtless	‘meaningful	‘helpless		

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Teacher and Students' activities	Content		
their answers with a partner. Have them practice reading the sentences. Play the recording and ask Ss to listen, check their answers and repeat the sentences. If time allows, call on some Ss to read out the sentences, paying attention to the stress in each italicized word.	'meaningles	'helpful	'thoughtful
	'useless	'plentiful	'useful
	1. Her speech on the environment was 'meaningful. 2. My teacher is so 'helpful when we don't understand something. 3. I was 'helpless to stop the dog biting me. 4. This dictionary is so 'useful. 5. There is 'plentiful water for life on earth.		
ACTIVITY 4: PRODUCTION (5')			
<u>Aims:</u> - help sts use topic "life on other plants" words and ask for information. <u>Contents:</u> - The lexical items related to the topic "life on other plants" in textbook - questions from students <u>Products:</u> Sts have a clear concept of intonation of question for information <u>Organization:</u> ? Recall the rule of stress in words starting with un- and im- <u>Homework:</u> ? Learn by heart all the new words. Do ExA1, 2, 3 P43 ? Prepare: A closer look 2 - Collect pictures, songs, clips talking about life on other plants.			

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UNIT 12: LIFE ON OTHER PLANETS

Lesson 3: A closer look 2

I./. Objectives

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1. Knowledge: By the end of the lesson, ss will be able to:

- Use may and might correctly
- Report questions

2. Qualities:

Skills: Use of English

Attitude: - Positive about life on other planets.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./. PREPARATION:

1.Teacher: book, planning, picture, laptop, projector

2.Students: books, notebooks

III./. TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./.PROCEDURE:

Teacher's and students' activities	Content		
ACTIVITY 1: WARM-UP (5')			
<u>Aims:</u> review old lesson <u>Contents:</u> - grid <u>Products:</u> - grid <u>Organization:</u> Grid - Give out the poster. ? Read the sentences and decide if they are prediction or ask for or give permission. - Monitor and get feedback.		Predic tion	(Ask for) permission
	1. He may be in the office.		
	2. Tom may lend you the money.		
	3. May I use your phone?		
	4. Lectures may use projectors if they wish.		
	5. There might be water on Mars.		
ACTIVITY 2. Knowledge Formation (20')			
<u>Aims:</u> Help sts know about May and might <u>Contents:</u> - Definite May and might			

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<u>Products:</u> Sts can use May and might exactly Key to Grammar <u>Organization:</u> <u>Grammar 1:</u> May and might: review - Draw Ss' attention to the REMEMBER! Box. ? How do we use may and might Tell Ss to study the example first. Then they work in pairs to do the activity. Encourage them to talk as much as possible. Remember that there is no 'right' or 'wrong' as long as their sentences are grammatically correct. Move around the class and listen to Ss. If there is a point which everyone is confused about, bring the class back together and do a quick review of it. Activity 1 P60 ? Work individually to fill in the gaps. - Have them compare the answers with a partner and explain their answers. Check the answers as a class and ask for Ss' explanations	- We use <i>may and might</i> to say that <i>something is possible at present or in the future</i>. E.g.: He <i>may/might</i> be in the office. - Normally, either can be used. Although, using <i>may</i> slightly increases the chance that sth will happen. E.g.: Tom <i>may</i> lend you the money. (This is unlikely) Tom <i>might</i> lend you the money. (I think this is very unlikely) - <i>May</i> is sometimes used in formal English. Key: <table border="0"> <tr> <td>1. may/might</td><td>2. may/might</td></tr> <tr> <td>3. may/might</td><td>4. may</td></tr> <tr> <td>5. may/might</td><td>6. may</td></tr> <tr> <td>7. may/might</td><td>8. May</td></tr> </table>	1. may/might	2. may/might	3. may/might	4. may	5. may/might	6. may	7. may/might	8. May
1. may/might	2. may/might								
3. may/might	4. may								
5. may/might	6. may								
7. may/might	8. May								
<u>ACTIVITY 3. Knowledge Formation 2(10')</u> <u>Grammar 2:</u> <u>Aims:</u> learn about Reported speech and their usage <u>Contents:</u> - Definite Reported speech <u>Products:</u> Key to Grammar <u>Organization:</u> <u>Grammar 2:</u> Reported speech: Questions - We use the verb <i>ask</i> when reporting questions. In reported questions we use the	1. To report a Wh-question, we use <i>Subject + asked (somebody) + question word + clause</i>. Example: <i>"What were you doing at the time?"</i>								

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statement word order and the question mark is omitted. - Remember that pronouns, possessive adjectives, verb tenses, and time expressions change in reported questions just as in reported statements. Look back at Unit 11 for a review of how they change. 3.1. Activity 2 Have Ss work in pairs and do the exercise. Ask some Ss to read out their answer and correct the answers as a class. 3.2. Activity 3 Let Ss work individually and check their answers with a classmate. Then check the answers as a class. 3.3. Activity 4 ? Work individually to write questions in reported speech. - Have one student write the answers on the board and get feedback from other Ss. Afterwards, check the answers as a class. - Have Ss explain the changes they have made. Have them do the rest for homework. 4.4. Activity 5 ? Work in groups of three for 5 to 10 minutes. ? Play Nick's role to report orally the questions he was asked. - Get another student in the group to report what Nick answered. - Ask the whole class to listen carefully and give feedback. Correct this group's work if necessary. Ask other groups to do the same if there is enough time.	<i>She asked (me) what I was doing/ I had been doing at the time.</i> 2. To report a Yes/No question, we use Subject + asked (somebody) + if/whether + clause. Example: "Did the alien talk to you?" She asked me if/whether the alien talked/had talked to me. Key: <table style="width: 100%;"> <tr> <td>1. what</td><td>2. had seen; had landed</td></tr> <tr> <td>3. what</td><td>4. had been going</td></tr> <tr> <td>5. had looked;</td><td>6. had been; had looked like</td></tr> <tr> <td>7. had seen</td><td>8. had hidden</td></tr> </table> Key: <table style="width: 100%;"> <tr> <td>1. ask</td><td>2. if</td></tr> <tr> <td>3. before</td><td>4. different</td></tr> </table> Key: 1. The interviewer asked if he went for a walk every day. 2. He asked how Nick had left when he had seen the alien. 3. He asked what the alien had looked like. 4. He asked why Nick hadn't taken a photo of the alien. 5. The interviewer asked how long the UFO had stayed there. 6. The interviewer asked if Nick had seen any UFOs since then.	1. what	2. had seen; had landed	3. what	4. had been going	5. had looked;	6. had been; had looked like	7. had seen	8. had hidden	1. ask	2. if	3. before	4. different
1. what	2. had seen; had landed												
3. what	4. had been going												
5. had looked;	6. had been; had looked like												
7. had seen	8. had hidden												
1. ask	2. if												
3. before	4. different												
ACTIVITY 4: Further practice:													

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<u>Aims:</u> review May and might and reported speech <u>Contents:</u> Usage of May and might and reported speech <u>Products:</u> - sts can put suitable May and might and reported speech in correct places <u>Organization:</u> ? Recall the uses of May and might and reported speech <u>5. Production:</u> - Learn by heart all the new words and structures. - Do Ex B4-7 P45-46 (Workbook) ? Prepare: Unit 12: Communication - Collect pictures, songs, clips talking about life on other planets.	
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UNIT 12: LIFE ON OTHER PLANETS

Lesson 4: Communication

I./. Objectives

1. Knowledge: By the end of the lesson, ss will be able to:

- Use may and might correctly
- Report questions
- Ss will be able to talk about life on other planets.

2. Qualities:

Skills: Use of English

Attitude: - Positive about life on other planets.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./. PREPARATION:

1.Teacher: book, planning, picture, laptop, projector

2.Students: books, notebooks

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III./ TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./PROCEDURE:

<i>Teacher's and students' activities</i>	Content
ACTIVITY 1: WARM-UP (5')	
<u>Aims:</u> make sts change the state from relaxation to concentration <u>Contents:</u> - Tell students in this lesson they will have the opportunity to talk about life on other planets and practice reported speech <u>Products:</u> - the word affordable and breathtaking <u>Organization:</u> Introduction Before Ss open their books, ask them which planet they would like to go to if they had a chance. Ask them to give the reasons why. Then tell Ss that they will join a teenagers' blog to read some discussions on whether they believe in the existence of other life forms in the galaxy. Check if Ss understand the meanings on the words in Extra vocabulary. If they do not, quickly teach the words by using synonyms or even translation. Tell them that NASA stands for <i>national Aeronautics and Space Administration</i>	
ACTIVITY 2: KNOWLEDGE FORMATION (20')	
<u>Aims:</u> Help Sts promote listening skill and vocab <u>Contents:</u> - talk about life on other planets - new vocabulary <u>Products:</u> - 4 skills - Vocabulary - Grammar <u>Organization:</u>	

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COMMUNICATION 1. Five teenagers are discussing the possibility of other life forms in our galaxy. Read the comments they have posted on an online forum. Have Ss read the comments. Ask them to do the reading as fast as fast as possible and remember the ideas. Move around the class. Bring everyone together if there are ideas or words that need clarifying. 2. Work in groups to decide if you agree or disagree with each of the opinions and ideas in 1. Say why or why not. Ask Ss to work in groups. Tell Ss that they can look at the blog and use the example to discuss the five ideas. If Ss agree, ask them to add any details from their imagination about the planet. Elicit the reasons why there may be inhabitants there, what those inhabitants may look like, how they can communicate, how they can travel... If Ss disagree, ask them to justify their choice.	<i>Suggestions for disagreements:</i> - <i>I disagree with Nhi because the inhabitants there may be able to live in high temperatures. They may have bodies which can resist heat. Or they may have a special machine to cool down the atmosphere of the place where they live.</i> - <i>I disagree with Duc because the inhabitants there be able to extract liquid from underground to survive. Their bodies may be adapted to the environment there. They may not need oxygen but hydrogen or nitrogen to breathe.</i> - <i>I disagrees with Anh. Any planet can be considered powerful. Any inhabitant is proud of his/ her own planet.</i>
<u>ACTIVITY 3: PRACTICE (15')</u>	
<u>Aims:</u> To promote reading and writing skills <u>Contents:</u> - vocabulary related to the topic - grammar <u>Products:</u> Key to communication 2 <u>Organization:</u> <u>Communication 2:</u> 3a. Work in pairs. Imagine you are going into space. Decide together what you will take with	

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you. You can add any item you think necessary. Remember to give reasons. Put Ss in pairs. Make sure that Ss work with a new partner for a change. Ask to use the suggestions in the pictures and the example. encourage Them to add any items they may think necessary. Remind them to give a reason for each choice. Go around to help Ss. Note this is not meant to be serious; Ss can suggest silly or funny things as long as they justify them. b. Report your decisions to another pair or to the class.	
<u>ACTIVITY 4: Further practice (10')</u> <u>Aims:</u> To promote speaking skill To talk about life on other planets <u>Contents:</u> <u>Products:</u> <u>Organization:</u> - Lets sts summarize the content of the lesson <u>Homework:</u> - Learn by heart all the new words and structures. - Do Workbook ? Prepare: Unit 12: Communication - Collect pictures, songs, clips talking about life on other planets.	

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UNIT 12: LIFE ON OTHER PLANETS

Lesson 5: Skills 1

I./. Objectives

1. Knowledge: By the end of the lesson, ss will be able to:

- Use may and might, reported speech correctly
- Read for general and specific information about life on other planets
- Ss will be able to talk about life on other planets.

2. Qualities:

Skills: Use of English

Attitude: - Positive about life on other planets.

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- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./. PREPARATION:

1.Teacher: book, planning, picture, laptop, projector

2.Students: books, notebooks

III./. TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./.PROCEDURE

<i>Teacher's and students' activities</i>	Content
ACTIVITY 1: WARM-UP	
<u>Aims:</u> make sts change the state from relaxation to concentration <u>Contents:</u> Tell students in this lesson they will have the opportunity to learn about planets <u>Products:</u> - game <u>Organization:</u> Reading 1a. Look at the pictures and discuss the questions.sk Ask Ss to cover the reading passage, look at the pictures of the two planets and answer the questions. Ask them: <i>What else can you infer from the picture?</i>	1a. A. Earth B. Mars 2. totally different
ACTIVITY 2: KNOWLEDGE FORMATION (20')	
<u>Aims:</u> promote reading skills <u>Contents:</u> Passage Extra vocabulary with students. it. <u>Products:</u> Key to SKILL 1 Vocabulary <u>Organization:</u> b. Read the text below and check your answers. Give Ss two minutes to skim the passage and check their answers.	

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2. Find words in the passage that have similar meaning to these words or phrases. Have Ss scan the passage to find the words in red and match them with the definitions. Ss should check the meanings of the words from the context. Then check their answers as a class. 3. Match the headings with the paragraphs (1-3). There is one extra. Tell Ss that to finish this part, they should underline key words in the headings. Next, ask Ss to skim the text again, using the key words in the headings to do the matching. 4. Read the text again and answers the questions. Set a longer time limit for Ss to read the text again and answer the questions. ask Ss to note where they found the information that helped them answer the questions. Ss can compare answers with a partner before discussing them as a class. For a class which needs more support with the previous exercises, let them do this exercise as homework. Remember to check their answers in the next lesson.	Key: <table><tr><td>1. poisonous</td><td>2. twice</td></tr><tr><td>3. experiences</td><td>4. traces</td></tr><tr><td>5. surface</td><td>6. Climate</td></tr><tr><td>7. accommodate</td><td></td></tr></table> Key: <table><tr><td>1. C</td><td>2. B</td><td>3. A</td></tr></table> Key: 1. It is also called the Red Planet 2. The lowest temperature is -87 degrees Celsius and the highest may be a bit higher than zero. 3. Because 95% of the atmosphere is carbon dioxide. 4. A day on Mars is a bit longer. 5. It is twice as long as a year on Earth.	1. poisonous	2. twice	3. experiences	4. traces	5. surface	6. Climate	7. accommodate		1. C	2. B	3. A
1. poisonous	2. twice											
3. experiences	4. traces											
5. surface	6. Climate											
7. accommodate												
1. C	2. B	3. A										
ACTIVITY 3: PRACTICE (15')												
<u>Aims:</u> Improve speaking and reading skills <u>Contents:</u> - Key to speaking <u>Products:</u> This <i>part helps</i> Ss understand more about planets <u>Organization:</u> Speaking 5. Work in pairs. One is a human and the other is a Martian. Use the suggestions below to ask and answer about life on Earth and life on Mars. First, have Ss read the table of information carefully. Answer their questions if they have any. Ss work in pairs to ask and answer questions based on the suggested information in the table and the	Ex: A: So what kind of food do you eat? B: Well, we eat things like rice, bread, cooked meat. And you? A: We eat tablets, rocks... What do you drink?											

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example. Set a time limit of 5 to 10 minutes. When they finish, ask the student who plays the role of the human from one pair, and the student who plays the role of Martian from another pair to role – play in front of the whole class. Have them ask and answer questions about <i>food</i> and <i>drink</i>. Have another pair do the same, asking and answering about <i>sleep</i> and <i>travel</i>. Then have a third pair to finish with <i>environment</i> and <i>problems</i>. 6. Now swap pairs. The human of one pair works with the Martian of the other pair. Take turns to report what your previous partner said about life on their planet your new partner to see if he/ she said similar things.	B: We drink water, juice... And you? Ask the ‘humans’ and ‘Martians’ to from new pair. This time they use reported speech to report their previous partner’s answers: <i>New human:</i> What kind of food did the human say she ate? <i>New Martian:</i> She said that she ate rice, break, meat and fruit and vegetables. <i>New human:</i> Yes, that’s right!
ACTIVITY 4: Further practice	
<u>Aims:</u> widen the topic to earn more knowledge about life on other planets <u>Contents:</u> <u>Products:</u> - old vocab - old grammar <u>Organization:</u> - Sum up the main content of the lesson. <u>Homework:</u> (2) - Do Ex in workbook - Collect pictures, songs, clips talking about life on other planets.	

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Teaching date:

Period:100

UNIT 12: LIFE ON OTHER PLANETS

Lesson 6: Skills 2

I./. Objectives

1. Knowledge: By the end of the lesson, Ss will be able:

- Listen for specific information about life on other planets.
- Describe an alien.

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2. Qualities:

Skills: listening, writing.

Attitude: - Positive about life on other planets.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./. PREPARATION:

1.Teacher: book, planning, picture, laptop, projector

2.Students: books, notebooks

III./. TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./.PROCEDURE

<i>Teacher's and students' activities</i>	Content
ACTIVITY 1: WARM-UP	
<u>Aims:</u> chatting to make sts change the state from relaxation to concentration <u>Contents:</u> Listen for specific information about life on other planets <u>Products:</u> Sts know new words to talk about vocabulary related the topic. <u>Organization:</u> - Introduction Ask a couple of Ss to come to the board and draw their versions of an alien. Ask Ss how they would feel if they saw an alien. Ask Ss if they think aliens are very different from humans, and what differences there may be	
ACTIVITY 2 : KNOWLEDGE FORMATION (20')	
<u>Aims:</u> - promote listening skill - help sts learn extra vocabulary <u>Contents:</u> Audio about aliens <u>Products:</u> Key to Listening	

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<u>Organization:</u> Listening 1. Work in pairs. Describe the pictures and answer the questions. Ask Ss to work in pairs to describe the pictures and answers the questions. 2. Listen to Tom’s imagined description of what an alien from another planet may be like. Fill each blank with no more than three words from the recording. Before Ss listen, ask them to read the information in the table carefully and try to predict the answers. Tell them that to do this they should highlight key words in the questions and decide the part of speech of the words they will need to fill in the blanks, then listen carefully to find the words from the recording. Play the recording twice. Have two Ss write their answers on the board. Confirm the correct answers. 3. Listen again and tick (v) true (t), false (F) or not given (NG). Have Ss work individually to underline the key words in the statements. Ask Ss to do the exercise without listening to the recording first. Write their answers on the board without confirming the correct answers. Play the recording again for Ss to check. T may pause at the sentences that include the information Ss need for the answers.	1. They show the aliens in other planets. I don't think they really exist. 2. No I don't. 3. I will hide. Key: 1. Jupiter 2. Much bigger 3. More powerful 4. Lots of hair 5. Thick skin 6. four eyes 7. Happiness 8. Fear 9. Energy 10. rocks Key: 1. F 2. NG 3. T 4. F 5. F 6. F
ACTIVITY 3: PRACTICE (15')	
<u>Aims:</u> - promote writing skill - help sts learn extra vocabulary <u>Contents:</u> Vocabulary and structures to talk about aliens <u>Products:</u> Key to Writing <u>Organization:</u> - Writing	

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4. Work in pairs. Imagine what an alien may be like. Use your imagination to fill in the web below. Set a time limit for Ss to brainstorm ideas and write their notes. Move around and help Ss if necessary. Ask Ss to refer back to the speaking in 5, SKILLS 1 and listening in 2 and 3, SKILLS 2 for useful language and ideas. 5. Now use the notes to write a description of your alien. Now have Ss work individually to write descriptions of their alien. Give Ss a time limit for this. For a class which needs more support, make copies of the audio script, and give each student one. The script can act as a writing model but make it clear that Ss should change the content to match their own ideas. 6. Swap your work with your partner. How different is your description from your partner's? Ss swap their writing with a partner. They comment on each other's work. Ss revise and edit their writing in class if time allows, or else as homework.	- Answer the questions Ex: - I think that the alien also may have 2 eyes. His skin may be green and thick and he may have a lot of hair. He may eat rocks. He may wear spacesuit regularly. He may be different to us that he can feel happy and fearful and he may be different from humans in that he can't speak.
ACTIVITY 4: <u>Further practice</u> <u>Aims:</u> - promote reading skill - help sts learn extra vocabulary <u>Contents:</u> Vocabulary and structures to talk about planets and aliens <u>Products:</u> <u>Organization:</u> ? Sum up the main content of the lesson. <u>Homework:</u> ? Do Ex in exercise book ? Prepare: Unit 12: Looking back - Collect pictures, songs, clips talking about aliens.	

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Teaching date:

Period:101

UNIT 12: LIFE ON OTHER PLANETS

Lesson 7: Looking back + project

I./. Objectives

1. Knowledge: - Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment box at the end of the unit.

By the end of the lesson, Ss will be able:

- Use the words to talk about life on other planets.
- Use the modal verbs: May and might and reported speech

skilfully.

2. Qualities:

Skills: Speaking, listening, reading, writing, use of English.

Attitude: - Positive about LIFE ON OTHER PLANETS.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./. PREPARATION:

1.Teacher: book, planning, picture, laptop, projector

2.Students: books, notebooks

III./. TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./.PROCEDURE

Teacher's and students' activities	Content
ACTIVITY 1: WARM-UP (5')	
<u>Aims:</u> chatting to make sts change the state from relaxation to concentration <u>Contents:</u> Questions Games <u>Products:</u> New and old vocabulary Game on the board <u>Organization:</u> - This is the review section of the unit	

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- Tell Ss to record their results for each exercise in the LOOKING BACK section in order to complete the final Finished! Now I can ... assessment.	
ACTIVITY 2: KNOWLEDGE FORMATION (20')	
<u>Aims:</u> improve skills of working individually and doing teamwork <u>Contents:</u> Extra vocabulary Practices <u>Products:</u> Key to task look back and project Old grammar <u>Organization:</u> <u>2. Looking back:</u> <u>I. Vocabulary</u> <u>1) Vocabulary</u> 1. Encourage Ss not to refer back to the unit pages. Instead, they can use what they have learn during the unit to help them do the exercises. Vocabulary 1. Rearrange the letters to label the pictures. 2. Fill each gap with a suitable word from the box. 1 & 2 Ask to work individually, then compare their answers with a partner. Ask some Ss to write their answers on the board. Grammar 3, 4 & 5 Ask Ss to do them individually first. Then have Ss check their answers with a partner before having them discuss as a class. Remind Ss to keep record of their original answers so that they can use that information in their self – assessment. 3. Underline the correct answers.	Key: 1. 1. aliens 2. space buggy 3. weightless 4. solar system 5. planet 6. Spaceship 7. Flying saucer 8. Galaxy 2. 1. accommodate 2. Surface 3. traces 4. Experienced 5. climate 6. NASA Key: 1. if 2. had been 3. Who 4. had been 5. how 6. Ate 7. what

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ACTIVITY 3: PRACTICE (15')

Aims: improve skills of working individually and doing teamwork

Contents:

Extra vocabulary

Practices

Grammar

Products:

Ask and answer about planets and aliens

Organization:

II. Grammar

4. Put the words. Phrases in the correct order to make reported questions.

5. Change the following questions into reported questions.

Communication

Key:

1. He asked me how I would react if I saw an alien.

2. The teacher asked me which planet was most suitable for human life.

3. My friend asked me when humans had first landed on the moon.

4. She asked me what the difference between a planet and a star was.

5. They asked if there was water on Mars.

1. The teacher asked her students what the essential conditions for human life were.

2. Samuel asked the scientist if humans had been able to communicate with people on other planets.

3. Nick asked the journalist if the Roswell UFO incident had taken place in the U.S in June 1947.

4. Vanessa asked her uncle who the witness in the Roswell UFO incident had been.

5. The son asked his father when humans would be able to travel from one planet to another more easily.

6. Diane asked her mother why people couldn't move to Mars immediately.

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6. Choose the right sentences (A-E) to put into the dialogue.

First, ask Ss to do the task in pairs. Then check Ss' answers as a class. Set a time limit of two minutes for Ss to re-read and to remember the dialogue as much as they can. When they finish, ask some pairs to rehearse the dialogue.

Key:

1. B 2. D 3. A
4. C 5. E

ACTIVITY 4: PRODUCTION (5')

Aims:

- ask questions for information with the correct intonation
- listen for specific and detailed information about life on other planets

Contents:

Extra vocabulary

Practices

Worksheet

Products:

Ask and answer about life on other planets

Organization:

Project:

1. Write the phrases in the box under ...

2. Work in groups. Choose a space vehicle ...

3. Search for information about the ...

EX:

A. space buggy B. space shuttle

C. Vostok spacecraft

1. They are a space buggy, a space shuttle and Vostok spacecraft.

2. - Space buggies are used for exploring the surface of other planets.

- Space shuttles are used for travelling in space.

- The Vostok spacecraft is used for exploring space.

3. Scientist and astrnauts might use them.

- group work

=> I like Space Shuttle because I want to fly to other planets in the solar system.

EX:

- What is the vehicle/ machine called?

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4. Present the information to the class. Vote ... <u>Futher practice:</u> ? Sum up the main content of the lesson. <u>Homework:</u> ? Do Ex in exercise book Finished! Now I can... Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice. - Collect pictures, songs, clips talking about life on other planets.	=> It is called the "Moon buggy" or the Lunar Roving Vehicle (LRV). - Where and when might it be used? => It was used on the Moon in the last three missions of the American Apollo program (15, 16, and 17) during 1971 and 1972.
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