

UNIT 12: LIFE ON OTHER PLANETS

Môn học: tiếng Anh- lớp 8
(Thời gian thực hiện: 7 tiết)

Period: 94-100

Class		Date of teaching	Attendance
8			

I. OBJECTIVES

- By the end of the lesson, students are expected to achieve the following objectives:

1. Knowledge:

- Vocabulary: use the words related to the topic Life on other planets;
- Pronunciation: use intonation for making lists correctly;
- Grammar: use reported speech to report questions; express uncertainty

2. Competencies:

a. General competencies:

- Form and improve such competencies as communication, self-learning capability, creative capacity, ability to use of language
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

b. Specific competencies:

- Improve such competencies related to language learning as listening, speaking, reading, and use of language (vocabulary, phonetics, grammar).
- + For language lessons: Student are expected to pronounce, know the meaning of the key words and understand the main grammatical points, then do the tasks that follow.
- + For skills lessons: Student are expected to read for specific information about the possibility of life on other planets; talk about the conditions needed for planets to support human life; listen for specific information about an imaginary planet and its creatures; write a paragraph to describe imaginary creatures living on another planet.

3. Qualities:

- Have a positive attitude towards what they have learnt in the lesson: honesty, account abilities, community, love and care for family and friends, sympathy for the disadvantaged, better understanding of social problems, generosity, diligence..,
- Be interested in research more about outer space.
- Be aware of the importance of conditions that needed for human life.
- Actively join in class activities.

II. PREPARATIONS

- Teacher: TV, laptop, flash card, power point slides, *hoclieu.vn*.....
- Students: Text books, studying equipment's....

III. PROCEDURE

Period 94-Lesson 1: Getting started

ACTIVITY 1: WARM-UP (5'-PW/IW)

1. Aim:

- To create an active atmosphere in the class before the lesson
- To lead into the new unit.

2. Content:

- Option 1: Brainstorming
- Option 2: The one-word game

3. Products:

- Ss have general ideas about the topic "Life on Other Planets".

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Option 1: Brainstorming	
<ul style="list-style-type: none"> - T writes <i>Science and Technology</i> 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. - The team with the most items wins. - 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 have listed. Say "Today, we're going to learn about other planets, or more specifically, life on other planets.". Write the unit title <i>Life on other planets</i> on the board. 	<p>Questions:</p> <ul style="list-style-type: none"> - <i>Where and how fast do you think we can travel with those new technologies?</i> - <i>Can we travel to other planets with those technologies?</i>
Option 2: The one-word game	
<ul style="list-style-type: none"> - T divides the class into 4 groups. - T asks Ss questions and they need to answer with only one word. - With each question, Ss will have 2 or 3 minutes. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. What one word would you use to describe the Earth? 2. What one word would you use to describe Space? 3. What one word would you use to describe the alien? <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Love, round, colourful, living, blue, beautiful. 2. Enchanted, limitless, magical, immense, vast, dangerous. 3. Unreal, mysterious, exotic, friendly,

	threatening.
ACTIVITY 2: PRESENTATION/ NEW LESSON (5'-IW) 1. Aim: - To introduce some vocabulary related to the topic. - To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt. 2. Content: - Vocabulary pre-teaching 3. Products: - Ss are able to pronounce new words correctly and identify their meanings 4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering Vocabulary pre-teaching Step 2: Task performance - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the Matching Game. - Teacher gives feedback and asks students to open their textbook to discover further. Step 3: Report and discussion - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further .Step 4: Judgement - Teacher checks students' pronunciation and gives feedback.	Vocabulary 1. alien (n) 2. commander (n) 3. creature (n) 4. destroy (v) 5. oppose (v) 6. spaceship (n) 7. thrilling (adj)
ACTIVITY 3: PRACTICE (25' - PW/IW) 1. Aim: - To set the context for the introductory dialogue - To introduce the topic of the unit 2. 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. 3. Products: - Students are interested in the unit topic and able to get the general and some specific information about a thrilling science fiction novel	

- Students can use the new words in a specific context

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read.	
<p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - Listen and read. <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Teacher asks Ss to look at the conversation on page 124 in the book and answer some questions. - Encourage Ss to give answers, but do not confirm whether their answers are right. Ask them to talk a bit about what life on other planets might be like. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Teacher plays the recording twice. Ss listen and read then invite some pairs of Ss to read the conversation aloud. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T refers to the questions previously asked and confirms the correct answer. 	<p>Questions:</p> <ol style="list-style-type: none"> 1. <i>What are Nick and Mai talking about?</i> They are talking about aliens / creatures from another planet. 2. <i>Who do you think the men in black are?</i> They are aliens / creatures from another planet. 3. <i>Where do you think the men in black are from?</i> Another planet. 4. <i>Where do you think the boy standing between the four men is from?</i> He is from Earth. 5. <i>What do you think the object above the men is?</i> It is a spaceship / flying saucer / UFO.
Task 2. Read the conversation again and tick T (True) or F (False).	
<p>Step 1: Task delivering</p> <p>Read the conversation again and tick T (True) or F (False). (8 mins)</p> <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Teacher tells Ss to read the conversation again and work independently to find the answers. Remind Ss to underline the information and correct the false statements. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Ss work independently to find the answers in 5 minutes. - Teacher has Ss compare the answers in pairs before checking with the whole class. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Teacher checks the answers as a class and gives feedback. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. F (Soduka is a planet that is like Earth.) 2. T 3. F (Tommy helps the four creatures repair their spaceship so that they can return to Soduka.) 4. F (The four creatures travel to Earth again to protect the Earth/oppose the commander) 5. T
Task 3: Match the words (1 - 5) with their definitions (a - e).	

<p>Step 1: Task delivering Match the words (1 - 5) with their definitions (a - e). (5 mins)</p> <p>Step 2: Task performance - Have Ss quickly match the words in the left column with their meanings in the right column individually in 3 minutes.</p> <p>- Then ask Ss to check their answers with their partners. Ask for translation of some of the words in the list to check their understanding.</p> <p>Step 3: Report and discussion - With a stronger class, ask Ss to make some examples with the words they have learnt. If there is enough time, ask some Ss to write their answers on the board.</p> <p>Step 4: Judgement - Check the answers as a class</p>	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. c 2. a 3. e 4. b 5. d
<p>Task 4. Complete the sentences with the words in 3.</p>	
<p>Step 1: Task delivering Complete the sentences with the words in 3. (5 mins)</p> <p>Step 2: Task performance - Ask Ss to do the exercise individually in 3 minutes and then check with the whole class.</p> <p>Step 3: Report and discussion - When checking, ask Ss to refer to Activity 3 to make the meanings of the words clearer to them.</p> <p>Step 4: Judgement - Teacher checks the answers as a class and gives feedback.</p>	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. possibility 2. aliens 3. creatures 4. commander 5. oppose
<p>ACTIVITY 4: PRODUCTION/ FURTHER PRACTICE (5')</p> <p>1. Aim: - To provide Ss with practice in giving their opinions about the possibility of life on other planets.</p> <p>2. Content: - Task 5: Work in groups. Discuss the following questions. Then report your group's answers to the class.</p> <p>3. Products: - Students can give their ideas about life on other planets.</p>	

4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 5. Work in groups. Discuss the following questions. Then report your group's answers to the class.	
<p>Step 1: Task delivering Work in groups. Discuss the following questions. Then report your group's answers to the class.</p> <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Have Ss work in groups, discussing whether they believe that there is life on other planets or not. - Remind Ss to explain the reasons for their belief. T may go round to observe. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Call 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. Encourage Ss to say as many sentences as possible. - Do not intervene Ss while they are speaking in order to correct their errors or give comments. After each student finishes his or her presentation, invite comments on his or her clarity, language, fluency from other Ss. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Correct some common errors if needed gives feedback. 	<p>Questions: <i>Do you believe that there is life on other planets? Why / Why not?</i></p>
<p>ACTIVITY 5: APPLICATION (5'- IW/PW)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - End up the lesson. Quickly assess if students remember what they have learnt - To give Home assignment <p>2. Content:</p> <ul style="list-style-type: none"> - Remind students of what they have learnt in the lesson. - Home assignment <p>3. Products:</p> <ul style="list-style-type: none"> - Students can repeat what they have learnt - Take note Home assignment <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS

<p>Step 1: Task delivering (Home assignment)</p> <ul style="list-style-type: none"> - Teacher asks one or two Ss to tell the class what they have learnt. Teacher shows them the slide with the objectives. Teacher ticks the objectives that have been learnt. <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Teacher asks Ss to say aloud some words and phrases they remember from the lesson. - Teacher summarizes the lesson - T lets Ss take note the home assignment <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - T asks, Ss answer <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T gives feedback and requires Ss do homework. - Start preparing for the Project of the unit: - Teacher randomly puts Ss in groups 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.) 	<p>* Home assignment:</p> <ul style="list-style-type: none"> - Learn by heart all the words that they have just learnt. - Do exercises in the workbook.
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Period 95 - Lesson 2: A closer look 1

<p>ACTIVITY 1: WARM-UP(5'-PW/IW)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To create an active atmosphere in the class before the lesson - To lead into the new unit. <p>2. Content:</p> <ul style="list-style-type: none"> - Quiz time <p>3. Products:</p> <ul style="list-style-type: none"> - Ss have general ideas about the solar system. <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering</p> <p>Quiz time</p>	<p>Question:</p> <p>1. How many planets do we have in</p>

<p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Teacher divides the class into 8 groups. - The teacher gives ss some quizzes about the solar system. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Ss write their answers on the mini-board. <p>The team that has the most correct answers will get the star.</p> <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Teacher's feedback. 	<p>our solar system?</p> <ol style="list-style-type: none"> 2. Is the sun a planet or a star? 3. Have humans ever walked on Mars? 4. How many moons (including moonlets) does Saturn have? 5. Which galaxy is the Earth found in? <p>Answer keys:</p> <ol style="list-style-type: none"> 1. 8 planets 2. A star 3. No/Not yet. 4. 150 5. Milky Way Galaxy
<p>ACTIVITY 2: VOCABULARY (20'-IW/PW)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To present some vocabulary related to the topic. - To help Ss use the words related to outer space that they have learnt in specific contexts. <p>2. Content:</p> <ul style="list-style-type: none"> - Vocabulary pre-teaching - Task 1: Put the eight planets in order from the closest to the farthest from the sun. - Task 2: Match the words (1 - 5) with the pictures (a - e). - Task 3: Complete the following sentences with the words from the box. <p>3. Products:</p> <ul style="list-style-type: none"> - Ss are able to pronounce new words correctly and use them in appropriate situations. <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching	
<p>Step 1: Task delivering</p> <p>Vocabulary pre-teaching</p> <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary by: + Providing the definition of the words + Providing the pictures of the words <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Teacher has students read the vocabulary aloud and correct their pronunciation if necessary. - Teacher asks students for the Vietnamese meanings of these phrases. - Ss say the words. - Other Ss correct if the previous answers are 	<p>Vocabulary:</p> <p>Crater (n)</p> <p>Galaxy (n)</p> <p>Rocket (n)</p> <p>Telescope (n)</p> <p>UFO (n)</p> <p>Jupiter (n)</p> <p>Mars (n)</p> <p>Mercury (n)</p> <p>Neptune (n)</p> <p>Uranus (n)</p>

incorrect. Step 4: Judgement - Teacher shows and says the words aloud and asks Ss to repeat them	Venus (n)
Task 1. Put the eight planets in order from the closest to the farthest from the sun. (5 mins)	
Step 1: Task delivering Put the eight planets in order from the closest to the farthest from the sun. Step 2: Task performance - Read out the name of each planet and ask Ss to repeat it in chorus. Then call some Ss to read out the names of the planets. Correct their pronunciation mistakes if needed. - Have Ss work individually to put the eight planets in order from the closest to the farthest from the sun. If any student does not remember it, he or she may use the sentence “ My very excellent mother just served us noodles ” to guess the order of the planets because the first letter of each word in it is the first letter of each name of a planet. Step 3: Report and discussion - Let Ss work in pairs to compare their answers before sharing their answers to the class. Check and confirm the correct answers. Call on some Ss to say the names of the eight planets in Vietnamese.	Answer keys: 1. Mercury 2. Venus 3. Earth 4. Mars 5. Jupiter 6. Saturn 7. Uranus 8. Neptune
Task 2. Match the words (1 - 5) with the pictures (a - e).	
Step 1: Task delivering Match the words (1 - 5) with the pictures (a - e). Step 2: Task performance - Have Ss individually match the words given to the pictures in the right column. - Then ask Ss to check their answers with their partners. If needed, provide translation of some of the words given to check their understanding. Step 3: Report and discussion - With a stronger class, ask Ss to make some examples with the words they have learnt. If	Answer keys: 1. e 2. d 3. a 4. b 5. c

<p>there is enough time, ask some Ss to write their answers on the board.</p> <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Teacher confirms the correct answers. 	
<p>Task 3: Complete the following sentences with the words from the box.</p>	
<p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - Complete the following sentences with the words from the box. <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Ask Ss to do the exercise individually and then check with the whole class. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - When checking, ask Ss to refer to Activity 2 to make the meanings of the words clearer to them. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Correct Ss' pronunciation if necessary. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. craters 2. rocket 3. telescope 4. Venus 5. galaxy
<p>ACTIVITY 3: PRONUNCIATION (15'-IW/PW)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To help Ss practise using intonation for making lists. - To give Ss practice identifying tones in sentences that include lists of people or things; <p>2. Content:</p> <ul style="list-style-type: none"> - Introduction - Task 4: Listen and repeat the sentences. Pay attention to the tones of the underlined words in each sentence. - Task 5: Listen to the conversations. Do you think the voice goes up or down on the underlined words in each second sentence? Draw a suitable arrow (↗ or ↘) on each underlined word. <p>3. Products:</p> <ul style="list-style-type: none"> - Students can use intonation for making lists correctly. <p>4. Implementation:</p>	
<p>TEACHER AND STUDENTS' ACTIVITIES</p>	<p>CONTENTS</p>
<p>Pronunciation: Intonation for making lists (5 mins)</p>	
<ul style="list-style-type: none"> - Teacher teaches ss how to use intonation correctly. - Teacher lets Ss look at the remember box in p.126. - Teacher demonstrates and lets ss practice. 	<div data-bbox="925 1713 1412 1960"> <p>Remember!</p> <p>When we make a list, our voice slightly rises on the previous item(s) and falls on the last item.</p> <p>Example:</p> <p>The inner planets are the four planets closest to the sun:</p> <p>Mercury ↗, Venus ↗, Earth ↗, and Mars ↘</p> <p>We've got bananas ↗, apples ↗, pears ↗, and oranges ↘</p> </div>
<p>Task 4: Listen and repeat the sentences. Pay attention to the tones of the underlined words in each sentence.</p>	

<p>Step 1: Task delivering Listen and repeat the sentences. Pay attention to the tones of the underlined words in each sentence.</p> <p>Step 2: Task performance - Explain to Ss how to make a list by playing part of the conversation in GETTING STARTED that includes a sentence in which a list is made: “<i>It’s about four creatures Titu, Kaku, Hub, and Barb</i>”. Ask Ss to pay attention to the intonation of the sentence. Ask them to give comments.</p> <p>- Have Ss read through the instructions and the example in the Remember! box. Answer any questions and ensure that Ss understand the instructions. Call on some Ss to read out the example. Comment and correct mistakes.</p> <p>Step 3: Report and discussion - Ask Ss to read through the five sentences first. Then play the recording for them to listen and repeat the sentences. Ask them to pay close attention to the tones of the underlined words in each sentence.</p> <p>Step 4: Judgement - Play the recording as many times as necessary. Call on some Ss to read out the sentences. Invite comments from other Ss and correct any mistakes if available.</p>	<p><i>Up tone: words in blue</i> <i>Down tone: words in red</i></p> <ol style="list-style-type: none"> 1. I’d like some <u>eggs</u>, some <u>milk</u>, some <u>cheese</u>, and some <u>bread</u>, please. 2. My father can speak four languages: <u>English</u>, <u>French</u>, <u>Russian</u>, and <u>Spanish</u>. 3. My favourite sports are <u>football</u>, <u>tennis</u>, <u>basketball</u>, and <u>volleyball</u>. 4. My kitten is <u>cute</u>, <u>smart</u>, <u>playful</u>, and <u>noisy</u>. 5. The outer planets, which are made up mostly of gas, include <u>Jupiter</u>, <u>Saturn</u>, <u>Uranus</u>, and <u>Neptune</u>.
<p>Task 5: Listen to the conversations. Do you think the voice goes up or down on the underlined words in each second sentence? Draw a suitable arrow (↗ or ↘) on each underlined word.</p>	
<p>Step 1: Task delivering Listen to the conversations. Do you think the voice goes up or down on the underlined words in each second sentence? Draw a suitable arrow (↗ or ↘) on each underlined word.</p> <p>Step 2: Task performance - Have Ss quickly read the four conversations. Then play the recording for Ss to draw appropriate arrows to indicate the rising and falling intonations of the underlined words in each response of the</p>	<p>Answer key: <i>Up tone: words in blue</i> <i>Down tone: words in red</i></p> <ol style="list-style-type: none"> 1. A: Good evening! What can I get you, sir? B: I’d like some <u>pork</u>, some <u>chicken</u>, some <u>tofu</u>, and some <u>vegetables</u>. 2. A: What did you buy at the clothing store yesterday? B: I bought a <u>T-shirt</u>, a <u>jumper</u>, a

<p>conversations.</p> <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Invite some Ss to share their answers. Confirm the correct ones. Call on some pairs to read the conversations out loud. Comment and correct any mistakes. - For a stronger class, T may have Ss work in pairs to draw the arrows first. Then play the recording for them to check their answers. <p>Step 4: Judgement</p> <p>Comment on their pronunciation.</p>	<p><u>tie</u>, and a <u>cap</u>.</p> <p>3.</p> <p>A: What music do you like?</p> <p>B: I like <u>pop</u>, <u>blues</u>, <u>country</u>, and <u>jazz</u>.</p> <p>4.</p> <p>A: What do you think we should bring with us to Mars?</p> <p>B: I think we should bring <u>food</u>, <u>water</u>, <u>clothes</u>, and a <u>tent</u>.</p>
<p>ACTIVITY 4: APPLICATION (5'-1W)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - End up the lesson. Quickly assess if students remember what they have learnt - To give Home assignment <p>2. Content:</p> <ul style="list-style-type: none"> - Remind students of what they have learnt in the lesson. - Home assignment <p>3. Products:</p> <ul style="list-style-type: none"> - Students can repeat what they have learnt - Take note Home assignment <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering (Home assignment)</p> <ul style="list-style-type: none"> - Teacher asks Ss to retell the main points of the lesson. <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Teacher summarizes the lesson - T lets Sts take note the home assignment <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - T asks, Sts answer <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T gives feedback and requires Sts do homework. 	<p>* Home assignment:</p> <ul style="list-style-type: none"> - Learn by heart all the words that they have just learnt. - Do exercises in the workbook. - Prepare for Lesson 3 - A closer look 2

Period 96 - Lesson 3: A closer look 2

ACTIVITY 1: WARM-UP (5' - GW/PW/IW)

1. Aim:

- To create an active atmosphere in the class before the lesson
- To lead into the new unit.

2. Content:

- Video watching.

3. Products:

- Ss have general ideas about the reporting questions

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Video watching	
Step 1: Task delivering Video watching Step 2: Task performance <ul style="list-style-type: none"> - Teacher lets the students watch a video about reporting questions Step 3: Report and discussion <ul style="list-style-type: none"> - Teacher asks Ss how we use reported speech for questions. Step 4: Judgement <ul style="list-style-type: none"> - Lead to the lesson. 	Video link: https://www.youtube.com/watch?v=g2C7-nLkZ8I
ACTIVITY 2: PRESENTATION (5'-PW/IW/GW) 1. Aim: <ul style="list-style-type: none"> - To help Ss use the appropriate adverbs, verb tenses, word order in reported questions. 2. Content: <ul style="list-style-type: none"> - Teaching point: Reported speech (questions) 3. Products: <ul style="list-style-type: none"> - Ss understand how to use reported speech (questions) correctly. 4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Teaching point: Reported speech (questions)	
<ul style="list-style-type: none"> - Have Ss work individually to read the Remember! box. - Write examples of direct speech and reported speech on the board. - Ask some Ss to point out the differences between pairs of sentences (direct and reported 	<u>Example:</u> <i>"What time does the train leave?"</i> -> He asked me what time the train left. <i>"Where did he go?"</i> -> She wanted to know where he

<p>speech sentences)</p> <ul style="list-style-type: none"> - Answer any questions and ensure that Ss understand the instructions. - Remark on the differences in (1) verb form, (2) time expressions, (3) time and place expression, and (4) pronouns. 	<p>had gone</p> <p><i>“When could you get this done by?”</i></p> <p>-> He wondered when we could get it done by.</p>
<p>ACTIVITY 3: PRACTICE (25' - GW/PM/IM)</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To help Ss to make reported questions with given words, phrases or direct questions. - To practise reported speech (both statements and questions) in situations. - To give further practice with reported speech (both statements and questions) in real situations. <p>2. Content:</p> <ul style="list-style-type: none"> - Task 1: Underline the correct word or phrase for each sentence. - Task 2: Put the words and phrases in the correct order to make reported questions. - Task 3: Change the following questions into reported questions. - Task 4: Report the conversation between An and Mai. <p>3. Products:</p> <ul style="list-style-type: none"> - Students can use the reported speech (questions) correctly <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Underline the correct word or phrase for each sentence.	
<p>Step 1: Task delivering</p> <p>Underline the correct word or phrase for each sentence.</p> <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Ask Ss to do the exercise individually and then check their answers in pairs. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Invite some Ss to share their answers. Confirm the correct answers. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Check the answers with the whole class 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. then 2. grew 3. there 4. could 5. there were
Task 2: Put the words and phrases in the correct order to make reported questions.	
<p>Step 1: Task delivering</p> <p>Put the words and phrases in the correct order to make reported questions.</p> <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Have Ss do this exercise individually and then compare their answers with a partner. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. My little brother asked me how many moons Venus had. 2. She wanted to know which planet was the closest to the sun. 3. The journalist asked the

<p>Step 3: Report and discussion - Ask some Ss to write their answers on the board.</p> <p>Step 4: Judgement - Check the answers with the whole class. Confirm the correct answers.</p>	<p>scientists what they were using telescopes in space for.</p> <p>4. The scientists wanted to know when humans would be able to travel to Mars.</p> <p>5. He asked the professor what the conditions for a planet to have life on it were.</p>
<p>Task 3: Change the following questions into reported questions.</p>	
<p>Step 1: Task delivering Change the following questions into reported questions.</p> <p>Step 2: Task performance - Have Ss do this exercise individually and then compare their answers with a partner.</p> <p>Step 3: Report and discussion - Ask some Ss to write their answers on the board.</p> <p>Step 4: Judgement - Check the answers with the whole class. Confirm the correct answers.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Mary asked the scientist who would be the first to step on Mars. 2. I asked my father how fast a UFO could travel. 3. The student asked his friend how many craters the moon had. 4. The pupils asked the teacher where they could find information about the solar system. 5. I asked my teacher what the weather on Mars was like.
<p>Task 4: Report the conversation between An and Mai.</p>	
<p>Step 1: Task delivering Report the conversation between An and Mai.</p> <p>Step 2: Task performance - First, ask Ss to read the instructions. Use the example to make it clear to Ss what they are supposed to do. Then have Ss read the conversation carefully. If necessary, T may explain how to use the reporting verbs <i>say</i>, <i>tell</i> and <i>ask</i>. Ask Ss to complete the sentences individually and then compare their answers with a partner.</p> <p>Step 3: Report and discussion - Ask some Ss to write their answers on the board.</p> <p>Step 4: Judgement - Check the answers with the whole class. Confirm the correct answers.</p>	<p>Suggested answers:</p> <p>An asked Mai what she was reading. Mai told An that she was reading Aliens, and she was almost done. Next, An asked Mai what kind of book it was. Mai said to An that it was science fiction. And An asked Mai what it was about. Mai told An that it was about three aliens who tried to take over Earth.</p>
<p>ACTIVITY 3: PRODUCTION (5' - GW/PM/IM)</p> <p>1. Aim:</p>	

- To enable Ss to practise reporting speech;
- To create an atmosphere of playing and learning.

2. Content:

- Task 5: Work in pairs. Ask your partner five questions about his / her daily routine and make notes of his / her answers. Then report your questions and your partner's answers to the class.

3. Products:

- Ss are able to report statements and questions correctly.

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in pairs. Ask your partner five questions about his / her daily routine and make notes of his / her answers. Then report your questions and your partner's answers to the class.	
<p>Step 1: Task delivering Work in pairs. Ask your partner five questions about his / her daily routine and make notes of his / her answers. Then report your questions and your partner's answers to the class.</p> <p>Step 2: Task performance - First ask Ss to read the instructions. Use the example to make clear to Ss what they are supposed to do. With a weaker class, model the activity with a more able student.</p> <p>Step 3: Report and discussion - Have Ss work in pairs, asking and answering about their daily routine. Remind Ss to make notes of their partners' answers. Set time (4-5 minutes) for Ss to do this activity. Go round to help weaker Ss.</p> <p>- Call on some Ss to report their questions and their partners' routine to the class.</p> <p>Step 4: Judgement - Correct any grammar and pronunciation mistakes if necessary</p>	<p>Example: I asked A what time he got up in the morning and he told me (that) he got up at ...</p>
<p>ACTIVITY 4: APPLICATION (5')</p> <p>1. Aim: - End up the lesson. Quickly assess if students remember what they have learnt - To give Home assignment</p> <p>2. Content: - Remind students of what they have learnt in the lesson. - Home assignment</p> <p>3. Products:</p>	

<ul style="list-style-type: none"> - Students can repeat what they have learnt - Take note Home assignment 	
4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering (Home assignment) <ul style="list-style-type: none"> - Ask one or two Ss to tell the class what they have learnt. - Home assignment Step 2: Task performance <ul style="list-style-type: none"> - Teacher summarizes the lesson - T lets Ss take note the home assignment Step 3: Report and discussion <ul style="list-style-type: none"> - T asks, Ss answer Step 4: Judgement <p>T gives feedback and requires Ss do homework.</p>	<p>* Home assignment:</p> <ul style="list-style-type: none"> - Make 5 sentences by using reported speech (questions). - Do exercise in the workbook. - Prepare for Lesson 4 - Communication

Period 97 - Lesson 4: Communication

ACTIVITY 1: WARM-UP (5'-GW/PW/IW)	
1. Aim: <ul style="list-style-type: none"> - To create an active atmosphere in the class before the lesson - To lead into the new unit. 	
2. Content: <ul style="list-style-type: none"> - Questions asking and answering 	
3. Products: <ul style="list-style-type: none"> - Ss have general ideas about <i>how to express uncertainty</i>. 	
4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering <ul style="list-style-type: none"> - Questions asking and answering Step 2: Task performance <ul style="list-style-type: none"> - T asks some questions and Ss answers them. Step 3: Report and discussion <ul style="list-style-type: none"> - T gives some answers by using express uncertainty. Step 4: Judgement <ul style="list-style-type: none"> - Lead into the lessons. 	Questions: <p>1. Do you think the Vietnamese football team may take part in the World Cup?</p> <p><i>I don't know yet.</i></p> <p>2. Do you think we can have anywhere-door in the future?</p> <p><i>I don't think so.</i></p>
ACTIVITY 2: EVERYDAY ENGLISH (10')	
1. Aim: <ul style="list-style-type: none"> - To introduce ways of expressing uncertainty in everyday conversations. - To help Ss practise expressing uncertainty. 	
2. Content:	

- Task 1: Listen and read the conversations. Pay attention to the highlighted sentences.

- Task 2: Work in pairs. Make similar conversations with the following situations.

3. Products:

- Ss understand how to express uncertainty.

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read the conversations. Pay attention to the highlighted sentences.	
<p>Step 1: Task delivering Listen and read the conversation. Pay attention to the highlighted sentences.</p> <p>Step 2: Task performance - Play the recording for Ss to listen and read the two dialogues at the same time. Ask Ss to pay attention to the questions and answers.</p> <p>Step 3: Report and discussion - Have Ss practise the dialogue in pairs. Call on some pairs to practise the dialogue in front of the class.</p> <p>Step 4: Judgement - Teacher gets feedback and confirms the correct answers.</p>	<p>1. <i>Nick:</i> Do you think Mars may support life? <i>Mark:</i> I'm not sure about it. Scientists are trying to find life there.</p> <p>2. <i>Mary:</i> Do you think Ann will win tomorrow? <i>Tommy:</i> I doubt it. She injured her arm in a match last week.</p>
Task 2: Work in pairs. Make similar conversations with the following situations.	
<p>Step 1: Task delivering Work in pairs. Make similar conversations with the following situations.</p> <p>Step 2: Task performance - Ask Ss to work in pairs to make similar dialogues with the given situations.</p> <p>Step 3: Report and discussion - Move around to observe and provide help. Call on some pairs to practise in front of the class.</p> <p>Step 4: Judgement - Comment on their performance.</p>	<p><i>Suggested conversations</i></p> <p>1. <i>A:</i> Do you think Mars may have water? <i>B:</i> I'm not sure about it. We haven't seen water here yet.</p> <p>2. <i>A:</i> Do you think ... will get good marks on the English test? <i>B:</i> I doubt it. She/ he is lazy.</p> <p>3. <i>A:</i> Do you think the weather will be fine tomorrow? <i>B:</i> It's very unlikely. It's raining today</p>
ACTIVITY 3: THREE PLANETS IN THE SYSTEM (25 mins)	

<p>1. Aim:</p> <ul style="list-style-type: none"> - To help Ss learn about three planets in the solar system - To help Ss further develop their reading skill for specific information (scanning) - To practise giving a presentation about one of the three planets <p>2. Content:</p> <ul style="list-style-type: none"> - Task 3: Read the information below and answer the questions that follow. - Task 4: Work in pairs. Discuss and match the three planets in 3 with the pictures (1 - 3) below. - Task 5: Work in groups. Take turns to talk about one of the three planets in 3. <p>3. Products:</p> <ul style="list-style-type: none"> - Ss are able to get some information from the text to answer the questions and gain some knowledge about three planets in the solar system - Ss can talk about one of the three planets introduced. <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 3: Read the information below and answer the questions that follow.	
<p>Step 1: Task delivering Read the information below and answer the questions that follow.</p> <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Have Ss read the instructions to understand what they are going to do. Remind 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. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - 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. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Check the answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 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.	
<p>Step 1: Task delivering Task 4: Work in pairs. Discuss and match the three planets in 3 with the pictures (1 - 3) below.</p> <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Have Ss work in pairs. They discuss to match the three planets in Activity 3 with the pictures given. Reminds Ss to use the information 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Venus 2. Mercury 3. Jupiter

<p>given in Activity 3 or their own knowledge.</p> <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Let Ss work in pairs to compare their answers before sharing the answers. Check and confirm the correct answers. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Teacher gets feedback and confirms the correct answers. 	
<p>Task 5: Work in groups. Take turns to talk about one of the three planets in 3.</p>	
<p>Step 1: Task delivering</p> <p>Report the answers of one of your group members to the class. (10 mins)</p> <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Teacher gives sts some sentences that they can use for introducing the topic such as: <p><i>Today, I would like to tell you about.....</i></p> <p><i>In my talk, I'll tell you about.....</i></p> <p><i>Today I'm going to talk about.....</i></p> <p><i>What I'd like to present to you today is.....</i></p> <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Have 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. - Call on some Ss to give their presentations 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. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Teacher gets feedback and confirms the correct answers. 	<p>Example:</p> <p><i>I would like to tell you about Mercury.</i></p> <p><i>It is the smallest planet.</i></p> <p>Suggested answers:</p> <ul style="list-style-type: none"> - 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 an atmosphere so there is no wind or weather. <p>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 the third brightest object in the night sky.</p>
<p>ACTIVITY 4: APPLICATION (5')</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - End up the lesson. Quickly assess if students remember what they have learnt - To give Home assignment <p>2. Content:</p> <ul style="list-style-type: none"> - Remind students of what they have learnt in the lesson. - Home assignment <p>3. Products:</p> <ul style="list-style-type: none"> - Students can repeat what they have learnt 	

- Take note Home assignment

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering (Home assignment) - Ask one or two Ss to tell the class what they have learnt. - Home assignment Step 2: Task performance - Teacher summarizes the lesson - T lets Ss take note the home assignment Step 3: Report and discussion - T asks, Ss answer Step 4: Judgement - T gives feedback and requires Ss do homework.	* Home assignment: - Learn by heart all the words that they have just learnt. - Do exercises in the workbook. - Prepare for Lesson 5 – Skills 1

Period 98 - Lesson 5: Skills 1

ACTIVITY 1: WARM UP (5') Pre – reading

1. Aim:

- To create an active atmosphere in the class before the lesson
- To lead into the new unit.

2. Content:

- Task 1: Work in pairs. Discuss the following questions.

3. Products:

- Ss can describe creatures from another planet.

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Discuss the following questions.	
Step 1: Task delivering Work in pairs. Discuss the following questions. Step 2: Task performance - Ask Ss to work in pairs, discussing 2 questions in the book. Step 3: Report and discussion - Ask some Ss to give their answers in front of the class. Ask some other questions about what science fiction movies they have seen lately. Step 4: Judgement - T listens and comments on Ss' answers.	Questions: 1. What do you know about other planets? 2. Would you like to live on another planet? Why / Why not?
ACTIVITY 2: READING (20')	
1. Aim:	

- To introduce some vocabulary
 - To help Ss develop the skill of reading for the main idea (skimming), specific information (scanning) and guessing word meaning in context.
- 2. Content:**
- Task 2: Read the text and match the highlighted words in the text with their meanings.
 - Vocabulary teaching
 - Task 3: Read the text again and answer the following questions.
- 3. Products:**
- Ss are able to identify the new words
 - Students can understand the text and choose the right answers.
- 4. Implementation:**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 2: Read the text and match the highlighted words in the text with their meanings.	
<p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - Read the text and match the highlighted words in the text with their meanings. <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Ask Ss to work individually to read the passage and find the highlighted words. - Have Ss read aloud the highlighted words. Correct their pronunciation if needed. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Have Ss match the highlighted words with their meanings in the box. Remind them to use the context to help them. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Check the answers as a class. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. c 2. d 3. a 4. e 5. b
Vocabulary teaching	
<ul style="list-style-type: none"> - Teacher further explains the meaning of the new vocabulary with pictures. - Teacher checks students' understanding with follow up questions. 	<p><i>New words:</i></p> <ol style="list-style-type: none"> 1. liquid (n) 2. temperature (n) 3. atmosphere (n) 4. gravity (n) 5. habitable (adj) 6. promising (adj) 7. trace (n)
Task 3: Read the text again and answer the following questions.	
<p>Step 1: Task delivering</p> <p>Read the text again and answer the following questions.</p> <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Have Ss read the text in detail to answer the 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. Humans are still wondering what planets in outer space might support life.


<p>questions. Ask them how to do this kind of exercise.</p> <ul style="list-style-type: none"> - 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). <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Tell them 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. Ask them to give evidence when giving the answers. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Check the answers as a class. 	<ol style="list-style-type: none"> 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. A day on Mars lasts for 24.5 hours. 5. Because it is too cold and lacks oxygen to support human life.
<p>ACTIVITY 3: Post- reading/ speaking (15')</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To have Ss practise talking about the conditions required for a planet to support human life; - To improve Ss' confidence in speaking in front of the class. <p>2. Content:</p> <ul style="list-style-type: none"> - Task 4: Work in pairs. Tick the boxes to show what conditions a planet needs to support human life. - 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. <p>3. Products:</p> <ul style="list-style-type: none"> - Students can talk about the conditions required for a planet to support human life. <p>4. Implementation:</p>	
<p>TEACHER AND STUDENTS' ACTIVITIES</p>	<p>CONTENTS</p>
<p>Task 4: Work in pairs. Tick the boxes to show what conditions a planet needs to support human life.</p>	
<p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - Work in pairs. Tick the boxes to show what conditions a planet needs to support human life. <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - First, have Ss work individually to tick 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 	<p><i>Suggested ideas:</i></p> <ul style="list-style-type: none"> - The planet must experience at least two seasons. - The planet's temperature 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.

<p>with their partners.</p> <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Ask 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. - With a weaker class, elicit the answers from Ss. T may provide Ss with the following suggested ideas. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Teacher gets feedback and confirms the correct answers. 	<ul style="list-style-type: none"> - 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.
<p>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.</p>	
<p>Step 1: Task delivering</p> <p>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.</p> <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - T asks a strong student to model this activity in front of the class. Then have Ss work in groups taking turns to talk about what conditions they think a planet needs to support human life. Remind 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>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - 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>Step 4: Judgement</p> <ul style="list-style-type: none"> - Give feedback on their reports in terms of language, reported verb forms, and pronunciation. 	<p>Example:</p> <p><i>There are some conditions planets must have to support human life on them. First, the most important condition is that ...</i></p>
<p>ACTIVITY 4: APPLICATION (5')</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - End up the lesson. Quickly assess if students remember what they have learnt - To give Home assignment 	

2. Content: - Remind students of what they have learnt in the lesson. - Home assignment 3. Products: - Students can repeat what they have learnt - Take note Home assignment 4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering (Home assignment) - Ask one or two Ss to tell the class what they have learnt. - Home assignment Step 2: Task performance - Teacher summarizes the lesson - T lets Sts take note the home assignment Step 3: Report and discussion - T asks, Sts answer Step 4: Judgement - T gives feedback and requires Sts do homework.	* Home assignment: - Learn by heart all the words that they have just learnt. - Do exercises in the workbook. - Prepare for Lesson 6 – Skills 2.

Period 99 - Lesson 6: Skill 2

ACTIVITY 1: WARM UP (5') 1. Aim: - To create an active atmosphere in the class before the lesson - To lead into the new unit 2. Content: - Describe the aliens 3. Products: - Ss can recall vocabulary about outer space 4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering - Describe the aliens Step 2: Task performance - Teacher divides the class into 4 groups and asks them to draw a picture about the alien they like (including information about its appearance, living place, ...) in 3 minutes. Step 3: Report and discussion - Some presenters in each group will present shortly what they draw in front of the class. Step 4: Judgement	Questions: 1. What does the alien look like? 2. Where does it live? Can you describe that place?

<ul style="list-style-type: none"> - Teacher gives feedback and leads into the topic of the listening tasks 	
ACTIVITY 2: LISTENING (15') 1. Aim: <ul style="list-style-type: none"> - To help Ss understand and activate their knowledge of the topic. - To help Ss develop their skill of listening for specific information. 2. Content: <ul style="list-style-type: none"> - Task 1: Work in pairs. Look at the picture and answer the following questions. - Task 2: You will hear a student talking about an imaginary planet that supports life. Listen and choose the correct answer A, B, or C. - Task 3: Read the following information about Hopeans. Listen again and fill in each blank with ONE word or number that you hear. 3. Products: <ul style="list-style-type: none"> - Ss can answer the questions appropriately. - Ss can get some specific information from the recording to complete the exercise successfully. 4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Look at the picture and answer the following questions.	
Step 1: Task delivering Work in pairs. Look at the picture and answer the following questions. Step 2: Task performance <ul style="list-style-type: none"> - Ask Ss to work in pairs, and discuss questions about the creature in the picture. Step 3: Report and discussion <ul style="list-style-type: none"> - Ask some Ss to say their answers in front of the class. If necessary, ask them some other questions about what planet in the solar system we could live on. Step 4: Judgement <ul style="list-style-type: none"> - Teacher gets feedback and confirms the correct answers. 	 <ol style="list-style-type: none"> 1. Where do you think this creature is from? 2. What do you think it can do? <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. It is from another planet/ Mars/ Venus... 2. It can jump. It can catch 4 fish at the same time with its hands. It can do handstands....
Task 2: You will hear a student talking about an imaginary planet that supports life. Listen and choose the correct answer A, B, or C.	
Step 1: Task delivering You will hear a student talking about an imaginary planet that supports life. Listen and choose the correct answer A, B, or C. Step 2: Task performance <ul style="list-style-type: none"> - Have Ss read the questions in this activity 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. C 3. A

<p>quickly and underline the key words. This gives them some idea of what they are going to listen to and the information they need for answering the questions.</p> <ul style="list-style-type: none"> - Play the recording twice for Ss to do the exercise. For stronger classes, ask Ss to take notes of the information to explain their answers. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Have Ss share their answers in pairs. - Invite some pairs to answer and confirm the correct ones. - Play the recording again if needed, stopping at places where students are having difficulties. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Teacher gives comments 	<p>4. A</p> <p>5. B</p>
<p>Task 3: Read the following information about Hopeans. Listen again and fill in each blank with ONE word or number that you hear.</p>	
<p>Step 1: Task delivering</p> <p>Read the following information about Hopeans. Listen again and fill in each blank with ONE word or number that you hear.</p> <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Have Ss read the text and determine the part of speech of the word they are to use to fill in the blanks and the needed information to listen for. Remind them that they need only one word or number for each blank. - Play the recording once or twice more for Ss to do the exercise. For stronger classes, ask Ss to take notes of the information to explain for their answers. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Have Ss share their answers in pairs. - Invite some pairs to answer and confirm the correct ones. - Play the recording again if needed, stopping at the places where Ss are having difficulties. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Teacher gets feedback and confirms the correct answers. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. 4 (four) 2. 4 (four) 3. hospitable 4. dangerous 5. plants 6. rockets
<p>ACTIVITY 3: Writing (20')</p> <p>1. Aim:</p>	

- To write a paragraph describing aliens living on another planet.

2. Content:

- Task 4: Work in pairs. Use your imagination to make notes in the table below about what aliens living on another planet would be like.

- Task 5: Write a paragraph (80 - 100 words) describing aliens living on another planet. Use your notes in 4.

3. Products:

- Students can write a paragraph about the given topic.

4. Implementation:

Task 4: Work in pairs. Use your imagination to make notes in the table below about what aliens living on another planet would be like.

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS										
<p>Step 1: Task delivering Work in pairs. Use your imagination to make notes in the table below about what aliens living on another planet would be like.</p> <p>Step 2: Task performance - Ask Ss to discuss and take notes about imaginary aliens living on another planet. Remind them that they can both write full sentences and make notes, and they can even use abbreviations.</p> <p>Step 3: Report and discussion - Then ask Ss to share their writing with their partners. T may read out writings from some more able Ss to the whole class.</p> <p>Step 4: Judgement - Teacher gets feedback and confirms the correct answers.</p>	<table border="1"> <tr> <td>Name</td><td></td></tr> <tr> <td>Living place</td><td></td></tr> <tr> <td>Appearance</td><td></td></tr> <tr> <td>Behaviour</td><td></td></tr> <tr> <td>Lifestyle</td><td></td></tr> </table>	Name		Living place		Appearance		Behaviour		Lifestyle	
Name											
Living place											
Appearance											
Behaviour											
Lifestyle											
<p>Task 5: Write a paragraph (80 - 100 words) describing aliens living on another planet. Use your notes in 4.</p>											
<p>Step 1: Task delivering Write a paragraph (80 - 100 words) describing aliens living on another planet. Use your notes in 4.</p> <p>Step 2: Task performance - Set up the writing activity: T reminds Ss that the first important thing is always to think about what they are going to write. Ss can use the ideas they have prepared in Activity 4. Ask Ss to brainstorm the ideas and language needed</p>	<p><i>Suggested answer:</i></p> <p>Creatures living on Zagy planet are called Zagians. These aliens have a unique appearance with green, scaly skin, a long tail, and three eyes. They live in a vast network of caves deep underground. They are very friendly and hospitable. But they become very dangerous when they feel threatened. Zagians grow</p>										

for writing. Ask Ss to refer back to the reading for useful expressions and ideas and write on the board.

Step 3: Report and discussion

- Ask Ss to write the first draft individually. Then have them write their final version. Display all or some of the Ss' writings on the wall / notice board. T and other Ss comment. Ss edit and revise their writing as homework. If time is limited, ask Ss to write the final version at home.

Step 4: Judgement

- Teacher gets feedback and confirms the correct answers.

insects for their food. They do not drink liquid water; they drink special liquid from underground streams and lakes. Zagians build a system of tunnels to help them travel quickly through their underground world using skateboards. The discovery of these aliens could help us expand our understanding of the universe.

ACTIVITY 3: APPLICATION (5')

1. Aim:

- End up the lesson. Quickly assess if students remember what they have learnt
- To give Home assignment

2. Content:

- Remind students of what they have learnt in the lesson.
- Home assignment

3. Products:

- Students can repeat what they have learnt
- Take note Home assignment

4. Implementation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering (Home assignment)</p> <ul style="list-style-type: none"> - Ask one or two Ss to tell the class what they have learnt. - Home assignment <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Teacher summarizes the lesson - T lets Sts take note the home assignment <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - T asks, Sts answer <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T gives feedback and requires Sts do homework. 	<p>* Home assignment:</p> <ul style="list-style-type: none"> - Learn by heart all the words that they have just learnt. - Rewrite the instructions. - Do exercises in the workbook. - Prepare for Lesson 7 – Looking back + Project.

Period 100 - Lesson 7: Looking back & project

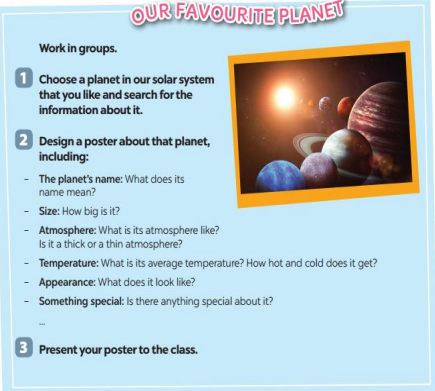
ACTIVITY 1: WARM UP (5')

1. Aim:

- To help students revise the vocabulary items they have learnt in the unit
- To enhance students' skills of cooperating with team mates.

2. Content: - Brainstorming 3. Products: - Ss can recall the knowledge they have learnt and enhance their coope 4. Implementation:	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering BRAINSTORMING Step 2: Task performance - Teacher asks Ss to think of what they have learnt already in Unit 12. Step 3: Report and discussion - Ss work in pairs to do the task. - Teacher calls some students to retell. Step 4: Judgement - Teacher confirms and leads them to do all the exercises in books.	<i>Suggested answers:</i> About aliens, planets, solar system, atmosphere,...
ACTIVITY 2: LOOKING BACK (20') 1. Aim: - To help Ss revise the vocabulary items they have learnt in the unit. - To help Ss revise how to write reported questions. 2. Content: - Task 1: Write a word under each picture. - Task 2: Circle the correct words to complete the sentences. - Task 3: Rewrite each sentence so that it is closest in meaning to the original one. - Task 4: Which of the underlined parts in each question is incorrect? Find and correct it. 3. Products: - Ss can recall the vocabulary items and their form. - Ss can recall the use of reported questions. 4. Implementation:	
Task 1: Write a word under each picture.	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Step 1: Task delivering Write a word under each picture. Step 2: Task performance - Have Ss do Activity 1 individually then compare their answers with their partners. Step 3: Report and discussion - Ask for Ss' answers or ask some Ss to read out	<i>Answer key:</i> 1. alien 2. rocket 3. telescope 4. galaxy 5. crater

<p>their answers in front of the class</p> <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Check answers as a class. - Correct Ss' pronunciation if necessary. 	6. satellite
Task 2: Circle the correct words to complete the sentences.	
<p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - Circle the correct words to complete the sentences. <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Have Ss do Activity 2 individually then compare their answers with their partners. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Ask for Ss' answers or ask some Ss to read out their answers in front of the class. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Teacher gets feedback and confirms the correct answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. UFOs 2. possibility 3. creatures 4. habitable 5. gravity
Task 3: Rewrite each sentence so that it is closest in meaning to the original one.	
<p>Step 1: Task delivering</p> <p>Rewrite each sentence so that it is closest in meaning to the original one.</p> <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - Remind Ss to keep a record of their original answers so that they can use that information in the Now I can... statements. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Teacher gets feedback and confirms the correct answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Mary wanted to know what that novel was about. 2. I asked Nick who his favourite actor was. 3. Mai asked me what time the next train left. 4. The students wondered how the scientists observed the other planets. 5. Mai wondered why humans couldn't live on Mars.
Task 4: Which of the underlined parts in each question is incorrect? Find and correct it.	
<p>Step 1: Task delivering</p> <p>Which of the underlined parts in each question is incorrect? Find and correct it.</p> <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class. <p>Step 3: Report and discussion</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C (are -> were) 2. A (wondered -> asked) 3. B (who -> how / why) 4. B (eat -> ate) 5. C (are there -> there are)

<ul style="list-style-type: none"> - Remind Ss to keep a record of their original answers so that they can use that information in the Now I can... statements. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - Teacher comments on their answers. 	
<p>ACTIVITY 4: PROJECT (15')</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - To give Ss an opportunity to practise finding information about a planet. - To help Ss improve their creativity and teamwork - To improve their speaking and presentation skills <p>2. Content:</p> <ul style="list-style-type: none"> - Poster presentation <p>3. Products:</p> <ul style="list-style-type: none"> - Students are able to find information about a planet and present their findings in front of the class. <p>4. Implementation:</p>	
TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering</p> <p>Our favourite planet</p> <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - T has groups show their posters and present them to the class. <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T gives feedback for each presentation. 	 <p>OUR FAVOURITE PLANET</p> <p>Work in groups.</p> <ol style="list-style-type: none"> 1 Choose a planet in our solar system that you like and search for the information about it. 2 Design a poster about that planet, including: <ul style="list-style-type: none"> - The planet's name: What does its name mean? - Size: How big is it? - Atmosphere: What is its atmosphere like? Is it a thick or a thin atmosphere? - Temperature: What is its average temperature? How hot and cold does it get? - Appearance: What does it look like? - Something special: Is there anything special about it? 3 Present your poster to the class.
<p>ACTIVITY 5: APPLICATION (5')</p> <p>1. Aim:</p> <ul style="list-style-type: none"> - End up the lesson. Quickly assess if students remember what they have learnt - To give Home assignment <p>2. Content:</p> <ul style="list-style-type: none"> - Remind students of what they have learnt in the lesson. - Home assignment <p>3. Products:</p> <ul style="list-style-type: none"> - Students can repeat what they have learnt - Take note Home assignment <p>4. Implementation:</p>	
TEACHER AND STUDENTS'	CONTENTS

ACTIVITIES	
<p>Step 1: Task delivering (Home assignment)</p> <ul style="list-style-type: none"> - Ask one or two Ss to tell the class what they have learnt. - Home assignment <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Teacher summarizes the lesson - T lets Ss take note the home assignment <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - T asks, Ss answer <p>Step 4: Judgement</p> <ul style="list-style-type: none"> - T gives feedback and requires Ss do homework. 	<p>* Home assignment:</p> <ul style="list-style-type: none"> - Do exercises in the workbook. - Prepare for the next unit.