Date: April, 3rd, 2024

**UNIT 10. SPACE TRAVEL**

**Period 85- Lesson 6: Skills 2**

**A./. OBJECTIVE:** By the end of the lesson, ss can:

- Listening for general and specific information about some space tourism services

- Writing a short paragraph using advertising language

**1.Knowledge:** - Vocabulary: space travel vocabulary

- Grammar: present simple

**2. Skills:**

- Listening and writing skills.

**3.Attitudes:**

Ss are interested in space travel

**4. Competences:**

- Co-operation

- Self- study

- Creativeness: Write an advertisement

- Using language to Write advertisements about things

**B. TEACHING METHODS:** Communicative approach, teaching methods by practising, pair work, individual work.

**C. PREPARATION:**

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

**2. Students:** books, notebooks

**D. PROCEDURE:**

**I. Class organization.** - Greetings. - Checking attendance

**II.** **Check up**

**III. New lesson:**

| **Teacher and Students' activities** | **Content** |
| --- | --- |
| **1.Warmer: KIM’S GAME** |  |
| **2.Pre- Listening**  **3. While- listening**  **Activity 1*1. Discussion***  **-** Draw Ss' attention to the pictures. ? What can you find interesting about them? (a person relaxing on a person relaxing on a planet in a spacesuit, people pulling suitcases for holidays in the universe, ect.)  ? Can you guess what are we going tom listen today?  ? Listen and check. | **II. Listening**  ***1. Discussion***  Suggested answer:  - a person relaxing on a planet in a spacesuit  - people pulling suitcases for holidays in the universe  - peope taking photographs on space.  - The recording is about space tourism. |
| ***2. Activity: Answer the questions (2 P55)***  ? Run through all the questions  - Play the recording one or two times.  ? Listen carefully and answer the questions.  - You can only write no more than three worlds to answers the questions. | ***2. Answer the questions (Activity 2 P55)***  1. recreational, leisure, business  2. Information Space Station  3. 'Spacewalk'  4. 'manned spaceflight' |
| ***3. Activity: Listen and match (3 P55)***  - Before playing the recording again, challenge Ss to match the number to their references with what they remember from the last listening.  ? Then listen and check.  - Correct as a class. | ***3. Listen and match (Activity 3 P55)***  1.D  2.C  3.A  4.E  5.B |
| **4. Post- Listening: Writing**  ***1. Find the words (Activity 4 P55)***  ? How are advertisements written?  - in a special way to persuade customers to buy or use a product or service.  ? Analyse the first advertisement and underline the world or phrases that make it sound more persuasive. ? Then world in pairs to analyse the last two advertisements. | **III. Writing**  ***1. Find the words (Activity 4 P55)***  'Become a lunar explorer. Join the greatest private expedition of our time.'.  'An amazing, life - changing experience '.  'Ready To Become An Astronaut'? |
| ***2. Language skills***  ? How is the language used in advertising.  ? Make a list of useful adjectives for advertisement. | ***2. Language skills***  *To highlight the good qualities of a product/service, persuade advertising language often uses:*  *-short but powerful, easy-to-remember words or phrases*  *-active forms of the verbs*  *-strong emphasis on the reader by using ‘you’, the imperative, or questions*  ***Some useful adjectives for advertisements***  *New good/better/best free*  *Fresh great/greatest safe*  *Delicious wonderful special*  *Unique high/highest leading*  *Lifetime world’s greatest amazing* |
| ***3. Find the answer (activity 5 P55)***  ? Look out for hints in the worlds used in the advertisements.  - For example, 'shine' may go with 'shampoo', 'bar' with 'chocolate' etc.  ? Work individually.  - ask them to play attention to the way the advertisements are written. ? Do they use any of the advertising techniques they have learnt so far?  ? Which advertisements do you like the most, and why? | ***3. Find the answer (activity 5 P55)***  1. a bakery slogan  4. A fuel - efficient car  2. a shampoo product  5. a tourism slogan  3. a coffee product  6. a chocolate product |
| ***4. Write a short ad (activity 6 P55)***  ? Work in small groups of three or four to decide together what your advertisements will be like.  - Remind Ss to select advertising techniques they have learnt (strong adjective, active verbs, imperatives, comparatives, questions, etc.) for their text.  - Then have Ss work individually to write their advertisements. | ***4. Write a short ad (activity 6 P55)***  ***Suggested answer:***  1. Watch miracles happen as our extra - mild detergent removes all your stubborn stains! An excellent way to protect your clothes.  2. Have you tried our new delicious and healthy yoghurt? Its tasty freshness will brighten your day!  3. The most stylish bicycle ever. Designed with you in mind. |
| ***5. Discussion***  ***A holiday out of this world!***  - Devide the class into 6 groups.  ? Each group discuss and choose one of the planet in our solar system. Then answer the questions in project P57.  ? Designe attractive posters by using graphics and impressive advertising language to advertise for your space tourism company.  - Alternatively, Ss can prepare a shot slide show presentation (3-4slides) to talk about their company's tour. Ss may include videos and sound fides in their presentation if they wish. | ***Discussion***  ***A holiday out of this world!*** |
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**IV-Consolidation:** Talksome space tourism services

**V. Homework:**

Do exercises D3, E1,2 P38-39 (workbook)

? Prepare: **Looking back**

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Date: April, 9th, 2024

**UNIT 10. SPACE TRAVEL**

**Period 86- Lesson 7: Looking back and project**

**A. OBJECTIVE:** By the end of the lesson, ss can:

- revise the vocab. , grammar they've learnt in Unit 10

- present the writing a notice about the seminar about features of city life

**1.Knowledge:** - Vocabulary: lexical items related to space travel

- Grammar: phrasal verbs

**2. Skills:**

- Practicing skills.

**3.Attitudes:**

- Ss are interested in compete their ads.

**4. Competences:**

- Co-operation

- Self- study

- Using language to do exercises

**B. TEACHING METHODS:** Communicative approach, teaching methods by practising, pair work, individual work.

**C. PREPARATION:**

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

**2. Students:** books, notebooks

**D. PROCEDURE:**

**I. Class organization.** - Greetings. - Checking attendance

**II.** **Check up**

**III. New lesson:**

| **Teacher and Students' activities** | **Content** |
| --- | --- |
| **1. Warmer: Game: The longest sentence**  \* **Activity 5 P57**  - As a class, agree on a famous person/ thing that will be describe in group.  - In group pass a piece of paper around among the group members.  ? Each member adds a defining clause to describe the person.  - After 5', the group has the longest answer is the winner. | **Game: The longest sentence**  \* **Activity 5 P57**  Example: (a footballer)  This is a footballer who comes from Britain...  ..... who used to play for Manchester United..  .... who is married to a famous singer....  .... who has four children.... |
| **2. Presentation**  **Vocabulary**  ***1.1. Complete the sentences (Activity 1 P56)***  Have Ss work individually to fill the gaps and then compare their answers with a partner. Challenge them to complete the task without using the prompts. | **1. Vocabulary**  ***1.1. Complete the sentences (Activity 1 P56)***  1. satellite  2. parabolic flight  3. habitable  4. attach  5. spacecraft  6. meteorites |
| ***3.* Practice**  ***Activity1.2. Match a verb with a correct phrase (Activity 2 P56)***  Ask Ss to work individually to do the matching exercise. If time allows, ask them to work in pairs to make sentences using the phrases. | ***1.2. Match a verb with a correct phrase (Activity 2 P56)***  1. f: to launch a spacecraft 2. d: to orbit Earth 3. e: to experience microgravity  4. a: to live aboard the ISS 5. c: to train to become an astronaut  6. b: to do experiments |
| ***4.Grammar***  ***Activity 2.1. Complete the task, using the past perfect (activity 3 P57)***  Have Ss first work individually and write down the actions in full sentences. Then ask Ss to work in pairs and talk about these actions. | ***2. Grammar***  ***2.1. Complete the task, using the past perfect (activity 3 P57)***  ***a.***  He had cleaned the house  He had made a cake  He had made a cake  He had made a cake  He had chosen a funny movie  **b.**  She had passed a swimming test  She had learnt about the ISS  She had taken parabolic flights  She had studied spacecraft systems  She had tried crew activities |
| ***2.2. Circle the best answer (activity 4 P56))***  Have Ss work individually to complete the task and then compare their answers with a partner. A cross means no relative pronoun is required.  Have Ss work individually to complete the task and then compare their answers with a partner. A cross means no relative pronoun is required. | ***2.2. Circle the best answer (activity 4 P56))***  1. X  2. who  3. which  4. X  5. where  6. that |
| ***Communication: Role play***  The role-play should be done in small groups first. While Ss role-play, go around and around and provide help. Later call on some volunteer groups to role play in front of of the class | ***3. Communication: Role play*** |
| **3. Project**  ***A holiday out of this world!***  - organise a competition.  - Each group shows their advertisement or slide show, while the rest of the class acts as 'customers'. During each group presentation, allow time for, and encourage, questions and answers between the 'company' and the 'customers' about the trip. Have the class vote for the presentation they find most appealing. | **III. Project**  ***A holiday out of this world!*** |
|  |  |

**IV-Consolidation:** Talk about the seminar about features of city life

**V. Homework**

? Review vocabulary and structures in Unit 10.

? Do Ex E3 P57 (workbook)

? Prepare: **Unit 11 : Getting started**

Date: April, 11th, 2024

**UNIT 11 : CHANGING ROLES IN SOCIETY**

**Period 87- Lesson 1: Getting started**

**A./. OBJECTIVE:**  By the end of the lesson, students can:

- use the lexical items related to changing roles in society.

- listen and read the conversation about the role of teacher and father in the future for specific

**1.Knowledge:** - Vocabulary: lexical items related to changing roles in society

- Grammar: simple future

**2. Skills**: - Practicing skills.

**3.Attitudes:** - SS are encouraged to love exploring the changing roles in society.

**4.Competences:** - Co-operation; - Self- study

- know some lexical items related to changing roles in society.

**B. TEACHING METHODS:** Communicative approach, teaching methods by practising, discussion group, work individually and work in pairs.

**C.PREPARATION:**

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

**2.Students:** books, notebooks

**D. PROCEDURE:**

**I. Class organization.**

- Greetings.

- Checking attendance

**II.** **Check up**

**III. New lesson:**

| **Teacher and Students' activities** | **Content** |
| --- | --- |
| **1.Warmer: Chatting**  ? List some groups of people and their roles in society.  ? Do you think the roles of these people they will change.  ? Discuss in groups of four and write down your opinions.  - Ask Ss to give explanations for their opinions. | Changing the roles in society:  \* Suggested examples:   |  |  |  | | --- | --- | --- | | Groups of people | Present roles in society | Changes in the future | | teacher | information provider | facilitator | | housewives | do all the chore | control the domestic robots | | ..... |  |  | |
| **2.Presentation:**  **New words**  - Teacher use different techniques to teach vocabulary (situation, realia)  - Follow the seven steps of teaching vocabulary  - Repeat in chorus and individually  - Copy all the words | **I. New words**   |  |  |  | | --- | --- | --- | | - **dras**tically | (adv): | mạnh mẽ, quyết liệt | | - ex**ter**nally | (adv): | bên ngoài | | - fa**ci**litate | (v): | tạo điều kiện dễ dàng, điều phối | |
| **Pre- questions:**  ? Look at the title of the conversation and the picture.  ? What do you think the guests at the beyond 2030 forum are talking about.  ? What does the title 'Into the future' mean to you? | **II. Listen and read** |
| ***3.* Practice*:***  ***1.a. Grid and form (activity 1a P60)***  ? Look through the table.  - Play the recording and have Ss follow along.  ? Work independently. Encourage them to do the exercise without looking back the conversation. After that, allow Ss to share answers. Check their answers as a class. | ***1.a. Grid and form (activity 1a P60)***  1. Phong  2. Mai  3. Phong  4. Nguyen  5. Mai |
| ***1.b. Answer the questions (activity 1b P60)***  ? Run through the questions. underline the key worlds in each questions (e.g. purpose in 1, who in 2).  ? First, answer the questions without reading the dialogue again.  ? Exchange your answer with your partner.  ? Read the dialogue again and check. | ***1.b. Answer the questions (activity 1b P60)***  1. It's for people to share their vision of the future.  2. Some students from Oak Tree School in Happy Valley.  3. He says that learning will also take place outside school.  4. It will give them a sensr of participation and of being part of society.  5. No, he won't. He may still go to work.  6. No, he doesn't. |
| ***1.c. Find the meaning of the phrases and sentences (activity 1c P60)***  ? Work in groups of four or five.  ? Find the phrases/sentences in the conversation.  ? Look at the context around where these phrases/sentences appear and elicit their meanings.  - Correct the answers as a class. | ***1.c. Find the meaning of the phrases and sentences (activity 1c P60)***  1. after the year 2030  2. ideas about what life will be like in the future.  3. Both housework and paid work are worth of respect.  4. I love being with my father. |
| ***2. Tick the correct explanation for each word (activity 2 P60)***  ? Work independently to choose the correct option A or B for each questions.  ? Share your answers in pairs.  - Check as a class. | ***2. Tick the correct explanation for each word (activity 2 P60)***  1.B  2.A  3.B |
| **3.*. Discussion (activity 3 P60)***  ? Work in groups of four or five.  ? Look at the pictures and guess what future visions the pictures represent.  - Encourage them to come up with as many predictions as possible.  ? Present your ideas to the class. | ***3. Discussion (activity 3 P60)***  1. Cars powered by solar energy will be common.  2. People will live in houses in the sky.  3. People will be able to talk with their pets.  4. Robots will be doing the housework.  5. Trains will be running as fast as 300km/h  6. Land will become barren. |
| ***4. Game (activity 4 P60)***  - Divide the class into two teams. One team names a service and the other team says what they think the service will be like in the future. Try to give every student a go, not just the most advanced ones in the class. | ***4.. Game (activity 4 P60)***  Example:  Group A: Hospitals!  Group B: Operations will be performed by robots! |
| **5.Language notes:**  ? Recall some visions of the future | **5.Language notes** |

IV. Consolidation: Talk about the changing roles in society.

V. Homework:

? Learn by heart new words

? Do exercises B1-2 P41 (workbook)

Prepare: **Unit 11: A closer look 1**

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