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| **School: ………………………………………..** | **Date:…………………………………….** |
| **Class: …………………………….....................** | **Period: ………………………….........** |

**UNIT 3: PROTECTING THE ENVIRONMENT**

**Lesson 1.3 – Pronunciation and Speaking (Pages 26 & 27)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- pronounce /t/ sound correctly.

- ask and answer about the different effects of pollution.

- plan a presentation on the effects of pollution.

**1.2. Competences**

- improve communication, creativity, collaboration and critical thinking skills.

**1.3. Attributes**

- be aware of the causes and effects of pollution.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student book and Teacher’s book, class CDs, Digital Book (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác), projector/interactive whiteboard / TV (if any), PowerPoint slides, handouts.

**2. Students’ aids:** Student’s book, workbook, notebook.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen to the words and focus on the underlined letters.  **-** Listen and cross out the one with the different sound.  - Read the words to your partner using the sound noted in “a”.  - Take turns asking and answering about the different effects of pollution.  - Plan a presentation on the effects of pollution. Discuss in pairs the four kinds of pollution and think of possible effects of each using the information from the lesson and learners’ ideas. | **-** Ss’ performance and answers.  - Ss’ answers.  **-** Ss’ performance.  **-** Ss’ performance.  - Ss’ performance /  Presentation. | - T’s observation.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - T’s observation, T’s feedback/Peers’ feedback |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

**b) Content:** Review Wh- questions.

**c) Expected outcomes:** Ss remember prior knowledge and use it in speaking activities.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Tongue twister**   - Have Ss look at some sentences and ask them to speak as fast as they can.  Suggestions:  *One two is two.*  *Two twos are four.*  *Three twos are six.*  *Four twos are eight.*  *Five twos are ten*  - Call Ss to read the sentences.  - Give feedback.  - Introduce the */t/* sound.  Lead to the new lesson.   * **Option 2: Words play**   - Divide class into 2 groups.  - Ask each group to write words which have letter “t” in each word.  - Correct the words of 2 teams and decide the winner team  Lead to the new lesson. | - Practice saying the sentences.  - Take part in the class’s activity.  - Take part in the class activity. |

**B. New lesson (35’)**

* **Activity 1: Pre-Speaking: Pronunciation (10’)**

**a) Objective:** Introduce the */t/* sound.

**b) Content:** Tasksa, b, c, d, p.26.

**c) Expected outcomes:** Ss distinguish and use the different pronunciation of */t/* sound in their speaking.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a + b. Listen to the words and focus on the underline letters.**  - Play the recording (CD1, track 29) (using DCR).  - Ask Ss to listen and notice the */t/* sound.  - Play the recording again, have Ss listen and repeat with a focus on the pronunciation feature.  **Task c + d. Listen and cross out the question that doesn’t follow the sound feature, then read the questions with the falling intonation to a partner.**  - Play the recording (CD 1 – Track 30) (using DCR), have Ss listen and cross out the option that doesn’t follow the sound feature in “a”.  - Call Ss to give answers.  - Play the recording again and check answers as a whole class.  - Then have Ss practice saying the examples with a partner, using the pronunciation feature.  - Call some Ss to read the words with */t/* sound in front of the class.  - Ask Ss to think of some more words with */t/* sound and practice reading them. | - Listen.  - Listen again and repeat.  - Listen and cross out  - Give answers  - Listen again and check  **Answer keys**    - Work in pairs.  - Present.  - Give answers. |

* **Activity 2: While-speaking (20’)**

**a) Objective:** Students can talk about the different effects of pollution with the use of “**if**” or “**unless**”.

**b) Content:** ask and answer about the different effects of pollution with the use of “**if**” or “**unless**”.

**c) Expected outcomes:** Ss produce the new language successfully.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **PRACTICE**  **Ask and answer**  - Use DCR to show the task.  - Demonstrate the activity by asking and answering with a student.” *What will happen if we keep polluting the water?”*  - Have pairs ask and answer, using the pictures.  - Have Ss pay attention to the kinds of pollution.  - Have some pairs present the activity in front of the class.  **SPEAKING: Planning a presentation on the effect of pollution.**  **Task a. Plan a presentation on the effects of pollution.**  - Use DCR to show the task.  - Demonstrate the activity by practicing the activity with a student.  - Divide the class into groups of 4.  - Have Ss discuss four kinds of pollution *(air pollution, land pollution, rivers, beaches and seas pollution).*  - Observe, give help if necessary. | - Observe, listen.  - Work in pairs.  - Present.  - Observe and listen.  - Work in groups of 4.  - Complete the plan of presentation. |

* **Activity 3: Production (5’)**

**a) Objective****:** Students present to the class the effects of pollution and decide which kind of pollution causes the most problems for people and wildlife.

**b) Content:** present the effects of four kinds of pollution.

**c) Expected outcomes:** Ss produce the new language successfully in everyday speaking and writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **SPEAKING: The effects of pollution**  **Task b. Decide which kind of pollution will cause the most problem to people and wildlife.**  - Have Ss decide four kinds of pollution *(air pollution, land pollution, rivers, beaches and seas pollution)*  - Have some Ss explain their choice with the class (scores included).  - Give feedback and evaluation. | - Discuss.  - Present.  - Listen. |

**C. Consolidation and homework assignments (5’)**

**\* Consolidation:**

- The */t/* sound.

**\* Homework:**

- Practice pronounce /t/ sound and make sentences with those words.

- Complete the plan of presentation for those who haven’t finished it in class.

- Prepare: Unit 3 - Lesson 2 – New words and Listening (pages 28 & 29 – SB).

- Review the vocabulary and grammar notes in Tiếng Anh 8 i-Learn Smart World Notebook.

- Play the consolidation games in Tiếng Anh 8 i-Learn Smart World DHA App on [www.eduhome.com.vn](http://www.eduhome.com.vn)

**V. REFLECTION**

a. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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