|  |  |
| --- | --- |
| **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**

|  |  |  |
| --- | --- | --- |
| **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:**

|  |  |
| --- | --- |
| **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:**

|  |  |
| --- | --- |
| **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:**

|  |  |
| --- | --- |
| **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:**

|  |  |
| --- | --- |
| **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:

…………………………………………………………………………………………

1. What I learned from this lesson today:

…………………………………………………………………………………………

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

…………………………………………………………………………………………