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

**UNIT 5: SCIENCE AND TECHNOLOGY**

**Lesson 1.3 – Pronunciation & Speaking (pages 46 & 47)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- practice the /eɪ/ sound

- practice *asking and answering about devices*, using *Wh*-questions and *Yes/No* questions

**1.2. Competences**

- improve Ss’ communication, collaboration and critical thinking skills.

**1.3. Attributes**

- to understand how electronic devices work and their impacts on daily life.

**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, paper.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen to the sentences and focus on the */****eɪ****/* sound. | **-** Ss’ performance and answers. | - T’s observation. |
| **-** Listen and cross out the one with the different sound. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Listen to the sentences and focus on the one with the different sound. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Practice the conversation. Swap roles and repeat. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Make two more conversations using the ideas on the right. | - Ss’ performance / Presentation. | - T’s observation, T’s feedback/Peers’ feedback. |
| - In pairs: Talk to the sales assistant and ask about the points.- Join another pair. Which tablet or laptop did the sales assistant suggest to you? Will you buy it? Why (not)? | - Ss’ performance / Answers.- Ss’ performance / Answers. | - T’s feedback/Peers’ feedback.- 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 steps that followed.

**b) Content:** Reviewing *Yes/No* questions.

**c) Expected outcomes:** Ss know some information that is useful for them in other speaking activities.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** |  **STUDENTS’ ACTIVITIES** |
| **Mystery Box:**- Bring in a box that contains different electronic devices (phones, tablets, laptops, etc.). - Have Ss take turns asking yes/no questions to guess what's inside the box.- Divide the class into groups.- Check Ss’ answers give feedback.- The group with the most correct devices is the winner.- Lead to the new lesson. | - Form groups.- Work in groups to make questions.*Suggested answer:** *Is it a phone?*
* *Does it have a touch screen?*
* *Does it have a camera?*
* *Is it a gaming device?*
* *Is it a Bluetooth speaker?*
* *Does it have a keyboard?*
 |

**B. New lesson (35’)**

* **Activity 1: Pre-Speaking: Pronunciation (8’)**

**a) Objective:** Practice the /**eɪ**/ sound.

**b) Content: -** Mastering pronunciation of the /**eɪ**/ sound.

**-** listening and checking, and crossing out the one with the different sound.

- practicing.

**c) Expected outcomes:** Ss focus on the **/eɪ/** sound and the one with the different sound.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Tasks a & b. Focus on the /eɪ/ sound.** **Listen to the words and focus on the underlined letters.**- Play the recording (CD1, track 53).- Ask Ss to listen and focus on the /**eɪ**/ sound.- Have students listen audio and notice the pronunciation feature.- Focus on the examples and briefly explain thepronunciation feature.- Play audio again and draw attention to the /**eɪ**/ sound.**Tasks c & d. Listen and cross out the one with the different sound. Then, read the words to your partner using the sound noted in "a."**- Play the recording (CD 1 – Track 54), have Ss listen and cross out the option that has the different sound.- Call Ss to give answers.- Play the recording again and check answers as a whole class.- Have Ss practice saying the examples with apartner using the pronunciation feature. - Give feedback. | - Listen.- Listen again and repeat.- Tell the feature.- Listen and focus on the feature.- Listen and give answers.**Answer keys** |

* **Activity 2: While-speaking (22’)**

**a) Objective:** Students can talk about their own ideas regarding role-play between a customer and a sales assistant.

**b) Content:**  Asking and answering using the prompts.

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

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **PRACTICE****Task a. Practice the conversation. Swap roles and repeat.**- Demonstrate the activity by practicing the conversation with a student.- Focus on *yes/no and wh- questions*.- Divide the class into pairs.- Have pairs practice the conversation.- Swap roles and repeat. - Circulate during this time to give any help needed.- Provide feedback.**Task b. Make two more conversations using the ideas on the right.**- Have pairs make two more conversations using theideas on the right.- Have some pairs demonstrate the activity in front ofthe class.- Circulate during this time to give any help needed.- Provide feedback. | - Observe and listen.- Swap roles and repeat.- Work in pairs.- Present. |

* **Activity 3: Production (5’)**

**a) Objective:** Students can go shopping for a new electronic device.

**b) Content:**  Making conversations between a customer who wants to buy a tablet and a sales assistant.

**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** |
| **Task a. You're shopping for a new laptop or tablet. In pairs: Student A, you want to buy a tablet. Talk to the sales assistant and ask about the points below. Student B, go to page 114 (File 1)**- Divide the class into pairs.- Have Student B turn to page 114, File 1.- Have Student A ask about the points in the box andhave Student B help Student A choose a tablet. **Task b. Swap roles and repeat. Student A, help Student B choose a laptop.** - Have students swap roles and repeat the role-play.- Have Student A help Student B choose a laptop.- Have some pairs demonstrate the activity in front of the class.**Task c. Join another pair. Which tablet or laptop did the sales assistant suggest to you? Will you buy it? Why (not)?**- Have Ss join another pair.- Have Ss say which tablet or laptop the salesassistant suggested and if they will buy it.- Have some Ss share their ideas with the class.- Give feedback. | - Discuss in pairs.- Swap roles and repeat the role-play.- Demonstrate the activity.- Share answers with the class. |

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

**\* Consolidation:**

**-** Practicethe /**eɪ**/ sound.



*-* Retell some yes/no questions and wh-questions regarding buying and selling an electronic device at a store.

**Suggested answers:**

* *Can you help me choose a smart phone?*
* *What do you want to use your laptop for?*
* *Is the screen big?*
* *Is it heavy?*
* *How much storage does it have?*
* *Does it have long battery life?*

**\* Homework:**

- Practice: Write five sentences, using yes/no questions and wh-questions.

- Do the exercises in WB: Writing (page 28).

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

- Prepare: Unit 5 - Lesson 2.1 – Vocabulary & Listening (pages 48 & 49 – SB).

**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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