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

**UNIT 3: PROTECTING THE ENVIRONMENT**

**Lesson 2.2 - Grammar (Pages 29 & 30)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- use “**and**” and “**so**” to make compound and complex sentences.

- improve speaking skills, using the grammar point.

**1.2. Competences**

- enhance communication, collaboration

**1.3. Attributes**

- know how to reduce 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** |
| - Read about compound and complex sentences and fill in the blanks- Listen, check and repeat. **-** Study the grammar box.- Tick the correct sentences or cross and rewrite the incorrect sentences. - Combine two sentences into one using “and” or “so (that)” - Ask ways to reduce pollution in town (in pairs). | **-** Ss’ performance.- Ss’ task.- Ss’ answers /performance.- Ss’ answers.- Ss’ answers/ presentation. | - T’s 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 vocabulary about ways to reduce pollution / Introduce “**and**” and “**so**”.

**c) Expected outcomes:** Ss review words about ways to reduce pollution and Ss have general ideas about the grammar point they are going to study in the new lesson.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Word chain**

- Have Ss listen example from teacher. - Call Ss to give next word.- End game until ss cannot remember the previous words.*Suggested sentence:**I save electricity by turning of the light.**I save electricity by turning of the light and TV.**I save electricity by turning of the light, TV and fan.**…..* Lead to the new lesson.* **Option 2: Game: Making sentences**

- Have Ss close all books and notebooks.- Show some words and have Ss work in groups of 4- Have Ss make sentences as fast as they can on the board. The group with most correct sentences will be the winner.- Give praise or a small present to the winner.**\*Suggested words:** *recycle, reuse, reduce, save, waste, clean up.*- Tell Ss about the grammar point they are going to study in the new lesson: “and” and “so”.Lead to the new lesson. | - Listen- Work in individually.- Say the sentence.- Close books and notebooks.- Make sentences and write on the board.**\*Suggested answers**1*. My teacher recycles old clothes into pencil cases.**2. Tom’s father reuses his schoolbag.**3. The principle advices us to reduce trash by using banana leaves to wrap food.**4. The government suggests not wasting electricity to protect the planet.**5. My teacher requires us to clean up after class*. |

**B. New lesson (35’)**

* **Activity 1: Presentation (10’)**

**a) Objective:** Introduce compound and complex sentences with “**and**” and “**so**”.

**b) Content:**

**-** Listen and repeat.

**-** Introduce compound and complex sentences with “**and**” and “**so**”.

**c) Expected outcomes:** Ss know how to use “**and**” and “**so**” to do some following exercises.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Listen and repeat**- Have Ss look at the picture (using DCR).- Read about compound and complex sentences and fill in the blanks.- Play audio (CD1 – Track 34) and have Ss listen and read the speech bubbles.- Play the audio again and have Ss listen and repeat. **Grammar box*** **Option 1:**

- Have Ss look at the grammar explanation (using DCR).- Have some Ss read aloud the sentences in the Grammar Box.- Ask Ss to give more examples using “**and**” and “**so**”.* **Option 2:**

- Have Ss close books.- Show sample sentences in the grammar box (using DCR).- Have Ss read the sentences aloud.- Have Ss make comments on the way they use “**and**” and “**so**” by asking Ss some questions:**\*Suggested questions:***1.What is the parts of speech of “****and****” and “****so****”?**2.When do we use “****and****”?**3. When do we use “****so****”*- Call Ss to give answers. Then have them open the books and read the grammar box.- Have Ss give more examples of “**and**” and “**so**”, encourage them to make sentences with their own ideas.- Give feedback and evaluation. | - Look.- Read and fill in the blanks.- Listen and repeat.- Look and read.- Read.**-** Give examples.- Close all books.*.*- Read. **-** Answer the questions. Open the books and read the grammar box.- Give examples. |

* **Activity 2: Practice (19’)**

**a) Objective:** Students can distinguish the differences between compound and complex sentences and the use of “**and**” and “**so**”.

**b) Content:**  Tick the correct sentences and cross the incorrect ones and combine two sentences into one using “**and**” or “**so**”

**c) Expected outcomes:** Students can apply “**and**” and “**so**” to give ways of reduce pollution in their speaking.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **-** Explain in details about compound and complex sentences with “and” and “so”.**Task a. Read the examples and notes about, then tick (✓) the correct sentences or cross (🗷) and rewrite the incorrect sentences.**- Demonstrate the activity, using the example (using DCR).- Have Ss read and tick or cross, then rewrite (in individual).- Have Ss work in pairs to check each other’s work. - Have some Ss share their answers with the whole class.- Give feedback, correct Ss’ answers if necessary.**Task b. Combine two sentences into one using and or so (that). Add a comma when necessary.**- Demonstrate the activity, using the example (using DCR).- Have Ss combine two sentences with “and” or “so”.- Have Ss check answers with their partners.- Call Ss to read answers.- Check Ss’ answers, give feedback. | - Listen.- Look and listen.- Work individually.- Work in pairs.- Write answers on the board.**Answer keys**- Work individually.- Work in pairs.- Read answers.**Answer keys** |

* **Activity 3: Production (6’)**

**a) Objective:** Students master the grammar point they study in the lesson.

**b) Content:**  Speaking: give ways of reduce pollution.

**c) Expected outcomes:** Ss produce the new language successfully, and they can apply “**and**” and “**so**” in speaking and writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task c. In pairs: What should people do to reduce pollution in your town?**- Explain the task. Divide class into pairs.- Have Ss ask for and give their partner advice using the prompts.- Encourage Ss to use more words about ways of reducing pollution with their own ideas.- Have some pairs demonstrate the activity in front of the class.- Give feedback and evaluation. | -Listen and take notes.- Have conversation in pairs.- Present.- Listen. |

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

**\*Consolidation**

**- the usage of “and” and “so”.**

**- the compound and complex sentences.**

**\* Homework:**

- Make 2 sentences, using **“and” and “so**.

- Do the exercises in WB: Grammar (page 17).

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

- Prepare: Lesson 2 – Pronunciation and Speaking (pages 30 & 31 – 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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