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

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

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

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

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

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

…………………………………………………………………………………………

1. What I learned from this lesson today:

…………………………………………………………………………………………

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

…………………………………………………………………………………………