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

**UNIT 5: SCIENCE AND TECHNOLOGY**

**Lesson 3.1 – Reading & Writing (pages 52 & 53)**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to ….

**1.1. Language knowledge and skills**

- practice reading for specific information.

- practice *writing longer and more interesting sentences using conjunctions*.

**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.

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

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - **Let’s Talk**: What are the people using their smartphones for? What do you use your smartphone for? | **-** Ss’ answers / presentation.  - Ss’ answers. | - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback. |
| - **Reading**: Read Kate's email to her friend. Which of the following features is NOT mentioned? | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Read and fill in the blanks.  - **Speaking:** In pairs: Would you like the phone Kate chose? Why (not)? | - Ss’ answers.  - Ss’ answers. | - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback. |
| - **Writing**: Read about using conjunctions to make longer, more interesting sentences. Then, read the email again and underline the conjunctions. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Fill in the blanks with a word from the box. | - Ss’ answers. | - 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 giving enjoyable and short activities as well as to engage them in the follow-up steps.

**b) Content:** Reading information of an email to a friend sharing information about a new electronic device.

**c) Expected outcomes:** Ss have general ideas about the topic “Science and technology”, which they are going to read and write in the new lesson.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **\* OPTION 1: Let’s Talk!**  **Look at the pictures. What are the people using their smartphones for? What do you use your smartphone for?**  - Use the part “**Let’s talk**!” in the textbook– page 52 for warm-up activity.  - Ask Ss to work in pairs to answer the questions  - Divide the class into pairs. - Have Ss discuss the questions. - Elicit answers from some Ss.  - Call Ss to share their answers with the whole class.  - Give feedback.  - Lead to the new lesson. | - Work in pairs to discuss.  - Present.  - Share the answers. |

**B. New lesson (35’)**

* **Activity 1: Reading (17’)**

**a) Objective:** Students can develop their reading skill regarding email format.

**b) Content:**  Practicing reading and writing on an email to a friend sharing information about a new electronic device.

- Read Kate's email to her friend. Which of the following features is NOT mentioned?

- Read and fill in the blanks.

- Speaking: In pairs: Would you like the phone Kate chose? Why (not)?

**c) Expected outcomes:** Students can practice reading and understanding general and specific information of an email between two friends discussing a new electronic device.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **\*Pre-reading:**  **Task a. Read Kate's email to her friend. Which of the following features is NOT mentioned?**  - Have Ss read the question. - Have Ss read the email and answer the question. - Check the answer as a whole class.  **\*While-reading:**  **Task b. Now, read and fill in the blanks.** - Have Ss read the questions. - Have Ss read the email and fill in the blanks. - Have Ss check their answers with a partner. - Check answers as a whole class.  \* **Remind Ss of reading techniques for gap-fill exercises:**   * Skim the email * Look for context clues (keywords and the words before or after the blank) * Guess based tone of the email (positive or negative) * Read the email again slowly and carefully to check.   - Have Ss check their answers with a partner. - Check answers as a whole class.  **-** Give feedback.  **Tasks c. Listen and read.**  - Have Ss listen to the audio and read along.  - Give feedback.  **\*Post-Reading:**  **Task d. In pairs: Would you like the phone Kate chose? Why (not)?**  - Have Ss discuss the questions in pairs.  - Elicit answers from some Ss.  - Call some Ss to share their answers with the whole class.  - Give feedback. | - Read the question.  - Read the text and choose the correct answer.  - Give answer and explain.  **Answer keys**    - Read, identify and underline the key words.  - Read and answer the questions.  **Answer keys**    **-** Listen to the audio and read along.  - Discuss in pairs.  - Present.  **Suggested answer** |

* **Activity 3: Writing (18’)**

**a) Objective:** Students can develop their writing skill.

**b) Content:**  Reading about using conjunctions and filling in the blanks.

- Read about using conjunctions to make longer, more interesting sentences. Then, read the email again and underline the conjunctions.

- Fill in the blanks with a word from the box.  
**c) Expected outcomes:** Students can enhance writing skills by using conjunctions.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read about using conjunctions to make longer, more interesting sentences. Then, read the email again and underline the conjunctions.**  - Have Ss read the Writing Skill box and the email again, then underline the conjunctions. - Have Ss check their answers with a partner. - Check answers as a whole class.  - Give feedback.  **Task b. Fill in the blanks with a word from the box.** - Have Ss read the sentences. - Have Ss fill in the blanks with words from the box. - Have Ss check their answers with a partner. - Check answers as a whole class.  - Give feedback. | - Read the box and the text, underlining the conjunctions.  **Answer keys**    **Answer keys** |

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

**\*Consolidation:** Reading the email format to a friend sharing information about a new electronic device. Reading about writing using conjunctions to make longer, more interesting sentences.

***Combine the sentences using conjunctions.***

1. It has long battery life. It's very expensive.
2. It has a great screen. It has a really good speaker.
3. It has a lot of storage. It can store lots of music and photos.

**Answer keys:**

1. *It has long battery life,* ***but*** *it's very expensive./*

*It has a great screen. It* ***also*** *has a really good speaker.*

*2. It has a great screen,* ***and*** *the speaker is really good./*

*It has long battery life.* ***However****, it's very expensive.*

*3. It has a lot of storage,* ***so*** *it can store lots of music and photos.*

**\*Homework**

- Do the exercises in WB: Listening and Reading (page 30).

- Do the exercises in Tiếng Anh 8 i-Learn Smart World Notebook (pages 44 & 45).

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

- Prepare: Unit 6 - Lesson 3 – Speaking and Writing (page 53 – SB).

**V. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

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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