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

**UNIT 5: SCIENCE AND TECHNOLOGY**

**Lesson 2.1 – Vocabulary and Listening (pages 48 & 49)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- learn and use vocabulary related to *science and technology (rescue, lift, complete, navigate, recognize, carefully, quietly, safely).*

- practice listening for the purpose of the talk and for specific information.

- practice functional English – *Showing agreement.*

**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** |
| - Watch a video and answer the question./ Look at the picture and discuss the questions. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Match the underlined words with the definitions. Listen and repeat. | - Ss’ presentation. | - T’s feedback/Peers’ feedback. |
| - In pairs: Talk about something you recently completed and something you can do carefully/quietly. | - Ss’ presentation/ answers. | - T’s feedback/Peers’ feedback. |
| - Listen to a report about a robot competition. What's the purpose of the report? | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Read the Conversation Skill box. Then, listen and repeat.  - Listen to the conversation again and tick the phrase you hear. | - Ss’ answers.  - Ss’ answers. | - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback. |
| - In pairs: What do you think of the Robolympics? Would you like to watch or participate in them? Why (not)? | - Ss’ answers/ presentation. | - T’s observation and 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:** Introducing words about science and technology.

**c) Expected outcomes:** Ss get to know some new words / structures they are going to study in the lesson.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **\* OPTION 1: Watch a video and answer the question.**  - Have Ss watch the video  <https://www.youtube.com/watch?v=HyDknYdatw8>  and give their answers to the question *What can the robots do in this competition?*    - Call Ss to give answers.  - Check Ss’s answers and give feedback.  - Lead to the new lesson.  **\* OPTION 2: Let’s Talk!** (p48 – SB)  - Divide the class into pairs. - Have Ss look at the picture and discuss the questions.  *What do you think the robots can do?*  *Which robot do you think will be better as a cleaner? Which will be better as a doctor?* - Elicit answers from some Ss.  - Lead to the new lesson. | - Watch the video and answer the question.  ***Suggested answer:***  *They can carry things.*  - Work in pairs.  - Answer the questions. |

**B. New lesson (35’)**

* **Activity 1: Pre-Listening (Vocabulary) (12’)**

**a) Objective:** Ss get to know words about robots.

**b) Content:**

**-** Vocabulary study *(rescue, lift, complete, navigate, recognize, carefully, quietly, safely).*

**-** Speaking: Talk about what robots can do.

**c) Expected outcomes:** Ss know how to pronounce the new words correctly and use them when they do other listening tasks.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Teach Vocabulary**  - Introduce new words with the following techniques.   1. *rescue (n) (explanation)* 2. *lift (v) (mime)* 3. *complete (v) (explanation)* 4. *navigate (v) (picture + mime)* 5. *recognize (v) (explanation)* 6. *carefully (adv) (explanation)* 7. *quietly (adv) (explanation)* 8. *safely (adv) (explanation)*   **Task a. Match the underlined words with the definitions. Listen and repeat.**  - Demonstrate the activity using the example. - Have Ss the underlined words with the definitions. - Divide the class into pairs and have them check their answers with their partners. - Play audio (CD1 – Track 55). Have Ss listen and repeat.  - Correct Ss’ pronunciation.  - Give feedback.  **Task b. In pairs: Talk about something you recently completed and something you can do carefully/quietly.**  - Have pairs talk about something they recently completed and something they can do carefully/quietly. - Have some pairs share their ideas with the class.  - Go round and give help if necessary.  - Have some pairs demonstrate the activity in front of the class.  - Give feedback. | - Listen and write down.  - Look and listen.  - Work individually.  **Answer keys**    - Work in pairs to discuss.  - Share ideas.  **Suggested answers** |

* **Activity 2: While - Listening (17’)**

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

**b) Content:**  Listening to the audio and doing the tasks.

- Listen to a report about a robot competition. What's the purpose of the report?

- Listen and write *True* or *False*.

**c) Expected outcomes:** Ss can listen to and understand a report about a robot competition (for general purpose and specific details).

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Listen to a report about a robot competition. What's the purpose of the report?**  - Have Ss read the question. - Play audio (CD1 - Track 56). Have Ss listen and answer the question. - Check answers as a whole class.  **Task b. Listen and write *True* or *False*.**  - Have Ss read the through the content of Task b and underline the key words.  - Demonstrate the activity using the example.  - Focus on techniques to listen and choose *True or False:*   1. Listen carefully 2. Pay attention to key phrases and words 3. Identify the speaker's tone 4. Take notes 5. Confirm your answer   - Have Ss read the sentences. - Play audio (CD1 - Track 56). Have Ss listen and write *True* or *False*. - Check answers as a whole class.  - Give feedback. | -Work individually.  - Listen.  - Give the correct answers.  **Answer keys**    - Read and underline the key words.  - Do the task.  - Exchange answers.  **Answer keys** |

* **Activity 3: Post - Listening (6’)**

**a) Objective:** Students can use the vocabulary and the content in the listening part to develop their speaking skill.

**b) Content:**  Speaking: What do you think of the Robolympics? Would you like to watch or participate in them? Why (not)?

**c) Expected outcomes:** Ss can talk about their personal opinions regarding the Robolympics.

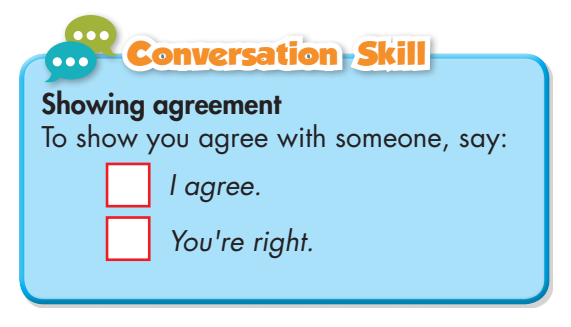
**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task c. Read the Conversation Skill box. Then, listen and repeat.**  - Have Ss look at the Conversation skill box and read.  - Play audio (CD 1 - Track 57).  - Have Ss listen and repeat (using DCR).  **-** Ask Ss to find more ways to show agreement.    **Task d. Listen to the conversation again and tick the phrase you hear.**  **-** Play audio (CD 1 – Track 56). Have Ss listen and tick the phrase they hear. - Check the answer as a whole class.  **Task e. In pairs: What do you think of the Robolympics? Would you like to watch or participate in them? Why (not)?**  - Have Ss discuss the questions. - Elicit answers from some Ss.  - Observe and give help if necessary.  - Call some pairs to share their ideas with the class.  - Give feedback. | - Look and read.  - Listen and repeat.  - Give answers.  **Answer keys**    - Work in pairs.  - Present.  **Suggested answer**  *I think the Robolympics are fun. I'd like to watch them and see how robots do different things.*  *Yes, I agree.* |

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

**\* Consolidation:**

**-** Language to show agreement.



- **Choose the correct word for each sentence.**  
**1.** In his first try, he climbed the stairs very quickly and fell. He’s climbing the stairs more carefully and *quietly/ slowly* this time.  
**2.** Robots need to *navigate/ recognize* really well to complete this climbing task.  
**3.** Tsunami can’t *complete/ lift* the ball. I think he needs to move more carefully.

**Answer keys:**

1. *slowly 2. navigate 3. lift*

**\* Homework**

- Learn the new words.

- Practice talking about robot competitions.

- Do the exercises in WB: New words and Listening (pages 34 & 35).

- Do the exercises in Tiếng Anh 8 i-Learn Smart World Notebook (pages 42 & 43).

- 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: Lesson 2.2 – Grammar (pages 49 & 50 – 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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