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

**UNIT 5: SCIENCE AND TECHNOLOGY**

**Lesson 3.2 – Speaking and Writing (Page 53)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- talk about buying a new phone.

- write an email to your friend about the smartphone you chose.

**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.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - **Speaking:** You're choosing a new smartphone for your birthday. In pairs: Choose and talk about two features (good or bad) of each phone. Then, choose one phone to buy and tell your partner which one you want, and why. | **-** Ss’ answers / presentation. | - T’s feedback/Peers’ feedback. |
| **-** Imagine you want to write to a friend about the phone you chose. Join a new partner. In pairs: Talk about the points below, and write in your own ideas. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Writing:** Write an email to your friend about the smartphone you chose in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words. | - Ss’ writing. | - 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 the previous grammar points – comparative adverbs and conjunctions.

**c) Expected outcomes:** Ss know about the topic that they are going to talk and write about in new the lesson.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Two Truths and One Lie**  - Divide the class into small groups.  - Have Ss in each group come up with two true and one lie statements about their phones.  - Have each S share their statements and the group has to guess which statement is the lie. Points can be awarded for correct guesses.  - Ask the group to discuss which statements surprised them the most and why.  - Lead to the new lesson. | - Work in groups and tell two truths and one lie.  ***Suggested answers***  *My phone’s storage is 128 GB.*  *It has short battery life.*  *I have over 100 apps on my phone.* |

**B. New lesson (35’)**

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

**a) Objective:** Ss prepare for what they are going to write about.

**b) Content:** Speaking to generate ideas for the upcoming writing activity.

**-** Speaking: Buying A New Phone. Choose and talk about two features (good or bad features) of each phone. Choose one phone to buy and tell your partner which one you want, and why.

**-** Imagine you want to write to a friend about the phone you chose. Join a new partner. Talk about the points below, and write in your own ideas.

**c) Expected outcomes:** Ss draw more ideas and language for their writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. You're choosing a new smartphone for your birthday. In pairs: Choose and talk about two features (good or bad) of each phone. Then, choose one phone to buy and tell your partner which one you want, and why.**  - Divide the class into pairs. - Have Ss say what they will use the phone for and compare the different phones, then choose one to buy.  - Asks Ss to think about what they will use the phone for (e.g. taking photos, playing games, staying connected with friends) and to come up with a list of features they would want in a new smart phone among Concord L31, Eagle 5K, Helix 360 and Royal 1000.  - Have some Ss share their ideas with the class.  - Go round and help Ss if necessary.  - Give feedback.  **Task b. Now, imagine you want to write to a friend about the phone you chose. Join a new partner. In pairs: Talk about the points below, and write in your own ideas.** - Have Ss talk about the points and write in their own ideas.  *1. What you want to use the phone for: \_\_\_\_\_\_\_\_*  *2. The phone you chose: \_\_\_\_\_\_\_\_ 3. Good features: \_\_\_\_\_\_\_\_*  *4. Bad features: \_\_\_\_\_\_\_\_ 5. Best point: \_\_\_\_\_\_\_\_* - Have some Ss share their ideas with the class.  - Have some pairs read their answers.  - Give feedback. | - Work in pairs.  - Present.  - Share the ideas.  - Exchange.  **Suggested Answers**    - Talk and write in their own ideas.  **Suggested answer:**  *1. What you want to use the phone for: learning English*  *2. The phone you chose: Royal 1000 3. Good features: camera*  *4. Bad features: camera 5. Best point: large storage* |

* **Activity 2: While - Writing (20’)**

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

**b) Content:**  Writing an email to a friend, using the previous ideas Ss brainstormed.

Write an email to your friend about the smartphone you chose in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.

**c) Expected outcomes:** Students are able to compose an email and use extensive vocabulary to explain the story.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Write an email to your friend about the smartphone you chose in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.**  - Refer to sections of a model email (p.52 – SB)  - Ask Ss some questions to remind them of an email structure.  *What is a structure of an email?*  *How many sections are there in an email?*  *What do you write in the introduction section?*  *Do you write about people in the character section?*  *In which section do you write about good features of the electronic device you want to buy?*  **\*Explanation: Sections of a model email (p.52 – SB) with four main sections**   1. *Greeting and small talk* 2. *Introduction* 3. *Explanation of phone choice* 4. *Expression of excitement (optional)* 5. *Invitation (optional)* 6. *Closing*   - Refer to the use of conjunctions and some useful expressions in the email.  - Draw Ss' attention to the **Feedback form**. - Have Ss in pairs use their notes to write a similar email. - Have some Ss read their email in front of the class.  - Have Ss check their answers with a partner, using the feedback form.  - Call Ss to give answers.  - Check the answers as a whole class.  - Give feedback. | - Listen.  -Work in pairs.  - Exchange their answers with a partner.  - Use the notes to write a passage. |

* **Activity 3: Post - Writing (7’)**

**a) Objective:** Help Ss identify their mistakes in writing and correct them.

**b) Content:**  Correcting Ss’ writings**.**

**c) Expected outcomes:** Students know whether their writings follow the email structure and use the suitable structures and language, whether their writings are interesting and understandable.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| - Give feedback and correct Ss’ mistakes.  - Use the feedback form to give evaluation.  - Emphasize   * email structure * main idea and focus * sentence fluency * word choice * spelling and punctuation   - Give feedback. | - Look, listen and correct mistakes.  **Suggested writing**  *Hi, Trang,*  *How are you?*  *This afternoon I talked to Trinh. She helped me choose a smartphone for my birthday.*  *I want a phone that's good for playing games, so I'm going to get the Concord L31. It has a lot of storage, so I'll also be able to store lots of movies and games. I can store*  *lots of photos and music, too. The screen is small and the camera and speaker are just okay. However, it has a really long battery life, and it isn't too expensive.*  *See you soon,*  *Linh* |

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

**\* Consolidation:**

**- Writing Skill**: **How many main parts are there in an email?**

**Answer keys:** four parts: greeting, introduction, main body and closing.

**\* Homework**

- Review how to write an email.

- Finish the writing part.

- Do the exercises in WB: Writing (page 31).

- Do the exercises in Tiếng Anh 8 i-Learn Smart World Notebook (page 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 5 – Review – page 96.

**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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