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

**UNIT 3: PROTECTING THE ENVIRONMENT**

**Lesson 2.3 – Pronunciation and Speaking (Pages 30 & 31)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- recognize stress the second syllable for most two-syllable verbs.

- take turns asking and answering about how to reduce pollution.

- make a poster to give advice about reducing pollution.

**1.2. Competences**

- improve communication, collaboration, creativity and research skills.

**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, handouts.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen to the words and focus on the underlined letters. **-** Listen and cross out the word with the different stress.- Read the words with the correct stress to a partner.- Take turns asking and answering about how to reduce pollution. - Make a poster to give advice about reducing pollution.- Discuss ways to reduce pollution and their purpose in pairs. | **-** Ss’ performance and answers.- Ss’ answers.**-** Ss’ performance.**-** Ss’ performance.- Ss’ performance / Presentation.- Ss’ performance / Presentation. | - T’s observation.- T’s feedback/Peers’ feedback.- T’s feedback/Peers’ feedback. - T’s feedback/Peers’ feedback.- T’s observation, 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:** Introduce word stress: two-syllable verbs

**c) Expected outcomes:** Ss have good preparation for the new lesson.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Game: Handclap**

- Explain the rules of the game: Ss listen some words and define how many syllables in a word by clapping hands.- Give feedback and lead to the new lesson: word stress on the second syllable for most two-syllable verbs.Suggested words:*Pollution, environment, damage, electricity, forest, effect, tourism.** **Option 2:**

- Divide class into 4 groups.- Have Ss in each group write as many as possible words with “t” sound- Set a limit time (about 2-3 minutes).- Have 4 group representatives write answers on the board, or hang their extra-boards on the main board to check.- Check Ss’ answers, give feedback and evaluation.- Announce the winner.- Give a small present or extra marks to the winner.Introduce the new lesson: word stress on the second syllable for most two-syllable verbs. | - Listen and clap hands according to syllables.- Take part in the class activity in groups.- Work in groups.* Give answers.
 |

**B. New lesson (35’)**

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

**a) Objective:** Introduce stress on the second syllable for most two-syllable verbs.

**b) Content:** Tasks a, b. c & d, p.30

**c) Expected outcomes:** Ss read the words with the correct stress and use it naturally in their speaking.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Tasks a + b. Notice the sound changes of the underlined words.**- Play the recording (CD1, track 35) using DCR.- Ask Ss to listen and focus on the underlined letters.- Play the recording again, have Ss listen and repeat with a focus on the pronunciation feature.**Task c + d. Listen and cross out the word with the different stress, then read the words with the correct stress to a partner.**- Play the recording (CD 1 – Track 36) using DCR, have Ss listen and cross out the option that doesn’t follow the sound feature in “a”.- Call Ss to give answers.- Play the recording again and check answers as a whole class.- Then have Ss think of some other verbs using the pronunciation feature in pairs.- Call some Ss to read some words in front of the class. | - Listen.- Listen again and repeat.- Listen and cross out.- Give answers.**Answer keys**- Listen again and check.- Work in pairs.- Present. |

* **Activity 2: While-speaking (21’)**

**a) Objective:** Students can ask and answer about how to reduce pollution.

**b) Content:** Practice and speaking activities, p. 31.

**c) Expected outcomes:** Ss can produce the new language successfully and have a good role play.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **PRACTICE****Take turns asking and answering about how to reduce pollution.**- Use DCR to show the task.- Demonstrate the activity by practicing the role-play with a student.- Have pairs practice the conversation.- Remind Ss the way to encourage the speaker to continue with “*What else?”* “*Anything else?*”.**Suggested conversation:***Interviewer: What should we do to reduce land pollution?**Conservationist: We should recycle trash so we can reduce land pollution.**Interviewer: What else?**Conservationist: We shouldn’t waste paper.**Interviewer: Anything else?**Conservationist: We should reuse bottles.**Interviewer: Thank you.*- Have Ss swap roles and repeat, using the ideas in the student book.- Have some pairs demonstrate the activity in front of the class.- Give feedback and evaluation.**SPEAKING: Solutions to pollution****Task a. Make a poster to give advice about reducing pollution. Discuss ways to reduce pollution and their purpose. Then, choose a title and at least five solutions and write them on the poster.**- Use DCR to show the task.- Demonstrate the activity.- Have Ss work in pairs.- Have some students share the ideas with the class.- Observe, give help if necessary. | - Observe, listen.- Work in pairs to practice the conversation.- Swap roles and continue the task.- Present.- Observe and listen.- Work in pairs to complete the poster.- Present. |

* **Activity 3: Production (6’)**

**a) Objective:** Help Ss remember the word stress.

**b) Content:** questions about how to reduce pollution.

**c) Expected outcomes:** Ss produce the new language successfully in everyday speaking and writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task b. Join another pair. Present the ideas to each other.**- Have students join another pair and discuss the solutions.- Observe, give help if necessary.- T may call 1-2 pairs to present their poster in front of the class.- Give feedback and evaluation. | - Change partners.- Present. |

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

**\* Consolidation:**



**\* Homework:**

- Practice pronouncing word stress and making sentences with those two-syllable verbs.

- Complete the poster for those who haven’t finished it in class.

- Prepare: Lesson 3 – Reading and Writing (pages 32 & 33 – SB).

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

**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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