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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.

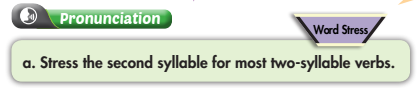
**c) Expected outcomes:** Ss produce the new language successfully in everyday speaking and writing.

**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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