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

**UNIT 5: SCIENCE AND TECHNOLOGY**

**Lesson 2.3 – Pronunciation and Speaking (pages 50 & 51)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- practice stressing the first syllable for most 3-syllable words ending in "-ly".

- compare robots, using comparative adverbs, and 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, 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. | **-** Ss’ performance and answers. | - T’s observation. |
| **-** Listen and cross out the word with the different stress. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Read the words with the correct stress to a partner. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Take turns making sentences using comparative adverbs and the information below. | **-** Ss’ performance. | T’s observation, T’s feedback. |
| - In pairs: Discuss and choose the robot you think is better for each job and say why. | - Ss’ performance/  Presentation. | - T’s observation, T’s feedback. |
| - Do you think robots can do any of the jobs better than humans? Why (not)? | - Ss’ performance/  Presentation. | - T’s observation, T’s 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:** Watching a video and talking aliens, using Past Continuous and Past Simple.

**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** |
| **Decide whether the following sentences are correct or incorrect.**  - Have Ss work in pairs to decide whether the following sentences are correct or incorrect.  - Have Ss focus on the underlined.   1. *Kitbot's battery lasts longer than Frogfoot's.* 2. *Wall-D can jump higher than Twitchy.* 3. *Wall-D moves more slow than Tsunami.* 4. *Ziggy completed the rescue task worse than* Sparky.   - Have Ss share the answers.  - Ask Ss correct the incorrect sentence(s).  - Give feedback.  - Lead to the new lesson. | - Listen and watch.  - Give answers.  **Answer keys:**  *3. Wall-D moves more slow than Tsunami.* |

**B. New lesson (35’)**

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

**a) Objective:** Introduce stress of the first syllable for most 3-syllable words ending in "-ly".

**b) Content:** Practicing the rule to stress the first syllable for most 3-syllable words ending in "-ly".

**-** listen and check, and find mistakes.

- practice.

**c) Expected outcomes:** Ss practice the pronunciation feature and use it naturally in their speaking.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Tasks a & b. Stress the first syllable for most 3-syllable words ending in "-ly". Listen to the words and focus on the underlined letters.**  - Briefly explain the rule to stress the first syllable for most 3-syllable words ending in "**-ly**".    - Have Ss listen and pronounce some more words as follows:    - Play audio (CD1 - track 61) and draw attention to the pronunciation feature.  - Ask Ss to listen and focus on stress of the first syllable for most 3-syllable words ending in "**-ly**".    - Play the recording again, have Ss listen and repeat with a focus on the pronunciation feature.  **Tasks 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 (CD1 – Track 60) using DCR, have Ss listen and cross out the word with the different stress.  - Call Ss to give answers.  - Play the recording again and check answers as a whole class.  - Then have Ss practice saying the examples with a partner, using the pronunciation feature.  - Call some Ss to read the sentences in front of the class.  - Have Ss make some more examplesand practice reading them, using the pronunciation feature.  - Give feedback. | - Listen.  - Listen and focus on the sound.  - Listen again and repeat.  - Listen and cross out.  - Give answers.  **Answer keys** |

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

**a) Objective:** Students can make a comparison of different robots, using comparative adverbs.

**b) Content:**  Which Robot for the Job?

**-** Practicing comparative adverbs.

- Take turns making sentences using comparative adverbs and the information given.

**c) Expected outcomes:** Ss produce the new language successfully through making conversations.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **PRACTICE: Take turns making sentences using comparative adverbs and the information below.**  - Demonstrate the activity using the examples. - Divide the class into pairs. - Have pairs take turns making sentences using comparative adverbs and the information. - Have some pairs demonstrate the activity in front of the class.  - Give feedback.  \***ACTIVITY: SPEED CONVERSATION**  - Have Ss bring their books, stand up and make two circles to have face-to-face conversations.  - Have them talk to other Ss standing across from them and talk for two to three minutes as much as they can about the comparisons of different robots according to their abilities.  - Ss on one side move one space to their left when time is up. After then, Ss continue their talk with their new partners.  - Repeat as many as necessary or until Ss find their original partner.    **-** Give feedback. | - Observe and listen.  - Work in pairs to practice the conversation.  **Suggested answers:**  *Lucy cleans faster than Eddie and Andy.*  *Andy cleans faster than Eddie.* |

* **Activity 3: Production (6’)**

**a) Objective:** Help Ss produce the language naturally.

**b) Content:**  Providing opinions of comparison between robots and humans, and giving reasons for the choice.

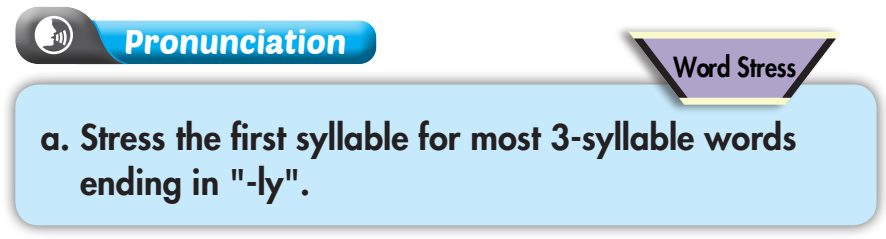
**c) Expected outcomes:** Ss can produce the new language successfully in everyday speaking and writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **SS’ ACTIVITIES** |
| **SPEAKING: Task a. You're discussing which robots might be good for different jobs. In pairs: Discuss and choose the robot you think is better for each job and say why.**  - Demonstrate the activity by practicing the activity with a student. Tell them to use phrases of showing agreement: **You’re right/ I agree** to response to their partner’s opinions. - Divide the class into pairs. - Have Ss look at the table and discuss which robot is better for each job and say why. - Have some pairs demonstrate the role-play in front of the class.  - Observe, give help if necessary.  - Give feedback. | - Discuss.  - Present.  - Share their ideas.  **Suggested answers:** *I think the OP 12 is better for being a cleaner. It completes tasks more quietly and works more carefully.* |

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

**\* Consolidation:**



**- Task b. Do you think robots can do any of the jobs better than humans? Why (not)?**

***Suggested answers:***

*I think robots can be better cleaners. Cleaning is a simple job, and robots don't get tired.*

**\* Homework:**

- Make 2 sentences including 3-syllable comparative adverbs and practice reading them, paying attention to stress the first syllable for most 3-syllable words ending in "-ly".

- Do the exercises in WB: Writing (page 29).

- Prepare: Lesson 3.1 – Reading & Writing (pages 52 & 53).

- 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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