**Giáo viên: Chu Thị Sơn Trường THCS Yên Sơn**

**Date of planning: 10- 03- 2025**

**Date of teaching: 13- 03- 2025**

**Period 74 Tiết 1 Lớp 8A**

**UNIT 9: NATURAL DISASTERS**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

By the end of this lesson, students will be able to:

**1. Knowledge:**

- Listen and get general and specific about things to do before, during, and after a natural disaster;

- Write instructions about things to do before, during, and after a natural disaster.

**2. Core competence:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pairwork.

**3. Personal qualities**

- Feel sympathy for people who are affected by natural disasters and be willing to help them

- Actively join in class activities

**II. MATERIALS**

- Grade 8 textbook, Unit 9 Skills 2.

- Computer connected to the Internet.

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. authority (n) | /ɔːˈθɒrəti/ | a group of people with official responsibility for a particular  area of activity | chính quyền |
| 2. warn (v) | /wɔːn/ | to make someone realise a  possible danger or problem | cảnh báo |
| 3. avoid (v) | /əˈvɔɪd/ | to stay away from someone or something | tránh, tránh xa |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may not have sufficient listening, writing and co-operating skills. | - Play the recording, replay depends on students’ needs.  - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson.

- To lead into the new lesson.

**b. Content:**

- Chatting

**c. Expected outcomes:**

- Ss can talk about what people should do before, during and after a storm.

**d. Organisation**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - Teacher shows a picture of a storm and asks Ss what people should do before, during and after a storm.  - Teacher asks Ss to work individually and think of the answers.  - Teacher invites some Ss to share their ideas.  - Teacher gives comments and leads to the new lesson. |  |

**e. Assessment**

- Teacher’s feedback.

**2. ACTIVITY 1: LISTENING** (22 mins)

**a. Objectives:**

- To introduce new words related to natural disasters.

- To help Ss develop the skill of listening for specific information.

**b. Content:**

**-** Vocabulary pre-teach

- Task 1: Work in pairs. Look at the picture and answer the questions.

- Task 2: Listen to a broadcast. Put the activities in the correct column.

- Task 3: Listen again and tick T (True) or F (False) for each sentence.

**c. Expected outcomes:**

**-** Ss can l and answer the questions correctly.

- Ss can listen for specific information and do the learning tasks

**d. Organisation**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching** | |
| - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary, using pictures and translation.  - Teacher checks students’ understanding with the “***Matching***” technique. | **New words:**  1. authority (n) chính quyền  2. warn (v) cảnh báo  3. avoid (v) tránh xa |
| **Task 1: Work in pairs. Look at the picture and answer the questions.** (4 mins) | |
| - Teacher asks Ss to work in pairs and look at the pictures carefully.  - Ss look at the pictures and answer the two questions.  - Teacher elicits the answers from Ss.  - Teacher invites some Ss to answer in front of the class. | ***Suggested answer:***  A torch, a mask, a lamp, a whistle, a bottle of water, some medicine, matches, a radio, some plasters, a candle, a multi-purpose knife, some batteries, a blanket. |
| **Task 2: Listen to a broadcast. Put the activities (1 – 6) in the correct column.** (7 mins) | |
| - Teacher tells Ss that they are going to listen to a broadcast in which instructions to prepare for a natural disaster are given.  - Teacher has them read the activities 1-6 and try to guess which activities go into which column.  - Teacher invites some Ss to share their answers and write them on the board.  - Teacher has Ss read the activities again and underline the key words.  - Teacher plays the recording and asks Ss to listen and put the activities in the correct columns.  - Ss work in pairs to compare their answers.  - Teacher asks Ss to compare their answers with the ones on the board.  - Teacher confirms whether they are right or wrong, playing the audio again if necessary. | ***Answer key:***  - Before a storm: 2,6  - During a storm: 3,5  - After a storm: 1,4 |
| **Task 3. Listen again and tick T (True) or F (False) for each sentence. (7 mins)** | |
| - Teacher tells Ss that they are going to listen to the broadcast again and decide if the statements are true or false.  - Without playing the recording again, teacher has Ss read the statements and decide if they are true or false.  - Teacher plays the recording and asks Ss to listen again to check their answers.  - Teacher asks Ss to work in pairs to compare their answers.  - Teacher asks for Ss’ answers and confirms the correct ones. | ***Answer key:***  1. F  2. T  3. F  4. T |

**e. Assessment**

**-** Teacher corrects the students as a whole class.

**3. ACTIVITY 2: WRITING** (15 mins)

**a. Objectives:**

- To brainstorm ideas and make an outline for Ss’ writing.

- To help Ss practise writing instructions about things to do before, during and after a flood.

**b. Content:**

- Task 4: Work in pairs. Discuss what you should do before, during, and after a flood. Write your ideas in the columns.

- Write instructions (80 - 100 words) about things to do before, during, and after a flood.

**c. Expected outcomes:**

- Ss can write instructions about things to do before, during, and after a flood.

**d. Organisation**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** | |
| **Task 4: Work in pairs. Discuss what you should do before, during, and after a flood. Write your ideas in the columns.** (5 mins) | | |
| - Teacher asks Ss to work in pairs.  - Ss discuss what they should do before, during and after a flood.  - Ss write their ideas in the columns.  - Teacher has some Ss present their ideas.  - Teacher comments on their answers. | |  |
| **Task 5: Write instructions (80 - 100 words) about things to do before, during, and after a flood.** (10 mins) | | |
| - Teacher asks Ss to work individually and write their instructions based on their answers in task 4.  - Teacher asks one student to write his/ her answer on the board.  - Other Ss and teacher comment on the writing on the board. | | ***Suggested answer:***  Here are the things you should do before, during, and after a ﬂood.  **Before:**  – Prepare an emergency kit with necessary things.  – Build barriers to stop ﬂoodwater from entering the house.  – Move to a higher place if necessary.  **During:**  – Listen to the radio or television for warnings and information.  – Be careful with ﬂash ﬂooding.  **After:**  – Avoid moving water.  – Stay away from damaged areas unless the local authority needs your help.  – Listen for local warnings of ﬂash ﬂoods. |

**e. Assessment**

- Teacher gives corrections about spelling and grammar if needed.

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Teacher asks Ss to summarise the main points of the lesson.

**b. Homework**

- Learn the new words by heart.

- Rewrite the instructions.

- Do exercises in the workbook.

- Prepare for Lesson 7 – Looking back + Project.