**Week : 25 Date of planning:10/2/2025**

**Period : 73 Date of teaching: 11/3/2025**

**UNIT 9: NATURAL DISASTERS**

**Lesson 5: Skills 1**

**I. OBJECTIVES**:By the end of this lesson, students will be able to:

**1. Knowledge:**

- Read for specific information about natural disasters

- Talk about a natural disaster.

**2. Core competence:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Personal qualities:**

- Develop awareness of *Natural disasters.*

- Be concerned and know what to prepare when natural disasters happen*.*

**II. MATERIALS**

- Grade 8 textbook, Unit 9- Skills 1.

- Computer connected to the Internet.

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. ash (n) | /æʃ/ | the soft, grey or black, powdery substance left after something has burned. | tro |
| 2. tsunami (n) | /tsuːˈnɑːmi/ | an extremely large wave caused by a violent movement of the  earth under the sea | trận sóng thần |
| 3. tremble (v) | /ˈtrembl/ | to shake slightly in a way that you cannot control | rung lắc |

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of words. |
| 2. Students may not have sufficient reading, speaking and co-operating skills. | - Let students read the text again (if necessary).  - Create a comfortable and encouraging environment for students to speak.  - 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:**

- Who’s faster?

**c. Expected outcomes:**

- Ss review words related to natural disasters.

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - Teacher divides Ss into groups.  - Teacher gives each group a piece of paper.  - Teacher asks them to list all the words about natural disasters they have learnt.  - Ss work in their group and list all the words about natural disasters in 2 minutes.  - Teacher asks 4 groups to tick their posters on the board.  - Teacher checks and gives comments.  - The group with most correct words is the winner. | erupt  Natural disasters |

**e. Assessment**

- Teacher’s feedback.

**2. ACTIVITY 1: READING** (24 mins)

**a. Objectives:**

- To introduce some vocabulary

- To activate Ss’ knowledge of the topic of the reading text.

- To help Ss develop the skill of reading for the main idea (skimming), specific information (scanning) and guessing word meaning in context.

**b. Content:**

**-** Vocabulary pre-teach

- Task 1: Match the headlines with the natural disasters.

- Task 2: Read the two news articles. Match the highlighted words with their meanings.

- Task 3: Read the articles again and answer the questions.

**c. Expected outcomes:**

**-** Ss understand new vocabulary

- Students can understand the text and choose the right answers.

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary:**  - 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. ash (n)  2. tsunami (n)  3. tremble (v) |
| **Task 1: Match the headlines (1 – 2) with the natural disasters (A – B).** (5 mins) | |
| - Teacher asks Ss to read the headlines carefully and match them with the disasters.  - Ss work individually and do the task.  - Teacher elicits and confirms the correct answers.  - Teacher tell Ss something about Tonga which is a country in the South-western Pacific Ocean. It consists of about 170 islands.  - Teacher tells them that they are going to read news articles about two natural disasters. | ***Answer key:***  1. B  2. A |
| **Task 2: Read the two news articles. Match the highlighted words with their meanings.**  (7 mins) | |
| - Teacher asks Ss to read through the two articles individually.  - Ss read the articles carefully and match the words with their meanings.  - Teacher asks Ss to compare answers in pairs.  - Teacher confirms the answers as a class and explains if needed. | ***Answer key:***  1. d  2. e  3. a  4. b  5. c |
| **Task 3: Read the articles again and answer the questions.** (7 mins) | |
| - Teacher asks Ss to work individually.  - Ss read the articles again and answer 5 questions.  - Teacher asks Ss to compare their answers with a partner.  - Teacher confirms the correct answer as a class. | ***Answer key:***  1. In the South Pacific last Saturday.  2. A tsunami.  3. It destroyed hundreds of homes on some small islands, and more than twenty people on these islands are missing.  4. For about 30 seconds.  5. A strong earthquake in China. |

**e. Assessment**

- Teacher’s observation and feedback.

**3. ACTIVITY 2: SPEAKING** (13 mins)

**a. Objectives:**

- To help Ss generate ideas for talking about a natural disaster.

- To give Ss a chance to give a short piece of news about a natural disaster.

**b. Content:**

- Task 4: Work in pairs. Match the questions with the answers.

- Task 5: Work in groups. Prepare a short piece of news about the natural disaster in 4 or one you know of. Report the news to the class.

**c. Expected outcomes:**

- Ss can talk and prepare a short piece of news about natural disasters.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** | |
| **Task 4: Work in pairs. Match the questions with the answers.** (6 mins) | | |
| - Teacher asks Ss to work in pairs.  - Ss read all the sentences carefully then match the questions with suitable answers.  - Teacher moves around to observe and offer help if needed.  - Teacher invites some pairs to practise in front of the class. | | ***Answer key:***  1. c  2. e  3. a  4. b  5. d |
| **Task 5: Work in groups. Prepare a short piece of news about the natural disaster in 4 or one you know of. Report the news to the class.** (7 mins) | | |
| - Teacher divides Ss into groups.  - Ss prepare a short piece of news about natural disasters.  - Teacher asks them to read the news in the reading part again to imitate the way it is written.  - Teacher asks them to read the example. Teacher tells them that they only need to organise the answers to the questions in 4 in a logical order to create a piece of news.  - Teacher moves around to give support if needed.  - Teacher invites some groups to report the news to the class.  - Teacher asks other groups to listen and give comments.  - Teacher comments on Ss’ answers. | | ***Example:***  Five days of heavy rain caused a serious flood in a village in Phu Yen. The flood happened last week. … |

**e. Assessment**

- Teacher’s observation and feedback.

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up:**

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

**b. Homework:**

- Learn by heart all the words that they have just learnt.

- Do exercises in the workbook.

- Prepare for Lesson 6 – Skills 2.

**Week : 25 Date of planning:10/2/2025**

**Period : 74 Date of teaching: 14/3/2025**

**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.

- Actively join in class activities.

**3. Personal qualities**

- Develop awareness of *Natural disasters.*

- Be concerned and know what to prepare when natural disasters happen*.*

**II. MATERIALS**

- Grade 8 textbook, Unit 9 Skills 2.

- Computer connected to the Internet.

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

|  |  |
| --- | --- |
| **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**

|  |  |
| --- | --- |
| **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: VOCABULARY** (4 mins)

**a. Objectives:**

- To introduce new words related to natural disasters.

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

- To help Ss further 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 answer the questions correctly.

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

**d. Organisation**

|  |  |
| --- | --- |
| **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)  2. warn (v)  3. avoid (v) |
| **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’s observation and feedback

**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**

|  |  |
| --- | --- |
| **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’s observation and feedback.

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

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

**b. Homework**

- Learn by heart all the words that they have just learnt.

- Rewrite the instructions.

- Do exercises in the workbook.

- Prepare for Lesson 7 – Looking back + Project.

**Week : 25 Date of planning:10/2/2024**

**Period : 75 Date of teaching: 16/3/2024**

**UNIT 9: NATURAL DISASTERS**

**Lesson 7: Looking back & Project**

**I. OBJECTIVES**: By the end of this lesson, students will be able to:

**1. Knowledge:**

- Revise more vocabulary items they have learnt in the unit.

- Revise the differences between the past simple and past continuous.

- Revise the past continuous.

- Have an opportunity to research more deeply into a natural disaster.

**2. Core competence:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work.

- Actively join in class activities

**3. Personal qualities**

- Develop awareness of *Natural disasters.*

- Be concerned and know what to prepare when natural disasters happen*.*

**II. MATERIALS**

- Grade 8 textbook, Unit 9- Looking back & Project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Students may not have sufficient speaking, writing and co-operating skills when doing project. | - 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:**

**-** Mind map

**c. Expected outcomes:**

- Ss can tell the teacher what they have learnt in unit 9.

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - Teacher writes on the board “Unit 9” and asks students to think of what they have already learnt in this unit.  - Students work in groups to do the task.  - Teacher calls some students to retell.  - Teacher confirms and leads them to do all the exercises in books. | ***Suggested answer:***  - Vocabulary: about the natural disasters  - Pronunciation: stress in words ending in -*al* and -*ous*  - Grammar: The past continuous |

**e. Assessment**

- Teacher’s feedback.

**2. ACTIVITY 1: VOCABULARY** (10 mins)

**a. Objectives:**

- To help Ss revise the vocabulary they have learnt in the unit through pictures.

- To help Ss revise more vocabulary items they have learnt in the unit in different contexts.

**b. Content:**

- Task 1: Write the name of a natural disaster in each blank.

- Task 2: Fill in each blank with the correct form of the word in brackets.

**c. Expected outcomes:**

**-** Ss can use the words they have learnt in different contexts.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** | |
| **Task 1: Write the name of a natural disaster in each blank.** (5 mins) | | |
| - Teacher asks Ss to work individually, read the sentences and look at the pictures.  - Ss write the name of a natural disaster in each blank.  - Teacher asks Ss to compare their answers with a partner.  - Teacher calls some Ss to share their answers.  - Teacher confirms the correct answers as a class. | | ***Answer key:***  1. flood  2. storm  3. earthquake  4. volcanic eruption  5. landslide |
| **Task 2. Fill in each blank with the correct form of the word in brackets.** (5 mins) | | |
| - Teacher asks Ss to work individually and read 5 sentences carefully.  - Ss complete the sentences using the correct form of the words given.  - Teacher asks Ss to share their answers with a partner.  - Teacher invites some Ss to write their answers on the board.  - Teacher confirms the correct answers. | | ***Answer key:***  1. destruction  2. predictions  3. victims  4. warned  5. workers |

**e. Assessment**

- Teacher’s observation and feedback

**3. ACTIVITY 2: GRAMMAR** (10 mins)

**a. Objectives:**

- To help Ss revise the differences between the past simple and past continuous.

- To help Ss revise the past continuous by completing the sentences about them and their family members.

**b. Content:**

- Task 3: Put the verbs into the correct tense: the past simple or past continuous.

- Task 4: Complete the sentences about you and your family members.

**c. Expected outcomes:**

Students can differentiate between the past simple and past continuous.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** | |
| **Task 3:** **Put the verbs into the correct tense: the past simple or past continuous.** (5 mins) | | |
| - Teacher asks Ss to work individually and read the sentences carefully.  - Ss give the correct form of the verbs (the simple past or past continuous).  - Teacher asks them to compare their answers with a partner.  - Teacher confirms the correct answers as a class. | | ***Answer key:***  1. were … doing  2. destroyed  3. was watering; came  4. were calling; appeared  5. Were … listening |
| **Task 4: Complete the sentences about you and your family members.** (5 mins) | | |
| - Teacher asks Ss to work individually and write sentences about their family members, using the past continuous.  - Teacher asks Ss to compare their sentences with a partner.  - Teacher invites some Ss to write their sentences on the board.  - Teacher comments on their answers. | |  |

**e. Assessment**

- Teacher’s observation and feedback

**4. ACTIVITY 3: PROJECT** (15 mins)

**a. Objectives:**

- To provide Ss with an opportunity to research more deeply into a natural disaster.

**b. Content:**

-Present the poster to the class.

**c. Expected outcomes:**

- Ss can research more deeply into a natural disaster.

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **What do we know about it?**  - Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and checked their progress after each lesson).  - Let students have some time to check their posters for the final time and make any adjustments if necessary.  - T has groups show their posters and present them to the class. |  |

**e. Assessment**

- T checks ss’ grammatical and spelling mistakes on their poster, listens to their presentation, and gives feedback.

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

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

**b. Homework**

- Do exercises in the workbook.

- Prepare Review 3

Teacher

TTCM

Đinh Thị Dung