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| **School: THCS LUONG VAN CHANH** | **Date:** |
|  | **Period: 42** |

**UNIT 4: NATURAL DISASATERS**

**Lesson 2.2 - Grammar, pages 39 & 40**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- practice and use *Preposition of place and movements* correctly

**1.2. Competences**

- improve Ss’ communication, analytical, critical thinking skills.

**1.3. Attributes**

- talk about locations and movements correctly.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, DCR– Phần mềm tương tác trực quan, DHA – Ứng dụng trò chơi tương tác, projector / interactive whiteboard /TV (if any), PowerPoint slides.**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Read about *prepositions of place and movement*, then fill in the blanks to complete a conversation.  - Read the notes and examples on the left,  then circle the correct words.  - Fill in the blanks with the words in the box.  - In pairs: Describe where things are in the classroom and where you can move classroom objects to. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers. | - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5’**

a. Objective: to review vocabulary related to disasters.

b. Content: vocabulary game

c. Expected outcomes: Ss can list many words about leisure activities they have learned.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Word race**  **Complete the words with the vowels (a, e, i, o, u).**    - Divide the class into two teams.  - Ask Ss to work in groups to complete these words in 2minutes (on a piece of paper)  - Check their answers and decide the winner with the most correct words. | ***Answer keys:***  *1. EMERGENCY SERVICES*  *2. ESCAPE PLAN*  *3. SUPPLIES*  *4. FIRE EXTINGUISHER*  *5. BATTERIES*  *6. FIRST AID KIT*  *7. BOARD UP*  *8. STOCK UP* |

**B. New lesson (35’)**

**1. Presentation: 15’**

a. Objective: to help Ss know how to use *Preposition of place and movements* correctly.

b. Content: tasks a & b.

c. Expected outcomes: Ss can use *Preposition of place and movements* correctly.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Prepositions of place**  - Ask Ss to look at the pictures and label them with the correct prepositions: *inside, outside, under,* or *near.*    - Pick some Ss to give the answers.  - Check their answers.  - Introduce the use of prepositions of place: to show where something or someone is.  **Prepositions of time**  - Ask Ss to look at the pictures and label them with the correct prepositions: *into* or *to*.    - Pick some Ss to give the answers.  - Check their answers.  - Introduce the use of prepositions of movement: to show movement from one place to another.  **Task a:** **Read about *prepositions of place and movement*, then fill in the blanks.**    - Ask Ss to read about *prepositions of place and movement*, then fill in the blanks with appropriate prepositions.  - Get Ss to check with their partners.  - Pick some Ss to give their answers.  **Task b. Listen and check your answers. Listen again and repeat.**  - Ask Ss to listen and check.  - Pick some Ss to share their ideas.  - Check their answers.  - Ask Ss to listen again and repeat chorally.  - Pick some pairs to read the conversation again and check their pronunciation if necessary. | - look at the pictures and label them with the correct prepositions: *inside, outside, under, or near.*  ***Answer keys:***    -Listen and take notes.  - Look at the pictures and label them with the correct prepositions: *into* or *to*.  ***Answer keys:***    -Listen and take notes.  - Read about prepositions of place and movement, then fill in the blanks with appropriate prepositions.  - Check with their partners.  - Give their answers.  -Listen and check.  - Give their answers.  ***Answer keys:***  *to; into*  -Listen and repeat. |

**2. Practice: 15’**

a. Objective: to help Ss practice using *preposition of place and movements* correctly.

b. Content: tasks a, b, and c.

c. Expected outcomes: Ss can use preposition of place and movements correctly.

b. Content: tasks a, b.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read the notes and examples on the left, then circle the correct words.**  *1. Stock up on supplies and stay inside/under*  *your home.*  *2. In a flood, don't go outside/into the water.*  *3. Keep a phone near/to you and call*  *emergency services if you are in danger.*  *4. If there's a tsunami, move into/to higher*  *ground.*  *5. If there's an earthquake, get outside/under*  *a table.*  *6. Board up doors and windows, and don't go*  *near/outside of your house.*  - Introduce the task.  - Ask Ss to read the sentences carefully and circle the correct words.  - Let Ss check with their partner.  - Pick some students to give their answers and give reasons.  - Check their answers. | - Read and circle the correct words.  - Check with their partner.  - Give their answers.  ***Answer Keys:***  *1. inside 2. Into 3. near*  *4. to 5. Under 6. outside* |
| **Task b:** **Fill in the blanks with the words in the box.**   |  | | --- | | ***Inside to near outside in*** |   **Tips to Stay Safe in a Wildfire**  *• Have an escape plan. If the fire comes close, leave your home and follow your escape plan (1) \_\_\_\_\_\_\_\_\_ a safe place.*  *• Keep fire extinguishers and first aid kits (2) \_\_\_\_\_\_\_\_\_\_ a safe place.*  *• Move wooden outdoor furniture (3) \_\_\_\_\_\_\_\_\_ your house, to the center of rooms and away from windows.*  *• Keep a phone (4) \_\_\_\_\_\_\_\_\_ you and make sure your phone has enough battery.*  *• Make sure your car has enough gas.*  *• Stay inside your house during the fire. Close doors and windows to keep smoke (5) \_\_\_\_\_\_\_\_\_ of your house.*  - Ask Ss to fill in the blanks with the words in the box.  - Let Ss check with their partner.  - Pick some Ss to give their answers.  - Check their answers. | **-** Fill in the blanks with the words in the box.  - Check with their partner.  - Give their answers.  ***Answer keys:***  *1. to 2. In 3. inside*  *4. near 5. outside* |

**3. Production: 5’**

a. Objective: to help Ss use the language in real situation.

b. Content: task c

c. Expected outcomes: Ss can use *Preposition of place and movements* to talk about locations and movements

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task c: In pairs: Describe where things are**  **in the classroom and where you can move classroom objects to.**  - Ask Ss to work in pairs to describe where things are in the classroom and where you can move classroom objects to.  - Pick some Ss to say their sentences.  - Give feedback. | -Work in pairs to describe where things are  in the classroom and where you can move classroom objects to.  -Say their sentences.  ***Sample answers:***  *My textbook is on my desk.*  *I put my book inside my bag.* |

**C. Consolidation and homework assignments: 5’**

- Grammar: *Preposition of place and movements: inside, outside, under, near, into, to.*

- Do exercises in workbook on page 23.

- Prepare the next lesson: Lesson 2.3 – Pronunciation & Speaking, pages 40 & 41

- Do the exercises in Tiếng Anh 8 i-Learn Smart World notebook (page 33).

**5. Reflection**

a. What I liked most about this lesson today:

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b. 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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